



Dear Applicant,

We welcome your interest in joining Children of the Earth (COE) as a Chapter Leader. This kit will provide you with information and tools to help you start projects for the benefit of your community. You are about to embark on a beautiful life-altering journey!

COE Chapter Leaders are individuals who have wonderful projects around the world and work with COE through their own programs and organizations. Together we strive to help children and youth develop their spirituality. Chapter Leaders are loving, conscious, non-judgmental people, motivated by the love they feel for all life and the desire to selflessly serve humanity and nature. These young people are taking responsibility within their communities by sharing and caring for others. Some of them come from humble backgrounds and have suffered many hardships in their short lives, but instead of allowing these hard experiences to shatter them, their passion for peace-work has grown stronger and they are now actively restoring hope by helping their communities.

COE supports a Chapter by giving it validity and recognition through our United Nations accreditation with the Department of Public Information, a Non Governmental Organization. COE's newsletter, website and presentations at international events, allow you the opportunity to inspire others by sharing your thoughts and practical ideas for change. You will receive the COE Handbook that gives models for spiritual awakening and can be used as a source of learning and inspiration.

COE's focuses on building the youth spiritual movement for world consciousness. Our vision is that one by one, young people become spiritually awakened, socially responsible, and active peace builders; inspired and united by our organization. Learn more about our history and our programs at www.coeworld.org. Attached are materials, which will deepen your understanding about COE Chapters.

In Peace,

The Coe Team



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Orientation Materials

History of COE

Children of the Earth, founded by Dr. Nina Meyerhof and by a grass-roots coalition of amazing ambassadors, offers young people leadership skills programs, educational workshops and attendance at distinguished conferences. We instill the concepts of global cooperation, multicultural understanding, spiritual values and ethical living. Children of the Earth's programs focus on building the youth spiritual movement for world consciousness. We offer educational, interactive and interfaith gatherings, work with local community groups to develop self-sustaining projects and invite young people to a virtual platform designed for positive social exchange.

Children of the Earth supports young people in actualizing their personal intention, becoming inspired to altruism, and weaving a web bridging all personal, cultural, national and religious divides.

So, how did this Worldwide Movement start?

In 1970, Nina started a summer camp named Heart's Bend in Newfane, Vermont.

In the late 1980s, Nina's founded an official charitable organization to facilitate exchanges between schools in Vermont and the U.S.S.R.

In 1990, "The Children's World Seminar" was held at Heart's Bend where 32 children came from different countries for a week where they recognized a strong bond transcending the cultural extremes and experienced a remarkable sense of unity, love for life and commitment to world peace.

At this seminar, the children composed the "Children's Declaration for Peace," which was presented to His Holiness, the Dalai Lama. It was then that the Dalai Lama told Nina "the children are in your hands." An excerpt of this declaration is on your screen.

Nina used the Children's Declaration for Peace as the basis for building the Mission and Vision of COE.

Vision

Our vision is that one by one, young people become spiritually awakened, socially responsible, and active peace builders; inspired and united by our organization.

Mission

Children of the Earth, inspires and unites young people, through personal and social transformation, to create a peaceful and sustainable world.

Guiding Principles

- Trust your intuition



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- Demonstrate dignity and respect
- Communicate with honesty and clarity
- Assume the good intentions of others
- Support shared leadership
- Celebrate diversity
- Be inspired to take risks
- Allow decisions to emerge and embrace the process
- Understand the whole is greater than the parts
- Strive to Support sustainability both personally and environmentally
- Honor agreements and take ownership for outcomes

Children of the Earth Inc., ascribes to the United Nations Education Scientific and Cultural Organization (UNESCO) Culture of Peace principles:

1. "**Respect for all life:**" Respect the life and dignity of each human being without discrimination or prejudice.
2. "**Reject violence.**" Practice active non-violence, rejecting violence in all its forms, physical, sexual, psychological, economical and social, in particular towards the most deprived and vulnerable such as children and adolescents.
3. "**Share with others.**" Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice, and political and economic oppression.
4. "**Listen to understand.**" Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation and the rejection of others.
5. "**Preserve the planet.**" Promote consumer behavior that is responsible, and development practices that respect all forms of life and preserve the balance of nature on the planet.
6. "**Rediscover solidarity.**" Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.

CULTURE OF WAR AND VIOLENCE	CULTURE OF PEACE AND NON-VIOLENCE
Belief in power that is based on force	Education for a culture of peace
Having an enemy	Tolerance, solidarity and international understanding
Authoritarian governance	Democratic participation



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Secrecy and propaganda	Free flow of information
Armament	Disarmament
Exploitation of people	Human rights
Exploitation of nature	Sustainable development
Male domination	Equality of women and men



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Code of Ethics – Actions Based On Selflessness & Love

LOVE - for the form, voice, thoughts and spirit of each person

RESPECT - for differences

HONESTY - of our feelings, thoughts and behaviors to be transparent

TRUTH - in feelings and thoughts

COURAGE - to take a stand

HUMILITY - to reflect inner peace

WISDOM - to be a seeker

Governance Policy

Children of the Earth Chapters shall use the same governance system used by the parent body which shall be the use of "SOCIOCRACY" approach in decision making.

Why Sociocracy?

Initially the group used consensus to make their decisions. This proved inefficient and exhausting and led to serious rifts. Introducing sociocracy was a relief. The group became more efficient and subsequently has been able to make many difficult decisions in harmony with one another.

What Is Sociocracy?

Sociocracy vests the power to rule in the "socios," that is, in the people who regularly interact with one another and have a common aim. Each member of the "socios" is believed to have a voice that cannot be ignored in the managing the organization. In contrast, democracy vests the power to rule in the "demos," that is, a collection of people who may or may not know each other and have only general aims in common - such as the right running of a country. The majority of the "demos" can ignore the minority of the "demos" as they make their decisions.

With sociocracy, the basis of decision-making is consent, which uses the principle of no objection. Whereas with democracy, the basis of decision-making is voting; this uses the principle of numeric majority.



How Does Sociocracy Work?

Sociocratic organizations use four ground rules

1. Consent

The principle of consent governs the decision-making process. (Consent means no reasoned and paramount objection.) This means that a policy decision can only be made if nobody raises a reasoned and paramount objection against it.

2. Circles

The organization consists of circles of semi-autonomous groups. Each circle (usually referred to as a committee) has its own aim and performs the three functions of directing, operating and measuring/feedback.

3. Double link

The connection between two circles consists of a double link. This means that at least two persons from one circle participate in the decision-making in the next higher circle: the circle's leader and one or more elected representatives.

4. Elections

Persons are elected exclusively by consent, after open discussion. Consent means that each person votes and tells why and then re-votes until a person or persons are agreed upon

COE Chapters

What is a COE Chapter?

Chapters are youth humanitarian projects conceived as a result of an inner transformation and expand the global network by uniting together towards a collective vision for the future.

Chapters will serve youth participation by offering them to become an affiliate of Children of the Earth and an active representative within the United Nations NGO Forums. In addition each Chapter will receive guidance and support in their endeavors. Children of the Earth will host an interactive learning website for ongoing lessons in all relevant areas for the youth in becoming peace activists in their communities. They will receive materials, documents and other helpful tools for building their Chapter.

Chapters shall include such programs as but not limited to:

1. Community-based
2. Child/Youth-focused
3. Local Peace Initiatives
4. Environmental
5. Educational
6. Economic



Goals of a Chapter

To better our world for the lives of future generations through building Chapters that recognize there is a growing emerging need for a united global movement of evolving consciousness, living ethics and sustainability.

The Goal of Children of the Earth is for Youth to hear the call, one by one, and individually become socially responsible and active peace builders.

Purpose of a Chapter

1. To educate and empower youth domestically to link worldwide thus helping those youth to become valuable advocates for the promotion inner, local and world peace.
2. To build and support local endeavors which reflect youth taking action locally while uniting them globally.
3. To create a network of young leaders committed to becoming active peacemakers and peace builders

Guiding Principles of a Chapter

Children of the Earth Inc chapters will followed the basic principles of ethics and moral values but not limited to:

1. Competition to Collaboration
2. Materialism to Non-attachment and Nature
3. Violence to Compassion
4. Separation to Wholeness
5. Dualism to Unity
6. Conflict to Peace
7. Nationalism to Global Understanding
8. Reason or Logic to Imagination
9. Knowledge to Wisdom within
10. Domination to Empowerment
11. Cultural to Multicultural

The following shall also be embedded in the core principles and values of the chapters

1. Demonstrate gentleness, dignity and respect
2. Communicate with frankness, honesty and clarity and avoid blame & pettiness.
3. Keep agreements
4. Assume good intentions
5. Listen and be receptive regardless of age, sex or cultural differences.
6. Avoid taking things personally
7. Take risks; learn from what doesn't work
8. Take ownership for outcomes
9. Attack problems not people; seek solutions.
10. Use discernment rather than judgment
11. Trust the process, even if you don't always agree with the decisions
12. Come from love versus fear
13. Seek unity versus separation in action.
14. Harmlessness in words.



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15. Use intuition rather than mind
16. Understanding the whole is greater than the parts.
17. Spirit of cooperative integration

Who Can Start a Chapter?

Any young adult who recognizes that the world is going through major changes and that collective action needs to be taken, starting with you and me, bringing about positive change in our communities and ultimately in the world.

What do Chapters Do?

Each Country has its own needs and the projects vary accordingly. A description of some of the projects being carried out by COE youth can be found later in this document and on our website www.coeworld.org

Where are COE Chapters Located?

At the moment COE has Chapters in 13 countries including South Africa, Pakistan, Nepal, Philippines, Israel, Cameroon, Nigeria, Uganda, Ghana, South Asia, Vermont and Rwanda.



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How Many Members are needed to Form a Chapter?

A Chapter can be opened by one or more individuals.

Does COE Give Financial Support to Chapters World-wide?

COE can support you with ideas on how to raise funds to finance your gatherings and post your initiatives on our website and on Facebook to inspire people to donate. Please see the Website Resources for fundraiser ideas.

COE Chapter Leaders and their Mission Statements

Jimmy Lama (Chapter Leader and Coordinator, Nepal): “We greatly feel that Mother Earth is suffering and we need to take actions to heal her.”

Jahangir Piara (Chapter Leader, Lahore Pakistan): “To promote human values, social justice and bring harmony among people of all faiths and sects.”

Fuhbang Emmanuel Tanifum (Chapter Leader, Cameroon): “Behavioral change in young people will usher in a new culture of peace and good citizenship.”

Geduld Veldsman (Chapter Leader, South Africa): “The only time we fail is when we stop trying.”

Yehuda Stolov (Chapter Leader, Israel): “To continue building a network of youth groups that are constantly building interfaith relations, forming partnerships for projects that better the society.”

Peter Lukwiya (Chapter Leader, Uganda): “Connect Youth who live oceans apart by awakening the realization that we are all related to one another and the Earth.”

Zahid Shahab Ahmed (Chapter Leader, South Asia): “Expanding the horizons of the children of this region, by uniting the efforts of different Chapters in the region to implement joined COE projects.”

Princess Ogechi Ukaga (Chapter Leader, Nigeria): “We must strengthen the dialogue between the generations, between today’s and tomorrow’s decision makers.”

Ashfaque Hussain (Chapter Leader, Sukkur Pakistan): “Searching our own soul for Peace, initiate peace activities locally and be part of global peace initiatives”

Christian Marx (Chapter Leader, Philippines): “Take action, start doing something, make the change and serve this world.”

Mark Conrad (Chapter Assistant Leader, Philippines): “Change is not impossible if together we make it possible”

Jean De Dieu Basabose Chapter Leader, Rwanda): “Help children and youth grow up with commitment to nonviolently resolve daily conflicts, work for a reconciled society and strive for social and inclusive justice”.



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Introduction to some COE Chapter Leaders

Jimmy Lama (Nepal):



Jimmy Lama comes from Nakote, a far off Nepalese village in the Himalayas. Jimmy went to the Yangrima School in a nearby village from the age of six, which was isolated from the coverage of modern facilities such as transportation, electricity and communication. Jimmy was the first from his entire village to attend a school where English was taught. He lived with his grandparents because his parents were forced by their economic circumstances to work in India. Jimmy comes from an indigenous ethnic group called Yolmo who speak the Yolmo dialect. His parent's sent him to an English middle school, where he learned modern subjects and was also close to his community to practice the local culture.

Jimmy went to Katmandu in 2001 to pursue his higher studies. He found himself weak and vulnerable to his values in the camouflaged environment. Jimmy gathered with friends to form a group of ex-students of the school in Katmandu to help each other during difficult times. Slowly, they saw themselves growing in community as a whole. Later that small group turned into an NGO called YESS (Yangrima Ex-Students Society) and Jimmy became the president in the following years (2003-2007). All of these experiences have led Jimmy to seek for a greater spiritual learning.

Ashfaque Hussain Qureshi (Sukkur, Pakistan):



He was born in the one of the remote rural villages named Junani, in March 1980. Since he was a Child he always possessed a strong desire to work for the mass benefit and welfare of youth and people who are struck by poverty and human rights conditions. "Due to the frequent cases of honour killings in my country, my heart has shed the tears of blood and the great pain of those who suffer when innocent people are killed around the world. I believe that all those things happen due to lack of education, at all levels, so it has become my ultimate goal in life to work towards the promotion of education for children & youth as well as promote human rights conditions by protecting women from false honour killings. I have

so far played an important role in educating 3500 youth in the years of 2004 to 2005 and I'm currently working on giving education to more than 13000 children around the various areas of Sindh, in Pakistan. I am sure that the youth and children I've touched very deep in their hearts are playing a very important role in their areas".

Christian Marx (Philippines):



Christian Marx P. Rivero was born in December 1988 and comes from Sibuyan Island, Romblon, one of the poorest provinces in the Philippines. He is studying Social Studies at the Rizal Technological University. He is an ordinary student and youth leader whose only dream is to serve people to the best of his ability.

He is the president of the Rotaract Chapter, at the Rizal Technology University and the District Director for Community Service of the Rotaract Club of District 3800 Philippines and last August



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2009 he was elected as the Assistant Coordinator of Region IV B by the United Nation's Youth Association of the Philippines, this Region encompasses 4 provinces including his hometown Romblon.

He was awarded by the Rotary International and Rotaract Club of District 3800 Philippines as one of the Most Outstanding Rotaractors in 2006 and received the Leadership's Award in 2009.

He believes that he doesn't need to become somebody to be able to serve his fellowmen. For Christian respect is very important in order to have unity and peace, despite our differences in religion and culture.



Princess Ugechi Ukaga (Nigeria)

Despite education being free in Nigeria, many parents do not send their children to school. That's why Princess is committed to educating parents as well as children on the importance of child education so as to give them the opportunity of a better future. Some of their educational programs include teaching young people hairdressing, carpentry and craftworks and helping youth find a job. "We are following our own path to true and lasting peace which we believe starts within our own hearts. To truly transform our communities, our countries and the world is to begin transforming ourselves which is the way to sustainable unity within our world".

Children of the Earth Nigeria strives to prepare the ground for exceptional ideas and to inspire to concrete action, enriched by the critical voices of idealistic and courageous young people.



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Peter Lukwiya (Uganda):

Peter grew up in Kitgum, a rural district in Northern Uganda that has been wrecked by decades of civil conflict which has claimed the lives of thousands, including Peter's brother and grandfather, who were kidnapped and later killed in the battle. This ongoing conflict has contributed to entrenched poverty in the region, forcing people to live in over populated camps. In spite of the situation, Peter managed to go to College in the Eastern part of Uganda, where he performed very well and was awarded a government scholarship to study at University.

Unfortunately, due to the insecurity in his home region, he was unable to return home and became a refugee in his own country for 2 years. Peter's father, like most men in Uganda, provided financial support for his family and paid the fees that enabled Peter and his siblings to attend school. In 2000, when Peter's father died, his family lost their only source of income, thus becoming dependent on their small farm plot for survival.

The ongoing suffering of his people led to Peter's growing passion for peace work. He desired to restore hope in the minds of the hopeless and to become the change that he wanted to experience in his own community. In 2007, Peter received a grant from The Orskov Foundation, a UK Charity organization, to start the community development project for the eradication of household poverty and the conservation of biodiversity through beekeeping.

As an environmentalist, Peter is also conscious about the importance of the conservation of natural resources and the impact of climate change. He is committed to doing everything he can to help protect the environment.

Peter's great courage, determination and unconditional love continue to plant seeds of hope in the hearts of those in great need.



Chapter Leaders Orientation Guide

Rights, Benefits and Responsibilities of Chapter Leader

Rights

- To participate on the weekly COE meeting
- To Promote COE Chapter activities in the New Letter and COE Website
- To receive information about Conferences and events relevant to the work of COE, including COE and WSYC gatherings
- To receive COE Annual Reports

Benefits

- Participate and present at World Conferences and Seminars (provided that your application is accepted by Conference Organizers)
- Participate at COE and WSYC International Gatherings
- UN affiliation through COE's UN accreditation with DPI
- Outreach through COE's gatherings and extended network
- Name recognition associated with having an established COE Chapter
- Support through COE materials including Chapter Starter Kit , COE Manual and Website

Responsibilities

- Help Promote the ethics, values and Principles of COE among the participants
- Initiate Humanitarian Projects in order to help alleviate suffering
- Respond immediately in Crisis Situations
- Educate and empower youth in your community so they become valuable advocates for inner, local and world peace
- Create a network of young leaders committed to becoming active leaders and peace builders
- Keep community informed about project and involve the youth

Administrative Responsibilities

- Keep Record of all activities and projects
- Keep Program Coordinator informed of the Chapter's activities and projects
- Submit an annual report about the Chapter and it's progress (One Report per project)
- Submit attendance Form (List of People actively participating in the Chapter)
- Send Program Coordinator information and pictures about projects and/or activities for News Letter articles and Website

How to Build a Team

The power of an organized group is the ability to do what one cannot do by themselves. The Chapter is meant to be the supporting structure for a team of committed young people who want to create something positive and constructive together. Many times the power of a dream is attractive to people and they naturally come towards that dream. The Chapter should be able to absorb that potential and to transform it into active energy for the fulfillment of the dream or the vision.



People who may join you need to feel listened to, appreciated in who they are and given a clear role and task. They also need to understand how the group functions. Relationships among all Chapter members need constant caring and building. This section addresses some of these aspects.

Complementary skills and knowledge – The Chapter to be able to achieve its objectives needs a spectrum of different individuals with complementary skills and knowledge relevant to the project. According to the project create a series of profiles that can be matched by people as they are joining your group. A team needs abstract thinking people and practical thinking people, broad-minded and detail-minded individuals, creative and structured people, networkers and fundraisers, etc.

Supporting presence – Not all Chapter members need to have a functional role in the group, but their presence and manner of interaction can be supportive to the whole group. This support can be made practical at various moments as opportunity or idea arises.

Build trusting relationships – A lot is based on trusting relationships: a good working environment, the success of the project, the relationships with the community and other partners, how conflicts are handled and challenges are overcome and so on. Get to know each other and understand what trust may translate to for each member of the group and enable that. Fun and leisure activities, smart games, sharing a room together, standing in the same circle can be spaces to develop this trust.

Open and honest communication – Each Chapter member is a unique voice inside a circle, their opinions matter and deserve to be listened to and understood. Discipline and respect are required to allow for everyone to manifest and express themselves. Many societies have taken away the voice of certain people because they are women, or very young children, people with disabilities, perhaps they belong to a different ethnic group, caste or status. Societies have also created rules where certain voices have more power in a group, these may be people of higher wealth and status, representatives or officials, men, foreigners, experts etc. Such practices must be acknowledged and balanced. In a Chapter all voices are respected.

Division of labour – A well-oiled machine is a complex systems where tiny parts do a specific task and because the system is thus build, each working properly enable the full machine to function impeccably. This can be realized in a group of young people as well. Each person needs to be aware of their role and responsibility and how it connects to everyone else in the project and with the project itself. The leaders need to pay close attention to the bigger picture to ensure that each piece of the puzzle is in its place and if not to align it in time before it causes any damage to the whole.

Be inclusive – Involve people in your group without discrimination. Life is diverse. Keep a balanced composition in terms of gender.

Be participatory – Use language that is being understood by all. Design methods of communication and working that enable all members to participate each to its own skills and knowledge. Meet in places that are accessible to all without risk or hardship. Communicate openly about the purposes and the means to achieve those purposes.



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Resolve conflicts through peaceful means – challenges will be part of your journey, contradictions and conflicts will spark in your midst as they are a normal part of life. How you deal with them will make a difference. Using dialogue and mediation are a couple strategies to handle conflicts without violence. Find your own means to create a win-win situation.

Clear decision-making processes – Each team members needs to know how decisions are taken and what processes are put in place for reaching various levels of decision. Creating these together ensures their ownership and sustainability.



Planning Kit

Organized action by children and youth is an important asset to making an impact in your community. The Planning Kit will guide you on your initial steps towards getting organized as a beginning COE Chapter. There are many resources created with various levels of difficulty and freely available on the Internet. Wherever possible we shall give other options in the form of online resources.

Learn the skills, strengthen them, diversify, apply what you think works in your context and teach others to do it too. ENJOY!

Programme

A suite of related projects and ongoing operational activities managed as a whole.

Project

An effort to provide a product or service within finite time and cost constraints.

Activity

Actions taken or work performed through which inputs, such as funds, and other types of resources are mobilised to produce specific outputs.



Planning Process

In order to define in specific terms what you would like to achieve within your Chapter we recommend following the below process.



Developing Joint Vision

Purpose: To understand towards what vision your group would like to direct the work of the Chapter. The power of your group is in their motivation and their joint feeling that they are pulling towards the same thing.

Use: Repeat this exercise a regular intervals at least yearly depending on the components of the group and the growth rate as well as in relation to other partners.



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A visioning exercise:

Find a quiet place for you and your friends to lie/sit down comfortably. Close your eyes, breathe deeply and dream about your vision of peace. What does it look like? What does it feel like? What are girls and boys doing? What are adults doing? How are children, youth and adults interacting with each other? What are children and youth doing to help sustain peace? Dream, dream, dream.

After a few minutes of dreaming give each child and young person a piece of paper, and a pencil or crayons. Each of you could draw a picture to try to capture and show important parts of your dream.

Share your pictures with one another so that you can put together your collective vision of peace.

Poetry, songs, drama, dance, or mime:

You may also like to develop poetry, songs, drama, dance, or mime to share your vision of peace.

From the collected visions, a group of 2-3 youth can attempt to create a vision statement. The statement will then be discussed and crafted further with the others until all can agree to it.

The final statement should be clear and concise. The vision statement should inspire each Chapter member and they should all learn it by heart.

The vision statement should have a direct link with the overall COE Chapter Vision.

Developing Needs Assessment

A Needs Assessment is a systematic exploration of the way things are and the way they should be.

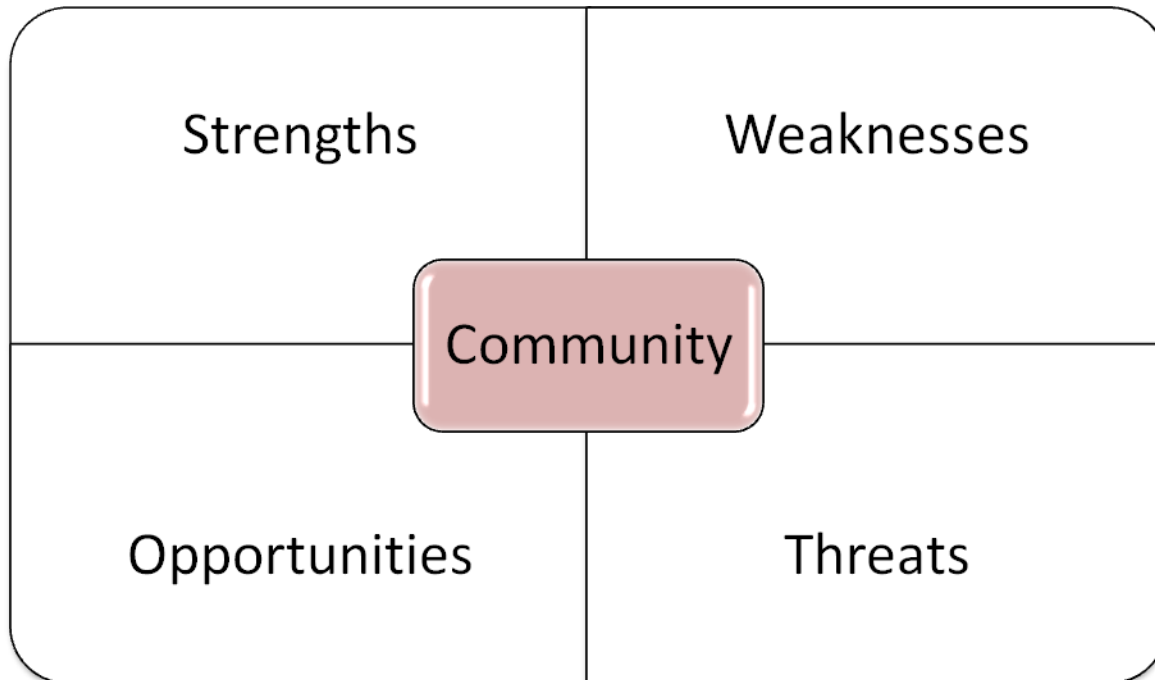
There are many models for doing Needs Assessments.

A Chapter is deeply anchored in the community in which it is active. The Needs Assessment therefore should focus on the needs of the community.



The Way Things Are

In order to explore the way things are in your community you can try to apply a tool called SWOT Analysis.



Inside each quadrant brainstorm as a group:

- What are the **strengths** of your community?
- What are the **weaknesses** of your community?
- What are **opportunities** available in your community?
- What are **threats** which you need to be aware of?



The Way Things Should Be

What is the Change you wish to see in your community?

You can formulate it according to different types of change. Here are some examples.

Type of change	Examples of specific changes
Attitude	<ul style="list-style-type: none"> Greater tolerance of different perspectives From fear of others to trust in others From apathy and fatalism to hope and self-determination From a narrow focus on the neighborhood to a broad focus on inter-communal interests
Knowledge	<ul style="list-style-type: none"> Understands interdependence of groups Understands how globalization affects local livelihoods Understands rights and how justice systems should work Knows how natural resources are allocated
Skills	<ul style="list-style-type: none"> From threats and arguments to peaceful conflict resolution Youth able to participate in public issues discussions on matters concerning them
Maintenance	<ul style="list-style-type: none"> Continue to celebrate cultural heritage Maintain existing social cohesion Continue to practice traditional dispute resolution processes
Prevention	<ul style="list-style-type: none"> Peaceful transfer of power Prevent exodus of trained and educated professionals
Process	<ul style="list-style-type: none"> From hate-mongering to balanced reporting From divisive methods to methods that bring people together
Structural	<ul style="list-style-type: none"> Creation of a Peace Club in school Children and Youth Mayors Program established Organized Model United Nations
Add your own	



Project Planning

According to the capacities and abilities of your Chapter focus on a specific change that you would like to bring about and plan your project for that.

Formulating objectives

The objectives specify in clear language the change that you would like to create through your engagement in your community.

With an Eye to Results

Complete the following table in the order indicated by the numbers. In each step of the way, think how you can accomplish the said objectives.

Activities are actions taken or work performed through which inputs, such as funds, and other types of resources are mobilized to produce specific outputs.

Outputs are what is produced in a given time period. It is measurable and observable.

Outcomes are changes to a situation resulting from the completion of each activity in a project.

Impacts are broader changes happening to the community over a longer period of time. They may be intended or unintended and they result from the interactions in the community where the project is done and the general context.

Inputs are resources that are mobilized for the realization of the activities, such as money, volunteers, stationery, technical equipment etc.

Indicators are milestones that can be observed in time and that show that the project is on track.

	Description	Indicators
4. IMPACT		
3. OUTCOMES		
2. OUTPUTS		
1. ACTIVITIES		
5. INPUTS		

Before starting your work establish the current situation and measure all the indicators of your project. This will allow you to understand the starting point and it will help to prove the results and measure progress. This is called a **baseline**.

“Success means when you have already reached the purpose of your project. For us, the main objective is simply to make a child smile and inspire people. Your simple thought of doing something for others or helping them is already an inspiration. Our project that just started with a dream is now a movement of young volunteers in the Philippines with an advocacy to make a difference in the lives of other people. Everything is possible. You just need to dream, believe, make



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a stand and start it now"! (Christian Marx Rivero and Mark Conrad Ravanzo, Philippines)

Action Plan Calendar

You may design your own project calendar. We hope that you will consider these important aspects.

Activity	Deadline	Inputs	Responsible Person

Another model can be organizing according to the yearly calendar. If the calendar is more intense then use monthly and weekly calendars.

Activity	January	February	March	April	May	June	July	August	September	October	November	December

Use different colors for different persons whose duties are to follow an activity.



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Find Support in Your Community

Publicize Your Project

Making your project known to your community will bring visibility and support to your Chapter and will make it more likely that people contribute and take part in your activities.

These are some methods:

- Brochures
- Posters and banners
- Website
- Paper or online newsletter
- Press releases and media interviews
- Face-to-face meetings with community leaders and other interested groups

Make sure you explain clearly, in accessible language what your project is about and how others can support you. Include contact details and assign a responsible contact person to manage responses.

Successful Strategies from COE Chapters have been:

- Show interest and enthusiasm and you will marvel at the support you will receive!
- Start projects in your own community, where people know you and trust you. Inform the authorities about the project and the positive impact it will have on the community. (Samuel Fianko, Ghana)
- Offer orientation meetings at the targeted community
- Give Introduction Seminars and workshops and invite the locals and the authorities. (Ashfaque Hussain, Sukkur Pakistan)
- Offer Peace education programs through songs, theatre and sports to attract youth and children (Jean De Dieu Basabose, Rwanda)



Inspire People to Volunteer in Your Project

- **Show enthusiasm!** If you are excited about working on the event, it will be contagious.
- **Invite your close friends-** You are to start your own project, so you need volunteers to help you out with all the work. To start with, remember that your friends will support anything you do, so invite those who share the same passion as you and discuss with them the project that you would like to do. Conceptualize and brainstorm ideas, remember that two heads are better than one. Once you are set, spread the news and invite friends of your friends. (Christian Marx and Mark Conrad, COE Chapter, Philippines)
- Find a way for the volunteer to benefit from the experience you are providing. Tie their volunteer work into their career objectives.
- **Show them the importance of what is being achieved.** People like to have the “inside scoop.” Keep them appropriately informed.
- When you **operate with excellence**, it inspires people to join as a volunteer. Be organized and provide clear expectations and in return ask for their commitment. No one wants to volunteer in a place where there is no structure and no clear expectations. Be sure to include the time needed for volunteering, a volunteer description, checklists, etc. Assure all committee members that their time will be valued -- they will walk into a room where printed agendas are on the table, the meeting is facilitated, all tasks are outlined, tasks are evenly distributed, and the meeting adjourns ON TIME. You adapt these same guidelines for online meetings. Leadership of the committee has to exude an attitude of we-will-value-your-time and you-will-not-be-overwhelmed-with-work.
- **The volunteer is important- make them feel important.** Delegate as much as you can. Discuss the venue and include everyone in the decision making process. Show appreciation for work well done. After the event, thank each person. You might think about a little "thank you" note or a small present if it's in the budget. If children are involved in the event, engage them to create personal thank you notes for the volunteers. This will make everyone feel special.



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- **“Pay” them for their work by giving them special privileges and event extras.** For example, let them attend the event at no cost; provide them with free meals, etc. Delegate volunteer work appropriately. Don’t say, "Here's the work we have to do. Please come do it." Instead say, "Here's an event that benefits such-and-such. Here is the difference this event will make.... Come be a part of making this a success and help (animals, the arts, children, whatever)." **Focus on the difference this event will make, why it's important, etc.** – this is what is "inspiring."
- **Give credit to your volunteers.** Will my contribution be recognized at the event itself, not just with a name and applause? Will my name be on your web site? Will I get to blog about what it's like to be on this committee? Will whatever I do as a part of this committee look great on my resume? Will I get to talk to the press?
- **Use volunteers to benefit other volunteers.** For example, find a massage student who is inspired by your cause and can give back rubs for volunteers after a long day with the organization, cooks and bakers can make special gifts, etc....
- Everyone will feel good about helping, not just the organization, but each other, and that feeling is viral. Word will spread that your organization is the one to volunteer for as friends tell friends.
- Be creative and have fun!!!
- **Make your project unique-** There are lots of different humanitarian programs in the world initiated by young people. To attract volunteers to join your cause, make your project unique so it catches the attention of more youths to volunteer. (Christian Marx and Mark Conrad Ravanzo, COE Chapter, Philippines)
- **Partner with other organizations-** Youths in your place might already have or belong to another organization and will be hesitant or busy with their individual clubs, so why not do a joint project or do a partnership with other organizations with the same cause. With this, you will able to gather more volunteers to participate for the same cause. (Christian Marx and Mark Conrad Ravanzo, COE Chapter, Philippines)



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Fundraise

Money and financial resources can greatly influence what you are able to do in your community. They are not an end in themselves, but they need to support all your plans. What you plan for the project needs to be backed by the right resources, financial as well.

It is good practice to think about costs when you plan your activities such that you are able to have a good understanding of the financial needs for your project.

Some resources will be available in kind; others will need to be purchased. Measure what you need and what you have from other sources such as families, schools and others.

The **budget** of a project is a sheet detailing all the costs of the project from its start to the end. The project budget needs to be created as soon as the project is fully defined conceptually.

All fundraising efforts will be driven by the project budget.

This Kit is limited in space in order to enter in more detail in fundraising issues. We recommend you to check the available online resources provided in the Resources section. We present in the next section some of the ideas that have worked in other COE Chapters. We hope to provide inspiration and a positive attitude towards raising funds.

Successful COE Fundraising Strategies

“Financial need will be one of the major challenges you will encounter as you start your project. To solve this, think of ways on how to raise funds; use your own resources, like when you need bond papers or board papers, you can ask your parents if they have extras left in their office, some of the materials needed for activities can also be found at home so you just need to be creative and be resourceful” (Mark Conrad Ravanzo and Christian Marx Rivero, COE Philippines).



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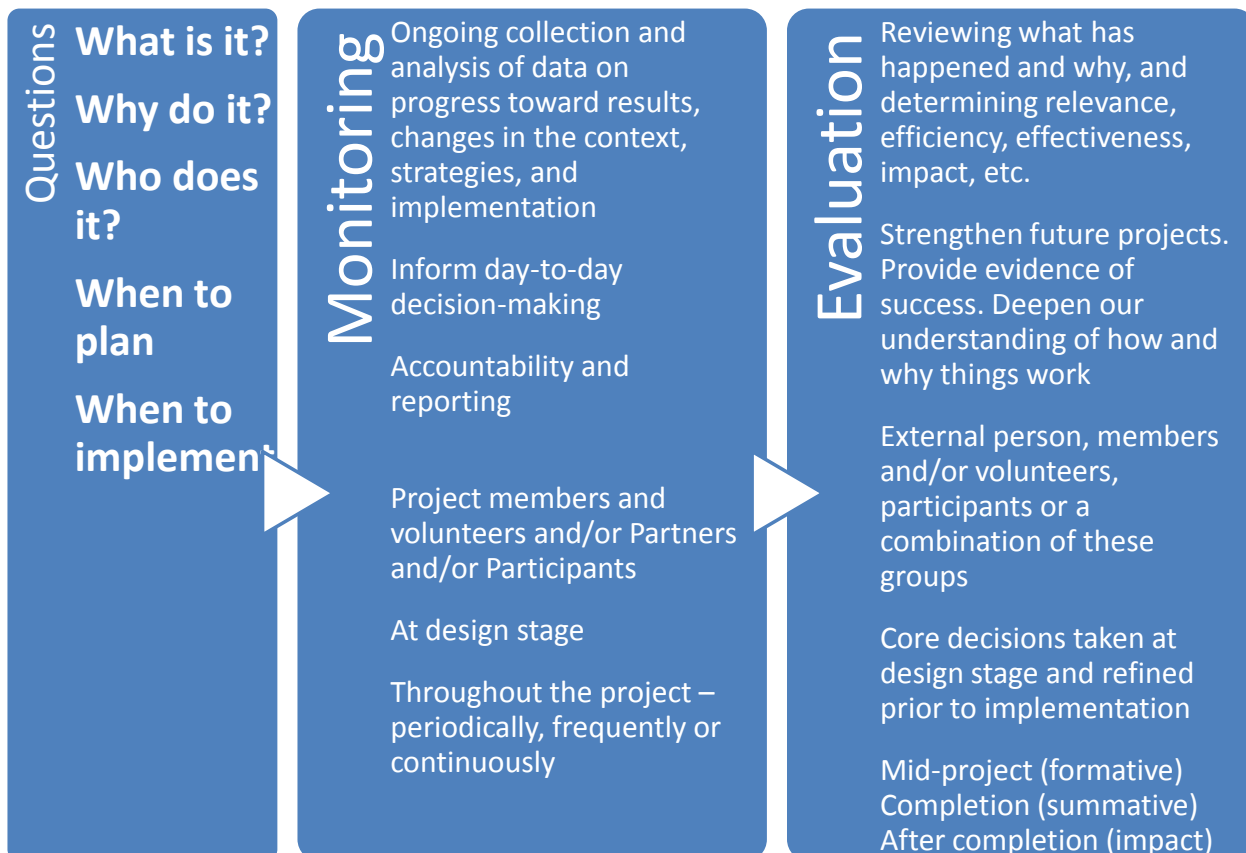
- Mobilize resources through COE's quarterly newsletter sent to more than 1000 people
- Find out if in your area there are Rotary Clubs. You can find Sponsors and interested donors by extending your network and presenting at Rotary meetings. (Annalise Cohen, Chapter Leader, Vermont, USA)
- Purchase a Bear Costume and sell Bear Hugs for 1\$ (Bear Hug Project, Vermont Chapter)
- **Showcase your Project**-Get permission to set a table on a main downtown Street Market to showcase your project, increase your exposure and expand your donor base. To get such a permit ask for information at your City Council or Town Hall. (Meghan Mc. Cormick, Chapter Volunteer, Vermont, USA)
- **Solicitation**- This is one of the common fundraising activities used by youths. Ask your friends to support your project, write a letter to the Mayor of your place or anyone in the position whom you think who can help you finance your project. It varies according to the place where you live. (Christian Marx and Mark Conrad Ravanzo, COE Chapter, Philippines)
- **Sell something for a cause**- It will be a hit if you sell something for a good cause. People will buy your product because they know it's for a cause. Besides helping you with your project, they also get something in return. (Christian Marx and Mark Conrad Ravanzo, COE Chapter, Philippines)
- Draft and submit project proposals to donor agencies. Project proposals must contain information like: Objectives of the project, rationale, activities, log frame, staffing, equipment, vehicles, and budget sheets. The proposal needs to be drafted according to the nature of the project and the requirements of funding agency. (Ashfaque Hussain, Chapter Leader, Sukkur, Pakistan)
- Sponsors like projects where the community realizes about their social contribution. Make sure that your project has positive societal impact and the people implementing the project are eligible and have the knowledge to carryout the project successfully.



Creating a project:

1. Identify a problem in the community
2. Search for the cause of that problem
3. Think of alternative solutions
4. Choose the best solution keeping always in mind the culture of the people in that community. People are reluctant to change and unless you bring positive change tactfully the project won't be sustainable.
5. Conduct a feasibility study on the project
6. draw up the budget necessary to carryout the project
7. Send the proposal to companies or people who share an interest in that specific area of the project. (Ex: If the project is environmental, possible sponsors would be the Global Environmental Fund (GEF), the United Nations Development Project (UNDP) etc. You can also go to EPA (Environmental Protection Agency) for introduction letters in the form of a mandate and attach it to your letters. (Samuel Fianko, Chapter Leader, Ghana)

Monitor & Evaluate





Feedback from participants

You can get feedback from the participants in the following ways:

- Targeted questions during the project
- Questionnaire
- Special meetings for monitoring and evaluation of the project
- One-on-one talks

The feedback you receive from them can help your project:

- To understand how participants received your initiative
- To understand successful activities and challenges along the way
- To brainstorm ideas
- To increase the project results
- To add value to the participants by making them feel involved and important

Possible areas of feedback may be:

- Content of the activity
- Facilitation
- Organization and logistics
- Results
- Participation
- Relevance
- Improvement suggestions

Peer Debrief (among volunteers/members, chapter leaders)

Your colleagues and friends, members and volunteers of the Chapter, leaders and partners of your projects need spaces for reflection, understanding and learning during the work you are doing together. These joint spaces can be:

- During coordination meetings
- Dedicated meetings for debriefing at key moments of the project

The discussions need to be purposeful and concrete in order to get the most of them. They can be organized along the same areas as the feedback from participants and add to them internal project related issues. A facilitator can make a big difference and can manage possible diverging opinions or disputes as well as keep the meeting on the subject. Proper recording of the ideas and action items needs to be ensured. The project leaders or assigned responsible person have the duty to follow-up on the decisions.



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H assessment

PURPOSE: Reflect upon strengths, weaknesses, and ways to improve your initiatives.

USE: During meetings with participants of your initiatives. As part of peer debrief. It can be done in groups or with the whole membership depending on time and with proper facilitation.

METHOD: The 'H' assessment is a simple tool that can be easily used to assess strengths, weaknesses and suggestions to improve your participation and Chapter initiatives.

Make a "H" shape on large flipchart paper. In the left hand column draw a happy face ☺, in the right hand column a sad face ☹ and below the middle "H" bar draw a light-bulb to represent 'bright ideas'.

You can then use the 'H' assessment to explore and record:

☺ What are the strengths of your initiative? What are the factors that support your participation and Chapter initiatives?

☹ What are the weaknesses of your initiative? What challenges or obstacles do you face?

!?! What ideas/ suggestions do you have to improve your activity or project?



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Reporting Worksheet for each project

A template of the following Report Sheet can be found on the CD included in your Chapter Kit.

COE Chapter	
Chapter Leader	
Project	
Location	
Date	
Project Description	
Objectives	
Impact	
Number Participants	
Number Beneficiaries	
Resources / materials needed for Project	
Support received /Sponsors	
Support needed	
Goals	



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Year End Report Worksheet

Annual Report:

Please include the following information for purposes of the COE database. If there is a section of this report that is challenging to answer then please indicate why it is challenging and answer to the best of your ability. Please feel free to use a separate page to answer the following:

(1) COE Chapter information including:

- Name of COE Chapter Leader
- Telephone and Address (if it changed recently)
- Email and Skype (if it changed recently)

(2) COE Chapter Details:

- Name of Chapter
- Physical location
- Date of formation of COE Chapter
- Number of active participants/members/Volunteers for your COE chapter

(3) Logistical Details:

- How often did your COE Chapter meet during the past year?
- What are the projects/ activities for this COE Chapter?
- Please give a brief description of a project or activity, only if it's new to COE and no report has been submitted to date.
- How many people benefited from the work of your COE Chapter in the past year?
- Please name the Funding sources that supported your COE Chapter.

(4) How has your COE chapter utilized the following areas of support offered by COE?

- UN affiliation through COE's UN accreditation with DPI.
- Outreach through COE's gatherings and extended network
- Name recognition associated with having an established COE chapter
- Support through COE materials including Chapter manual and Handbook
- Outreach through COE Website and News Letter



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(5) What areas of support are needed for your COE chapter? Please be specific.

(6) Please share how often you have communicated with the COE International Program Coordinator throughout the year (Often each month, once a month, practically month to month, 4 times a year, or less than 4 times a year).

(7) What mediums did you use to communicate (email, skype, phone, GTM etc.)? **Are there other suggested ways to communicate that could be more efficient?**

(8) Please share best practices and lessons learned from your COE chapter so this information can be shared with the extended network of COE chapter globally to further our work collectively:

Best Practices:

Lessons Learned:

Please submit this report to Nina Meyerhof at the following email: nina@coeworld.org at your earliest convenience and no later than February.

COE appreciates the time and energy you gave to complete this annual report. By submitting this annual report to COE you are furthering the work of your COE chapter and other chapters globally!!!

Sign In Sheets

A template of the following sign-in sheets can be found on the CD included in your Chapter Kit.

COE Chapter:				Leader:	
Activity/Project:				Date:	
Name of Participant	Date of Birth	Gender	Ethnicity	Religion	

COE Chapter:				Leader:	
Activity/Project:				Date:	
Name of Volunteer/ Member	Date of Birth	Gender	E-mail	Address	Phone Number



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Please use these sheets to collect the information of the participants receiving your project's services and to record new Chapter Members and the people who have volunteered for your project. It is important for Children of the Earth to have these statistics so that we can report your successes to funding agencies.

Some of this information that we are asking for might be sensitive for some of the participants. If it is not appropriate to ask your participants for their information, please make your best guess.

We will ask for this completed list at the end of each year. You may send it to us after each chapter program. However, please remember that we only need to have each participant recorded once.

Learn from the Past and Best Practices – Create Lessons Learned

Have you heard of similar initiatives in your community? How did they develop? What experiences did they have? How can they affect your project in order to improve its results?

Research other similar projects outside of your community, perhaps in other COE Chapters, and learn from their experiences. Don't reinvent the wheel!

In regular meetings discuss what you have learned and record them. They will be useful in the future in case people come and go. Share them with the COE Family.



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COE Chapter Projects



Sponsor the Education of a Child in the Philippines and shout: I am M.A.D. (Making A Difference)

Batang Iskolar Program: I am M.A.D. (Making A Difference) is a scholarship grant given to the less fortunate children in chosen remote areas in the Philippines. The program caters the basic needs of children in finishing their education and also gives them the opportunity to learn through workshops and other community activities.

The donation of 55\$ a year gives one child:

- 1 set of school supplies as the classes start: 4 Notebooks, 2 Blocks of Paper, 3 Pencil, 1 Box of Crayons, 1 Sharpener, 3 Ball Pens & 1 School Bag
- 1 set of Grooming kit: Toothbrush, toothpaste, soap, shampoo, nail cutter, towel, comb, alcohol
- A pair of shoes for Christmas

In return the sponsor receives:

- Thank You Cards made by the sponsored kid
- Letters from the child
- Photos of the sponsored child.



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The Bear Hug Project: This project has sent over 1,232 bears were transported to orphanages in Uganda and Rwanda, survivors of Hurricane Katrina, and the survivors of the Tsunami in Southeast Asia. Sixteen Vermont schools participated in the Katrina Bear Hugs Project. The Bear Hugs Project was recognized by the United Nations in 2005. The project is now being re-launched for Haiti. It is youth-to-youth, linking children heart-to-heart. It allows youth to reach out to the child survivors of the earthquake in Haiti by writing a compassionate letter that will be pinned to a teddy bear. Vermont youth have an opportunity to learn about the merits of giving. Receiving a personal expression of friendship, a teddy

bear to hold, can help heal the aching heart and develop a mutual ethic of compassion and friendship. Children of the Earth, collects letters and funds for bears, attaches a photo of the youth to the back of the card and transports the bears to Orphans in Haiti. The cost of a bear is \$10.00. (COE Chapter, Vermont, USA)



H.E.L.P- Helambu Education and Livelihood Project- Through this project supported by the **Mondo Challenge Foundation**, Jimmy is working on building classrooms, setting up libraries and supplementing lessons with additional teachers across 11 different local schools impacting the lives of about 1,100 children. (COE Chapter, Nepal)

“Ensuring gender equality in education is a vital part of our aim while working on improving the quality of education in these schools. When I discuss the needs and ways to resolve their problems with the local people, I use the principles and values shared by the Children of the Earth

to respect their feelings, accept them as who they are, seek a partnership at all levels and not to overwhelm them with the modern thinking pattern over their traditional and cultural values. The whole idea of this project is intended to improve the environment of the school in which the children must grow healthily, and improve the facility to foster their creativity.” Jimmy Lama



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Beekeeping Project: The annual donation of just **\$15 USD** supports widows who have lost their husbands to war in starting their own beekeeping business. Many of these widow's children are ex-child soldiers and are suffering from HIV / AIDS. Beekeeping has become a viable income source for women in Uganda since they were added to the EU export market in 2005. Peter's project provides apiculture and business skills training to improve production techniques. It also provides members with the beehives and protective clothing needed to work safely.

For information about all our COE projects please go to our Website www.coeworld.org. If you feel inspired and would like to start similar projects in your community, then please get in contact with Nina Meyerhof at nina@coeworld.org



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Chapter Contact List

Name	Phone	Email	Skype	Relationship	Other Organizations
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Resources

Project Management

The Youth Manager Handbook - <http://www.salto-youth.net/tools/toolbox/find-a-tool/1176.html?&pagerCurrentOffset=18>

CIVICUS Planning Toolkits - <http://www.civicus.org/toolkits/civicus-planning-toolkits>

Project Management Basics – Glossary - <http://www.allpm.com/glossary.php#P>

Save the Children I Painted Peace Handbook – tn.reddbarna.no/default.asp?HMFILE=130236

Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs - http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Fundraising

CIVICUS Fundraising and Financial Management Toolkits - <http://www.civicus.org/toolkits/fundraising-and-financial-management>

CIVICUS Funding resources - <http://www.civicus.org/funding-resources>

Key Suggestions for Obtaining Project Funding - <http://www.internationalpeaceandconflict.org/profiles/blogs/key-suggestions-for-obtaining>

Guide to Key Resources for Funding Work in Peacebuilding, International Development and Related Fields - <http://www.internationalpeaceandconflict.org/profiles/blog/show?id=780588%3ABlogPost%3A50183>

Witern by: Corina Simon and Karoline Buys