

National Youth Service Week

Lebanon

Theme: Sustainable Service

Participation Guide



Sample Group Picture



Sample Action Picture (good)



Except for the group picture, it is preferred to have pictures showing youth actively engaged in the service activity, not looking at the camera.

Sample Action Picture (better)



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National Youth Service Week - Lebanon (NYSW)



National Youth Service Week is a campaign throughout Lebanon, started in 2016, to promote, support, and recognize youth service to their society. National Youth Service Week in Lebanon is built upon the foundation of Lebanon's celebration of "Global Youth Service Days" from 2001-2017. Groups that register their projects for National Youth Service Week will have their projects automatically registered for Global Youth Service Days as well.

What is Global Youth Service Days (GYSD)?

"Global Youth Service Days*" is an annual event held for three days every April to:

- ❖ Celebrate the role of youth in community building and social change
- ❖ Mobilize millions of youth worldwide to serve their community through service
- ❖ Recognize the year-round contributions of young people to build their communities and their world through voluntary service

*Referred to also as Global Youth Service Day (singular), though it is a 3-day celebration.

Objectives of Global Youth Service Days

- ❖ Empower youth to meet the needs of their communities through volunteering
- ❖ Encourage and recruit a new generation of volunteers
- ❖ Educate the public, the media, and policy makers about the year-round contribution of young people as community leaders around the world

Objectives of National Youth Service Week Lebanon

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

NYSW Theme: Sustainable Service

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

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

Each of these ways will be discussed further, later in this guide.

School Mandatory Service Requirement

Students in their last three years of high school are required by the Lebanese Ministry of Education to engage in a total of 60 hours of service, primarily through implementing community service projects. National Youth Service will give special support to youth who are trying to complete this community service requirement. For more information about this requirement contact the Ministry of Education.

Criteria for Volunteering:

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

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

C-A-R-E

A great volunteer (or other person doing service)

cares . . . is

Capable
Available
Reliable
Engaged

Guidelines for Participation in National Youth Service Week Lebanon

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

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

3) Dates of Service: Service projects must take place during the official dates of National Youth Service Week. Projects may take place totally within that period, or they may begin, end, or be part of a larger project that the youth are engaged in. In all cases, National Youth Service Week must somehow be recognized during the service event, and ideally, Global Youth Service Days should also be recognized.

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



5) Expanding the Circle of Service: We invite older and more experienced youth groups and classes to double the impact of their involvement in National Youth Service Week by inviting younger youths to participate with them in a project.

And we invite the most experienced youth groups to help other youth (individuals or groups) who have not participated yet in service projects to develop their own service project this year, providing them with the guidance they need throughout the process of planning, implementation, and reporting.

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

7) Project Ideas: Youth groups can do service projects for their school, youth group, neighborhood, or community, or they can do it elsewhere in Lebanon. The project must address at least one of the 17 Sustainable Development Goals listed later in this Guide. A project helps to solve a problem and/or address a genuine need in society. Projects are acknowledged for the impact they have, not the amount of effort that the youth have made. Even small projects can have a great impact. There is a list of “Ideas for Service Projects” at the end of this guide, but groups are not limited to the projects in this list.

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

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

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

11) Pictures: Groups are encouraged to take a variety of different pictures related to their projects. 3-5 pictures are required to be uploaded as part of their

Post-Project Form. One of these must be a picture of the group holding at least an A-4 size color copy of the logo of National Youth Service Week. And at least one must be an Action Picture.

Types of Picture:

Group Picture in which all the group is included.

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

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

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

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

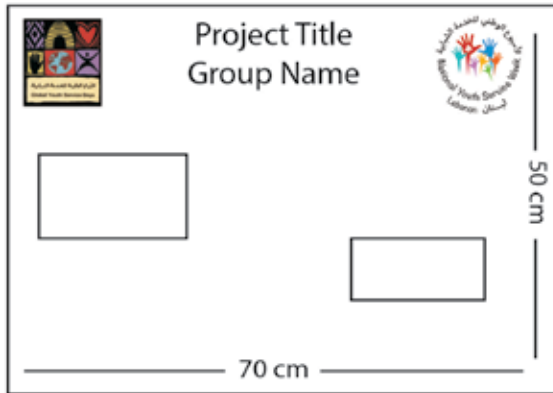
(2) Poster: Groups must upload an e-poster about the project or a picture of a hand-crafted poster clear enough to read the contents as part of the Post-Project Form, according to the instructions provided here (one poster per project). Groups should NOT actually send the poster to the organizers of National Youth Service Week. Groups are encouraged to bring it with them to be posted at the Recognition Event.

The Project Poster Requirements

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

- ✓ **Name of project** – we encourage project names that identify what the project is in a creative way.
- ✓ **Name of the youth group or school class** doing the project
- ✓ **A list of the youth and their leaders** who actually participated in planning and/or implementation of the project. Put * for those who are NOT “youth” participants (not 5-25 years old.)
- ✓ The organization, group or location that is **the beneficiary of the service**
- ✓ A brief **description** of the project.
- ✓ Indicate which of the 17 **Sustainable Development Goals** the project addresses.
- ✓ **Pictures:** The poster must include a picture of the group holding at least an A-4 size color copy of the logo of National Youth Service Week (available on the NYSW website) and 3-10 other pictures as noted in Point 11 above.

- ✓ **Logo of National Youth Service Week** available on the website.
- ✓ **A map of Lebanon** showing where the group is from AND where the project took place.
- ✓ A list of **those who should be thanked** – specialists, donors, others that made the project possible.



Why is a poster important?

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

Recognition Event

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

Certificates

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

- 1) Submit a fully completed Pre-Project Form by the deadline listed on the Schedule.
- 2) Implement the service project within the dates listed on the Schedule.
- 3) Submit a completed Post-Project Form (fulfilling the requirements explained above) by the deadline listed on the Schedule.

Exemplary Projects

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

Criteria to be considered for Exemplary Project Status:

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

NOTE: Evaluation is based on evidence provided in the Post-Project Form

Theme for NYSW: Sustainable Service (Details)

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

Pollution, global warming, the destruction of wildlife habitat, and the deterioration of biodiversity are all causing serious degradation of our environment, and it is up to each of us to do our part in reversing this

situation. These factors have already caused serious problems in Lebanon. A major reflection of that is how to deal with the growing garbage problem. It is not simply a matter of what to do with the garbage we have, but also how to reduce future garbage; how to assure that what is toxic does not get into our groundwater and affect our health, and how to make sure that we in Lebanon do not contribute to the increasing pollution of our air, our water, our rivers, and our coast.

10 Rs for the Environment

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



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

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

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

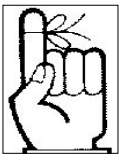
Refuse single use plastics (straws, water bottles, food containers, tableware) and products that are packaged with a lot of plastic and Styrofoam.



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

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

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



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

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

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

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

Questions to Consider

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

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

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

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

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

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

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

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



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



Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

Develop an awareness campaign about food security or nutrition, organize a Hunger Banquet (<https://www.diosav.org/sites/all/files/socialservices-ORB-hunger-banquet-setup.pdf>), collect healthy food for a

local food drive, work with an organization that collects food from restaurants and parties and distributes them to those in need.



Goal 3: Ensure healthy lives and promote well-being for all at all ages.

Host an anti-drugs or anti-smoking campaign; arrange a training session in your community for First Aid and CPR; help to improve access to different facilities and services for those with special needs.



Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Develop a volunteer tutoring program in a public school with older children tutoring younger ones. Find out the material needs of the students – backpacks, books, pens, paper – and try to gather and distribute

them to those in need.



Goal 5: Achieve gender equality and empower all women and girls.

Identify gender inequality problems in your community and try to advocate changes. Interview males and females of different ages and positions in your community to ask them about successful women in the community or more broadly in Lebanon and

write stories or articles that honor them to distribute to school children. Hold a community event to honor such women. Put pictures and stories of successful women on the walls of the school as role models for female students.



Goal 6: Ensure availability and sustainable management of water and sanitation for all.

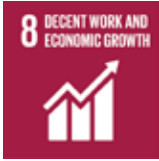
Have the water in the school and different places in the community, as well as from purchased water bottles, tested and publicize the results. Post signs next to water bodies, wells, and other water sources asking individuals not to pollute or waste water. Implement rain harvesting or capturing of water from

ACs at home and school for reuse in appropriate ways.



Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all.

Research the cost of different energy sources and see if the group can implement or advocate some form of solar, wind or other alternative energy in the community and/or nationally.



Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.

Organize a job fair or workshop with the help of professionals to help people in your community sharpen skills necessary to be more employable in the job market.



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



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



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



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



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



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



Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. Organize tree planting with indigenous varieties of plant life.

Contact nature reserves to see how to help. Identify all the nature reserves in Lebanon and develop a campaign to encourage the public to visit them and to use them responsibly.



Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Organize a

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



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

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

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

There is a proverb that says:

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

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

Although it is not always easy to know the long-term impact of a project, some have potentially more impact than others over time. If you plant a tree, it can have a long-term impact, providing shade, fruit, beauty and oxygen to the environment - but only if it survives. Its survival depends on whether you planted

the right type of tree in the right place, at the right time, in the right way, and that someone follows up on it, making sure it gets watered and that weeds don't choke it.

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

If you read to people, the impact is usually short. If you teach them to read, give them a book, or put a library in their community, the impact is likely to be much longer.

HOW TO PLAN AND IMPLEMENT A PROJECT

Action 1: Decide on a Project

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

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



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

Action 2: Identify Stakeholders and Create the Project Team

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

Action 3: Gather Information

The more the participants know about the project, the better it will be. Early in project planning it is good to do an Internet search, check information in the

library, and/or meet with the prospective recipients of service and experts on the subject to learn from them.

Action 4: Create a Project Statement

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

Who? Group name; in collaboration with

What? Project name; mission statement

Where? Project location

When? Project time frame

Why? Needs statement; vision statement

How? Project summary; project objectives

Action 5: Plan According to Key Principles and Factors

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

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

Action 6: List and Assign Major Tasks and Specific Jobs

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

Action 7: Identify Project Needs and Assets

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

Action 8: Manage Risks

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

Action 9: Prepare for Implementation

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

Action 10: Implement

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

Action 11: Document and Publicize

There are many different ways to document a project before, during, and after implementation: create a project journal, take pictures, collect receipts and brochures, etc. Both documentation and publicity can help the project get funding and other support. Publicity can increase awareness of the issue and inspire others. It also serves as a form of recognition for those doing the project.

Action 12: Clean Up and Follow Up

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

Action 13: Reflect and Evaluate

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

Action 14: Appreciate, Recognize, and Celebrate

18 Appreciation should begin by having the students thank the people who helped

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

IDEAS FOR YOUTH GROUP SERVICE PROJECTS

Senior Citizens

- ◆Paint a room or wall in an elderly home
- ◆Help cook/serve meals at an elderly home
- ◆Organize a party or recreational event for the residents of an elderly home (games, songs, skits, etc...)
- ◆Raise money to purchase wheelchairs and other equipment for an elderly home
- ◆Bring plants to an elderly home - offer to take care of them
- ◆Draw/paint pictures to decorate the walls of an elderly home/hospital
- ◆Create toiletry kits for senior citizens
- ◆Make greeting cards for a special holiday (Mothers/Fathers' Day, New Year's Day, a religious holiday, etc.) and give them to individuals at an elderly home

The Environment

- ◆Clean up an empty lot
- ◆Collect materials that could be recycled from people's homes
- ◆Organize a cleanup for a river, street, neighborhood, beach, or park
- ◆Study local environmental problems and construct a plan to help solve one of them
- *Implement a recycling program for a school, building, or neighborhood
- *Implement a project to reduce the amount of waste generated (like banning or reducing the use of single-use plastics in your school, institution or community)
- *Implement a project to collect the water from the ACs in your school, institution or community and make good use of it (watering plants, etc.)
- *Implement a composting project for your school, institution or community

Those With Special Needs

- *Evaluate the accessibility of the sidewalks or buildings in your community and make or advocate for changes to improve accessibility.

- ◆ Read books and record them on tape for the visually impaired
- ◆ Offer to take visually impaired individuals of an institution for the blind to the cinema or to a play and help them understand what is happening
- ◆ Hold a local sports day for those with special needs
- ◆ Hold a non-competitive sports day bringing those with and without special needs together
- ◆ Present a play/puppet show/ skit/dance with, for, or about those with special needs

Advocacy

Organize or participate in programs concerned with changing policy and social behavior regarding:

- ◆ Human rights
- ◆ Rights of the disabled
- ◆ Rights of women
- ◆ Rights of the elderly
- ◆ Rights of children
- ◆ Protection of animals
- ◆ Protection of the environment
- ◆ Democratic elections
- ◆ Elimination of corruption



Neighborhood Enhancement

- ◆ Paint murals/beautify walls on the street
- ◆ Plant and tend flowers on the street
- ◆ Plant and tend a vegetable garden and donate the produce to an institution in need
- ◆ Make a playground in a park

Literacy/Learning

- ◆ Organize an after-school program to provide tutoring and other activities
- ◆ Organize a used book sale and donate the money to an institution in need
- ◆ Collect new and used books to give to a hospital, orphanage, school, library, or refugee center

Children

- ◆ Take a group of children in need (orphans, poor, etc.) to an animal shelter or other activity place
- ◆ Bring plants to an orphanage and offer to take care of them or teach the children how to take care of them

- ◆ Organize activities at an orphanage (games, songs, skits, etc...)
- ◆ Have a storytelling session for children at the local public library
- ◆ Take a group of children in need to the public library for a day of activities
- ◆ Paint an empty wall with the children in an orphanage
- ◆ Help cook/serve meals at an orphanage
- ◆ Write letters to children at an orphanage or hospital
- ◆ Organize an after-school activity to help younger students do their homework and have extra classes
- ◆ Draw/paint pictures to decorate the walls of an orphanage
- ◆ Collect clothes for children in need
- ◆ Make greeting cards for a special holiday (New Year's Day, a religious holiday, etc.) and give them to children at an orphanage or hospital
- ◆ Create a friendship program between a school class and a group of children at an orphanage.

Drives

- ◆ Organize a
 - Canned food drive
 - Furniture drive

Clothes drive

- Toy drive for children and repair/paint the toys if needed
 - ◆ Set up a recycling drive or recycling center
- Organize the collection of posters to decorate a school or orphanage or elderly home

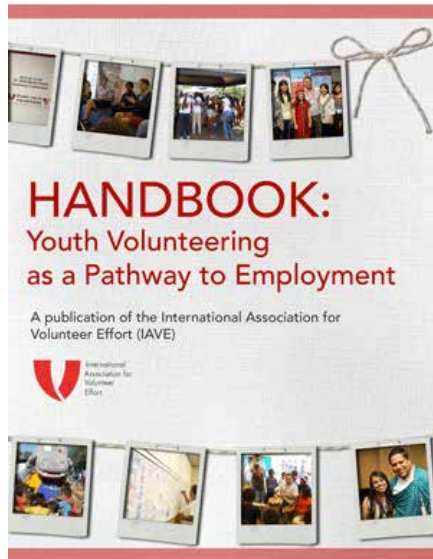
Libraries

- ◆ Collect new and used books for a public or school library
- ◆ Organize a used book sale and donate the money to an institution in need
- ◆ Hold a storytelling session for children at a library
- ◆ Take a group of orphans or others on a fieldtrip to a local library
- ◆ Adopt a children's section of a library (decorate it, add books, and comfortable furniture, etc.)
- ◆ Help organize or cover books
- ◆ Set up a long-term volunteer program at a local library (to shelve, register books, have reading sessions, themes, summer reading programs, etc...)
- ◆ If no public library exists in the community, begin a campaign to establish a library and make sure it includes a children's section
- ◆ Develop a tutoring program at a public library
- ◆ Develop a program to teach literacy and love of reading at a public library
- ◆ Build a Little Free Library for the free exchange of books

Other

- ◆ For schools: Have your service project be connected to the curriculum of any class subject (this is called “service-learning”), then write an article about the experience
- ◆ Develop a play/skit/puppet show about a special cause and perform it for others
- ◆ Organize a discussion/lecture/about drug and alcohol abuse or some other social issue
- ◆ Engage in some type of fundraiser for an institution
- ◆ Develop a program to help with office work for an organization
- ◆ Hold an introductory computer session for parents/adults or teach them how to use Facebook, Twitter, or other social media.
- ◆ Organize a bike-a-thon (or one for tricycles, roller blades, scooters, etc.) as a fundraiser for some good cause
- ◆ Research local history and publish a guide about a historical site in your community/town
- ◆ Spend a day serving the needs of prisoners at a prison or facility for delinquent youth





Youth, Volunteering and Employment

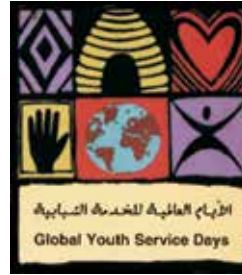
Volunteer For Lebanon, the coordinator of National Youth Service Week, is the National Representative for the International Association for Volunteer Effort (IAVE). IAVE has done considerable research worldwide and has produced the following publication that you can download for free:

Handbook: Youth Volunteering as a Pathway to Employment

<https://www.iave.org/handbook-youth-volunteering-pathway-employment/>

This handbook is a resource to inform and educate youth volunteers, organizations that engage youth volunteers, and corporations about the added value youth obtain from volunteering. It serves to highlight the importance of youth volunteering as a way to learn skills, increase a young persons' network of contacts, and encourage youth to gain real-life perspectives. The Handbook has four units: Introduction, Youth Unit, NGO Unit, and Corporation Unit.

NOTE: This Handbook is now only available in English and Spanish. It would be great if someone could fund having it translated and printed in Arabic.



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

National Coordinator

www.volunteerforlebanon.com



Lead Partner:

