**2020 Community Teams Curriculum**

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# Introduction

Welcome to the 2020 buildOn Community Teams curriculum! This is a 9-session series that will guide you and your team through the fundraising process, introduce you to buildOn’s partner countries and unique methodology and push you to reflect on themes such as gender equality and voluntourism.

Enclosed in this document you will find an overview of the curriculum as well as facilitation guides for all 9 sessions. All of the information in the facilitation guides can also be found in the “speaker notes” box in the corresponding PowerPoint presentations, but is not a direct script. You may use either format, whichever works for you! It is also important to note that **you will need to look over the facilitation guide at least one week before giving the presentation**, as there are steps that require action in advance. The facilitation guide is a guide to help you navigate through the powerpoint, once you have copied it to your own drive feel free to make edits as **the guide is not a direct script and you may want to create a script for yourself!**

# Curriculum Overview

This curriculum consists of 9 sessions. They are best done in the order presented here, but you can also lift out individual sessions if you will not be doing the whole curriculum. The objectives/outcomes of each session are included below for guidance. There are 9 sessions, one for each month of the academic year; we recommend doing one session a month.

* **Session 1** **—** **Welcome to The Movement!**

*Outcomes: By the end of this session, participants will understand buildOn’s methodology (both the “how” and the “why”). Participants will feel excited to be a part of the buildOn movement.*

* **Session 2** **— Embarking on Your Fundraising Journey**

*Outcomes: By the end of this session, participants will have some basic knowledge about our partner countries. Participants will hear from global staff about their home countries culture.*

* **Session 3** **—** **Meet Our Partner Countries**

*Outcomes: By the end of this session, participants will feel empowered to embark on their fundraising journey. Participants will feel comfortable and confident when talking about buildOn to possible donors. Participants will be familiar with the Classy platform.*

* **Session 4** **— Do No Harm: The Hippocratic Oath of Service Learning (Part I)**

*Outcomes: By the end of this session, participants will have begun to ask themselves hard questions about their role in international development and think deeply about what it means to do service. Participants will be able to differentiate harmful voluntourism from constructive service learning, understand it as a spectrum and be able to place buildOn on that spectrum.*

* **Session 5** **—** **Do No Harm: The Hippocratic Oath of Service Learning (Part II)**

*Outcomes: By the end of this session, participants will be able to identify privilege, in themselves and others, and understand the role it plays in service and how it must shape one’s approach to service and development. Participants will understand what cultural sensitivity means and feel ready to practice it in and out of the field.*

* **Session 6** **—** **What Makes Development Sustainable?**

*Outcomes: By the end of this session, participants will understand the concepts of sustainability and holistic development, including the importance of cultural sensitivity. Participants will gain a deeper understanding of how the buildOn methodology promotes sustainable development.*

# Facilitation Guides

The facilitation guides that follow are just that: guides. Feel free to get creative with your team! Each session should take about 1 hour, but all of them can be extended or shortened if desired. Simply change the amount of the time you spend on each slide accordingly. Some sessions have preparation materials for participants; it is possible to participate in the session without having done this reading or watching in some cases, but the session will not be as impactful. [This document](https://docs.google.com/document/d/1sMf2_14M04_X3sBu7hpNBBfc0wENs7KaCfZwKHet1tA/edit) contains all of the preparational materials for all sessions. You may add dates to the document yourself before sending it out to your team, or they can write the dates in as they are decided. Either way, it’s very important to make sure that everyone has a copy well in advance of even the first session to give them time to do the reading/watch the videos!

All sessions can be completed either virtually or in-person. However, the Facilitation Guides are written default as if the session is happening in-person. There are notes throughout regarding how to best translate an activity to a virtual session.

Facilitators should carefully read the facilitation guide before the session, review the PowerPoint and read all preparational materials before presenting in order to be able to present the information and answer questions as naturally as possible.

## Session 1 — Welcome to the Movement!

[Click here for the Session 1 PowerPoint presentation.](https://docs.google.com/presentation/d/1XhvceCjM-PPSwHGd-cN29I5U3rVnCMXPJuRC-Ph8T7U/edit)

| **Recommended Preparation Materials:** 1. Read the [Founder’s Story](https://www.buildon.org/about/founders-story/) page on the buildOn website for some background about how buildOn began (this includes a short video as well, if you’d like).
2. Watch [this short animated video](https://www.youtube.com/watch?v=YrHIQIO_bdQ) about systemic racism and education. This will help to explain why buildOn U.S. works in certain communities and schools and not others.
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| **Facilitator notes:** Don’t forget to make sure that all who will be attending have the preparation materials above. **Materials needed:** **Facilitator prep work:** 1. Make a COPY of this document [HERE](https://docs.google.com/spreadsheets/d/1EmMRgVFqsRkl1tZNCrzkuIB4X70FWdQp4mDJlA7hKDU/edit#gid=1955823548) & fill it out with your team info. Please make sure to copy the document in your own google drive and send it to your CT Manager too! You will later ask your team to fill out information at the end of the session.
2. Before this session, check in with your buildOn Community Teams Manager to find three time slots that they are available to meet with the team in the next month to do either another intro session or a meet/greet and Q&A session (your preference). You will ask your team which time works best at the end of the session.
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**SLIDE 1: Title Slide**

**2-5 minutes.** Introduce yourself if you are not already known to all participants. Go around to make other introductions as necessary. There will be time to discuss why everyone is here later, for now focus only on making sure everyone knows each other.

**SLIDE 2: Welcome!**

**2 minutes.** Welcome everyone to the session and thank them for coming. Explain that these two points are your objectives for the day.

**SLIDE 3: Why are we here?**

**15 minutes, more or less.** This may take less or more time depending on the size of the group. If you are aiming for an hour total for this session, monitor the time to make sure it doesn’t exceed 15 minutes. If you are not in a rush, let this part go as long as you’d like.

Hand out pieces of paper and envelopes if you have them (if not, people can just fold up their papers and write their name somewhere on the outside). Ask everyone to write down their answers to the questions on the slide. If this is a virtual session, ask everyone to email you instead (just promise them that you won’t actually read what they wrote, simply protect it for them!). Try to think in advance about what you would like to write so that you can share this with the group as an example to get them started. For example, your “why” might be that you really want to go on Trek because you had a friend who did and it seemed like an amazing experience. Or it might be that you feel really strongly about the power of educational opportunity. What you’re hoping to get out of the experience might be more knowledge about a particular partner country, or it might be that you are looking to become an excellent fundraiser. There are no wrong answers!

Tell the team that you will give them their envelopes back upon their return from Trek so they can see if they indeed got what they were hoping to get out of the experience and remember why they started (If you are doing this with email, you can simply email them back their own text instead of handing back envelopes). Ask for volunteers to share what they wrote if there is time.

**SLIDE 4: buildOn is a Movement**

**2 minutes.** Ask for volunteers to read each sentence aloud. These statements represent what buildOn is all about.

**SLIDE 5: buildOn Global**

**3 minutes.** buildOn does not subscribe to the belief that the world’s most economically poor need the charity and handouts of the world’s economically wealthy. That is why we always say that buildOn is a movement and not a charity. The cycle of poverty, illiteracy, and low expectations can only be broken because of our communities, not for them. The cycle is broken only because we are together in solidarity. In order to break the cycle, buildOn places the community at the center of its development projects and has extremely high expectations for their participation, leadership, and partnership in all buildOn programs. Instead of schools being built for the communities, the community members build their own schools and contribute many months of preparation and local materials. Additionally, local governments are active partners in all projects. Ensuring that the community and local governments have and feel ownership over the school build and educational programs ensures that even when buildOn is gone, the school will continue to be used and supported and the covenant will be respected. More on the covenant, the role of local government and more in a few minutes!

*Pictured: learners on their first day in their new school in Malawi.*

**SLIDE 6: buildOn U.S.**

**3 minutes.** Explain that buildOn has two components: buildOn US and buildOn Global. This curriculum will focus heavily on buildOn Global, but we will do a brief overview of buildOn US now as well.

Explain that students from these 28 high schools design and perform service of all different kinds by identifying the need in their community. Examples: working in homeless shelters and food pantries, spending time with senior citizens, creating public art and planting community gardens. Students also get involved in advocating for issues they care about such as gun violence, police brutality and illiteracy in their communities.

The schools buildOn works in are located in inner-city areas that are often under resourced/have less funding compared to many other wealthier schools in the suburbs. They might not have access to or have as many school counselors, nurses, psychologists, access to technology or access to as many clubs and groups. Students who do community service with buildOn miss two times less school than their peers, and 97% graduate and go on to college. Some of these students also have the opportunity to apply to go on Trek. There are a handful of these types of Treks each year. This is often a life-changing experience for students.

In case you as the facilitator get questions about why there is not full-time buildOn staff in your particular school or if the program is open to expansion, here are some answers: buildOn U.S. isn’t expanding because the program is currently focusing on supporting the specific schools and students in which buildOn works already. Program leaders don't want to spread themselves too thin and cut the impact on current students. Though a Community Teams school may not have a buildOn staff based there, that doesn't mean that the team can't be a part of the service-learning movement! buildOn strongly encourages all team to work together to identify service needed within their community, and then come together in solidarity to do community service. The team also has their Community Engagement manager who is always willing to help brainstorm, plan activities, and support them along their buildOn journey.

*Pictured: service in action in the Bronx.*

**SLIDE 7: Guess the flag!**

**5 minutes.** Before we introduce you to the countries where buildOn works, let’s test our knowledge of the flags of the world! Facilitator: as you click on the slide you’ll reveal the name of the buildOn country of which the flag belongs to starting from the top left to bottom right. Before revealing the name each time, ask for guesses from your audience. If this session is being held in person, it could be fun to have little candy prizes to give to correct guesses - it’s a tough game!

**SLIDE 8: buildOn’s partner countries**

**2 minutes.** buildOn works in eight countries, although only five of them have Treks currently (Guatemala, Nicaragua, Senegal, Malawi & Nepal), due to the security situation in the three other countries. Each country program has the same framework but all are unique in their own ways since buildOn adapts to the local context and hires only locals, with the exception of the Trek Manager in each country that has Trek. The third session will be entirely focused on introducing each of these countries, so you will be able to hear from the teams there and learn more about their culture!

**SLIDE 9: How does it work?**

**2 minutes.** The process of building a school can really be broken down into five broad steps. We will dive deeper into the details throughout later sessions; for now we are going to focus on the big picture.

**SLIDE 10: Step 1: Select a community**

**5 minutes.** The first step is of course selecting a community to partner with. This process is slightly different in each country, but the type of community the staff is looking for is the same: a rural community that is in need of a school or additional classrooms and that can and wants to take ownership of the project. Sometimes the local government recommends the community and sometimes community leaders hear about buildOn from neighboring communities and approach buildOn on their own. Often, larger communities will come back to buildOn to request a second school block to allow more children to attend school and make spaces for more grades. Some communities have 4 buildOn school blocks (that’s 8 classrooms)! In any case, the local government has to approve the school build before construction can begin.

Once a community has been identified, the Field Coordinators (engineers who supervise the construction of the schools and work the closest with community leadership) go visit the community to create a “community profile” with all sorts of relevant information that will help determine if the community is a good fit for buildOn. The community profile is then sent to the Country Director for approval. If the community is approved, it’s time for step 2!

In case there are questions about this, some reasons that a community might not be approved include: the community is not large enough to furnish enough volunteers to complete the school build in a reasonable amount of time; the men from the community will not allow the women to work on the worksite; there are not enough children to attend the school (this is usually a reason why the local government may say no).

*Pictured: a young Malawian learner.*

**SLIDE 11: Step 2: Gather materials & support**

**5 minutes.** This is a very important step. At this point, Field Coordinators will hold Mass Meetings with all community members present to explain buildOn’s methodology and the next steps for the school. There are usually about three Mass Meetings before construction begins. During this time, the community must form a Project Leadership Committee (PLC) made up of 6-7 (depending on the country) women and 6-7 men. The PLC will take charge of the school build and in many cases will continue to oversee any projects or enrollment efforts that follow (more on that later!). The PLC also takes responsibility for the school construction materials, making sure they are stored somewhere safe and dry. Sometimes, in order to procure materials, the PLC (with the help of buildOn) must lobby their local government. This collaboration can help strengthen ties and improve the likelihood of receiving assistance with future projects. It can take time to gather all the necessary materials, sometimes up to 4-6 months, but it is always a community-wide effort.

The PLC also signs up volunteer unskilled laborers to work on the school and makes sure that everyone is coming to the worksite on time. Most importantly, they make sure that the teams of volunteers are made up of both women and men and they help figure out rotation schedules so that community members can continue to tend to their fields, animals or whatever other duties or jobs they might have.

As we mentioned earlier, buildOn works hand in hand with local governments. Local governments play an active role in supporting the schools with teachers, supervision, curriculum, and school materials. The local governments are also responsible for planning/supporting the growth of the schools by adding additional grades and teachers.

Finally, the school has to be built from something - the types of raw materials are different in each country because the type of school building has to be adapted to the environment. Hot, sandy Senegal cannot have the same exact building plans as cold, mountainous Guatemala! In all countries, the communities themselves are responsible for providing locally available materials, such as sand in Senegal (for mixing concrete) or rocks in Haiti (for the foundation). buildOn and the local government, depending on the country, then provides the rest of the materials. Sometimes, getting the materials to a community can be a real challenge if the community is difficult to access because of weather and/or has no roads. Therefore, this step can take some time.

**SLIDE 12: Step 3: Sign the covenant**

**5 minutes.** This is the most important step of all. The Covenant is the core of buildOn’s unique methodology, and it’s what makes buildOn’s programs sustainable. Covenant means contract: it is a document that outlines what each party, buildOn, the community and the local government, will contribute to the school. It is always written in the local language and is read aloud to all community members before the groundbreak. Then, it is signed by representatives of buildOn, Trek participants when there is a Trek and all adult community members, men and women. Some sign it with a pen, and those who cannot write their name sign with their thumbprint. The Covenant is much longer than what you see on the slide, but these points are a basic overview of what each party contributes. (Ask for volunteers to read each list).

*Pictured: signing the covenant in Bhakunda, Nepal.*

**SLIDE 13: Step 4: Break ground and build the school**

**5 minutes.** This step is always lots of fun and you will experience it on Trek! There is often a celebration at the time of the ground breaking ceremony with dancing, food and other festivities. The entire community usually comes out to witness the ground break and celebrate the coming of their new school, as well as a Trek team in many cases!

The amount of time it takes to complete a school varies widely from country to country and community to community. Factors include: the size of the community (aka the amount of laborers available), weather, the type of terrain (rocky terrain is harder to dig and therefore takes longer), the ease of transporting materials, and more. It can take anywhere from 1 month to 3 to complete a school, in general. A buildOn school block is comprised of two classrooms. If the community is in need of more they can apply again in the future, which is a great sign of a developing school that will have access to more resources and teachers.

The Field Coordinator (FC) manages the worksite along with a foreman and usually 2-3 other skilled laborers that buildOn contracts to help teach the volunteer laborers how to do things like tie rebar and mix concrete. You will learn these skills from them on trek as well!

The community members who volunteer their time to build the school are what makes the worksite. They are often parents, grandparents or older siblings of children who will soon be attending the new school. The PLC ensures that there are enough people on the worksite each day to continue to make progress. Most importantly, they make sure that women are coming to the worksite as well. Not only does buildOn require women and men to work alongside each other on the worksite, the FC, PLC and skilled laborers encourage women to step outside of traditional gender roles (for example, carrying water) and try traditionally male jobs like digging. One powerful element of trek is women from the community witnessing female trek participants trying their hand at these traditionally male tasks. This often makes them feel more comfortable doing so as well. Seeing the women working hard on the worksite is often eye-opening for male community members as well. The worksite is a wonderful place to build solidarity.

**SLIDE 14: Step 5: Fill the school!**

**5 minutes.** Once the school is complete, the FC moves on to another community and the buildOn Education team in the country steps in. The Education Officers manage the programs that are briefly outlined in the slide (read the slide). There will be an entire session down the line dedicated to going over each of these programs in detail.

Note: not all countries have post-construction education programs. Nicaragua does not have these programs due to community size as well as a previous government program which ran a country-wide adult literacy program leading to great adult literacy rates in Nicaragua. The communities in Nicaragua are not large enough to support such programs, so while FCs make sure all children, and girls, are enrolled, there are no adult literacy classes or income-generating activities. Guatemala is buildOn’s newest country and for the moment does not have these programs for similar reasons. However, communities are not *as* small as in Nicaragua, so they might run these programs later on when the global health crisis subsides.

*Pictured: students in their new school in Dagout, Haiti.*

**SLIDE 15: Call to Action**

**3-5 minutes.** Now that we’ve learned about the buildOn movement, let’s continue to move towards our goals as a group! The first thing we’d like to do before we leave is fill out our group info sheet (if virtual send the link now in chatbox, if in person you can pass around a sheet of paper) with your information so that we have your email to keep you updated on all buildOn meetings and events.

While you’re doing that, we’d also like you to take a moment to think about your network. Do you have friends that are interested in education, learning about new cultures, making an impact or traveling? Can you think of at least 1-2 friends that may be interested? If so, bring them to the next meeting! The more people we have in our buildOn group, the more work we can do and the bigger impact we’ll have in this world!

Lastly, our buildOn Community Team Manager is available to have an info session or Q&A session with us during these three time slots. Please write down on a piece of paper or in the chatbox your first two preferences for the meeting with our buildOn staff! Ensure you’ll update them on the date once you’ve spoken to the CT Manager.

*Note: Make a COPY of this document* [*HERE*](https://docs.google.com/spreadsheets/d/1EmMRgVFqsRkl1tZNCrzkuIB4X70FWdQp4mDJlA7hKDU/edit#gid=1955823548) *& fill it out with your team info. Please make sure to copy the document in your own google drive and send it to your CT Manager when it’s filled out too! Also, before this session, check in with your buildOn Community Teams Manager to find three time slots that they are available to meet with the team and do an info session or Q&A session.*

**SLIDE 16: Closing & thanks**

**2-5 minutes.** Thank everyone for coming. Remind them all of the date of the next session (if it has been set), which will be focused entirely on peer-to-peer fundraising. The graphic on the slide is “thank you” written in various different languages from buildOn’s partner countries. If you have time, it could be fun to try to guess what each is. Here are the answers:

Gracias - Guatemala/Nicaragua

Zikomo - Malawi

Jërë jëf - Senegal

[sanskrit characters] - Nepal

Mèsi - Haiti

Merci - Burkina Faso, Mali, Senegal

| **Post-session follow up:** [Here](https://drive.google.com/file/d/1KBGTWTcQOFUlA3gry4zbZPANCnPaHBsL/view) and [here](https://drive.google.com/file/d/1M-8k8n3n4TXrHT4VD9TLJUMJHKn9P3em/view) are two different sets of *Impact Story Bookmarks*. These can either be printed and laminated and given out to the team to be used as actual bookmarks, or you can simply send them to your team so they can read the short stories about children and young people impacted by the buildOn school in their community.  |
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## Session 2 — Embarking on Your Fundraising Journey

[Click here for the Session 2 PowerPoint presentation.](https://docs.google.com/presentation/d/1MHSEiSVClGdvXIidPYSVpsPyYnXLeZa887VnDaJRTnk/edit#slide=id.g8957edf96f_0_21)

| **Recommended Preparation Materials:** 1. Carefully read the buildOn Community Teams [Fundraising Guide](https://drive.google.com/file/d/1KD-ENZ01SQZiWVbTOed8LGBvG89MkPqy/view).
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| **Facilitator notes:** Don’t forget to make sure that all who will be attending have the preparation materials above. Send reminders to the team to make sure everyone is prepared for the session!**Materials needed:** **Facilitator prep work:** 1. Before this session, set up your Team Classy Fundraising page AND your individual page. [HERE](https://drive.google.com/file/d/1cJkUnmoq61IJJQ-RYSM7dkYj7ntXSy8O/view?usp=sharing) is the information with the link for the 2020-2021 Community Teams Campaign or you can watch the video on slide 11.
2. With your leadership team, identify a small scale fundraising project you’d like to start the year with and identify the date. At the end of the meeting, have people sign up for the event and identify 1-3 leaders for the project.
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**SLIDE 1: Title slide**

**1 minute.** Welcome everyone and thank them for coming.

**SLIDE 2: Welcome!**

**2 minutes.** Read through today’s objectives.

*Pictured: Colorful traditional clothing in Bhakunda, Nepal.*

**SLIDE 3: What’s our goal?**

**4 minutes.** On average, it is $32,000 to fund a buildOn school. If 16 CT members each raise $2,000 that funds an entire school and can have a significant impact on the lives of hundreds of students in the community. You also will have the opportunity to go on “Trek”- a service learning program to help build the school alongside the community the first week of construction!

*Note: The number of people to go on Trek together will be 16-18 people in order to fully fund a school. If your team is smaller than that then you can be paired up with another team to make a total of 16-18 people to fully fund the school. If you have a smaller team you will need to be flexible on your dates and country, and will typically be paired for a summer Trek because there are very few smaller teams that go on Trek during winter or spring breaks. If you have any questions about this, don’t hesitate to reach out to your contact in Development!*

**SLIDE 4: The buildOn Partnership**

**4 minutes.** While the community is putting in many valuable hours gathering local material for the school, know that you’ll be putting in the hard work in solidarity fundraising together even if you are on opposite sides of the world! The community contributions include volunteering on the worksite for the entire project (that can be 6-8 weeks), gathering many tons of local materials and donating land for the school.

1. How much is the community investing: A lot! In 2017, we estimated that if we took the communities contributions in Nepal and monetized them (volunteer hours, local materials, and land) the average value of the contributions would be $7,315 per school! In 2017, the average GDP per capita in the US was $60,000 per person while in Nepal it was $911 per person. That’s a HUGE contribution by the community, and it empowers every member of the community to be active stakeholders in their project.
2. How much are you investing: A lot! Just like you can’t do this without the community, they can’t do this without you! Investing your time and energy to be a part of this project can empower you to become active changemakers and develop yourselves both personally and professionally.
3. This is a partnership, and we are all in this together as equal partners!

**SLIDE 5: Are you interested in Trek?**

**4 minutes.** As you may know, Trek is a life-changing experience where you get to learn directly from the community you’re partnering with! There are three different categories to fundraise in order to participate in Trek.

1. School Construction: 100% of the proceeds go directly towards the construction of the school!
2. In-country travel: That includes everything you need to pay for while you’re on Trek so you wouldn’t need to bring funds other than for buying gifts for family back home and airport snacks. The funds go towards bus rental, fuel, hotels, meals, translators, emergency vehicles, emergency vehicle driver, cooks, trek coordinators/leaders, medical supplies, water filter, etc.
3. Flight cost: it varies depending on where you’re located and which country you plan to partner with.

**SLIDE 6: Summer Fundraising Timeline**

**4 minutes.** The buildOn communities around the globe are required to gather all local materials and go through training well in advance before their school building project. In order for us to get the funds and be prepared for the build, we need to hold ourselves accountable to the communities we are committing to! This fundraising timeline is designed to hold ourselves & each other accountable so that we can reach our goal for the community we’re partnering with!

Briefly look over and ask if anyone has any questions!

**SLIDE 7: How will we get there?**

**4 minutes.** You won’t have to do that alone. It’s helpful if each person takes the initiative to raise money on their own, at least half of your personal goal, ideally. But we will raise a lot of the money working together as a team! If you read the fundraising guide, these ways to reach our goal may look familiar to you! Today we will go through and look at examples and brainstorm for each of these three ways to raise money.

**SLIDE 8: Individuals taking initiative**

**2 minutes.** There are so many ways to raise money on your own, or with the help and support of your family. It’s important to work together as a team to raise money, but it’s equally important that each one of us takes the initiative to raise some funds on our own as well. Read the examples.

*Pictured: A young boy reading aloud for his class in Daidwari, Nepal.*

**SLIDE 9: Time for a brainstorm!**

**5 minutes.** Instruct everyone to take 5 minutes to make a list of ways that they will try to raise money on their own. They can draw from the examples on the previous slide, but should come up with their own ideas that are specific to them and their lives as well. If people seem stuck or are done before the five minutes is up, ask for some examples of what people wrote. If you have the extra time, it would be nice to have everyone share a few examples of their ideas before moving on. If you are able to do this, take good notes while people are sharing!

**SLIDE 10: Holding team fundraising events or campaigns**

**2 minutes.** This type of fundraising is certainly the most fun, because we do it together as a team! Read the examples.

*Pictured: On the worksite in Chipoza, Malawi.*

**SLIDE 11: Time for a brainstorm!**

**10-15 minutes.** Divide the team into small groups of 3-4 (or pairs if you have a small team) and instruct each group to select one person to take notes. Give everyone 10 minutes to brainstorm fundraising events or campaign ideas. They should write down their ideas as well as some details for each one about the logistics of the possible event or campaign. After 10 minutes, bring everyone back together as a group and ask the writer from each group to share the ideas they discussed. Make sure to note their ideas somewhere where everyone can see. If you are using Zoom, feel free to simply ask them to copy and paste their notes into the chat box. Or, open a Word document for a few minutes and take notes there for everyone to see. Plan on sending out a copy of the notes from these brainstorms as an email after this session. If you have extra time, take as long on this brainstorm and discussion as you would like.

**SLIDE 12: Soliciting donations**

**2 minutes.** Soliciting donations is perhaps the toughest of the three. It’s hard to ask people for money! We are going to spend a bit more time on this today so that we all get some practice time in. Read the examples. There is lots more information on this, including sample emails and letters, in the fundraising guide, so don’t be afraid to lean on that!

*Pictured: Trek participants filling a wheelbarrow with dirt in Ponja, Guatemala.*

**SLIDE 13: Time for a brainstorm!**

**5 minutes.** One more brainstorm! Instruct everyone to take 5 minutes to make a list of people or businesses from whom they might solicit donations. They should write down the name of the person or company, the method they will use to contact them (talking in person, phone call, text message, letter, email, etc.) and how much they think they could ask them for. If people seem stuck or are done before the five minutes is up, ask for some examples of what people wrote. If you have the extra time, it would be nice to have everyone share a few examples of their ideas before moving on. If you are able to do this, take good notes while people are sharing!

**SLIDE 14: Let’s practice!**

**10-15 minutes.** Your elevator pitch should succinctly explain what you are raising money for, why you are doing it and why the person you are addressing should be excited about it too. To practice, we are going to use a speed-dating format.

Have everyone get into pairs. Each pair will have 5 minutes together. In their 5 minutes, each person should give their elevator pitch (about 90 seconds) and the other person should give them feedback on how to improve it. They can imagine that they are pitching to anyone and tailor their pitch accordingly, as long as they tell their partner who the pitch would be for first (i.e. this would be my pitch for a local business owner, my aunt, someone I know from the gym, etc.). When 5 minutes is up, have everyone switch partners and do the same thing again. Encourage them to change up their pitch each time since they will have to do so anyway based on who they are addressing when they are out in the real world soliciting donations. After another 5 minutes, switch again. (So that’s three five minute intervals with different pairs each time.) If your team is an even number of people, simply observe the different pairs as you check on people around the room. If your team is an odd number, participate yourself as well to even things out.

*Note: if you are doing this via Zoom, put your team into small groups of about 6 people instead of rotating pairs since it would take too long to change up the breakout rooms each time. This will give each individual less actual practice, but more feedback and lots of examples to draw from.*

*Pictured: Trek participants passing buckets of concrete on the worksite in Dagout, Haiti.*

**SLIDE 15: Using Classy**

**5-7 minutes.** We’ve brainstormed and we’ve practiced and we’re ready to get out there and do some fundraising! Before you can start fundraising, however, you’ll need to join our team on Classy, the fundraising platform that buildOn uses.I will share our link to do so out after this session as well as a complete guide that will include everything I’m about to explain. For now, let’s watch this video made by Courtney Lanza, buildOn’s Community Engagement Manager for the Midwest. Click to play video, click in the corner to make it full screen if you’d like. If you have a few extra minutes, you can take that time to ask everyone to join the team right now. That is, if you have already created your team page. If not, you could also do this as a group if you have time.

*Note: this video explains how to create a team page at the beginning, but it will be nice to show even if you have already done so, just to give everyone an idea of what it looks like. If you have been using the Classy platform the past few years and feel comfortable, you can show the team how to create their individual page and the importance of personalizing it instead of showing the video!*

**SLIDE 16: Call to Action!**

**3-5 minutes.** Now that we’ve learned all about the power of peer-to-peer fundraising and the various ways to utilize your network to fundraise, the first step is to create your individual fundraising page today and share it out with your network! Think about your family members, friends and your family members network and coworkers!

We will also have our first project of the school year on X date. If you are available and can support this project please sign up (pass around a sheet of paper or send a link of a google doc). If anyone would like to step up and help lead this project (raise your hand or comment in the chat) and stay 10 minutes after this meeting.

Lastly, the best way to fundraise for a great cause is to utilize your knowledge and network! We’d like for everyone to come up with a short list of potential companies that you may have an interest in the area or you may have a connection with. Come ready to chat about how we may be able to partner with them at our next meeting!

*Note: Utilize the brainstorming of events, companies, networks and meet with your leadership team to discuss next steps and future engagement with those partners. The purpose of brainstorming is to utilize the information and to put it to action afterwards! If you need support feel free to reach out to your buildOn CT Manager!*

**SLIDE 13: Thank you**

**2 minutes.** Thank everyone for coming. Remind them all of the date of the next session (if it has been set), which will be focused entirely on introducing buildOn’s partner countries.

## Session 3 — Meet our partner countries!

[Click here for the Session 3 PowerPoint presentation.](https://docs.google.com/presentation/d/1OQmiGT5dPQob6Etue_dMm8-4w9d5QMMDMzmnDSYzhZc/edit#slide=id.g8957edf96f_0_21)

| **Recommended Preparation Materials:** 1. Each country program has the same framework but all are unique in their own ways. Send this video [HERE](https://vimeo.com/439404125) that shows how all buildOn countries prepare to build a school in a similar process!
2. Send out one or two links of Trek videos for people to watch before the session to gauge interest!
	1. [Nepal Professional Trek Video](https://www.youtube.com/watch?v=tsFxlS406jY&t=4s)
	2. [Malawi Trek Video](https://www.youtube.com/watch?v=iqhoEE2fNFo&t=100s)
	3. [Senegal Trek Video](https://www.youtube.com/watch?v=vqgo4lQOVps&t=7s)
	4. [Nicaragua Trek Video](https://www.youtube.com/watch?v=zGcDQcB9LeM&t=299s)
	5. [Haiti Trek Video](https://www.youtube.com/watch?v=1_WJCuloeow) (although we are not offering Trek currently in Haiti)
3. Have your team vote on the top 3-5 countries they’d like to learn about. You can take out the information of the 3-5 countries and add more information about the countries voted for as well as watch trek videos or other related videos during the session.
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| **Facilitator notes:** Don’t forget to make sure that all who will be attending have the preparation materials above. Send reminders to the team to make sure everyone is prepared for the session as you’re planning on voting for which country you’d like to partner with at the end!**Materials needed:** **Facilitator prep work:** Note: If you are worried that presenting all 8 countries at once may make the presentation too long or dilute the information, you can pick 3-5 countries to focus on and play the videos above alongside the presentation, to keep your team interested and engaged. You may also ask for a Trek Guide for a specific country from your Community Manager, as that will have a massive amount of information about the culture of one country. |
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**SLIDE 1: 1 minute.** Welcome everyone and thank them for coming.

**SLIDE 2: Welcome!**

**5 minutes.** Welcome everyone and thank them for coming. Read through today’s objectives. Participants will learn general information about the countries buildOn partners with some important contextual information about the cultures and contexts that influence the work we do. Ask the team the question: Why is it important for an international organization to understand the history and culture of the communities they work in?

The “Take Away” the facilitator can bring the team to after discussion: The success and sustainability of any international project requires the **input and leadership** of the beneficiaries. The trust of the organization and any of the people associated with it is bolstered by the demonstration of an understanding of a particular culture and history that has impacted the community they aim to partner with. Gather 1 or 2 reactions from the participants to the question and then the answer.

**SLIDE 3: buildOn’s partner countries**

**2 minutes.** buildOn works in eight countries: as seen on map. Currently, buildOn is only offering Trek in five of the countries due to the security situation in the three other countries. Q: Can you guess which five countries buildOn offers Trek in? A: Guatemala, Nicaragua, Senegal, Malawi & Nepal!

Each country program has the same framework but all are unique in their own ways since buildOn adapts to the local context, partners with the local government and hires only locals, with the exception of the Trek Manager in each country that has Trek.

**SLIDE 4: Guess the flag**

**3 minutes.** Now that we’ve introduced the countries, do you remember the flags from the first session?

Facilitator: as you click on the slide you’ll reveal the name of the buildOn country of which the flag belongs to starting from the top left to bottom right. Before revealing the name each time, ask for guesses from your audience. If this session is being held in person, it could be fun to have little candy prizes to give to correct guesses - it’s a tough game!

**SLIDE 5: Guatemala facts**

**2 minutes.** Fast Facts on Guatemala. It is a great opportunity to give the participants a comparison to the country so that is easy for them to understand.

**SLIDE 6: Guatemala Culture and Context**

**4 minutes.** buildOn works with some of the most disenfranchised communities around the world. In Guatemala, the Maya people are widely diverse and often discriminated against. Let’s take a closer look at this context. buildOn’s relationships with local governments and community leaders in Guatemala allow us the opportunity to present our methodology and work with them.

**SLIDE 7: Haiti Facts**

**2 minutes.** Fast Facts on Haiti. Another opportunity to compare Haiti to an area or country of similar size

**SLIDE 8: Haiti Culture & Context**

**4 minutes.** Haiti Culture and Context. Haiti is the poorest country in the Western Hemisphere. Nearly ⅘ of the population lives in absolute poverty. The Haitian culture is rich with influences from various countries in Africa, France, and Spain. Haiti was a slave colony until a slave led uprising against the French colonists.

**SLIDE 9: Malawi Facts**

**2 minutes.** Fast Facts on Malawi.

**SLIDE 10: Malawi Culture & Context**

**4 minutes.** Malawi Culture and Context. Malawi is a country in the southeastern part of Africa. While it is a poor country, Malawi has made strong partnerships with the World Bank and other countries to improve the livelihood of its citizens. Primary school education is a priority for the government and buildOn is the largest school construction program in the country, outstripping even the government. Malawi is known as the warm heart of Africa due to its reputation for hospitality.

**SLIDE 11: Nicaragua Facts**

**2 minutes.** Nicaragua Fast Facts.

**SLIDE 12: Nicaragua Culture & Context**

**4 minutes.** Nicaragua Culture and Context. Nicaragua is located in Central America and is well-known for its coffee industry. Nicaragua has a long, complex history that predates Europeans on the continent. In recent modern history, the US and Nicaragua have had tense relations due to incursions the US has tried to make in the politics of Nicaragua. Currently, Nicaragua is led by Daniel Ortega and his wife, in an authoritarian regime that has mixed support in the country.

**SLIDE 13: Nepal Facts**

**2 minutes.** Nepal Fast Facts

**SLIDE 14: Nepal Culture & Context**

**4 minutes.** Nepal Culture and Context. Nepal’s history goes back thousands of years, with family dynasties marking major eras. Nepal was largely closed to foreigners, but has opened up in recent history. Nepal is a very diverse country, in terms of cultures, languages, landscapes, and ethnicities. It’s location between India and China has significant impacts on it’s relationships and trade with other countries.

**SLIDE 15: Senegal Facts**

**2 minutes.** Senegal Fast Facts.

**SLIDE 16: Senegal Culture & Context**

**4 minutes.** Senegal Culture and Context. Senegal is a large, West African country, that is mostly dry and desert. Senegal is a largely peaceful country, with Christians and Muslims living side by side. Senegal is home to some of the oldest sites of early human settlements, going back thousands of years. Senegal was one of the last places slaves saw before departing to the Americas. Goree Island is the port they would pass through on their way to a ship sailing west.

**SLIDE 17: Mali Facts**

**2 minutes.**  Mali Fast Facts.

**SLIDE 18: Mali Culture & Context**

**4 minutes.** Mali Culture and Context. Mali is a very young country, with a majority of the population under the age of 25. The country has been in a state of turmoil since the coup in 2012, vulnerable to extremists and conflict. Most of the population works in agriculture and rates of poverty and infant mortality are very high. Mali is also home to the famous city of Timbuktu.

**SLIDE 19: Burkina Faso Facts**

**2 minutes.** Burkina Faso Fast Facts

**SLIDE 20: Burkina Faso Culture & Context**

**4 minutes.** Burkina Faso Culture and Context. Burkina Faso is a West African country with a rich artistic heritage. Burkina Faso has seen many recent tumultuous changes to it’s leadership, caused by a mixture of coups and popular uprisings. Burkina Faso has a very young population and is a country that is growing quickly.

**SLIDE 21: Call to Action**

**5 minutes.** As we’ve gotten to know a little about each buildOn partner country, I hope you’ve gotten to appreciate the beauty and rich culture of each. What did we learn?

This is a good space to ask others to describe the facts or contexts they found most interesting or illuminating. Ask what they expected and what was surprising. Wrap up the discussion by drawing lines of similarity between the countries buildOn works in and your own countries. Finally, discuss as a group or vote on which country your team would like to work alongside to support a school.

**SLIDE 21: Closing & Thanks!**

**1 minute.** Thank everyone for coming. Remind them all of the date of the next session (if it has been set), which will be focused in two parts on better understanding service learning vs voluntourism.

## Session 4 — Do No Harm: The Hippocratic Oath of Service Learning (Part I)

[Click here for the Session 4 PowerPoint presentation.](https://docs.google.com/presentation/d/1tItXeSbxuXIPUSoj0s2Sa4NitEFVWrmU2ZhHzutPcgQ/edit#slide=id.g808dc5989e_0_2)

[Click here for the Session 4 Worksheet.](https://docs.google.com/document/d/1-dZa97PsloEPE_h1pB4rNOJ1XXgDibgEIenb0YN1zqk/edit?usp=sharing)

| **Recommended Preparation Materials:** 1. Watch [this TED talk](https://www.youtube.com/watch?v=5hXFwMyK1KE).
2. Read [this article](https://www.theguardian.com/news/2018/sep/13/the-business-of-voluntourism-do-western-do-gooders-actually-do-harm) from the Guardian on voluntourism, focused on Guatemala and Haiti. Read at least up to the paragraph break with the big red “O” that starts with the sentence “On March 17, dozens of teenage girls escaped….”. Of course, read the whole thing if you have time!
3. Read [this NYT piece](https://www.nytimes.com/2016/03/22/magazine/the-voluntourists-dilemma.html) on voluntourism in Haiti.

**Additional Optional Reading:** 1. [This piece](https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/) by Teju Cole in the Atlantic on the white savior industrial complex in Africa specifically.
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| **Facilitator notes:** Don’t forget to make sure that all who will be attending have the [list of recommended preparation materials](https://docs.google.com/document/d/1sMf2_14M04_X3sBu7hpNBBfc0wENs7KaCfZwKHet1tA/edit) for all sessions. Send several reminders to the team to make sure everyone is prepared for the session!**Materials needed:** [Session 4 Worksheet,](https://docs.google.com/document/d/1-dZa97PsloEPE_h1pB4rNOJ1XXgDibgEIenb0YN1zqk/edit?usp=sharing) pens if doing session in-person, but if you’d prefer not to use sheet you can have people just shout out what they think the options may be.**Facilitator prep work:**  |
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**SLIDE 1: Title slide**

**1 minute.** Welcome everyone and thank them for coming. Explain that this session’s title has “part I” in it because next month’s session will be a continuation of today’s topic.

**SLIDE 2: Welcome!**

**2 minutes.** Ask for volunteers to read each objective.

*Pictured: A student getting some water from a well in Chipoza, Malawi.*

**SLIDE 3: This is a safe space**

**3 minutes.** Take a minute to establish that this is a safe space. Some of the conversations over the next few sessions might be difficult and it is important that everyone feels that they can look inward and express themselves and their thoughts without being judged. If you would like and have time, take as much time as needed to fully establish your own, more specific rules of engagement. You can ask for suggestions from the group and write them down. Either way, the three rules on the slide should always apply. Encourage your audience to be honest with themselves and others and not to shy away from difficult questions that might make them uncomfortable.

**SLIDE 4: Let’s talk about it**

**12 minutes.** Hopefully everyone did the pre-reading and watched the TED talk! Divide your group into pairs if it’s a small group or if it’s a larger group, into groups of 3-4. Give them 10 minutes to discuss the questions on the slide. Read the questions out loud first. Participants do not have to write anything down.

*Pictured: Community members showing Trek participants the way to the village in Bois Rond, Haiti.*

**SLIDE 5: Voluntourism vs. Service Learning**

**12 minutes.** Bring everyone back together as a group. Ask for two volunteers to read each definition aloud. Explain that today we are going to be talking about the difference between these two concepts. We will talk about where buildOn fits in here, and in our next session we will focus more on the role and place of each individual.

As Ian mentioned in his TED talk, doing service trips abroad or in other parts of the United States is not necessarily a bad thing. Many of these types of experiences can be incredibly beneficial to everyone involved. What’s important is weeding out the unethical and often harmful “voluntourism”-type experiences and distinguishing those from ethical, thoughtful service learning experiences.

Hand out the Session 4 worksheet or ask everyone to open it up on their computers. Divide into pairs or small groups, depending on the total number of people participating in the session. Instruct them to take 10 minutes to go down the list of 11 statements on the worksheet and write either “Voluntourism” or “Service Learning” next to the statement, whichever they feel the statement represents.

**SLIDE 6: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud. Note that very often a school will be built without there being a Trek connected to it and remind everyone that buildOn constructs schools and runs programs in 3 countries (Burkina Faso, Mali and Haiti) that do not have Trek programs at all due to security reasons.

*Pictured: Group photo of Trek participants and community members in Daidwari, Nepal.*

**SLIDE 7: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

**SLIDE 8: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

Participants are present for the beginning of the school build, but generally leave while the worksite is still in the foundation-laying stage. The community completes the build on their own. The implication of Trek participants speeds up construction and also gives community member volunteers more time to attend to other things, such as their fields or animals.

For each school, buildOn pays 3-4 skilled workers to guide the worksite (and of course there is always the full-time buildOn engineer), but the rest of the local labor is provided by volunteers. Trek participants do not perform tasks on the worksite that require special skills or training. These are left either to the engineer, skilled laborers hired by buildOn or long-term community volunteers who are trained by buildOn staff. Most commonly, Trek participants will dig, carry rocks or water, tie rebar or mix cement. The work done by volunteer Trek participants would otherwise be done by volunteers as well.

*Pictured: A skilled worker on the worksite in Dunda, Malawi.*

**SLIDE 9: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

Note: Participants may stay in the country or arrive early to do tourist activities, but buildOn will not organize such activities.

**SLIDE 10: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

*Pictured: buildOn staff on the worksite during a Trek in Guatemala.*

**SLIDE 11: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

**SLIDE 12: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

*Pictured: Children in front of their new school in Kokala, Mali.*

**SLIDE 13: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

**SLIDE 14: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

*Pictured: Women carrying water in Dwankhwali, Malawi.*

**SLIDE 15: Voluntourism or Service Learning?**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

**SLIDE 16: Voluntourism or Service Learning**

**2-3 minutes.** Read the phrase aloud. Ask the group what they wrote for this one: Service Learning or Voluntourism? Click to reveal the answer. Click again to reveal the buildOn perspective and read aloud.

The reason why purchases and large gifts are not allowed in the community is that buildOn is not a charity. Because buildOn communities talk to each other (that’s often how communities are found for school builds!) buildOn does not want to set a precedent that Trek = Americans coming to your community and buying things. This would completely change the dynamic, relationships and experience for everyone. The gift of Trek is the school.

*Pictured: Unloading a truck full of construction materials in El Aguila, Nicaragua.*

## Session 5 — Do No Harm: The Hippocratic Oath of Service Learning (Part II)

[Click here for the Session 5 PowerPoint presentation.](https://docs.google.com/presentation/d/1mDiDL-onwKbDCRNNp9XSrguDJ1VadWU2oDBrYCBeUt4/edit#slide=id.p)

| **Recommended Preparation Materials:** 1. Any worksheets or ideas from Session 1
2. The facilitator should bring notes that specifically include: 2 examples of voluntourism and 2 examples of service learning
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| **Facilitator notes:** Don’t forget to make sure that all who will be attending have the [list of recommended preparation materials](https://docs.google.com/document/d/1sMf2_14M04_X3sBu7hpNBBfc0wENs7KaCfZwKHet1tA/edit) for all sessions. Send several reminders to the team to make sure everyone is prepared for the session!**Materials needed:** Slips of paper for every participant, pens/pencils, Safe Space norms sheet**Facilitator prep work:** Set up a room that can be private and quiet. Ensure your presentation works properly.  |
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**SLIDE 1: Title slide**

**1 minute.** Welcome everyone and thank them for coming. Explain that this session’s title has “part II” in it because last month’s session was the introduction and today will be a continuation of that topic.

**SLIDE 2: Review and welcome**

**7 minutes.** Ask for volunteers to share what they remember from the previous session. The facilitator should be prepared to remind everyone what service learning is and what voluntourism is. Provide 2 examples of each. Once this is done, the facilitator should read the objectives for the day and ask the group to restate in their own words those objectives back to the facilitator.

*Pictured: Greetings and thumbs-up from Chipoza, Malawi.*

**SLIDE 3 continued: This is a safe space**

**3 minutes.**Take a minute to establish again that this is a safe space. Just like the last session, some of the conversations over the next few sessions might be difficult and it is important that everyone feels that they can look inward and express themselves and their thoughts without being judged. If you would like and have time, take as much time as needed to fully establish your own, more specific rules of engagement. You can ask for suggestions from the group and write them down. Either way, the three rules on the slide should always apply. Encourage your audience to be honest with themselves and others and not to shy away from difficult questions that might make them uncomfortable.

**SLIDE 4: Let’s talk about privilege**

**8 minutes.** The Facilitator should ask everyone to read the definition quietly. Then, ask for someone to restate the definition in their own words. Ask others to give their thoughts on this definition.

*Pictured:* The first Adult Literacy Class in Chankhwali, Malawi. The class is overwhelmingly female, helping to increase not only literacy but gender equality in Malawi.

**SLIDE 5: Types of Privilege**

**12 minutes.** Looking at these broad areas where privilege can appear, divide up the participants into small 2 or 3 person groups and assign one or more of the areas to each group. Give everyone 6 minutes to generate at least one example of privilege in the assigned areas.

**SLIDE 6: Power and Privilege**

**6 minutes.** It is important for the facilitator to state that one’s privilege *does* come at the expense of another person. It is good to use some examples to illustrate the concept. 1. A man can go for a run at night with far less concern for personal safety than a woman can. 2. A Black person’s behavior and tone has different expectations and consequences than a White person does in interactions with the police. 3. An American traveler often expects people in other countries to understand English. Ask the team to give other examples and write them down in a place for everyone to see them, like on the slide/in the chat or if in person on a whiteboard or piece of paper.

*Pictured:* Students at the buildOn school in Chikowa, Malawi show off their math skills.

**SLIDE 7: Cultural Sensitivity**

**4 minutes.** The Facilitator should ask for someone to read the definition. Stop the speaker after the first sentence to gather examples of the first sentence. Then ask the speaker to continue the rest of the quote. Ask others to give their thoughts on behaviors that could be perceived as culturally sensitive.

**SLIDE 8: Personal Culture**

**5 minutes.** The Facilitator should ask everyone to take out their pen and a sheet of paper. The Facilitator will read the question aloud and tell everyone they have 1 minute to write as many cultures as they can think of that they personally belong to. When the minute is up, ask for a volunteer or two to share some of their cultures. Then the Facilitator should read the second question, asking everyone to think about the way they incorporate other cultures into their own, like eating sushi, doing yoga, or wearing certain hairstyles. Give everyone 1 minute to write down a few examples, then share.

*Pictured: Students celebrating the finished school in Kalanga, Malawi.*

**SLIDE 9:**

**15 minutes.** What tools help us act appropriately in contexts where we may own more privilege than someone else? Tell the team you have two that could start this conversation. Click on the slide to reveal the first item. Ask the team if anyone wants to share a moment of self awareness. Then click again and read the second definition.

1. Self Awareness - The set of abilities one has and develops to understand how they are viewed by others

2. Self Reflection - The practice of paying attention to one’s thoughts, behaviors, emotions, and decisions.

Ask the team, how do these complement each other? Why do we talk about these when we talk about going on Trek?

Some ways they complement each other -

Self Reflection is the process by which one develops greater Self Awareness. Both are practices or habits that get stronger over time and in relation to the amount of energy one puts into them.

In regards to why we discuss these together with Trek, we want to improve our cultural sensitivity so we don’t undermine the project with negative behaviors or insensitive attitudes.

We also want to be sure we are reinforcing the importance of the project, the community involvement and ownership of it, and the relationship between people from two (or more) different communities and cultures.

## Session 6 — What Makes Development Sustainable?

[Click here for the Session 6 PowerPoint presentation.](https://docs.google.com/presentation/d/1JuMS2YSdwVQP-0IweQq7tUBPJhqjw3kCWC4lSG_Qi0A/edit#slide=id.g808dc5989e_0_2)

| **Recommended Preparation Materials:** 1. Review the summary of the [Brundtland Report](https://www.are.admin.ch/are/en/home/sustainable-development/international-cooperation/2030agenda/un-_-milestones-in-sustainable-development/1987--brundtland-report.html) (download link is at bottom of the page if you’re ambitious and would like to look at the lengthy document -over 200 pages)
2. Read this short [summary](https://www.givewell.org/international/technical/criteria/impact/failure-stories) about some of the failures of Aid
3. Review this [article](https://www.weforum.org/agenda/2014/12/what-role-does-culture-play-in-development/) about how culture impacts development
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| **Facilitator notes:** Don’t forget to make sure that all who will be attending have the list of recommended preparation materials for all sessions. Send several reminders to the team to make sure everyone is prepared for the session!**Materials needed:** Computer to display slideshow**Facilitator prep work:** Write 3 examples on a large sheet for Slide 6-9 |
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**SLIDE 1: Title slide**

**1 minute.** Welcome everyone and thank them for coming.

**SLIDE 2: Review the objectives.**

**2 minutes.** Have a volunteer read each of the objectives for the day. Ask if anyone has any questions before moving forward.

**SLIDE 3. Sustainable Development**

**6 minutes.** As the facilitator, you should click to this slide and first give a definition: Sustainability refers to the practice of doing something at a level that can be maintained. Ask for the team to give some examples of this idea in action with organizations or companies they are familiar with.

Ask the question - Why is it important for organizations to focus on this?

**SLIDE 4: Comparing approaches**

**7 minutes.** The facilitator should ask people why some approaches are listed as sustainable and others listed as unsustainable. For simple reasons, see below

**Sustainable Examples**

Investing in sustainable food programs - This allows for the development of a food source that is local, renewable, and environmentally same.

Building an adequate school - An adequate school provides a safe and suitable place for students to learn

Giving a grant to start a small business - This gives access to capital, an essential piece to start a business. It doesn’t require someone to pay it back either.

Vaccinating children - This is preventative medicine that reduces injury, illness, and death from disease. It also reduces strain on medical services and systems.

Hiring local people for local projects - This builds on local talent and knowledge, giving people the skills to grow and support their communities.

Supporting existing non-profits - This strengthens existing services and avoids replicating services and diluting funding streams.

**Unsustainable Examples**

Child Sponsorship - If the sponsor goes away, the child no longer receives the money

Sending books or short term teachers in - Books are likely to be in the wrong language, don’t work for anyone who is illiterate, and have no context. Short term teachers do not provide continuity in education nor do they teach to student needs.

Buying trinkets to support a person’s family - Again, if the tourists buying trinkets go away, the business fails.

Medical Mission Trips - They only supplement the existing medical services in-country and do not support the skill or capacity development in local people and partners.

Hiring Americans to work overseas - This doesn’t support capacity building. Americans also are unlikely to be as familiar with a country, a context, and a culture than an individual who lives there.

Creating your own non-profit - Almost certainly a new nonprofit only adds to the number of NGOs in the world, without causing any change in impact.

**SLIDE 5: The stool**

**5 minutes.** Everything is interconnected! Ask the team to think of a way a leg could be pulled out from the stool? In other words, can they imagine a program that does 3 things really well, but misses the mark on one of them.

**Slide 6: Culture and Cultural Sensitivity**

**7 minutes.** Give everyone a moment to review the slide. Using buildOn as an example, the facilitator could say: “ In Culture, buildOn works with community leadership and community members across the community. Men, Women, children are all involved and engaged in the process. We take into account the leadership structure in the community when building the leadership team for the school building project.”

The facilitator should bring out the sheet with these examples written on it. Ask the team to break into 3 groups and answer: How does culture change the implementation of these programs?

A sexual health training in a conservative Christian community.

A feeding program for elementary age students at a rural school in a poor part of Cambodia.

A program in Central America to help older teenage students “catch-up” with their education after being out of school for several years.

Come back together to share the responses.

**Slide 7: Economics**

**7 minutes.** Give everyone a moment to read the slide. Using buildOn as an example, you should say: “With regard to Economics, the community has a financial stake in the school given the local materials they donate or money they raise for materials, the land they donate, the labor they give, and the oversight they provide afterwards to ensure the school is used as a school.”

Let’s try the same exercise again: 3 groups, each taking one of the below examples and come up with a way the program needs to adapt to the economics of their context.

A sexual health training in a conservative Christian community.

A feeding program for elementary age students at a rural school in a poor part of Cambodia.

A program in Central America to help older teenage students “catch-up” with their education after being out of school for several years.

**Slide 8: The Environment**

**7 minutes.** Everyone should take a moment to review the slide. In regard to buildOn’s focus on Environment, buildOn builds schools on donated land, selected by the community and our civil engineers and Trek follows a “leave no trace” policy.

Same exercise again, how could we ensure the below programs are environmentally conscious?

A sexual health training in a conservative Christian community.

A feeding program for elementary age students at a rural school in a poor part of Cambodia.

A program in Central America to help older teenage students “catch-up” with their education after being out of school for several years.

**Slide 9: Society**

**7 minutes.** Everyone should take a moment to review the slide. In Society, discuss how we adapt to societal norms in the way we organize communities, we work with government entities and local political entities, and set up community processes to make decisions about the project.

Same exercise again, how could we ensure the below programs are environmentally conscious?

A sexual health training in a conservative Christian community.

A feeding program for elementary age students at a rural school in a poor part of Cambodia.

A program in Central America to help older teenage students “catch-up” with their education after being out of school for several years.

**Slide 10: buildOn Sustainability**

**2 minutes.** The facilitator can point to a major commonality across all of the responses - they all have the specific community and context in mind and they are geared towards developing a stake that the beneficiaries will hold.

**Slide 11: Some big questions and sum it up.**

**8 minutes.**  The facilitator should ask for volunteer responses to the first question, then after gathering a few responses, go to the second question. After responses are received for the second question, move on to the third. The questions will appear as you click again.

**Slide 12: Thank everyone for coming**

**2 minutes.**

**More sessions to come out shortly! For any questions, please reach out to your Community Engagement Manager!**