



Engaging Young Territorians in Volunteering



(Youth Are Awesome, 2012)

Ask not what the Territory can do for you, but what you can do for the Northern Territory

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Abbreviations

ATAR	Australia Tertiary Admission Rank
CBP	Community Based Project
CDP	Community Development Program
CL	Community Learning
CSP	Community Service Program
IBD	International Baccalaureate Diploma
NSW	New South Wales
NT	Northern Territory
NTCET	Northern Territory Certificate of Education and Training
NTG	Northern Territory Government
OYA	Office of Youth Affairs
Round Table	2014 Chief Ministers Round Table of Young Territorians
SA	South Australia
SDCL	Self Directed Community Learning
USA	United States of America
WA	Western Australia

Terms used in this Report

Framework	Northern Territory Government Youth Participation Framework 2014-2017
Youth	An Individual aged between 12-25 years old
Young Territorian	An individual aged between 12-25 years old who lives in the Northern Territory
Community Service	Mandatory Volunteering
Volunteering	Freewill Volunteering

Executive Summary

The Engaging Young Territorians in Volunteering community-based project (CBP) aims to investigate how to get more young Territorians involved in their community through the Northern Territory (NT) secondary education system and to determine if minimum community service hours/programs could achieve this goal. The project was also about supporting young Territorians by helping them recognise the importance of volunteering in their community and to foster personal development skills such as building confidence and self-esteem.

This community-based project was based on experiences abroad in Canada, personal experiences volunteering in the NT community and from the 2014 Round Table Youth Issues Survey. The project was also designed to meet the goals of Transitioning and Participating from the NTG Youth Participation Framework 2014-2017. These goals included getting young Territorians participating in volunteering and being able to partake in community life. The project seemed to match up these community needs with a problem which the NT Government (NTG) has legislative power to influence.

The CBP researched why young people volunteer, with many young Australians stating personal satisfaction and helping others as the biggest reasons for volunteering. The research showed that young people gain many benefits from volunteering such as making new friends, developing new skills and increasing confidence. The research also indicated that if people are exposed to community service when they are young, they are more likely to serve the community as adults. Interestingly the largest impact on why young people volunteer is if they are directly asked by an organisation. The CBP also investigated the reasons why young Territorians do not volunteer as this factor could prevent the success of the program. The major reasons for young Territorians not volunteering are cost, lack of time, hard to fit in and not caring. It was thought that a Community Service Program (CSP) run through NT secondary schools could mitigate these reasons.

The research also examined the current NT education system's volunteering opportunities and compared it with three other models of volunteering in school systems from around Australia and the world. The NT education system currently has an optional subject called Community Learning (CL) where students undertake community activities and are eligible to earn credits for their NT Certificate of Education and Training (NTCET). The CL credits do not count towards a university entrance score and the Community Learning is broken down into Community Development Programs (CDP) and Self Directed Learning Programs (SDLP). CDP include community group programs such as cadets and the Duke of Edinburgh's Award. Self-directed Community Learning includes activities such as coaching a sports team or being a primary carer of a family member. The other models examined were South Australia (SA), Western Australia (WA) and the Canadian province of Ontario, which had much better systems in place to encourage and get their students involved in volunteering. The Western Australian and Ontario system have implemented minimum amounts of community services hours to be completed to graduate from high school with impressive results. The Western Australian system also rewards its students through recording their community service hours on their Year 12 certificates.

The project also conducted a survey to investigate what role NT secondary schools play in actively encouraging volunteering in young Territorians and if more should be done. It also investigated young Territorians' attitudes to making volunteering (in this case 'community service') a compulsory part of the NT secondary education system. In total there were 28 respondents of the survey which was conducted online through survey monkey, and was promoted through Facebook and in person through community youth forums such as the Round Table, Youth Inspiring Palmerston, International House Darwin, United Nations Youth NT, and Multicultural Youth NT. From the survey undertaken for this project, 75% of respondents said that they do not think high schools do enough to encourage participation in community services. This result clearly highlights that more can be done to improve high schools involvement in getting young Territorians participating in their communities.

The survey showed that 86% of respondents answered either yes or maybe when asked whether high schools should require mandatory community service to graduate. The maybe answer received 54% of the responses with the reasoning that schools should not make volunteering mandatory (becoming community service) but they should offer ample opportunities for volunteerism and they should reward students who participate. As completing a minimum amount of community service hours to graduate high school is a relatively new concept, it may take time to convince people of its merits. The next most popular response from the survey was 32% yes that high schools should require community service, as students have a responsibility to give back to their communities and it is reasonable to require volunteering as a prerequisite for graduation. This large yes result recognises that young Territorians realise the many benefits for all stakeholders that volunteering produces. The survey also showed that more than 40 hours of minimum community service was recommended over the six years of high school.

From the survey, 25% of respondents indicated that volunteering was not an opportunity available to them through school but that they wished it was. This result was intriguing as it insinuates that people are not aware of the CL subject available in NT high schools, which could mean that this program is not being advertised, encouraged or efficiently run. From the survey, the highest proportion of volunteering opportunities currently known to young Territorian students were through tutoring, cleaning up the school and student leadership councils, and 67% of respondents currently do volunteer in a community service organisation. When young Territorians were asked what they thought high schools could be doing better to involve more young people in volunteering, key ideas included:

- reward systems such as scholarships;
- to undertake a community class project with better liaison with volunteer organisations; and
- better access, support and promotion of opportunities through the use of a CSP coordinator.

From the survey, 84% of respondents thought it was a good idea or neutral idea that other states and countries' governments have introduced the idea of a mandatory community service requirement in high schools. The top answer as for why was to improve civic engagement, with 63% of respondents agreeing. Therefore, young Territorians seem to be responsive to the idea of having a minimum required amount of community service hours to graduate from high school.

Throughout this project many discussions were had about how the NT secondary school system can help young Territorians become involved in volunteering. Discussions were held with a few key people and focus groups which included the former Administrator of the NT her Honour the Honourable Sally Thomas AM, John McNeur from Volunteering SA/NT, Youth Inspiring Palmerston members, Round Table members and Directors of NT Government Department of Education.

A few of the key themes that came out of these focus groups included general support for the idea of a minimum amount of community service hours to be completed to gain a NTCET, with between 20-40 hours seeming reasonable over the high school period to most participants. The focus groups also generally agreed that high schools do not do enough to encourage community service. The feedback regarding the NT Community Learning class was that it is viewed as the drop out subject for people who aren't studying for university. Instead the Community Learning class or community service in general should be encouraged to all students, as all students have a lot to benefit from community service. There was also a lot of discussion about encouraging a rewards system for volunteering focused on scholarships and awards.

From all the research, surveys and focus groups that have been conducted for the Engaging Young Territorians in Volunteering CBP the following recommendations have been put forward:

1. Consider implementing a minimum of 20 hours community service to be completed by NT high school students to graduate with NTCET;
2. As an alternative to recommendation one, consider making the optional Community Learning class that already exists, a compulsory class worth 10 credit points towards NTCET;
3. Encourage NT volunteering organisations to promote volunteer opportunities to young Territorians via the Volunteering SANT website.
4. Develop a rewards system for volunteering through recording the student's community service hours completed on their NTCET. Encourage the benefits of volunteering through various means such as scholarships for further study or training.

These recommendations could be considered as a low political risk to the government about public education, which is one of Australia's most heated policy topics. The initiatives offer a lot of rewards to the students and the general community and the NTG has legislative control over the system. There is a lot of research to suggest if young people get involved in volunteering earlier in life, there are more like to volunteer throughout their life. If the NTG does not take the opportunity of helping young Territorians reach their full potential through initiatives such as volunteering it will be the NT and Northern Australia that misses out. Mandatory volunteering may sound like an oxymoron, but it's also a great idea.

Introduction

Volunteering in the community has many benefits, from bringing our communities together, providing essential needs and services to the social economy and allowing people to develop skills and confidence (Volunteering Among Australian Adolescents, 2011). Volunteering is a skill which can help young Territorians to thrive, reach their aspirations and become competent responsible adults. Young people need opportunities to explore various roles, to learn how to make decisions, solve problems, test their judgment under pressure and to take on leadership roles all which can be achieved through volunteering.

The community based project (CBP) investigated what role the NT secondary education system can play in getting young Territorians involved in their community. This involved undertaking a survey to determine attitudes towards this prospect, finding out the benefits of volunteering and why people volunteer, and to determine if a mandatory community service component to NT secondary education system is required. Throughout the CBP, young Territorians were informed about community events/committees/leadership opportunities that exist in the NT.

The idea behind the CBP came from experiences abroad in Canada where secondary schools have introduced a compulsory 40 hours of community service into the curriculum. The idea was also confirmed through the 2014 Round Table Youth Issues Survey to find out what young Territorians consider are the most important issues affecting their regions. The third largest finding was lack of things to do and the fourth was lack of jobs and training opportunities. It was thought that these two issues could be combined for a CBP and solved by offering more volunteering opportunities.

From personal experience community groups are begging for young people to be involved for reasons ranging from 'to stay alive' to a genuine interest in wider recruitment and relevance of their programs. This CBP seemed to be able to match up these community needs with a problem which the NTG has legislative power to influence. Currently the NT Education Act is under review which means now is an opportune time for change.

With the current NT Budget deficit there is growing recognition of the importance of social economy and it has highlighted the important role that voluntary and non-for-profit organisations play in providing community needs. That is why the CBP is considering how to get more Territorians involved in their community and to determine if community service programs run through NT schools would encourage students to develop awareness and understanding of civic responsibility.

Background

Northern Territory Youth Participation Framework 2014-2017

The CBP was also designed around meeting key priorities of the NTG current youth policy framework called NT Youth Participation Framework 2014-2017, which was developed by The Department of the Chief Minister, Office of Youth Affairs (OYA). The vision of the framework is for young Territorians to make positive choices, connect with community and celebrate youth culture.

The CBP best meets the specific criteria of the goal of Transitioning. Transitioning is defined by the Framework as young Territorians being supported by strong youth development and support networks assisting them to achieve. With an indicator of this goal being young Territorians enrolled to vote and young Territorians participating in volunteering. It is also noted in the Framework that positive and supportive networks are crucial in supporting young Territorians to pursue their aspirations to achieve and grow. This is because diverse networks allow a broader range of developmental opportunities to successfully navigate this often difficult transition into adulthood. These goals have been highlighted in the Framework and in this report through research it was identified that across Australia there is an ageing volunteer population and as such, there is a national directive to encourage young people between ages of 18-24 to contribute to the community. It creates opportunities for personal development and helps to build and reinforce social networks and cohesion.

The CBP also falls under the Participating goal of the Framework which includes being able to partake in community life. This means encouraging young people to actively get involved in democratic process including enrolling to vote, taking part in voluntary work and providing direct feedback to all levels of government to expand opportunities for greater participation in decision making. This also ties into an action from Learning goal within the Framework which is to rewrite the *Education Act* to meet the future needs of education services in the NT, including evolving and advancing models of school governance.

What is Volunteering?

When deciding what volunteering in the community means, it is hard to determine a definition as volunteering means so many different things to so many different people. Volunteering is described by The Centre for Youth Volunteering, 2012 as “becoming involved and taking action on issues which are important to you and includes willingly giving your time, skills and enthusiasm to a worthy cause, not getting paid, supporting a not-for-profit organisation and benefiting the community.”

Why do young people volunteer?

Many young people are willing to contribute to society through meaningful, challenging and rewarding volunteer work. Evidence suggests that young Australians prefer to have a variety of work tasks and commitment levels, as well as opportunities to take on responsibility (Centre for Volunteering New South Wales (NSW), 2010).

Young people gain many benefits from volunteering such as:

- Making new friends
- Developing new skills
- Increasing confidence

- Personal fulfilment
- Positive change to the community
- Doing something fun

There is also an increasing number of young people who are using volunteering as an alternative pathway to employment (The Centre for Youth Volunteering, 2012).

A study from the Centre of Volunteering NSW, 2010 suggests that young Australians between the ages of 18 and 24 years stated personal satisfaction (40% of respondents) and helping others or community (40% of respondents) as the most important reasons for volunteering. In the same study it was found nearly 22% of young people volunteer because they want to do something worthwhile, 17% for the chance to gain work experience and 13% to learn new skills (Centre for Volunteering NSW, 2010). These results are consistent with other various studies that have been analysed and provide a case that the NT secondary education system could be widened to include other capacity building incentives for students who want to gain work experience and learn new skills.

Research from the Independent Sector's Giving and Volunteering in the United States of America (USA) 2001 national telephone survey notes that of the 44% of adults who volunteer in the USA, two thirds began volunteering when they were young. It also noted that adults who began volunteering when young were twice as likely to volunteer as those who did not (Giving and Volunteering in the United States, 2001). Evidence also shows a clear link between volunteerism and a variety of positive outcomes such as young volunteers having a greater tendency to vote, doing better in school and displaying fewer anti-social or negative behaviours, such as getting in trouble with the law (Why forcing kids to volunteer is a great idea, 2012).

There are many different ways for young people get involved with community projects, activities and organisations, but they can usually be summarised by four methods that work well for young people. They are youth led organisations, community forums, internet and social media and activist campaigns. Another interesting factor that had the largest impact on why young people aged 20-24 engaged in volunteer activities was that they were approached by the organisation themselves (Young People and Volunteering, 2004).

Why young people don't volunteer?

The CBP was interested in investigating the reasons why young people did not volunteer as this could prohibit the whole project from going ahead. Research indicates that some of the major reasons young people do not volunteer are cost, lack of time, hard to fit in and don't care (Youth Advocacy, Opportunity Awareness and Leadership Project, 2012).

Other studies such as Saunders from Volunteering SA/NT support this reasoning and suggest young people don't volunteer because:

- It's uncool
- Associated with being a goodie-goodie
- Have other sport and other leisure commitments/lack of time
- Lack of self-confidence
- Not enough rewards for volunteering

- Limited funding for young people's initiatives
- Attitudes that regard young people's contributions of limited value
- Inflexible programs (inaccessible sites, inflexible times)
- Lack of exciting opportunities

Interestingly of the young people who were currently not volunteering 45% said they did not volunteer because they were not personally asked to (Sector Source, 2012).

Northern Territory Volunteering

Overall the Darwin has a larger percent of volunteers compared to the rest of Australia. The Australian Bureau of Statistics figures from 2011 show Darwin has the highest portion of volunteering residents at 43% compared to the national average of 34% (Your Say, 2013).

Northern Territory Secondary Education System

In the NT secondary education system there is an **optional** subject called Community Learning (CL) where students undertake community activities and are eligible to earn credits for the Northern Territory Certificate of Education and Training (NTCET). The CL credits **do not** count towards a student's Australian Tertiary Admission Rank (ATAR) which is required for university entrance. Students are able to earn credits for their NTCET in two ways: community developed programs (CDP) and self-directed community learning (SDCL). CDP include structured community groups and programs such as Duke of Edinburgh's Award, Music Examinations Board and St Johns Ambulance cadets. The SDCL is gained through informal activities such as leading a CBP, coaching a sporting team or being a primary carer of a family member. For the SDCL the students provide evidence to the education board for assessment to gain credit.

The CL subject is available to all schools in the NT including independent schools. Some NT schools have improved on the CL class and offer programs such as Casuarina Senior College's ACE High Achievers Program. This program prepares students for responsible and active citizenship in their communities through extracurricular opportunities such as representing the school at a variety of community events (ACE Program, 2013). Kormilda College has a volunteer component as part of their International Baccalaureate Diploma (IBD) which is aimed at educating the whole person with emphasis on creative and community activities (International Baccalaureate Diploma, 2014).

Also currently the *Education Act* (NT) is under review while the development of a policy position paper for Government and an exposure draft of a Bill for a new *Education Act* is being drafted.

Other Australian States' Secondary Education Volunteering Models

South Australia

The SA Certificate of Education also has a similar CL program to the NT with a CDP and SDCL program (Self Directed Programs, 2014). The SA model also seems to have a clearer policy and regulation document about which activities are eligible to undertake. This can be seen in Appendix 1.

SA also has a program called Active8 which is a youth development program run by the SA Office of Youth. Active8 is funded by grants and monitored by the South Australian Office of Youth. Providers run two year programs where each school develops a partnership with a different provider (for example the Australian Red Cross) to work with young people in developing a local volunteering program (Active8 Premiers Youth Challenge, 2008). The program is for high schools students in government and non-government schools, and a one year program is available for 15-19 year olds who are not at school. Active8 promotes in young people “an increased sense of confidence, self-reliance and a spirit of volunteer service to the community” (Active8 Premiers Youth Challenge, 2008).

Western Australia

The WA secondary education system has a CSP which has been set up to help students understand the value of giving service to the community. Since 2009, students must complete a minimum of 20 volunteer hours from Year 10 onwards, as a requirement for the WA Certificate of Education (Community Service Program, 2009). In developing the CSP the principal of the school must authorise a staff member to be the CSP coordinator. There are two avenues to undertake the volunteering being school organised and managed or school approved, parent organised and managed.

Option 1: School organised and managed

The service activities are organised and managed by the school and include activities that are during or out of school hours on the school site and courses which are offered through the school program. They are similar to the NT’s CDP.

Option 2: School-approved, parent-organised and managed

The service activities are organised and managed by the parents and approved by the principal of the school. These activities are usually activities that the student has an ongoing commitment to from Year 10 onwards and are carried out in the students own time. They are similar to the NT’s SDCL.

Partnerships between schools and community service organisation are central to the CSP. The school’s CSP coordinator works with community organisations such as Volunteering WA, to match up students with an appropriate organisation and monitor their placement. The community service providers organising opportunities also need to show that they can ensure the safety and welfare of the students they host and meet the Department of Education and Training’s public liability insurance. There are also risk management policies and procedures attached to the CSP. All the paperwork can be found at this website: <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/community-service-program.en?cat-id=3457121>

The WA education system has also moved to an interesting model where the school curriculum and standards authority will report the number of community service hours that a student has completed from Year 10-12 on the students Year 12 statement of results. The students are issued with a logbook to record hours of service and it is the responsibility of the school principal to validate the hours. An example of this can be seen in Appendix 2. The WA system has also developed clear codes on what is and what isn’t considered volunteering

to be included in their scheme. They have created a website (www.give20.org.au) to explain everything about their system and more information can be found there.

Other Countries Secondary Education Volunteering Models

Canada – Ontario

The CBP examined the Ontario, Canada school system as it seemed to have a good model of a mandatory community service component to its school system. In Ontario in 1999, a requirement was implemented that every high school student completes 40 hours of community service outside the classroom before graduating. The program was implemented as a way to improve civic engagement and enhance students' personal development, strengthen their community and to be a source of labour for the social economy (Why forcing kids to volunteer is a great idea, 2012).

Using the Ontario model, after Year 9 and before they finish Year 12, all students must have completed 40 hours of community service to graduate. There are systems in place to make sure students plan the activities in consultation with their parents/guardians and the school. The timing of this community service must be completed outside scheduled class time, must not be part of a credit class and must be unpaid. There are many websites to help facilitate this process and that list eligible and ineligible activities. The volunteer guide published by government clearly lays out the roles and responsibilities between community sponsors, school principals, school boards, parents and students. All this information can be seen in Appendix 3.

Other Canadian Provinces

Other Canadian provinces have created some incentives to get their school students volunteering. For example Prince Edward Island provides a novel alternative by offering high school students \$5 per hour for up to 100 hours of volunteer work as a bursary that can be applied against university or college tuition (Why forcing kids to volunteer is a great idea, 2012). Another similar scheme offered by the Government of Alberta is awarding \$1,000 bursaries to students who volunteer with a non-profit organisation (Why forcing kids to volunteer is a great idea, 2012).

Analysis

Research

From the research it became clear that having a minimum amount of community service hours to gain a NTCET could be an effective and easy way to meet the goals of the Youth Participation Framework. Within the Framework the goal of Transitioning with the indicator of young Territorians participating in volunteering is easily delivered through secondary education of mandatory CL classes or minimum amount of community service hours completed to graduate. Both of these methods would increase opportunities for young people to participate and volunteer in the community.

It is also noted in the Youth Participation Framework that positive and supportive networks are crucial in supporting young Territorians to pursue their aspirations to achieve and grow, as diverse networks allow a broader range of developmental opportunities to successfully navigate adolescence which is often a difficult transition. This is potentially where secondary schools could be a good way to meet the goal, by creating the networks and offering continued support with youth development and leadership opportunities. The schools have or can engineer the resources to reach out to community service groups and other positive role models to help young Territorians through this development. A register of all the broad range of opportunities available to young Territorians could be made for schools as a resource for volunteering positions. The school environment is also very conducive for group projects and will help young people create ideas for new projects.

The Participating goal of the Framework encourages young people to actively get involved in democratic process including enrolling to vote, taking part in voluntary work and providing direct feedback to all levels of government. Schools can expand opportunities for greater participation in decision making with government through volunteering opportunities such as youth advisory groups. These activities could then be include in some sort of credited system towards NTCET.

The research also showed that there are so many benefits that can be gained through volunteering including having fun, making new friends, developing new skills, increasing confidence and creating a positive change. The research also suggested that personal satisfaction and helping others or the community was the biggest reason for volunteering. This means that young Australians enjoy volunteering and it would be a positive activity for the NTG secondary education system to be involved in. It was also evident that you can be a volunteer at any age, so a community service component in our high schools would be a good way to encourage and support our youth in undertaking volunteering. The research also showed that if people are exposed to service when they are young, they are more likely to serve the community as adults. Therefore using the school system to get young people volunteering can have lifelong benefits for the Territory community and society will have a larger pool of resources to help the community.

Another interesting finding was the largest factor in why young people aged 20-24 engaged in volunteer activities was because they were approached by the organisation themselves. Therefore the NT social economy could be short changed because nobody has actually asked people to come and volunteer. This statistic was reinforced by another statistic that said of the young people who were currently not volunteering, 45% said they did not volunteer because

they were not personally asked (Sector Source, 2012). In our NT schools there could be potentially 45% of students not volunteering because they were not asked or did not have an avenue to do so. This would be a missed opportunity that the NT secondary school system could capitalise on through minimum amount of community service hours in schools.

Other issues discovered in the research leading to why young Territorians didn't volunteer included cost, lack of time, hard to fit in and not caring. All these problems can potentially be overcome with volunteering opportunities available through the NT education system. Having a volunteering program as part of the school may minimise the cost and can also outsource free events. The issue of lack of time came up a lot in our initial Round Table youth issues survey, therefore a broad school based program could help identity activities for students to prevent the boredom from lack of things to do. The issue of lack of time could be addressed by running the volunteering program during school hours to substitute one class. The issue of hard to fit in could be solved by a school based programs as firstly, the school should already know groups of young Territorians that work well together and secondly, schools will have access to many community groups so should be able to find a group for the student that makes it easy to fit in with their interests. The issue of not caring could be addressed through education in schools so young Territorians realise the benefits of being part of the community and skills they can gain.

The research on the NT secondary education system showed that the NTG have made an effort to make sure young Territorians have an avenue to volunteering through the CL class. This is positive and should be congratulated. The CL class is very broad to make sure that no young person is discriminated against as volunteering is different to every individual, which is also very positive. The negative aspect about the current system is that since the program is only optional it therefore is seen to not be important to a majority of students. This is disappointing as volunteering will allow students to develop and learn many skills they wouldn't otherwise have the opportunity to learn. Volunteering also has dramatic positive effects for the social economy. A NT CSP would also be good for remote communities to combat boredom which is a major problem. Another issue is that the CL credits is not able to be used towards an ATAR so the class is seen as a drop out class for students not going to university. This is not likely to have been the image wanted by the NTG but has been an unintended consequence.

The SA model has a similar CL class as the NT however it has a clearer policy and regulation document which the NT model should consider. It also seems to have a better list of activities to give students a head start of ideas to use for their CSP. Another positive model of the SA system is the Active8 program run by the SA Office for Youth. This system encourages schools to build relationships with community service providers to encourage their students to volunteer. The WA CSP is by far the best model that the research of Australian states showed. The WA CSP has the 20 hours minimum community service requirement. The schools partner with community service organisations, with a dedicated CSP coordinator to make sure a suitable need in the community is met by a suitable student looking to develop a certain skill. All students in WA are gaining very useful skills through this program and will come out better rounded individuals. Another very positive model of the WA system is the reward of recording the completed hours on the students Year 12 certificate.

The Canadian model of mandatory community service is very similar to the WA model except double the amount of hours need to be completed. This system has successfully been working in the province of Ontario for 15 years and has, based on the research, increased civic engagement and student's personal development. Everybody wins including the community and students from that situation, and it would be fantastic to implement in the NT. Since the system has been running for a while the Ontario system is well structured with plenty of explanation material and support for schools, parents and students. This is also a very positive model to use if the NT secondary education goes for a minimum hours of community service model. The other provinces of Canada also had very good reward models through scholarships and bursaries which are connected to further education which we should be encouraging NT students towards.

One of the difficulties discovered in Canada was that some students have to work after school and weekends to help support their family or to buy the clothes and supplies they need for school. This could also potentially be an issue for young people living in the Territory. Other concerns for young people is that our lifestyles are so busy with school work, sporting and sometimes there is barely time left for sleep. Adding community service requirements could add pressure severely stress some students out. This is why the program would be broader to incorporate many activities that give back to the community and could be completed earlier in the high school cycle, eg Year 10.

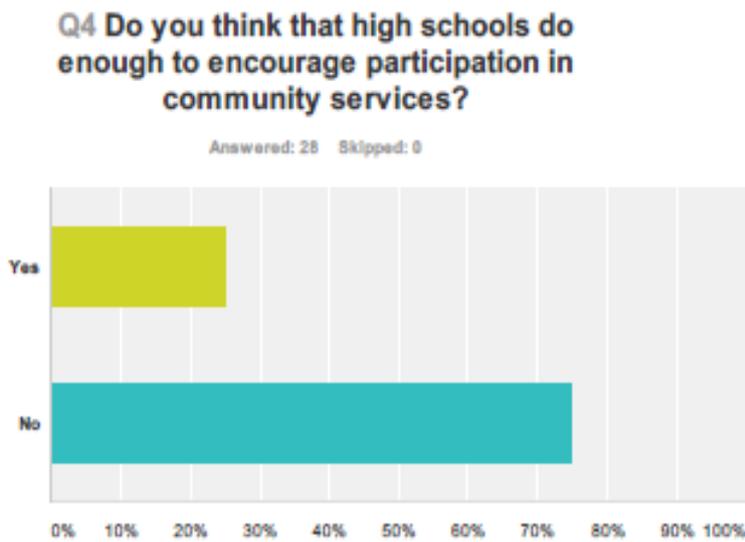
Survey

The survey conducted for the CBP was to investigate what role NT secondary schools play in actively encouraging volunteering in young Territorians and if more should be done. It also investigated young people's attitudes to making volunteering a compulsory part of the NT secondary education system and determined what activities are already being undertaken by young people. The survey also examined the benefits of volunteering for young Territorians. The survey questions can be seen in Appendix 4.

The survey provided a quick snap shot of young people's opinions on volunteering and its role in the NT education system. In total there were 28 respondents of which 35% were in the age bracket 15-17 and 32% in the 22-25 years old age bracket. There were more female respondents than male with 75% female and 25% male, and only one respondent indicating that they identified as Aboriginal. The survey was conducted online through survey monkey, and was promoted through facebook and in person through community youth forums such as Round Table, Youth Inspiring Palmerston, International House Darwin, United Nations Youth NT and Multicultural Youth NT. The results can be seen in Appendix 5.

The main question of the survey was to determine if young Territorians believe that high schools do enough to encourage participation in community services. Community services was defined as activities undertaken for the benefit of community for no financial reward, activities such as youth groups, cultural and service clubs or religious groups, fundraising activities, leadership programs and working for non for profits. The result was 75% of respondents saying that they **don't** think high schools do enough to encourage participation in community services. See Figure 1.

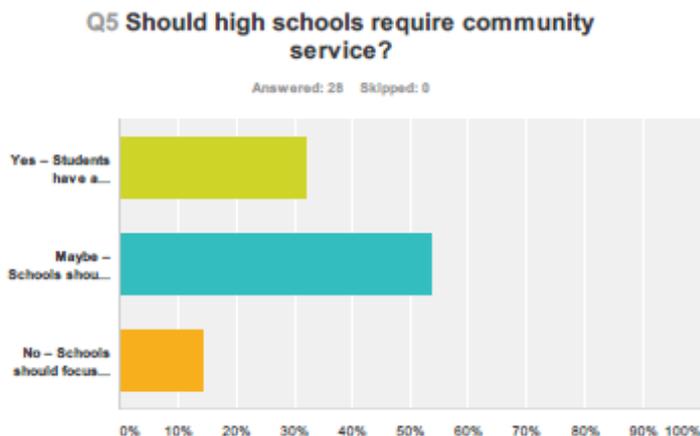
Figure 1: Question 4 CBP Survey



This result clearly highlights that more can be done to improve high schools involvement in getting young people participating in their communities. It shows that the CBP is an important project to investigate and that it could provide essential advice to NTG into how to improve this perception and problem. It was an interesting result of 75% agreeing that NT high schools don't do enough even though NTG already has the optional CL subject where students are eligible to undertake community activities that are eligible to earn credits towards NTCET. It is unclear whether the CL is not considered to be encouraging people into volunteering, or perhaps or it is not well understood and this may require further investigation.

The next major question of the CBP survey was to determine whether high schools should require community service. See Figure 2.

Figure 2: Question 5 CBP Survey



The majority, 54% of respondents answered this question with a maybe, with the reasoning that schools should not make volunteering mandatory but they should offer ample opportunities for volunteerism and they should reward students who participate. This result indicates that young Territorians may not be convinced on making community service studies

compulsory and what that would entail, but do believe volunteering is good for the community and should be recognised and rewarded. As completing a minimum amount of community service hours to graduate high school is relatively a new concept, it may take time to convince people of its merits.

The next most popular answer from the survey was 32% indicated that yes, high schools should require community service, as students have a responsibility to give back to their communities and it is reasonable to require volunteering as a prerequisite for graduation. This large yes result shows young Territorians realise the many benefits for all stakeholders of volunteering and being part of the community. The overall 86% of respondents said that yes or maybe that high schools should require community service, so young people have indicated that they believe there is some benefit in this proposition.

Question 6 asked how many hours in their opinion should be required in a mandatory community service process over the six years of high school. The top response was more than 40 hours at 36% of the respondents. This result is double the requirement of minimum hours required for WA students to complete to gain WA Certificate of Education. The 40 hours minimum is in line with the Ontario model and perhaps represents how much volunteering Territorians already partake in. Therefore a recommendation of between 20-40 hours be required if a minimum amount of community services hours was required for graduation seems reasonable.

Question 7 asked if there was a requirement or an opportunity at their high school to do some volunteer work with 46% of respondents said yes there was awareness of opportunities to volunteer. This was a pleasing result and shows that CL subject in NT high schools has awareness and opportunities to volunteer. However it is believed that more investigation is needed into what awareness of opportunities people had received. The next highest percentage response was 25% of respondents indicating that volunteering wasn't an opportunity but that the respondents wished it was. The 25% result supported the answers from question 4 and question 5 showing the majority believed that high schools didn't do enough to encourage volunteering and that possibly they believe a minimum amount of community hours should be completed to graduate. This 25% result was also intriguing as it insinuates that people are not aware of the CL subject in NT high schools which means that this program may not be advertised, encouraged or efficiently run as 25% of respondents are unaware of this opportunity.

The follow up question 8 was asked to determine what activities respondents that had answered yes to question 7 saw as opportunities. The highest proportion was opportunities in the school system such as tutoring, cleaning up, and student leadership councils at 84% of respondents, followed by community groups at 68% and non-for-profit groups at 67%. As expected by the ease of organisation of community volunteering activities associated with the school, these activities were the most participated in and made aware of to YT.

Question 9 was asked to find out the current state of young people's involvement volunteering in the community. The result was positive, in that 67% of respondents currently do volunteer in a community service organisation. This is something the NT and all young

Territorians should be very proud of, that even with no minimum hours of community service we have such a high participation rate.

Question 10 asked what the respondents perceived as the benefits of community service. The top three answers were contributing to something you believe in, making new friends and making a positive change to your community. These three answers had over 60% strongly agree, with the rest of the answers mostly over 50% strongly agree. The other answers included meeting likeminded people, developing new skills, expanding on skills you already have, new challenges and experiences, increasing confidence, personal fulfilment, looks great on resume and doing something fun. All these benefits had agreement and it was good to see young Territorians recognise these benefits as it is easier to introduce people to the idea of volunteering if the benefits are known.

The survey then asked in Question 11 what respondents thought about other states and other countries' governments having introduced the idea of mandatory community service requirement in high schools and whether they thought it was a good idea. Over 84% thought it was a good or a neutral idea. Both the good idea and neutral idea had a result of 42% each. This indicates that young Territorians would be responsive to the idea of having a minimum amount of community service hours to graduate from high school. It was also very interesting that the respondents believed it was a good idea but when referring to Question 5 to implement it in the NT there was a higher proportion of maybe compared to a definite yes. The reasoning behind the slight "not in my backyard response", while it was clearly a good idea in another jurisdiction, is a little puzzling. Further study would need to be conducted around this point. Question 12 of the CBP survey asked the respondents for their opinion on why they believe mandatory community service was introduced in other countries. The top answer was to improve civic engagement with 63% of respondents agreeing. This was encouraging that young Territorians realise the role they play in the community.

Question 13 of the survey was an open ended question to find if young people think high schools could be doing better to involve more young people in volunteering. This question also relates to Question 4 in which it was asked if high schools do enough to encourage participation in the community. The ideas that were raised include promote volunteering as a requirement for scholarships, better promotion and support, some sort of reward system, better liaising with volunteer networks, making it more of a class project, integrating volunteer work into the curriculum, and making it seem 'cooler' and less like a job. Key themes from these responses include some sort of rewards system such as scholarships as has happened in the provinces of Canada.

Question 14 of the survey was to determine if there is any volunteering opportunities or community service demand that is not currently being offered in NT. Answers included Greenpeace opportunities, Olympics/big sporting events organisation, a few no answers and even one response saying that NT has the widest range of volunteering options. These opportunities are something to think about in the future if NT schools were to partner with community service organisations. Also brought up was that part time opportunities for young people/students are limited, as are opportunities for social media volunteering. These are interesting points as these two opportunities will certainly grow with the future of volunteering.

Focus Group

Throughout the project many discussions were had about how the NT secondary school system can help young people become involved in volunteering. Discussions were held with a few key people and focus groups which included the former Administrator of the NT her Honour the Honourable Sally Thomas AM, John McNeur from Volunteering SA/NT, Youth Inspiring Palmerston members, International House Darwin staff (student accommodation at Charles Darwin University), Round Table members, Rotakat volunteers (youth Rotary International Group), Rotary Club of Darwin North members and Directors of NTG Department of Education.

There were a few key themes that came out of these meetings:

Support of the Idea

There was general support for the idea of a minimum amount of community service hours to be completed to gain a NTCET from most of the focus group discussions. The feedback usually centred on it being an interesting concept, that it was worth investigating and that the respondents had never heard of the concept before. The conversations also discussed how community service clubs are always looking for more volunteers and that NT has such a young population. Interestingly enough when talking about the amount of volunteers available in the NT the feedback was that there are heaps of volunteers but there is a lack of young people getting involved in volunteering.

Schools and Volunteering

There was also general agreement that high schools do not do enough to encourage community service. The feedback regarding NT CL classes was that it is viewed as the drop out subject for people who aren't studying for a university ATAR. While CL classes, especially by Year 12, are normally large in size which is great, it is believed that the CL classes are only for students that aren't going to university. Instead the CL class or community service in general should be encouraged for all students, as all students have a lot to benefit from community service.

There was also agreement with the respondents in the focus group that independent schools are usually better at running volunteer programs for their students. There was personal feedback about how great the volunteering component of the IBD is and feedback about how through the IBD, the class had painted a local school. There was also discussion with International House Darwin about starting up a community service organisation club.

Barriers and Rewards

There was discussion about what are the barriers were to young Territorians volunteering which is known from previous research to be cost, lack of time, hard to fit in and not caring. Discussion also examined how and what a CSP through schools would look like, with people not knowing about the CL subject and encouraging a rewards system to go with those who do an outstanding job. The rewards system focused on scholarships and awards such as the Administrator's Medal and the community achievers awards. The Rotary Club of Darwin North has also sponsored community service awards at high schools to the tune of \$200 and trophies.

Major Findings

The major findings from this project were:

- The Youth Participation Framework identifies within the goals of Transitioning and Participating to get young Territorians actively involved in democratic process, including enrolling to vote and taking part in voluntary work. The NTG need an avenue to do this.
- Young Australians stated personal satisfaction and helping others or community as the biggest reasons for volunteering. Major reasons that young Territorians don't volunteer are cost, lack of time, hard to fit in and do not care.
- Research has shown that if people are exposed to community service or volunteering when they are young, they are more likely to serve the community as adults. There are also clear links between volunteerism and a variety of positive outcomes such as young volunteers having a greater tendency to vote, doing better in school and displaying fewer anti-social or negative behaviour.
- The NT education system has an **optional** subject called CL where students undertake community activities which makes them eligible to earn credits for NTCET. This is broken down into CDP and SDCL.
- The SA Certificate of Education also has a similar CL program to the NT with a CDP and SDCL program; however it has a more descriptive list of activities to give students a head start of ideas for CSP. In addition SA has an Active8 program run through their office of youth and to encourage schools to build relationships with community service providers to encourage their students to volunteer.
- WA's model is the 20 hours minimum community service requirement to graduate. The WA schools partner with community service organisations, with a dedicated CSP coordinator in the schools to make sure a suitable need in the community is met by a suitable student looking to develop a certain skill.
- Another very positive model of the WA system is the reward of recording the completed hours on the students Year 12 certificate, as well as the large amount of resources set up to explain what opportunities are available to students.
- The Canadian model of mandatory community service is very similar to the WA model except double the amount of hours need to be completed. This system has successfully been operating in the province of Ontario for 15 years and has, from the research, increased civic engagement and student's personal development.
- The other provinces of Canada also have very good reward models through scholarships and bursaries which are connected to further education.
- From the CBP Survey 75% of respondents said that they **do not** think high schools do enough to encourage participation in community services.

- From the CBP Survey 86% of respondents said that yes or maybe that high schools should require community service.
- From the CBP Survey more than 40 hours of minimum community service was recommended over the six years of high school.
- From the CBP Survey 25% of respondents indicated that volunteering was not an opportunity available to them through school but that the respondents wished it was. This 25% result was intriguing as it insinuates that people are not aware of the CL subject in NT high schools which means that this program is possibly not being advertised, encouraged or efficiently run.
- From the CBP Survey the highest proportion of volunteering opportunities currently known to students are tutoring, cleaning up, and student leadership councils.
- From the CBP Survey 84% of respondents thought it was a good idea or neutral idea that other states and countries governments have introduced the idea of mandatory community service requirement in high schools. The top answer as for why this has been introduced was to improve civic engagement with 63% of respondents agreeing.
- Young Territorians think high schools could be doing more to involve young people in volunteering with key ideas being the use of rewards system such as scholarships, undertaking a community class project with better liaising with volunteer organisations and better access, and support and promotion of opportunities through a CSP coordinator.
- From the Focus Group, young people in general believed that high schools do not do enough to encourage community service.
- From the Focus Group, there is general support of the idea of minimum amount of community service hours to gain NTCET, with between 20-40 hours service being reasonable over the high school period.
- NT CL classes usually have large class sizes and were viewed as the drop out classes for students not going to university.
- To encourage rewards system for volunteering focused on scholarships and awards such as Administrator's Medal and the community achievers awards.

Recommendations

It is recommended that the NTG consider implementing the following recommendations which were made to align with the NT Youth Participation Framework 2014-2017:

1. Consider implementing a minimum of 20 hours community service to be completed by NT high schools students to graduate with NTCET.
 - This model would be in line with the WA system with activities which could be included in the hours to remain the same as current activities in NT CL classes.
 - A CSP coordinator would need to be established at schools to work with community organisations to match up students with appropriate organisations for CDPs.
 - Would need to look at governance structures in place with WA system, regarding rules and regulations, logbooks and so forth.
2. As alternative to Recommendation one, consider making the optional Community Learning class that already exists a compulsory class worth 10 credit points towards NTCET. This would make the class equally weighted with the compulsory Year 10 class Personal Learning Plan. All that would be required is to expand the system already in place as optional to all students.
 - Also recommend that a clearer and simpler version of what activities can be included into the class be made while still keeping it broad to include as many activities as possible.
3. Encourage NT volunteering organisations to promote volunteer opportunities to young Territorians via the Volunteering SANT website.
4. Rewards for volunteering through recording the students community service hours completed on their NTCET certificate. Also encourage the benefits of volunteering through various means such as scholarships for further study or training.

Conclusion

In conclusion, the Engaging Young Territorians in Volunteering project investigated how to get more young Territorians involved in their community through the NT secondary education system and to determine if minimum community service hours/programs could achieve this goal. The project was also about supporting young Territorians in recognising the importance in volunteering, developing their skills through volunteering and helping meet the goals set out in the NTG's Youth Participation Framework 2014-2017.

The project was based on experiences abroad in Canada, personal experiences volunteering in the NT community and from the 2014 Round Table Issues Survey. The CBP survey highlighted what is volunteering, why/why not young Territorians do/do not volunteer, and the benefits of volunteering. The research also showed that young people gain many benefits from volunteering such as making new friends, developing new skills and increasing confidence. This information provided evidence that the NT secondary education system could be widened to include volunteering. The research also showed that if people are exposed to community service when they are young, they are more likely to serve the community as adults.

The research also examined the current NT education system with its volunteering opportunities and compared it with three other models of volunteering in the school system from around Australia and the world. The NT education system currently has an optional volunteering subject while WA and other countries have implemented minimum amounts of community services hours to graduate from high school with impressive results. The WA system also rewards its students through recording their community service hours on their Year 12 certificates.

Through this project also conducted a survey was conducted to investigate what role NT secondary schools play in actively encouraging volunteering in young people and if more should be done. It also investigated young Territorian's attitudes to making volunteering a compulsory part of the NT secondary education system. From the Survey 75% of respondents said that they don't think high schools do enough to encourage participation in community services. This result clearly highlights that more can be done to improve high schools involvement in getting young Territorians participating in their communities. The survey also showed that 86% of respondents said that yes or maybe that high schools should require mandatory community service to graduate. The results show that schools should require community service, as students have a responsibility to give back to their communities and it is reasonable to require volunteering as a prerequisite for graduation.

Throughout the CBP many discussions were had about how the NT secondary school system can help young Territorians become involved in volunteering. Discussions were held with various key groups. The key themes were general support for the idea of a minimum amount of community service hours to be completed to gain a NTCET, with between 20-40 hours seeming reasonable over the high school period to most participants. There was also a lot of discussion to encourage reward systems for volunteering focused on scholarships and awards such as Administrator's Medal and the community achievers awards.

From all the research, surveys and focus groups that have been conducted for the Engaging Young Territorians in Volunteering CBP four recommendations to the NTG were made. This

included implementing a minimum of 20 hours community service to be completed by NT high schools students to graduate with NTCET, consider making the optional CL class compulsory, encourage NT volunteering organisations to promote volunteer opportunities via the Volunteering SANT website and also record community hours completed by students on their NTCET.

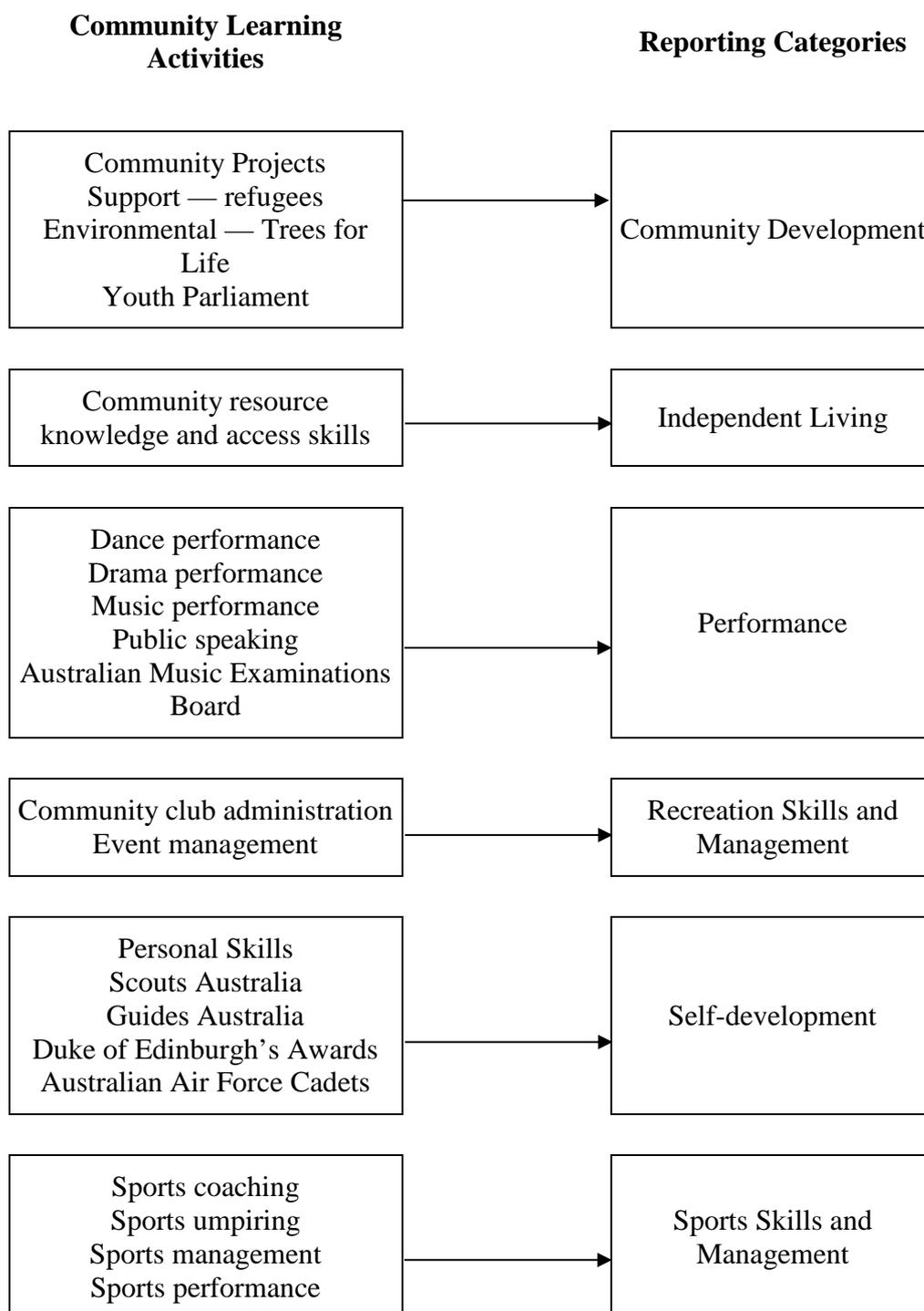
These recommendations are seen as low political risk to the government about public education as one of Australia's most heated policy topics. The initiatives offer a lot of reward to the students and the general community and the NTG has legislative control over the system. It is good for the whole of society if young people are more engaged with the community. There is a lot of research to suggest if young people get involved in volunteering earlier in life, there are more like to volunteer throughout their life. If the NTG does not take the opportunity of helping young Territorians reach their full potential through initiatives such as volunteering it will be the NT and Northern Australia that misses out. 'Mandatory volunteering' (community service) may sound like an oxymoron, but it is also a great idea.

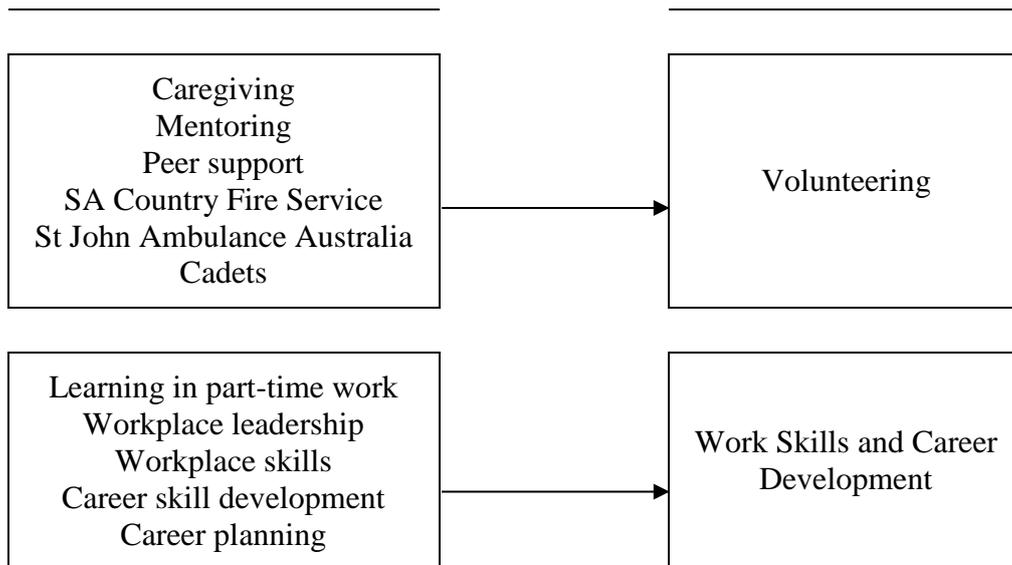
Appendices

APPENDIX 1 – South Australian Model

EXAMPLES OF COMMUNITY LEARNING ACTIVITIES

The table below lists some typical community learning activities that can be the basis of either community-developed programs or self-directed community learning and the corresponding titles used for reporting achievement in them.





Examples of Self-directed Community Learning

Examples of self-directed community learning that have been recognised by the SACE Board as contributing to the SACE are listed below. They illustrate the breadth of self-directed community learning.

- Acting as the prime carer for an elderly or invalid person
- Creating media productions (e.g. films, websites) outside school
- Officiating at a series of sporting events
- Performing in sport at an elite level
- Planning and coordinating community or recreational events
- Taking a leadership role in community land-care or conservation groups
- Taking a leadership role in community theatrical productions
- Taking a leadership role in volunteer organisations
- Developing a career path by undertaking a variety of work skills
- Teaching specialised skills (e.g. dance) to others.

APPENDIX 2 – Western Australian Model

Community service

The School Curriculum and Standards Authority will report the number of community service hours that a student has completed over Years 10 - 12 on a student's statement of results.

Community service provides opportunities for young people to develop the values, skills and understandings needed to contribute to civic wellbeing. It will enable students to address many of the core-shared values outlined in the *Curriculum Framework*.

Community service is defined as:

'Activities undertaken for the benefit of individuals and/or community for no financial reward.'

Such activities may be school-orientated, providing a service in an area of need within the school environment; or community-orientated, providing a service in an area of need within the broader community. Schools may provide opportunities for students to reflect on their service experiences to enhance learning and increase the benefits for young people undertaking community service.

The community service may be initiated by the parent and student or the school. The service may be provided:

- in or out of school time
- individually or collaboratively
- through one or multiple activities
- as part of the school curriculum or extracurricular
- over one or more years
- directly or indirectly.

Direct: activities involving personal contact with the person being served such as mentoring a new student on transition day or singing in a choir at an aged care facility.

Indirect: activities that do not involve personal contact with the person being served such as organising a fundraising event for Telethon or growing vegetables to supplement a soup kitchen.

Recording hours

Students should keep a record of their service activities and number of hours completed. The School Curriculum and Standards Authority will provide a logbook for this purpose. Alternatively, schools may access the 'record of service' page from the School Curriculum and Standards Authority website to personalise, enhance or create their own service record.

Schools should ensure an appropriate process and format for monitoring and signing off on the service hours completed and for reporting the total number of hours completed to the School Curriculum and Standards Authority at the end of Year 12.

The total number of community service hours completed over years 10, 11 and 12 will be recorded on the student's statement of results if reported to the School Curriculum and Standards Authority by the Year 12 achievement data deadline.

The service record should include:

- student's name and School Curriculum and Standards Authority student number
- date the service was undertaken
- service activity and organisation (if relevant)
- full name, signature and contact number of person validating the activity
- cumulative tally of hours of service completed
- school supervisor's full name, signature and school contact number.

An example is provided below.

RECORD OF SERVICE					
Full name: _____		Student number: _____			
This is the official record of your community service. Each time you participate in a service activity or event, make sure you record it clearly here. Your school will monitor your record keeping and collect your logbook for recording the number of hours you complete. The total number of hours you complete over years 10, 11 and 12 will be recorded on your statement of results.					
Date	Service activity and organisation	Validated by (Full name)	Signature	Contact number	No. of hours
School supervisor's full name:					Total hours
Signature:					
Date:					

Validation process

It is the responsibility of the school principal to validate the number of hours of community service completed.

At the end of Year 12, the school where a student completes his senior secondary education may inform the School Curriculum and Standards Authority of the total number of service hours students completed over Years 10, 11 and 12. This is done through a field in the Student Registration and Demographic (SRGDG) file. Instructions for uploading the information to SIRS are outlined in the WACE Procedures File. The last date for reporting service hours to the Authority is the Year 12 achievement data deadline which is detailed in the WACE Activities Schedule.

The school that reports community service at the end of Year 12 to the School Curriculum and Standards Authority is required to keep a hard copy, or electronic version, of the student's record of service. Students who change schools should take their service record to their new school. This will be either the logbook or a copy of the electronic service record.

Student files and records, including those held electronically, are to be retained until a student is 25 years of age. The electronic records should be migrated from system to system as required during the retention period [State Records Act 2000].

What counts as community service

- **Social and personal development activities undertaken for the benefit of others** such as singing in a choir for a 'Carols by Candlelight' community event, performing at an aged-care facility or coaching younger players in a sporting club.
- **Service component of community programs** such as youth groups, sporting, cultural and service clubs or religious groups such as Scouts, Girls Brigade, Rangers, WA Cadet programs or Duke of Edinburgh's Award.
- **Fundraising activities** that require planning, organisation, collection of sponsors or donations; or conducting an event such as a quiz night to raise funds for a local charity, or participation in the 40 Hour Famine. (NB: the time spent fasting would not be counted as community service, but time spent on the collection of sponsors and donations would).
- **Service components built into school curriculum** such as the care or restoration of historical sites through a relevant learning area or environmental restoration as part of a science program.
- **Activities that receive a small honorarium** to acknowledge the young person's contribution or to cover costs, such as free entry to an event if acting in the capacity of a carer.
- **Activities that benefit the school environment or other students** such as an art project, tree planting, recycling, gardening and other maintenance activities; or filling a support role at a school sporting, cultural or fundraising event.
- **Activities undertaken following skills development or leadership programs** such as peer mentoring or first aid duty in a school playground at recess or lunchtime.
- **Activities that benefit the community** such as helping to mind lost children at the Royal Show or manning a drinks station for a charity fun run.
- **Work for non-profit organisations** in areas such as aged-care, animal welfare, childcare, culture, education, health, disability services, refugee support or environmental sustainability.
- **Participation in citizenship or leadership service activities** such as youth advisory councils or youth parliament or ANZAC Day services.
- **Home-based service** given by young carers who have significant responsibility for aged, young, disabled or ill family members.

What does not count as community service

- **Social and personal development activities** that involve learning new skills or practising and/or developing existing skills through membership of a sporting, cultural or other kind of club or organisation such as playing in a band, singing in a choir, belonging to a football, drama, surf or judo club.
- **Work experience or workplace learning** as these activities form part of an academic or vocational program undertaken for the benefit of the student. Service beyond the requirements of the workplace learning program may be considered.
- **General school activities** that contribute to a student's personal development and general education, such as performing in a school sporting team or drama production.
- **Personal development or skill building components of community based programs** such as Scouts, Girl Guides, Rangers, WA Cadet programs, Duke of Edinburgh's Award, Interact or Leos.
- **Service undertaken as punishment or for atonement** such as rubbish duty, removing graffiti or community service as part of a Juvenile Justice order.
- **Travel time** does not count as community service.
- **Activities that receive payment** such as umpiring or babysitting.
- **Home or family duties and responsibilities** by students who are not young carers, such as cooking, gardening, cleaning, shopping or babysitting siblings.

NB: The final decision about what will or will not qualify as community service will be at the discretion of the school principal. The principal's decision should reflect the aims and spirit of the program and comply with policy guidelines.

Examples of activities that could be undertaken for community service, and ideas and information about volunteering, can be found on the Volunteering WA 'Give20' website located at www.give20.org.au.

APPENDIX 3 – Ontario Canada Model

GENERAL INFORMATION

Graduation Requirement:

Every student who begins secondary school during or after the 1999-2000 school year must complete a minimum of forty hours of community involvement activities as a graduation requirement..

Purpose:

The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. The community involvement requirement is also an opportunity to celebrate the many contributions that our young people make in their communities.

Timing:

The work to fulfil this requirement can begin at any time after a student enters grade nine. These activities must be completed outside scheduled class time; they must not be part of a credit course; they must be unpaid activities; they must total a minimum of forty hours; and they must be completed by the end of grade twelve.

ROLES AND RESPONSIBILITIES

Students:

Students will plan and select appropriate community involvement activities in consultation with their parents and complete and submit the required documentation according to Board requirements. Students are also responsible for completing their community involvement hours to their best ability in a manner that demonstrates a positive work ethic and respect for others.

The following checklist of behaviours is recommended:

- **Punctuality**
- **Appropriate dress and grooming**
- **The use of good manners**
- **A willingness to listen to instructions**
- **The ability to follow through on commitments**
- **The ability to maintain confidentiality**

Parents/Guardians:

Parents/guardians should provide assistance to their child in the selection of community involvement activities and are encouraged to communicate with the community sponsor (person or organization) and the school Principal if they have any questions or concerns.

A parent/guardian must sign the required documentation if the student is under the age of eighteen years.

It is important to select activities that will provide for the student's safety and well being.

Parent/guardian involvement is crucial in ensuring that activities take into account the following:

- **Location of activity and hours of operation**
- **Health and safety**
- **Age appropriateness**
- **Hazardous materials or substances**
- **Activities that require a police check**
- **Nature of Work Force**

School Boards:

School boards are required to develop a list of approved activities in consultation with school councils, the Special Education Advisory Committee, and the board's insurer. Boards must develop the forms on which students list their planned activities and the completed activities. Boards are also responsible for collecting and storing personal information in accordance with

the Municipal Freedom of Information and Protection of Privacy Act.

School Principals:

Principals will ensure that the description of the community involvement requirement and an outline of the policies on and procedures for completing the requirements are included in the school course calendar. In the case where a student proposes to undertake an activity that is not on the approved list, the school principal will determine whether the student's proposed activity is acceptable, in consultation with the appropriate supervisory officer. The principal will also indicate on the Ontario Student Transcript when the student has met the community involvement requirement.

Community Sponsors:

Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. It is crucial that students are able to fulfil their community involvement activities in a safe environment. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the *Completion of Community Involvement Activity* record.

Insurance:

The Board's liability insurance will protect the students and community sponsors for liability law suits for damages or injuries to a third party that may arise from the student's volunteer activities.

Please note:

- **Board liability insurance does not cover negligence on behalf of the Community Sponsor's involvement in the program; sponsors are responsible for ensuring for ensuring that their own liability insurance is in place**
- **Students are not covered by the Workplace Safety and Insurance Board in the event of an injury**
- **Students and parents are encouraged to purchase Student Accident Insurance, available in the schools each September**
- **Boards expect Community Sponsors will provide students with safety instructions, safety equipment (if necessary), training and supervision of students.**

INELIGIBLE ACTIVITIES

The Ministry of Education has developed a list of activities that may **not** be chosen as community involvement activities and that are therefore **ineligible activities**. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a logging or mining environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding (eg. snow blower, power mower, hedge trimmers, etc.)
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (eg. asbestos, lead, dangerous chemicals, toxic materials, etc).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.

- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Additional Ineligible Activities:

The Halton District School Board and the Halton Catholic District Board have determined that the following are also ineligible activities, in addition to those that the Ministry of Education has listed:

Any activity that provides direct financial benefit or gain to the students or to the student’s immediate family.

Any association with an organization or an organizational activity that does not comply with the ethical standards, policies, procedures and regulations of the Ministry of Education, the Halton District School Board, and the Halton Catholic District School Board.

Simple membership in a school or community club.

Part of a Community Service Day or Activity during regularly-scheduled class time e.g. Terry Fox Walk).

ELIGIBLE ACTIVITIES

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student and parents/guardians to determine whether a planned activity is within an approved area for the completion of the community involvement requirement:

1. An event or activity designed to be of benefit to the community;
2. An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of Halton DSB, Halton CDSB, and the Ministry of Education;
3. Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
4. Participation in an event or activity that supports ethical work of a global nature;
5. Participation in an event or activity that promotes positive environmental awareness;
6. Participation in an event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities;
7. Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

Where an event or activity does not clearly fall within the guidelines, the Principal of the student’s school has the discretion to approve or reject any activity or event that does not conform to the guiding principles and ethical standards for approved areas of involvement for students.

Specific Areas of involvement may include:

Fundraising – includes canvassing, walk-a-thons, celebrity games, gift wrapping, gala events and sales for charitable purposes;

Sports/Recreation – includes coaching, helping to organize winter carnivals, parades and summer fairs;

Community Events – includes helping to organize special meets and games, and volunteering as a leisure buddy or pool assistant;

Community Projects – includes participating in organized food drives, or support services for community groups;

Environmental Projects – includes participating in community clean-ups, flower/tree planting, recycling and general beautification projects and activities;

Volunteer Work with Seniors – includes assisting at seniors’ residences (e.g. serving snacks, helping with activities or portering, or participating in visiting and reading programs);

Committee Work – includes participation on advisory boards, neighbourhood associations and regional associations;

Religious Activities – includes participation as a volunteer in programs for children, child minding, Sunday School assistance, special events and clerical tasks;

Youth Programs – includes volunteer assistance with the operation of youth programs such as 4H, Scouts, Guides, drop-in centres, breakfast programs, March Break programs, Leaders in Training, summer playground activities and camps;

Office/Clerical Work – includes volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit;

Work with Animals – includes volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm;

Arts and Culture – includes volunteer assistance at a gallery, performing arts production or program, or in a community library program;

Activities for Individuals – includes any volunteer activity that assists someone who requires assistance for shopping, tutoring, light snow removal (no use of snow blower), housekeeping, writing letters or transcribing, or involves; hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy;

School Community Service – may include service within the school community that provides benefit to others that takes place outside the regular school day. The school Principal in advance of the commencement of the activity must approve these school-based activities in advance.

GETTING STARTED

Students under 18 should plan activity in consultation with parents/guardians. The activity should involve service to others. The activity should fall within the guiding principles and should be identified on the list of Board or School list of examples.

Students should confirm the details of the activity with the organizer who will be responsible for the activity.

Students must complete the *Notification of Planned Community Involvement* and submit to the school through their teacher adviser.

After students have completed their planned activity. they must have the *Completion of Community Activity Involvement* signed by the community sponsor.

More Information can be found here:

<http://www.hdsb.ca/ParentInfo/HSGradRequire/Pages/40HourVolRequire.aspx>



2014 Chief Minister's Round Table of Young Territorians

VOLUNTEERING AND YOUNG TERRITORIANS

SURVEY

Nathan Fanning is a member of the 2014 Chief Minister's Round Table of Young Territorians (Round Table) and is investigating young people's opinion of volunteering and community service. The survey will examine what roles schools play in actively encouraging volunteering in young Territorians and if more should be done. Your comments will remain anonymous and will be used for the purpose of data collection. Nathan would really appreciate your help with his project by completing and submitting this survey by 31 July 2014.

**When using the word defined as 'community service' Nathan has taken it to mean this: Activities undertaken for the benefit of community for no financial reward. Activities such as youth groups, cultural and service clubs or religious groups, fundraising activities, leadership programs, working for non for profits etc.*

1. How old are you?
 12-14 years 15-17 years 18-21 years 22-25 years
2. What is your gender?
 MALE FEMALE OTHER
3. ARE YOU:
 ABORIGINAL TORRES STRAIT ISLANDER NEITHER
4. Do you think that high schools do enough to encourage participation in community services?
 YES NO
5. Should high schools require community service?
 YES – **(PLEASE GO TO QUESTION 6)** *Students have a responsibility to give back to their communities and it is reasonable to require volunteering as a prerequisite for graduation.*
 MAYBE – **(PLEASE GO TO QUESTION 6)** *Schools should not make volunteering mandatory, but they should offer ample opportunities for volunteerism and they should reward students who participate.*
 NO – **(PLEASE GO TO QUESTION 7)** *Schools should focus on creating a rigorous academic environment to prepare students for university/TAFE and beyond, and they should let volunteering be a personal student decision.*

6. How many hours of mandatory community service would you support spread over the six years of Northern Territory high school?

- Less than 20 hours
 more than 20 hours
 more than 40 hours
 more than 80 hours
 Other _____

7. Was there a requirement or opportunity at your high school to do some volunteer work?

- Yes, there was a requirement *(PLEASE GO TO QUESTION 8)*
 Yes, there opportunity through awareness of opportunities *(PLEASE GO TO QUESTION 8)*
 Yes, there was opportunity through a community service class *(PLEASE GO TO QUESTION 8)*
 No, but I wish there was more opportunities *(PLEASE GO TO QUESTION 9)*
 No. I am glad that there wasn't an opportunities to do volunteer work *(PLEASE GO TO QUESTION 9)*

8. If you answered yes to question 7, what was the requirements or what kind of activities where you made aware of / participated in? *(PLEASE SELECT YES OR NO FOR EACH SECTION)*

Type of Organisation	Yes	No
Not-for-profit (e.g. Humane society, foodbank)		
Health service sector (hospital, retirement home)		
School system (tutoring, clean up, student leadership councils)		
Community sports programs (coaching, refereeing, organizing)		
Local community or Service clubs (Rotary, Lions, Youth Groups, Community groups)		
Church organisations		
Other (please specify):		

9. Do you, as a young Territorian, currently volunteer in a community service organisation?

YES (IF YES PLEASE COMPLETE TICK BOX BELOW)

No

Type of Organisation	Did not volunteer with this type	Volunteered once or a couple of times with this type	Volunteered regularly for less than a year	Volunteered regularly for more than a year
Not-for-profit (e.g. Humane society, foodbank)				
Health service sector (hospital, retirement home)				
School system (tutoring, clean up, student leadership councils)				
Community sports programs (coaching, refereeing, organizing)				
Local community or Service clubs (Rotary, Lions, Youth Groups, Community groups)				
Church organisations				
Other (please specify):				

10. What do you perceive as the benefits of community service?

(PLEASE TICK BOXES)

	Agree Strongly	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Making new friends					
Meeting likeminded people					
Developing new skills					
Expanding on skills you already have					
Contributing to something you believe in					
New challenges and experiences					
Increasing confidence					
Personal fulfilment					
Positive change to your community					
Looks great on your resume					
Doing something fun					

11. In other countries, governments have introduced the idea of mandatory community service requirement in high schools. Do you think this is a good idea or bad idea?

Good Idea Neutral Bad Idea

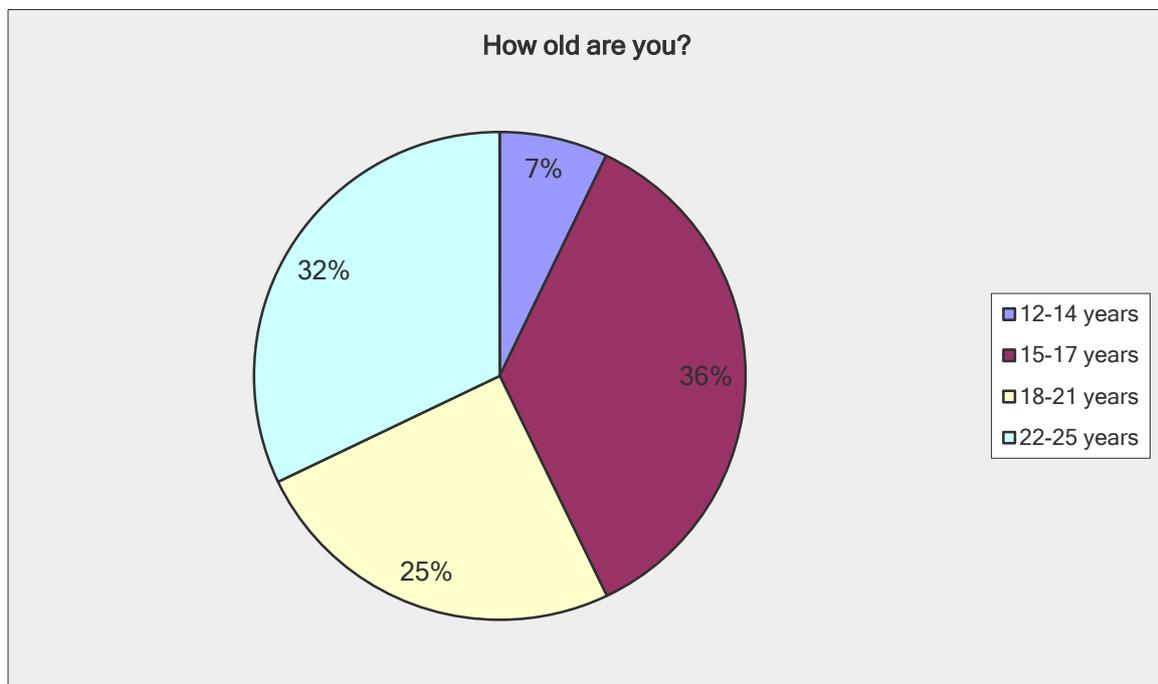
12. In your opinion why do you think mandatory community service in other countries was introduced? (PLEASE SELECT BELOW)

A way to improve civic engagement	
Enhance young people's personal development	
Free labour for charities and community organisations	
Other:	

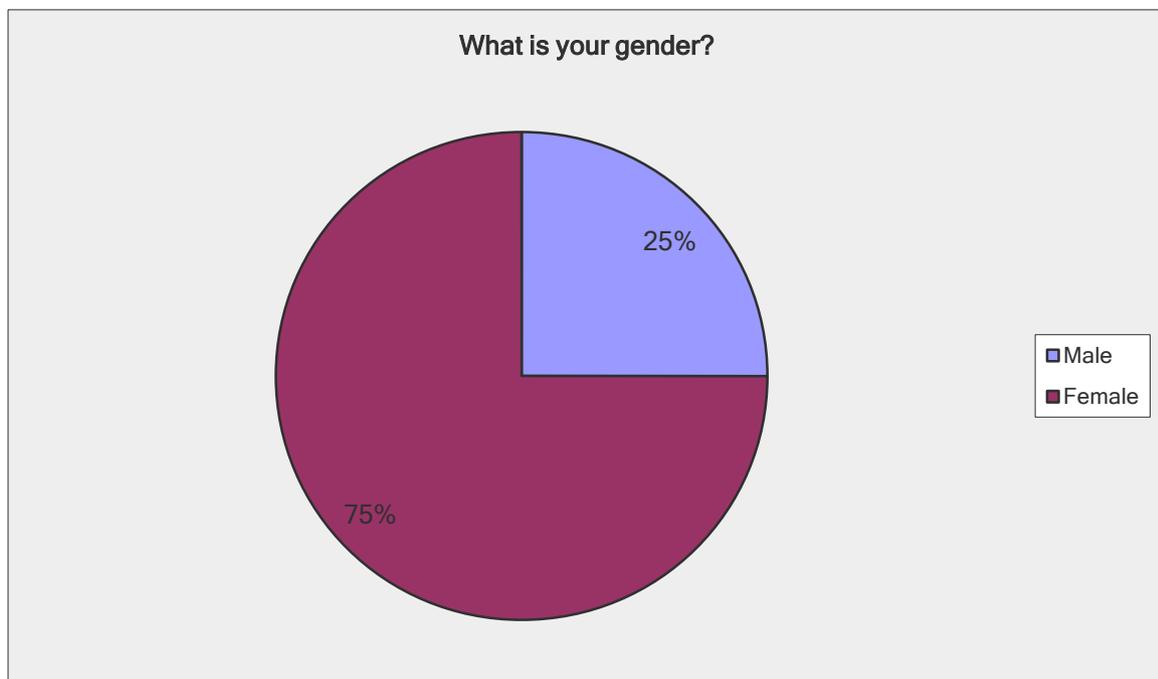
13. Is there anything you think the schools could be doing to involve more young people in volunteering? For example, better promotion and support of community service, encouraging awards and scholarships offered to universities or TAFES?

APPENDIX 5- Survey Results

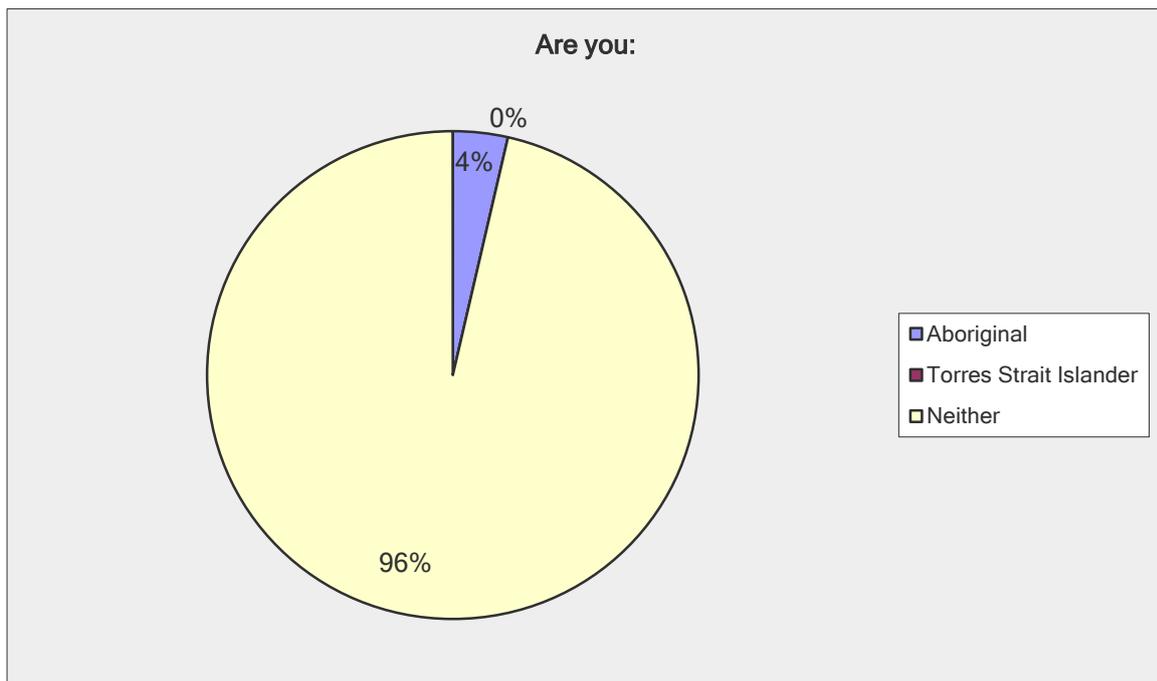
Question 1



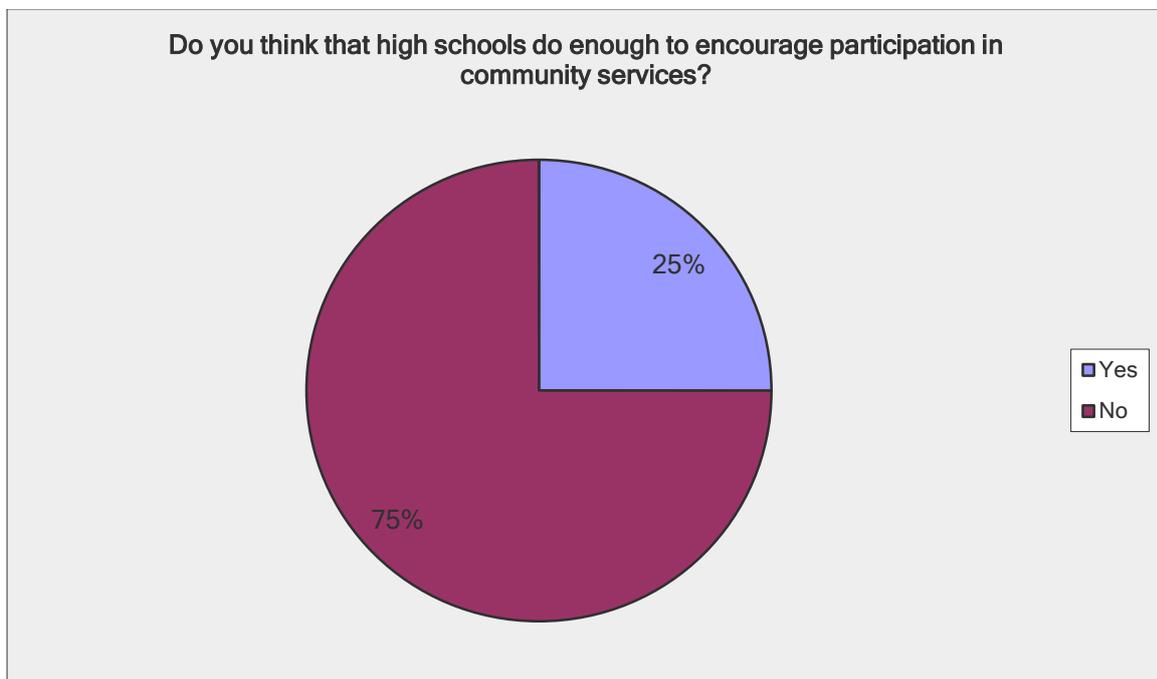
Question 2



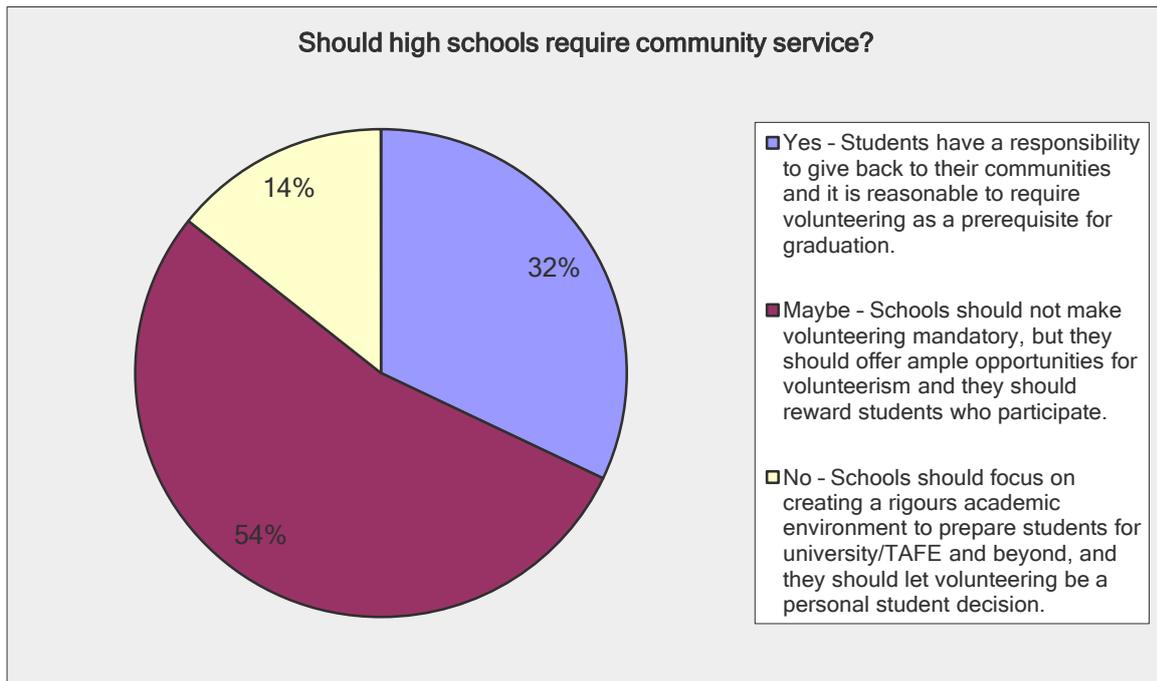
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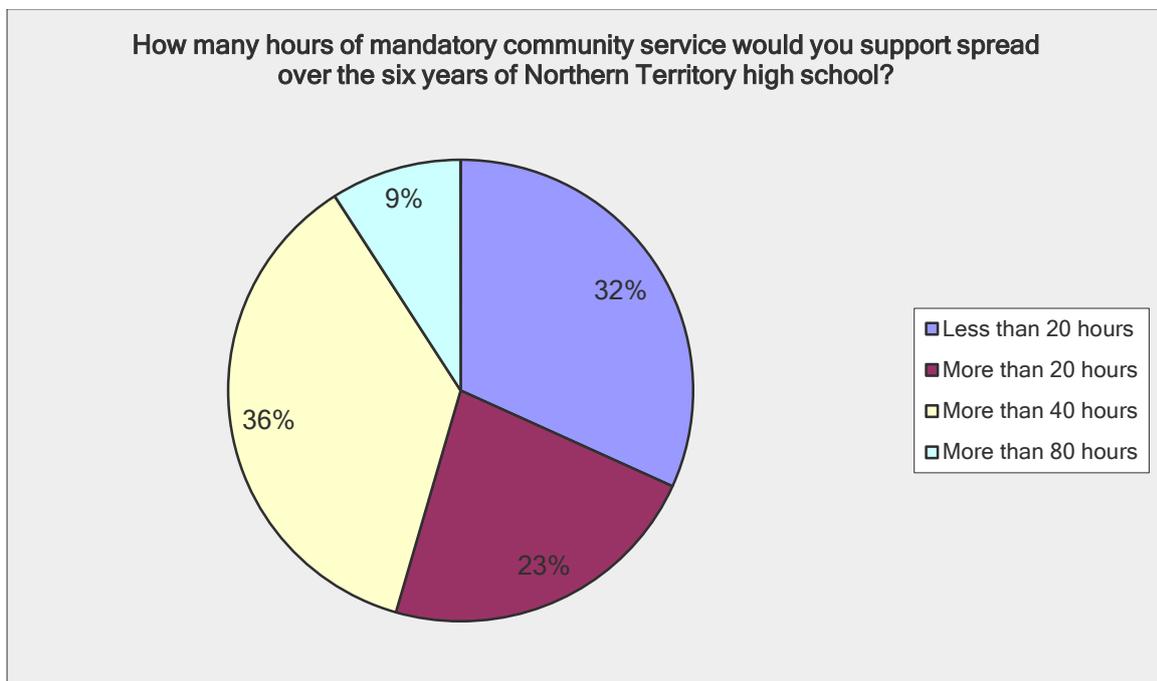
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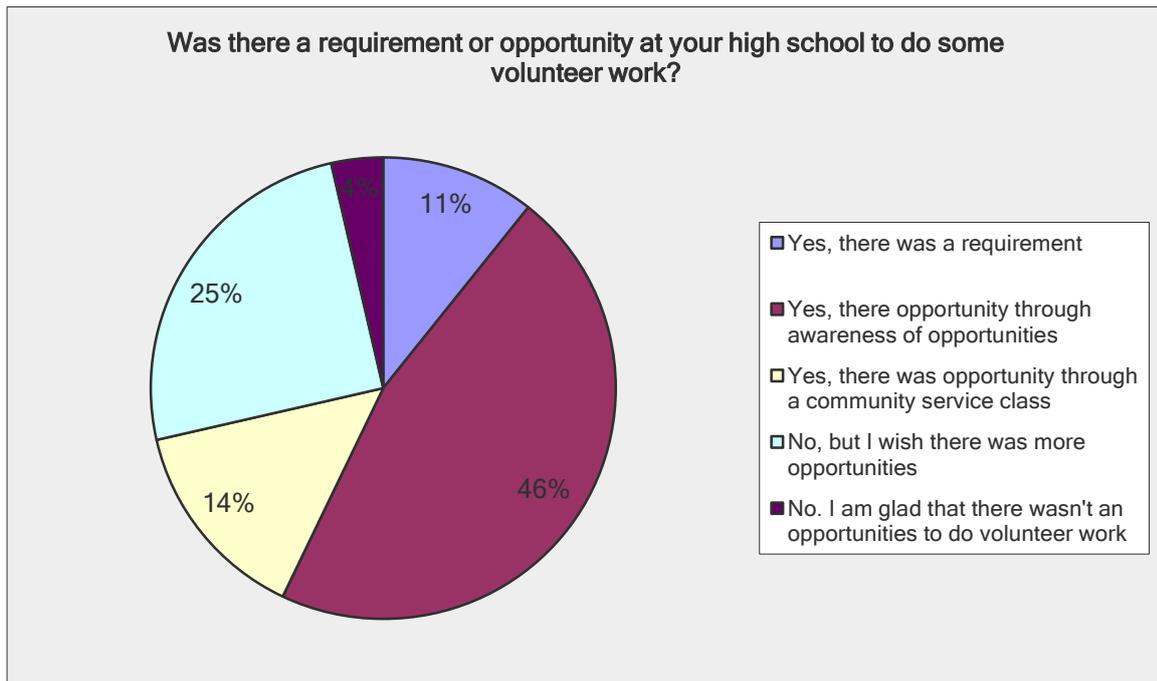
Question 5



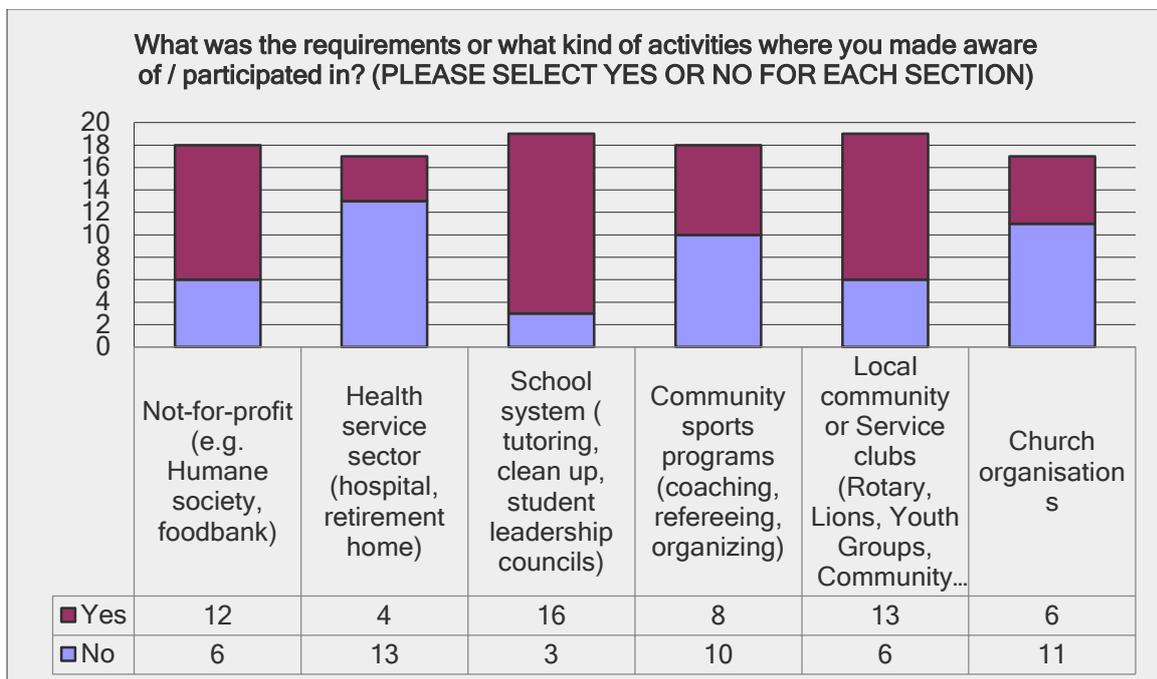
Question 6



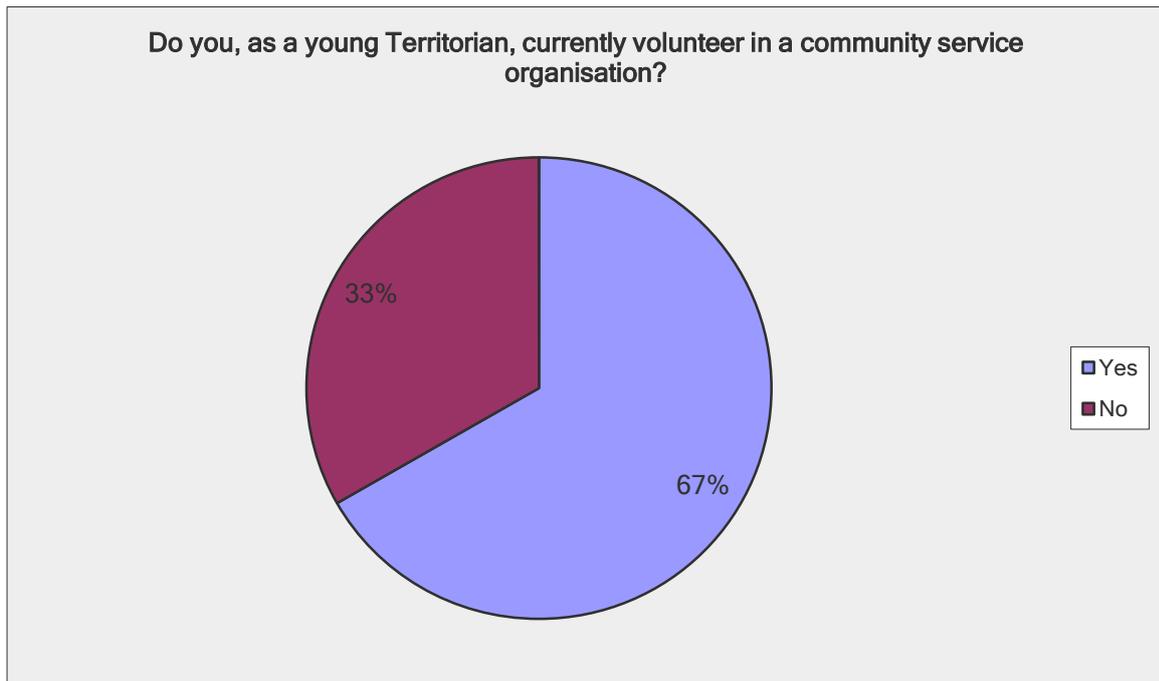
Question 7



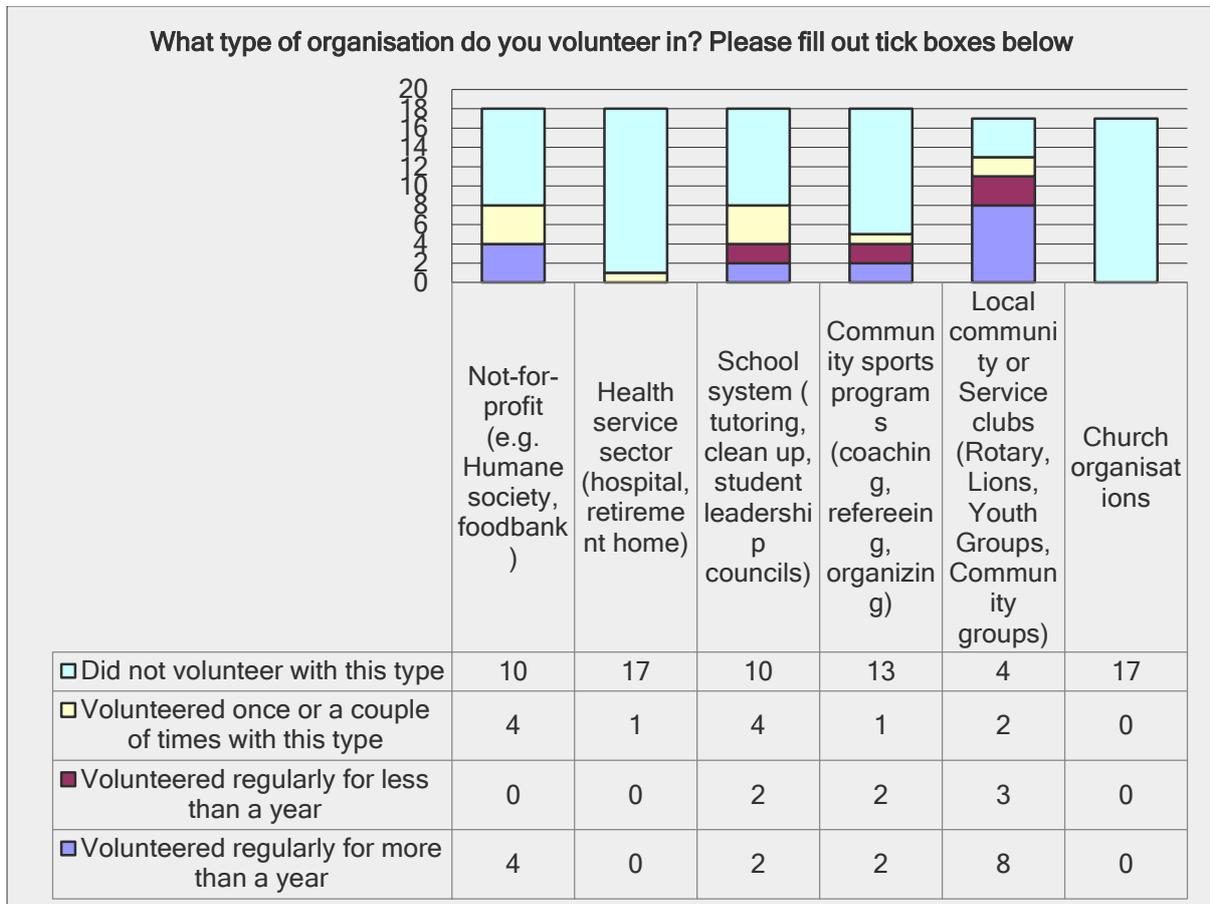
Question 8



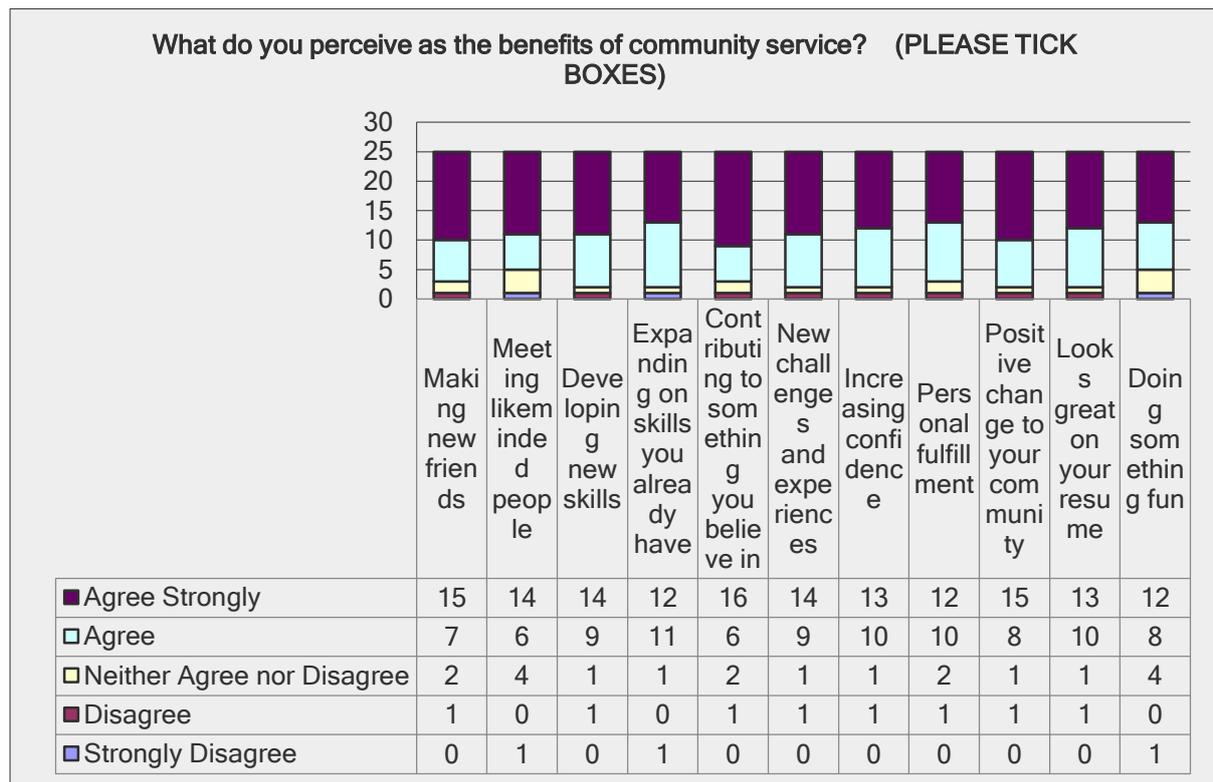
Question 9



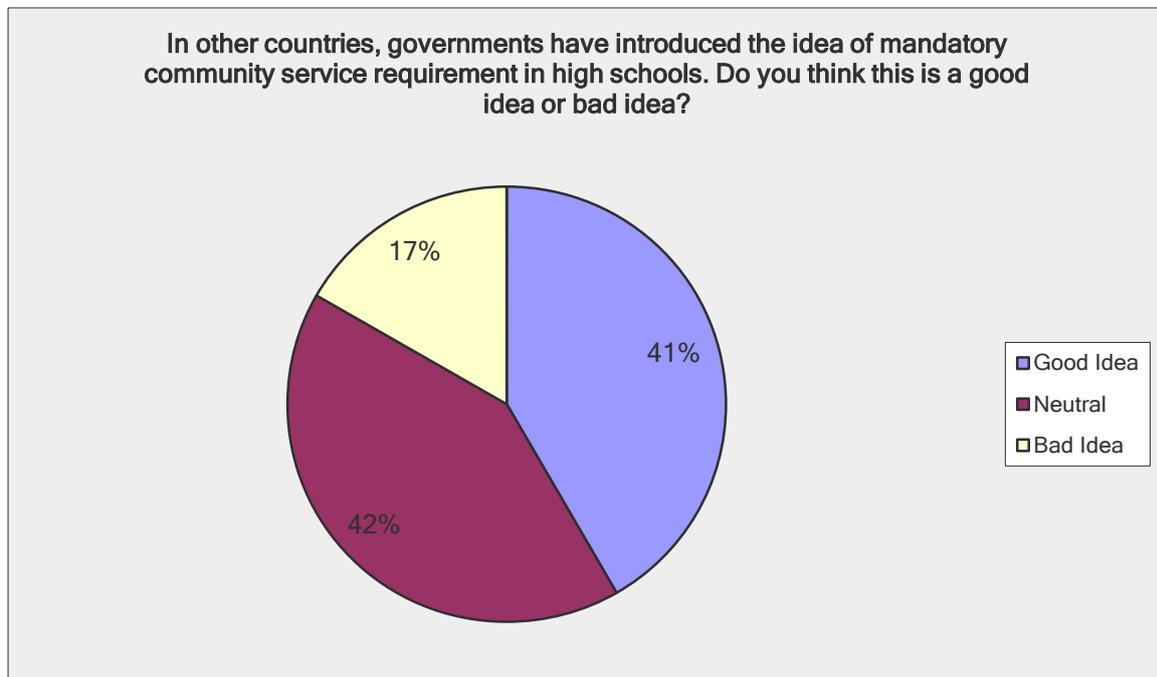
If yes what kind of organisation



Question 10



Question 11



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