



Community Project Guide

A Service-Learning Approach

civic responsibility

volunteerism



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SERVICE-LEARNING: AN INTRODUCTION

“Service-Learning”. **Or “S-L” for short.**

You probably have heard this word being bandied around by your school teachers, or your friends from the community service club. You vaguely suspect that the word is synonymous with the “Community Involvement Programme”. The word may even scare you – you already have trouble managing your everyday school learning, much less afford the time to attempt what seems like another kind of learning. Yet more and more schools in Singapore have begun their own Service-Learning programs; your school or institution may even already possess its very own Service-Learning Club.

**Have you ever
wondered
why?**

While the S-L methodology originated from the United States, the National Youth Council has been promulgating and promoting it since 2000, because Service-Learning is a powerful youth development tool. Through the S-L approach, youths can achieve personal, character and academic development and acquire values, life skills, a sense of civic responsibility and commitment through being involved in community service. S-L offers a structured method of fusing service into community and experiential learning together for the development of youth. It makes service to the community more meaningful and learning more enriching for youths and for YOU. It is not just about learning, or serving. It is about Learning Through Serving, and Serving While Learning.

**Daunted but
interested
and excited?**

**Are
you
keen to
take up the
challenge?**

**What
is Service-
Learning?**

This guide is especially designed to give you an introduction to Service-Learning and the art of designing and conducting an effective Service-Learning project. It will provide tips, tools and techniques you need to start making a positive difference in your own life and the lives of many people around you.

This guide will help you understand:

- **Why Service-Learning?**
 - Who benefits from Service-Learning?
 - How does Service-Learning benefit you and the community at large?
- **Essentials of Service-Learning?**
 - How to design and execute your very own youth-driven Service-Learning community project?
 - How to carry out Service-Learning reflection exercises before, during and after the project to complete your Service-Learning experience?
 - Where to find useful resources and help for your project?

You're probably familiar with the Community Involvement Programme (CIP), where you've participated in activities such as flag-days, street sales, and charity carnivals. Out of your own spirit of volunteerism, you may have already begun to serve as a volunteer for any of the diverse range of social causes and welfare organizations out there. There is volunteerism whereby youths perform altruistic activities primarily to benefit the service recipient. Another example is community service, which might include more reflection of the cause of a social issue, but the focus is still on the service provided and the benefits of the service to the lives of the recipients.

However, Service-Learning is not about community involvement or volunteerism per se. Instead, it adds value and meaning to your community involvement or volunteering experience by facilitating your development in various ways. Service-Learning places equal emphasis on Service (Meeting real community needs) and Learning (Self-development of youths). There is a reciprocal relationship between the service you render and the learning which occurs for you. Learning enhances the service and in turn the service enhances learning in a virtuous cycle.





Why Service-Learning?

Service-Learning is basically a way of doing community service that also focuses on letting you learn more about the communities that you serve, as well as about yourself - your own strengths and weaknesses for instance. Service is just one act; service-learning is a cycle that keeps on improving if you put in the right effort.

The hyphen in Service-Learning symbolises the connection between serving and learning. Reflection is often the key to connecting your service experience to your learning and development - to turn an act of service into an opportunity for service-learning.

- Self-discovery
- Application of acquired knowledge
- Awareness of and exposure to social issues and society at large
- Cultivation of greater civic responsibility and social consciousness
- Enhancement of mental and emotional aspects
- Learning to think critical and independently and working together as part of a team
- Hone leadership qualities, project management, analytical and problem solving skills
- Fun and fulfilment
- Empowerment and inspiration to lead and create change

Service-Learning during a Community Project - In A Nutshell

READY

Project Planning & Preparations
(Identifying Learning goals)

RENDER

Project Implementation
(Conscious Learning)

REFLECT

Post-project Reflection
(Reinforcing Learning)

SECTION

A

READY:

Project Pre-planning and
Preparations

(Identifying Learning Goals)

READY:

Project Pre-planning and Preparations (Identifying Learning Goals)

Every successful community or service-learning project begins with weeks and even months of planning and preparations including the following steps:

Identifying Needs & Solutions

Naturally, you will need to identify a community need or cause you seek to address and support, or a community in need/beneficiary you wish to help, before you can start a project to do so. There are a few possible ways and avenues to start your research. You can:

- ▶ Identify community needs or causes that you or your team members feel strongly about or already know about.
- ▶ Determine needs or causes in your immediate environment or which you hear about regularly in the media.
- ▶ Conduct research on the Internet or in the library to assess and identify community needs.
- ▶ Approach a Voluntary Welfare Organization (VWO) or Non-Governmental Organization (NGO) to enquire about the communities or causes they support and how you can get involved in their work.



Tip:

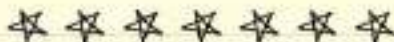
Usually, it is advisable to approach an established VVO or NGO to be a partner for your project, for example as a beneficiary or as a collaborator. The VVOs/NGOs are directly involved in supporting the cause or community you seek to support; their experience, expertise, and resources can be tapped on to greatly enhance your learning experience and increase the positive impact of your project.

After identifying a possible community, need or causes, you should do more research to discover:

- The underlying reasons behind the existence of the community need or cause. What seems to be the root causes of the issue?
- The larger contexts (e.g. social, political, economic) surrounding the community need or cause. Is it a local or an international problem or issue? Who are the key players or affected communities relevant to that particular cause or need?
- Possible solutions to the community need or ways of supporting the cause.
- How others have attempted to address the community need or support the cause, for example through community service projects. Have these attempts or projects been successful or otherwise, and why?

Needs research and analysis are important to come up with an effective and impactful solution to the community problem or need you have identified, as it will ensure that:

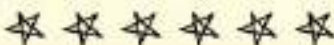
- You have a clear understanding of the problem and the best way to go about tackling it
- Your idea is original and suitable, and takes into account the strengths and weaknesses of previous attempts or projects
- You are aware of the potential problems that might arise



Here is a small table to alert you to possible challenges of doing research and how you can overcome them:

Challenges	Solutions
<ul style="list-style-type: none"> • Dubious sources: Certain information extracted from the internet might not be credible. This includes sources from Wikipedia which are written by non academics. • Limited types of sources: There is an array of different sources available. By limiting the type of source, the information obtained might be one sided or bias or it might not show a complete picture of the problem. • Lack of sources: Some issues might have little professional input due to the lack of expertise on it. • Time constraint: Sometimes, due to the limitations of time, you might face a time constraint. 	<ul style="list-style-type: none"> • To avoid extracting the wrong information, it is imperative to conduct cross comparison among various sources. In addition, ensure the credibility of the source by making sure that the writer has proper accreditations. • Always vary your sources: Obtain information from articles, academic journals, the internet and interviews. This would enable you to obtain an all round perspective of the issue. • Due to the obscurity of certain issues, the number of sources might be limited as well. Thus, you must learn how to utilize the sources effectively. • To examine a source effectively, you must understand the author's claim. What is the author trying to prove? Next, find reasons to substantiate your claim. Finally find evidence that supports the reason. • To eliminate this potential problem, it is important that you learn to research as a group and learn to collate your research information to achieve optimal efficiency.

If you have not realized, your Service-Learning experience has already begun - you are now acquiring knowledge about a particular community need or social cause, and other information related to it!



Determining Your Objectives & Defining Learning Goals



After you have identified the community need or cause you wish to address, and the possible solutions, the next step would be to determine the objectives of your project. Having a list of aims and objectives helps you remain clear and focused in your project.

There are two types of objectives – your **service objectives** and your **learning objectives**.

Service objectives

refer to the positive outcomes that you hope your project would accomplish for the community or cause you hope to benefit or serve, or the social/community problems you seek to address. Set clearly-defined goals, instead of vague ones like "I want to help this group of people or this organization." Possible examples of clearly-defined service objectives include:

- ▶ To raise a certain amount of funds for a particular community or organization
- ▶ To raise awareness about a particular need or social problem
- ▶ To reduce the occurrence of a social problem among a particular group
- ▶ To inspire or interest other young people in helping to address a particular social problem or community need

Learning objectives

refer to the learning outcomes you hope your teammates and you would acquire and gain through participating in your Service-Learning project. How do you hope to be developed through the project? What knowledge or skills do you hope to learn or apply? Your objectives may include:

- ▶ Skills that you could pick up or enhance e.g. leadership, project management, inter-personal communication
- ▶ More knowledge about a particular cause, community, organization, or even volunteering and service-learning in general
- ▶ A better understanding of the relationship between the community and yourselves
- ▶ A change in your attitudes or perspectives towards certain social issues

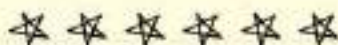


Tip:

The best projects are part of a long-term commitment to a cause. Projects will benefit from the guidance provided by a clearly articulated vision – a broad statement of your long-term objectives. Your vision should be bigger than the objectives of your individual project; it should be a statement about the ideal future and not the present.

Brain storming

Your Service- Learning Project



This is where you and your team begin to make your project more concrete by sitting down together and designing the project that you are going to execute to achieve your Service-Learning objectives. There are a few key components of a project design.

The first step is to decide on an activity or series of activities that will become the program and methodology of your project. The activity or series of activities you brainstorm should be directly effective in causing the service and learning outcomes you desire. Possible types of project activities include:

- ▶ Imparting skills, knowledge to others through training sessions, camps or activities
- ▶ Providing services and assistance directly to beneficiaries or indirectly through organizations that serve the community
- ▶ Organizing fund-raising activities to raise funds for WWO/NGO
- ▶ Awareness campaigns

Tip:

The best projects are done with the beneficiaries, not to them. Raising funds for an organisation for the intellectually challenged can be useful. However, it would be better to enable the members of the organisation to raise funds for themselves, since it is a long-term solution that is more self-sustaining, and brings several more benefits such as raising the confidence of the members. Basically, the best projects turn funding into something more that money cannot buy. A good project solves a problem; an excellent project enables a problem to solve itself.

Tip:

One key activity of most projects is publicity. Publicity is a critical activity that serves many different types of projects in various ways, for example in public education awareness campaigns, or in attracting people to participate in the project activities or patronize any fund-raising activities. Don't neglect this element!

You will also need to decide on the scale of the project. Factors you need to consider when deciding on how big or how small you want your project to be include:

- Available resources
- Commitment and availability of your team members and you
- Desired impact and outcome

Tip:

Your project does not have to impact the community and society on a massive scale. Even if it only affects a small portion of society, you still have made a significant difference to those involved.

The next key step is to comprehensively and thoroughly discover what you need for the project, in terms of venue, logistics, expertise, manpower, and finances. Questions you would want to ask yourself are:

➤ **Venue**

- Where are you going to conduct your activities?
- What kind of location or facilities do the activities you want to conduct require?

➤ **Logistics**

- What materials, resources, or items do you need to conduct/carry out the different activities involved in your project?
- Where can you get these materials or resources?

➤ **Expertise**

- What knowledge or expertise would you need for your project to work?
- Where can you acquire the knowledge and expertise (e.g. by engaging a representative from a VVO or NGO or by providing training for your volunteers)?

➤ **Manpower**

- Is your project team able to conduct the activities by yourselves?
- Do you require additional manpower and why?
- Where can you get additional manpower?

➤ **Finances - Budget**

- What are the various costs and expenditure involved in your project, for example in renting a venue or purchasing logistics?
- How much funds would your project require?
- Where can you get these funds?

Planning Your Project Timeline

After you have come up with all the detailed requirements and activities of your project, you need to plan the timeline of your project from start to finish so that you can:

- Set milestones and deadlines for the various tasks and activities, in order to guide you towards the successful completion of the project
- Establish a blueprint of the entire project that you could use in your liaison with external parties, for example a potential partner or sponsor
- Monitor the progress of the project and ensure that it is on track
- Ensure that various sub-committees in a big organizing team are in sync with one another

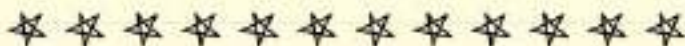
Tip:

When planning the different activities involved in your project, take into account the availability and needs of the different players in the project, for example your team members and the beneficiaries. If your team are all made out of students for example, you may not want to schedule key milestones, tasks or activities during examinations periods.



Roles and Responsibilities

If you had decided to embark on the Service-Learning journey alone, you should have begun to seek out like-minded friends or classmates to join you to form a project team, before or during the above-mentioned phases. Once you have found a team, or if you had already begun with a team, you will need to decide on the different team members' roles and responsibilities.



In deciding the roles and responsibilities, you may want to consider the expertise, strengths, personalities, and the commitment of the individual team members, as these heavily influence their suitability for their roles and their ability to contribute to the project. This ultimately affects the success of the project as a whole. Some roles and positions that are fundamental to every community project are:

- ▶ **The Project Leader**, who oversees and ensures the smooth running of the entire project, and provides overall guidance and direction
- ▶ **The Assistant Leader**, who shares the team leaders' duties and workload and becomes overall in-charge during the leader's absence
- ▶ **The Treasurer**, who prepares the project budget, manages the project finances, keeps the receipts and accounts
- ▶ **The Secretary**, who takes down notes (known as minutes) during meetings, and handles the team's external correspondence
- ▶ **The Logistics Head**, who is in charge of acquiring the various logistics required for the project

Depending on the nature of your project and project activities, you may have to assign team members to different roles, for example, somebody to be in charge of publicity.

Tip:

Make use of the strengths of your team members in deciding on the scale and type of your project activities. For example, if they have strong people skills, perhaps consider a sales project. Don't be limited by what you already know, however - remember, your project will also be a personal learning experience, and you could pick up new skills.

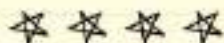
Tip:

If you have a large team, try to ensure that there is more than one team member who is assigned to a single role. Having more members would mean a lighter workload for the individual team member; it would also ensure that there is continuity and someone to take over the role should a team member be suddenly unable to participate in the project any further.

Project Preparations

Once you have drawn up the project plans and established the team structure, it is time to start preparing to realize these plans, through sourcing for and acquiring the various resources you require, and pre-main activity activities you need to conduct.

Resources



► Funding/Sponsorship

Funding is an important enabling/limiting factor that determines whether or not a project can be carried out. After you have determined the total amount of funds you will need for your project (i.e. the project budget), you need to meet these financial requirements. This is usually done by a combination of two different activities – seeking sponsorships of funds, while seeking ways to reduce the project budget, for example by seeking sponsorship of items, finding creative ways to replace budgeted items, or asking for discounts.

In Singapore, there are a few grant schemes, philanthropic foundations and socially responsible companies whom you can apply to for funding. See the next section in this resource booklet for more information on funding sources. They will usually require you to send in a detailed proposal and a comprehensive budget.

► Venue

A venue is one of the hardest resources to find. It must suit the target audience (e.g. events targeted at the general public are best held in a central location downtown), as well as be conducive for the project's objectives. Schools also make good venues for events that involve students. You could approach your own school, if you are a student, or approach tertiary institutions who rent out their facilities to external users. There are also many commercial venue providers that you can



approach. Venue rental fees are usually high, and may take up a huge chunk of your budget. Take note that there may be associated costs with the rental of a venue, such as fees for a technician. Always enquire!

► Logistics

Simple logistics can be purchased in shops or through vendors. More specialized logistics will have to be acquired through suppliers and vendors. Be aware that you may have to place your orders in advance as these suppliers will need time to prepare them. This is especially true for food catering, and printed materials like T-shirts and posters.

Tip:

Be as cost-effective as possible in planning and preparing for your logistical needs. Financial prudence and the creative use of resources are useful skills and habits you can learn through your Service-Learning Experience!

planning
and preparing



► Manpower and Expertise

There are many people and parties you may want to approach for help. A school teacher or a mentor can offer suggestions and feedback on your project and provide information you need. The staff or volunteers from the organization/community that your team is serving may be able to offer advice, expertise and support. Your schoolmates, or the people around you can become sources of manpower to help out in your project as volunteers. You can also recruit volunteers from various sources, for example online volunteer networks or through schools.

► Licenses and Permits

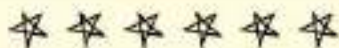
In Singapore, a licence is required for many seemingly common public activities, especially street sales and public collection of donations. Please see the appendix to this guide for a non-exhaustive list of licences.

Pre-main event activities

► Risk Management and Contingency Planning

During the process of planning and preparing for your project, you need to constantly identify potential risks, obstacles, challenges to your project. You will have to brainstorm ways to overcome them or take them into consideration in your overall planning. It is a good idea to brainstorm potential problems and obstacles early so you are able to address them at an early stage.

► Liaison



Inadvertently, your team will have to liaise with a number of external parties in the course of preparing for their project. Two main groups are the formal organizations or beneficiary organizations you seek to work with or help, and any potential sponsors. In most cases, you will need to send them a proposal for their consideration. Keep these guidelines in mind in your liaison work:

- Establish contact early, as you need to allow for sufficient time for them to react to you and for you to react to them.
- Your proposal should state clearly and succinctly your vision and objectives, the descriptions of the players and groups involved in the project, the date/time and venue of the main activities, your proposed activities and how they will help achieve your objectives.
- Your proposal should include a detailed and clear timeline and plan of action, as well as a detailed budget (especially if you are writing to seek a grant or sponsorship.)
- Your proposal should make it clear what kind of assistance or support you seek from them.



► *Volunteer Recruitment & Management*

Your friends and family can be starting points for recruitment, but for large-scale projects that require large numbers of volunteers, consider doing an online recruitment via social media such as Facebook or appropriate internet forums. You could also approach established organisations such as Community Service clubs/Interact Clubs from schools, or other volunteer networks.

► *Financial Management*

Keep proper accounts of the project expenditure and income, and preserve all receipts properly, as they may be required in the event of a monetary dispute, or when you account to your teacher or a sponsor. It is important to handle finances with integrity and accountability.

► *Publicity*

When you come up with activities, you may also need to come up with plans for publicity, depending on the nature of the project. Posters and flyers are typical means to reach the public. You could also consider using the Internet or social media, such as Facebook and Twitter for this purpose.

If you are targeting a specific category of people, consider specialised means – for example, if you need to publicise a community service event to schools, consider contacting schools' Community Service Clubs directly and sending posters to them to be put up in the schools. You need to choose a publicity strategy and method that best suits your project profile and objectives, and target audience. Remember, how you run your publicity and marketing will affect the way in which the public and your target audience view your project.



➤ **Outcome Measurement**

Examples of qualitative measurements are:

- Whether the group of beneficiaries you are serving were able to demonstrate understandings of a particular skill you are trying to teach them
- Whether the general public demonstrates greater awareness of a social problem or a cause you are trying to raise awareness for.

Examples of quantitative measurements are:

- To raise \$100,000 in total street sales as funds raised for a particular charity
- To have at least 100 youths sign up to become volunteers for a particular organization

➤ **Feedback Collection Planning**

You will also need to plan methods for gathering feedback for your project, because feedback will be important to your assessment of whether your activities have fulfilled the objectives, and to your service-learning reflections. In planning to gather feedback, you have to address these questions:

• **Targets: Who to gather feedback from?**

- Partners and collaborators
- Teachers or mentors
- Beneficiaries
- Volunteers
- Other groups of participants

• **Methods: How to gather the feedback?**

- Informal and formal feedback sessions conducted at significant points of the project
- Feedback survey forms, customized questionnaires

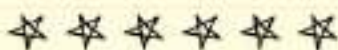
• **Subjects: What kind of information and data to gather? What aspects of the project do you want feedback on?**



Reflections

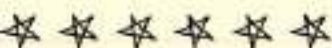
During the planning and implementation phases of the service activity and project, constant reflection and review is useful to resolve any underlying issue or concerns. This also facilitates continual learning, which in turn ensures the success and effectiveness of the project or activity. Reflection is the process in which your team members and you think critically about what you've experienced, and connect serving and learning.

Reflection can happen through writing, speaking, listening, reading, drawing, acting, and any other way you can imagine. It can happen formally, through a structured and scheduled reflection session at various points in the project timeline, or informally, through impromptu sharing or discussions at anytime throughout the course of the project. A good organic Service-Learning Project consists of both. Analysis of experiences can be focused inwardly on yourself (on perceptions, beliefs, senses, attitudes), or outwardly (on the external environment in part or in whole).



Benefits of Reflection

- Gives meaning and purpose to the experience
- Provides an opportunity to establish expectations (individual or team)
- Can help volunteers understand the limitations and opportunities of the service site or community organization
- Relieves tension and provides re-energizing and renewal
- Can create a sense of accomplishment
- Can create a habit of appreciating ourselves
- Integration of service into the rest of one's life – developing a "spirit" of service and civic-mindedness



- ▶ Can create a sense of closure, especially important after a long service period, project, or emotional experience
- ▶ Personal and Team Development
- ▶ Fosters life-long learning skills
- ▶ Develops an ability to learn from positive and negative experiences
- ▶ “Reality Check” – guards against reinforcing inaccurate perceptions/biases
- ▶ Volunteers gain a broader perspective of others’ experience
- ▶ Builds community among the volunteers
- ▶ Personal problem solving increases personal empowerment and confidence
- ▶ Group problem solving creates shared understandings, open communication and better teamwork
- ▶ Clarifies values as volunteers confront new situations
- ▶ Provides practice clarifying goals and making choices to accomplish these goals
- ▶ Encourages volunteers to do higher level thinking, as they look for root causes of complex issues
- ▶ Acknowledges gained skills
- ▶ Builds confidence

Tip:

Keep a Project Scrapbook/Journal/Blog! At the beginning of the project, start a project scrapbook, journal or blog to document the milestones of your project, keep memories, photos and even your team members’ reflections at different points of the project. This will be both a keepsake and record of your project that you can keep, exhibit or show to others, as well as serve as a channel for your team to reflect, remember and learn!

Worksheet 1 has been designed to assist you with the reflection and evaluation of your project.



A Simple Worksheet for a Service-Learning Community Project

Need Identified:

Proposed Solution:

Proposed Project/Activities:

Service Objectives:

Learning Objectives:

Team Planning: Roles and Responsibilities

Project Timeline:

Possible Partners:

Project Requirements (and where to get them?):

Logistics?

Permits?

Funds?

Manpower?

Possible Challenges & Obstacles – Proposed Solutions:

SECTION

B

RENDER:

Project Implementation
and Execution
(Conscious Learning)

RENDER:

Project Implementation and Execution (Conscious Learning)

Your plans are in place and the stage is now yours. As you execute your project, be sure to keep any eye on your timeline and ensure that everything is on track, whether it is a one-day activity or a series of sustained programs.

Tip:

Avoid leaving too long a period of inaction between the significant stages of your project as this may lead to team members losing interest and momentum.



Here are some pointers you may wish to keep in mind:

01

Dry Runs / Rehearsals & “Recce”

If your project is to be executed on a specific or location or venue, it would be good for the key members of the team to conduct a “recce” (short for “reconnaissance”) of the location or venue. This will allow the team to (i) draw up plans that are dependent on the physical conditions of the venue (such as the control of human traffic or safety concerns), (ii) pre-empt potential problems resulting from the conditions of the venue (iii) familiarize team members with the service site/venue.

It would also be good to conduct dry runs or full rehearsals of your project before the actual implementation. This will greatly improve the chances of success and efficacy of your project as it gives you the opportunity to discover and resolve gaps and weaknesses in your preparations and familiarize team members and volunteers with their roles and tasks during the actual project.



✓ 02

React and Adapt

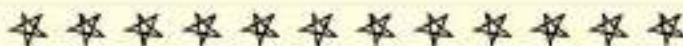
Tip:

You may like to invite a mentor or a more experienced volunteer to be present at your project. They can serve as emergency manpower or "trouble-shooters", and help handle any sudden situation or problem that may arise.



Be prepared that things will not *always* go according to your plans, even if you have tried your best to mitigate or eliminate all risks or potential problems. Whatever the kind of hiccups encountered, **keep calm and attempt to resolve or mitigate it with the resources you have on hand.**

Be flexible, creative and adaptive. As you conduct the project, you may need to modify your plans if you find that the objectives and effectiveness of your project are not being met. For example, if you find that the sales level of the cookies you are selling to raise funds are not ideal, you might want to consider reducing the price or conducting sales at a different venue.



✓ 03

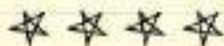
Honoring Commitments to Partners, Beneficiaries & Sponsors

As your beneficiaries, partners and sponsors are important stakeholders in your project, keep them all informed about the status of your project, and any major changes that you find you have to make. Honour all the commitments and agreements you have made to them.

✓ 04

Conscious Learning

As you carry out your project, there are many opportunities for you to learn. In different stages of the project, you could face different challenges e.g. difficulties in conducting research, having to communicate effectively with team mates or external parties. These experiences are lessons for you to draw from. Your experiences, the right choices, the mistakes you made become lessons that you can draw from.



✓ 05

Enjoy Yourself

As much as it is about serving the community and learning, it is also about having meaningful time together with the teammates whom you have worked hard together for the past few weeks. There's nothing quite as fulfilling as seeing your plans become reality and your hard work and efforts bear fruit.



✓ 06

Project Closure

Even as you congratulate yourself for a project well-done, remember that a project is never completed at the end of the project execution/implementation phase. There are still a few things you need to do to ensure proper project closure and completion.

✓ 07

Collecting, Collating and Analyzing Feedback

Outstanding	<input checked="" type="checkbox"/>
Very Good	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Unsatisfactory	<input type="checkbox"/>

Collect and collate feedback about your project from all possible parties, in particular your volunteers and beneficiaries and partners. If you are executing the project with the help of a mentor or a teacher, be sure to get them to share their feedback with you.

The collected feedback will be useful for you in assessing the results and outcomes of your project, as well as in reviewing and reflecting on the project.

08

Accounts & Accountability



Settle all outstanding payments after the project and ensure that all your suppliers are paid. Doing so helps you develop a positive working relationship and can be of benefit if you work with the same suppliers again.

You should also tidy up and finalize the accounts of your project's income and expenditure. This is important especially if you need to account to a teacher-supervisor or a sponsor after the project. Remember to request and keep receipts when paying your suppliers. Most funding schemes, for example, the Young ChangeMakers grant, require your statement of accounts and proof of expenditure as a condition for the grant.

09

Showing Appreciation



Remember to appreciate and acknowledge your teammates, yourself and anybody who has contributed to the project. This helps to foster relationships and increase the net happiness generated from your project. This can be done through tokens of appreciation, certificates of participation, formal appreciation or a thank you reception, based on your analysis of what you think your partners, volunteers or teammates would appreciate and cherish the most. For example, your volunteers may need formal letters to submit to their school as proof of their involvement in your project.

Within your project team, you can also affirm and acknowledge one another's contributions during your post-project review and reflection sessions as well. Simple appreciation activities include:

➤ Appreciation cards

Each person writes their name on a card, or slip of paper. Then, the cards are passed around the circle, and each person on the team writes (and draws, if desired) something they appreciate about that person.

➤ Passing the Ball

The team gathers and sits in a circle and each team member takes turn to pass or throw a yarn ball or small ball at another member; each person states what he or she appreciates about the person they are throwing the ball to.



✓ 10

Project Sharing

You may want to find a suitable platform to share and present your Service-Learning experience, to gain recognition for the contributions of your team and yourself, as well as to raise awareness of your cause, and to allow others to learn from your experience. You could write to relevant magazines and newspapers to see if they are interested in featuring your project, or ask your school to give you an opportunity or way to share about your project with your school mates.

✓ 11

Close, Review, Reflect, Enhance

After gathering the available feedback, a thorough reflection and analysis of the project needs to be conducted. Reviewing your project can help to generate ideas for future projects and improve the quality of those projects. More importantly, it allows you to complete your Service-Learning experience (see next section).



SECTION

C

REFLECT:

Post-project reflection
(Reinforcing Learning)

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Post-project reflection
(Reinforcing Learning)

As mentioned, reflection is the key activity that has to be constantly done throughout the different phases of the project to achieve the learning outcomes of the project. Reflection should involve all those who contributed to the project. By facilitating a deeper and more thorough understanding of volunteers' experiences, it fulfils the learning aspect of the Service-Learning project. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity.

Here's a list of possible sets of questions that your team can reflect on:



Reviewing the Project Experience

Possible Questions:

- What happened?
- What did you observe during the process?
- What is the cause or community being served?
- Who participated and to what extent (youth, community recipients, partners, staff)?
- What were the results of the project?
- What events or "critical incidents" occurred?
- What was the feedback from beneficiaries, partners, fellow volunteers, teachers or mentors?

Evaluating the Effectiveness of the Project

Possible Questions:

- How has the community benefited through the project?
- For each of your objectives, how have you achieved this? How can you do better the next time?
- What aspects of the project were well done?
- What will you do differently next time, and why?
- What new/additional skills have you learnt and acquired?
- What new/additional knowledge about community services, the cause, the organization or the beneficiaries served have you learnt and acquired?
- Did the project give you any new attitudes or perspectives, or change your values and beliefs?
- What did you learn about the processes of teamwork, project planning and project management?
- How can you serve and learn even more next time?



Reflecting on Your Personal Service-Learning Experience



3 Levels of Reflection

► *The Mirror (reflection of self)*

- Who are you? What are your values?
- What have you learned about yourself through the experience?
- How is your experience different from what you expected?
- Have your motivations for volunteering changed? How? Why?
- Has this experience challenged your stereotypes/ prejudices?
- What would you do differently if given the chance?
- How will your experience change the way you act or think in the future?
- What emotions did you feel during the project?
- What did the project reveal about your strengths and weaknesses, attitudes and beliefs, values and capabilities?
- What did the project reveal about your working style, your ability to communicate with others and to work in a team?



➤ **The Microscope (making small experiences large)**

- What would you change about your experience?
- What have you learned about the people who received your help?
- Describe a moment of failure/success/decision/doubt/humour/frustration/happiness/sadness, etc.
- How does what you've learned apply in other areas of your life?
- Which of your actions had an impact on the community?
- What more can be done for these people?
- What would you like to learn more about, related to this project or issue?
- If you were in charge of the project, what would you do to improve it?
- If you could do the project again, what would you do differently?
- What would "complete" the service?
- What have been the best and worst parts of this project? Why?
- Has your definition of service changed? Why? How? Should everyone do service?



➤ **The Binoculars**

- Identify an underlying or overarching issue, which has contributed to the particular community need addressed.
- What can be done to change the situation?
- How are the beneficiaries of your service affected by the larger political/social sphere?
- What does the future hold for these people?



Worksheet 2 has been designed to assist you with the reflection and evaluation of your project.

A Simple Worksheet - Reflecting on your project and yourself



Reflect on how well your project met its objectives.

- In what ways were the objectives met?
- In what ways were the objectives not met?
- How could your project be improved to better meet its objectives?

Reflect on how well your project met the needs of the community/ met your vision for the community.

- How has your project contributed towards fulfilling your vision?
- What aspects of your vision have not been fulfilled by this project?
- Did the objectives of your project limit its ability to fulfil your vision?
- How could the objectives of your project be tweaked to better fulfil your vision?

Reflect on what you have learned from this project

- What have you learned about the community or cause you have served?
- What have you learned about yourself (e.g. values, working style, habits) during the project?
- What skills or knowledge have you acquired through participating in the project?
- Based on what you have learnt, what can you apply to benefit future projects that you may run?
- Knowing what you know now, how could you have improved your project?

Using feedback from all parties concerned to fill up this framework can help to make your review more useful.

Enhancing the project for the future

Consider some of the following questions:

- How has your project contributed toward fulfilling your vision or original objectives?
- What aspects of your vision or original objectives have not been fulfilled by this project?
- In what ways could you broaden your project or make it bigger (e.g. target a bigger group)?
- In what ways could you conduct a future project on the same scale but with greater impact (e.g. more effective activities)?
- Can the project be modified to benefit more groups of people (e.g. not just the elderly/poor, but also children from disadvantaged backgrounds at the same time)?

Here is a list of suggested ways in which to enhance a project:

- Increase the scale of the project.
- Increase the number of different parties involved.
- Move from raising awareness among the public to involving the enlightened public in action.
- If your existing project is a long-term one, establish a sustainable, self-supporting source of funding. In the long run, consider starting a formal social enterprise, which is a 'more-than-profit' business which either raises funds for a cause or supports the cause through its activities.
- Empower people who benefited from your previous project to pass on the benefit to others (e.g. if your project involved giving lessons/training to a group of beneficiaries, try starting a programme whereby those beneficiaries teach others).

Remember, these are just a small number of possibilities. What you can do really depends on the specific nature of your project. More importantly, it depends on yourself and your team-mates -- with a few creative ideas and lots of commitment, in the long term there really is no limit to the extent of the change you can make!

Useful Resources



The Young ChangeMakers (YCM) grant

What is the YCM grant and who is it for?

The YCM grant is a seed grant which provides the opportunity for passionate youth groups to pursue projects that benefit the community.

Its objectives:

- Supports youth initiated projects that benefit the Singapore community and society
- Empowers youth as decision makers to evaluate projects and mentor project applicants

Criteria to apply:

- Seed project grant funds up to 80% of project cost capped at \$3,000
- Individuals, informal or registered youth groups
- Non-Singaporeans are welcome to apply as a team member in a group of local youths



What kind of project is it for?

The YCM grant is for projects that include:

- **Community element:** This means that the benefits that the project brings to the community must be substantial and if possible, sustainable. As YCM is a seed fund, we will not fund the same project repeatedly. Thus, it is imperative that your projects should have a degree of sustainability that will allow you to prolong the positive impact to the wider community.
- **Youth element:** Projects that are primarily youth led and youth driven will be supported. Furthermore, projects should have the potential to reach out to other youths.
- **Effective use of funds:** There must be prudent usage of funds. Applicants should explore alternative sources of funding at the same time.

Overview of YCM grant application and closure process

YCM is open to any youth aged 13 to 35 who wish to embark on projects benefitting the community in Singapore, either as an individual or a group. First timers are welcome to apply as assistance is at hand while you draft your grant proposals. If your application is successful, a mentor from the YCM Youth Panel would be assigned to you as you implement your community project.

How much funding can I apply for? You can apply for seed funding of up to 80% of project cost or \$3,000, whichever is lower.

Dates

Send in application before the 2nd and 4th Monday of every month

Within six months from award of grant

Within two weeks of project closure

Activities

Completed application form or Online Application Form and project proposal to be submitted to the YCM Secretariat, via YCM Website, email, fax or mail. YCM Secretariat will inform all applicants of results of assessment and contact details of mentor(s) assigned to the project within two to three weeks after each assessment cycle. Disbursement of funds will take place within three weeks from the notification of the results.

Completion of project

Submission of Project Closure Report (refer to website for template) and Statement of Account (include original receipts/ 'certified true copies' of photocopied receipts and photos of event). All projects will only be processed when the above are fulfilled.



1.2

Other sources of funding

Besides the YCM grant, you can also tap on the funding schemes a number of other organisations have for community projects. Not all of them are suitable for groups of youths – for example, some are meant for businesses or large formal organisations. Note that different schemes have different criteria and application processes. In particular, note that you may have to apply quite some time in advance. It doesn't hurt to apply even earlier just in case there are any problems with the application.

Even if a government agency doesn't have a formal funding scheme, it doesn't hurt to write to them to ask if they can point you in the direction of funding. You never know – some may be willing to consider funding requests on a case-by-case basis, or may be able to give other useful advice!

Some of the suggested agencies that you may approach for the funding are:

Private Agencies

Citicbank
HSBC
National Youth Achievement Award

Government Agencies

National Environment Agency
National Arts Council
Community Development Centres
Singapore Kindness Movement
Singapore Totaliser Board

Foundations

Lien Foundation
Shaw Foundation
Lee Foundation
Tan Chin Tuan Foundation



1.5

Licences and permits needed

Certain activities require one or more licences or permits from certain Government agencies. If in doubt, you should check with the relevant Government agency. If you're not sure which agency is the right one, don't be afraid to just write to them and ask for advice.

Note that you may have to apply quite some time in advance. It doesn't hurt to apply even earlier just in case there are any problems with the application.

Note that, increasingly, permits/licences have to be applied for using a SingPass, which is an online account used to access Government services.

You may refer to the table below for the list of agencies where you can apply for your permit. For a more comprehensive list of licences/permits, you might want to check out the Online Business Licensing Service (OBLS) at <https://licences.business.gov.sg>. You can search for licences/permits by the type of activity. Note, however, that this website is designed mainly for businesses, so some of the information may not apply to you.



If in doubt, it doesn't hurt to ask!

Permit For... From... Details How? By When? Fee?

Construction of temporary structures

Singapore Civil Defence Force (SCDF)

A Temporary Change of Use permit is needed for temporary structures, e.g. those for exhibitions, carnivals, and stage shows. The structures must meet SCDF's fire safety rules.

Go to <https://licences.business.gov.sg>, then click on "Apply new Licences"; "Government Agencies"; "Singapore Civil Defence Force"; and then tick "Application for Temporary Change of Use" and click "Next"

At least 7 days in advance.

\$50.

House-to-house and street collection

Singapore Police Force (SPF)

This is for house-to-house or street collecting of donations or sales. A permit is not required for a private collection that is confined to friends or relatives; or making an appeal through the telephone or the media such as the internet and newspapers; or sending out appeal letters by post.

Apply online at https://www.spt.gov.sg/licences/frameaset_MH.html

At least 7 days in advance.

No fee.

Permit For...

From... Details

How?

By When? Fee?

Screening NC16, M18 or R21 films

Media Development Authority (MDA)

This is only for NC16, M18 or R21 films. No permit is needed to screen G or PG films. A temporary permit lasts for one month.

Apply online at <https://www.mda.gov.sg/Licences/Pages/FilmExLicence.aspx>

\$100 fee (one month) + \$10,000 refundable deposit.

At least 7 days in advance

Police Permit (for gathering or procession)

Singapore Police Force (Self)

This is for an assembly or procession (1 or more people) in public that demonstrates support or opposition to the views or activities of any person or publishes a cause or campaign, or commercialises an event. This includes sports events and public talks, among other things.

Apply online at http://www.spf.gov.sg/licences/framecat_PP.html

About \$50 per day; depends on the type of activity

At least 21 days in advance

There are exceptions, see "Exempted Activities" on the website for more details. In particular, some charity and sports events do not need a permit, so do check this page.



Permit For...	From...	Details	How?	By When?	Fee?
Outdoor advertisements	Building Construction Authority (BCA)	With some exceptions, outdoor advertising signs (including banners and notices, at bus stops) need to be approved by BCA.	See more details and apply online at https://www.bca.gov.sg/Advertisers/advertisers.html	At least 3 working days in advance for advertisements which will be up for less than 12 months; otherwise, at least 7 working days in advance	Depends on the type of advertisement; see the website for details.
Animal exhibitions	Agri-Food & Veterinary Authority of Singapore (AVA)	For animal exhibitions (including performances), a licence from AVA is required.	See online application details or paper submission details at https://www.ava.gov.sg/AnimalsPetSector/SalesOfPetsOwnership/Exhib/AnimalExhibitions/	At least 4 working days in advance	\$125 (plus \$94.50 if the exhibition is permanent or lasts more than 14 days)
Building	National Arts Council (NAC)	For busking, a Letter of Endorsement from NAC is required. Applicants need to go through an auction; see the website for details.	See more details and get the application form at https://www.nac.gov.sg/arts/ev00.asp	There are about 4 auction dates per year (about once every 3 months).	No fee
Selling food/drink/ other merchandise at arts/cultural events	National Environment Agency (NEA)	This applies to arts/cultural events. The selling of food/drink/other merch and so should not be the main activity. If it is, a food stall licence is required from NEA.	Go to http://app2.nea.gov.sg/ItemSub.aspx?oappid=20090720226768161463&apemode=live&sthood and click on "Application for Approval to Conduct Sale of Food, Drinks and Merchandise at Arts and Cultural Events"	At least 2 weeks in advance	No fee

Permit For...

From...

Details

How?

By When?

Fee?

Arts entertainment

Media Development Authority (MDA)

This is needed for arts entertainment in public, "Arts entertainment" includes plays, music and dance performances, art exhibitions, variety shows and jazzrock concerts.

There are some exceptions. See the website for details.

Get the relevant form from <https://www.compass.org.sg/licenses/0.aspx>

At least 2 weeks in advance

Fee depends on the type of event

Playing or performing copyrighted music in public

Composers and Authors Society of Singapore (COMPASS)

E.g. at concerts, exhibitions, carnivals, etc.

Get the relevant form from <https://www.compass.org.sg/licenses/0.aspx>

At least 2 weeks in advance

Fee depends on the type of event

Publishing newspapers

Media Development Authority (MDA)

A "newspaper" refers to a publication containing news or comments on news.

Get the form from <https://www.mda.gov.sg/licenses/Pages/NewspaperPermit.aspx>

At least 15 days in advance

No fee

Carnival/fair

National Entertainment Agency (NEA)

This is for activities that involve selling up hazardous items used to eat, food, drinks, or other merchandise or for entertainment.

Go to <http://nep2.nea.gov.sg/licenses.aspx> and click on "Trade Fair Permit"

At least 4 weeks in advance

\$55





Other relevant agencies

The following is a non-exhaustive list of agencies that may be useful to you when you plan your project. It doesn't hurt to contact them if you're in doubt!

Singapore Police Force (SPF)

The Singapore Police Force is the primary agency responsible for law enforcement in Singapore. They also operate the PULIS website, which handles many of the common lawless related for a community project.

<http://www.spf.gov.sg/foe/naa/>



6545 0000

Ministry of Community Development, Youth and Sports (MCYS)

The Mission of the Ministry of Community Development, Youth and Sports is to build a cohesive and resilient society by bonding, socially responsible individuals, strong and stable families, a sporting people, and a caring and active community. In addition to being the central body of numerous grant-making agencies, it also administers a number of grants.

<http://www.mcys.gov.sg>



6258 0295

National Environment Agency (NEA)

The National Environment Agency is the Statutory Board under the Ministry of Environment and Water Resources tasked with caring for Singapore's "Clean and Healthy Environment". They provide funding and celebrate for environmentally oriented projects. The NEA also runs educational programs for youths who wish to enact change in the environment.

<http://nepc.nea.gov.sg>



1800 2255 652

National Volunteer & Philanthropy Centre (NVPC)

The National Volunteer & Philanthropy Centre is the national body established in July 1999, to promote volunteerism and philanthropy in Singapore. Through its e-learn system, the NVPC provides matching services for volunteers and VVOs and also maintains comprehensive profiles on many of Singapore's "Voluntary Welfare Organisation s".

<http://www.nvpc.org.sg>



6250 9595

Community Development Councils (CDC)

The Community Development Council functions as a local administration of its District, relating, planning and managing community programmes to promote community bonding and social cohesion. The Community Development Councils also provide various community and social assistance services delegated from the Ministries.

There are currently 5 CDCs in Singapore:

Northwest CDC

<http://www.northwestcdc.org.sg>



6767 2288

Southwest CDC

<http://www.southwestcdc.org.sg>



6316 1618

Central Singapore CDC

<http://www.centralSingaporecdc.org.sg>



6370 9001

SouthEast CDC

<http://www.southeastcdc.org.sg>



6543 9723

NorthEast CDC

<http://www.northeastcdc.org.sg>



6424 4000





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