



Ending Violence Against Women

A Guide to Working with Volunteers

Title: Ending Violence Against Women
— A Guide to Working with Volunteers

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Commissioned by: Partners for Prevention, UNV Cambodia and UN Women Cambodia under the framework of the UN Secretary General UNiTE Campaign to End Violence against Women

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Introduction

Gender equality is guaranteed in the Cambodian Constitution, which prohibits all forms of discrimination against women (Article 5). However, gender inequality is a widespread, cross-cutting issue in Cambodia and can be found in all development areas including education, health, politics, law, economy, family and social relationships. More than half of the Cambodian population is made up of women, but they do not share half of the wealth and resources¹, nor equal position in society.

Traditionally, in Cambodian society women have a lower social status than men, a status that is reinforced in an ancient Khmer proverb that states, “A man is gold; a woman is a white piece of cloth.” Gold can get dirty or be dropped in the mud, but it can be polished and become as shiny as new. If white cloth is dropped in the mud, it will be forever stained, soiled, ruined, and can be thrown away. This proverb is a sad reflection of how Cambodian society traditionally views women, and many regard the lower status of women as one of the root causes of inequality and gender-based violence (GBV).

GBV is one of the major issues facing Cambodian society, and violence specifically against women is widely prevalent. Working with volunteers to tackle GBV at community level will have a huge impact. Partners for Prevention undertook a research study to examine the impact of working with community volunteers in addressing GBV in 2010. Their research findings are published in a report called “Making a Difference — An Assessment of Volunteer Interventions Addressing Gender-based Violence in Cambodia”. The key findings of the report are summarised here:



SUMMARY OF KEY FINDINGS

- **Community** volunteers are essential for NGO programmes on GBV because the volunteers are the primary means of implementing these organisations projects.
- **Volunteers** allow NGOs to reach more remote areas, university campuses and other project areas.
- **Most** volunteers faced ongoing challenges, such as lack of support from the community; lack of resources, experience, capacity, safety concerns, and working with the local authorities.
- **Volunteers** require additional training, financial and transportation support, and safety and psychosocial support.
- **Volunteers**, organisations and survivors of violence were generally satisfied with the work of the volunteers: volunteers mainly because of the recognition and the knowledge, experience and self growth they gain; organisations because they were able to mitigate their lack of funds and human resources and reach communities they may not have otherwise be able to reach; and survivors because of the impact the volunteer’s work in their communities.
- **Volunteers** understanding of gender and gender-based violence is quite limited.
- **Stereotypical** genders roles were widely reinforced by all stakeholders.

¹ Magariño, Clara and Popovici, Manuela (2010). *Making a difference — An assessment of volunteer interventions addressing gender-based violence in Cambodia*. Partners for Prevention, Cambodia

The report made a number of key recommendations that form part of the UN Women, P4P, UNV and UNiTE initiative “Strengthening Community Based Mechanism to End Violence Against Women and Girls”. This initiative is trying to tackle some of the root causes of violence against women by developing the capacity of local non-governmental organisations (NGOs) working with volunteers, and the volunteers themselves.

One aspect of this initiative is supporting and developing the capacity of local NGOs so they are better equipped to support and work with volunteers who are trying to end violence against women and girls (EVAW/G). This manual for local NGOs on “Working with Volunteers” is one contribution to the efforts to build their capacity.

Manual objectives

The overall objective of this manual is to provide guidance to organisational staff that want to work with, or currently work with, volunteers to EVAW/G by:

- **providing** knowledge on the value of working with volunteers to EVAW/G
- **providing** organisational knowledge on how to recruit, work with, support and motivate volunteers
- **developing** the capacity of organisations so that they can mobilise their resources to address VAW by working with volunteers
- **providing** organisational knowledge on how to monitor and evaluate the impact of working with volunteers to EVAW/G
- **providing** organisational knowledge of how to plan for involving volunteers their work to EVAW/G

The manual has been designed to equip organisational staff with knowledge and methods to enable them to develop their volunteer programmes, and is divided into five sections:

SECTION 1: Volunteering and Ending Violence Against Women and Girls — provides an overview of what volunteering means and the benefits of working with volunteers to EVAW/G in Cambodia.

SECTION 2: Planning for Volunteer Involvement — works through how organisations can prepare for involving volunteers in their work to EVAW/G. It highlights key questions to ask about why you want to work with volunteers, it encourages you think about what volunteer opportunities there are in your organisation, and the policy and procedures you should consider having in place before you start recruiting volunteers.

SECTION 3: Recruiting Volunteers — provides guidance on how to advertise opportunities for people to volunteer with your organisation, the process of screening volunteers, and how to involve communities in the selection of volunteers.

SECTION 4: Working with Volunteers — steps through practical aspects of working with volunteers from their initial orientation and training, to on going support and supervision, and importantly how to keep them motivated and involved.

SECTION 5: Monitoring and Evaluating Your Volunteer Programme — outlines ways that you can monitor and evaluate the impact of your volunteer programme to EVAW/G, and how your volunteers can help you.



Volunteering and ending violence against women and girls

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1.0 Defining volunteering

In every community there are words that describe volunteering in the local language, in Cambodia the term is 'neak-smack-jet'. Although a term exists its understanding, and application, varies greatly². The United Nations defines volunteering in its United Nations Volunteers Report prepared for the UN General Assembly Special Session on Social Development (Geneva, February 2001)³ as:

FIGURE 1 DEFINITIONS OF VOLUNTEERING

There are three key defining characteristics of volunteering. First the activity should not be undertaken primarily for financial reward, although the reimbursement of expenses and some token payment may be allowed.

Second, the activity should be undertaken voluntarily, according to an individual's own free-will, although there are grey areas here too, such as school community service schemes which encourage, and sometimes require, students to get involved in voluntary work and Food for Work programmes, where there is an explicit exchange between community involvement and food assistance.

Third, the activity should be of benefit to someone other than the volunteer, or to society at large, although it is recognised that volunteering brings significant benefit to the volunteer as well. Within this broad conceptual framework it is possible to identify at least four different types of volunteer activity: mutual aid or self-help; philanthropy or service to others; participation or civic engagement; and advocacy or campaigning. Each of these types occurs in all parts of the world.

Participants at a UN Women's workshop on EAW/G Volunteer Management and Support, 2–3 November 2011, Phnom Penh agreed to the following definition, a definition that will be used in this manual:

Volunteering describes any activity that aims to help another person or a community, that is undertaken freely, is not motivated by payment, and may receive support (financial or otherwise) but not a salary.

² Magariño, Clara and Popovici, Manuela (2010). Making a difference. An assessment of volunteer interventions addressing gender-based violence in Cambodia. Partners for Prevention, Cambodia.

³ *Ibid.*

What does volunteering look like?

Volunteering is understood in different ways in different communities and it can take many forms. You will also have your own ideas of what volunteering is, and have probably come across many examples of volunteering in your community. For example, a volunteer may help look after someone's children, or someone who is sick. Community members may volunteer by helping each other to plough fields and harvest crops. Sometimes volunteers are people from another village or even another country who come to help a community when there has been a disaster, like severe flooding. Volunteers can also be affiliated to organisations and help the organisation to disseminate information about important issues, like ending violence against women and girls (EVAW/G) at a community level. Volunteering is a very important aspect of community life because it helps people to survive, and it builds trust amongst community members, and stability.

Volunteers are involved in many different forms of volunteering and undertake different types of tasks. The following activity is designed to clarify the some of many forms volunteering can take.

FIGURE 2

WHAT IS VOLUNTEERING?

Get into small groups. Read through the examples below and discuss which of these activities would be considered to be volunteering.

CASE 1

Sopheha works with a group of women in her village. Earlier in the week she ran a short workshop on gender issues and women rights. She also helped her neighbour when she needed someone to look after her child for a few hours. Sopheha is earning the respect of the village council for the work she is doing.

CASE 2

In Siem Reap a community meeting is in progress. Among the participants are a group of women who are representing their husbands who are working in the fields. Today the women plan to raise issues that they feel strongly about – the increase in alcohol consumption amongst the men and resultant bad behaviour. They want to suggest that the village leaders encourage men to drink less, and not abuse their wives if they get drunk. They would also like to encourage members of the community, men and women, to help them organise an awareness campaign on the dangers of drinking.

CASE 3

In Takeo province the men and women are busy helping each other harvest their crops, it is a busy time of year. One group of women cook lunch and deliver it, together with water, to those working in the fields. Another group is looking after everyone's children. At the same time a couple of women are looking after a lady who has been violently attacked, and documenting what happened.

All of the activities discussed above would qualify as volunteering. With regards to EVAW/G projects, participating in community meetings, undertaking advocacy work, providing support to the victims, and helping to sustain community stability would all be considered forms of volunteering. In other words, when trying to EVAW/G there is a very broad vision of what volunteering is and how individuals can help.

There are many activities that happen at the community level that local volunteers participate in, and it is important that they are recognised. Sometimes people do not recognise that participating in a certain activities is volunteering because they are used to helping each other. Work to end EVAW/G at a community level depends largely on the involvement of local volunteers. Recognising the value volunteers bring to a project and the important role volunteers play is crucial to the success of a project. UN Women, working in collaboration with Partners for Prevention, undertook a research study to examine the impact of working with community volunteers to EVAW/G in 2010. Their research findings are published in a report called "Making a Difference — An Assessment of Volunteer Interventions Addressing Gender-based Violence in Cambodia". The research highlights that tasks carried out by community volunteers working to EVAW/G fall into three broad categories:

1

Gender-Based Violence Prevention:

- Provision of training, general information, and legal information to community group.
- Advocate for GBV prevention in public forums and meetings
- Develop relationships with authorities to strengthen their support to tackle GBV
- Establish men and women support groups
- Participate in/organise campaigns to end GBV

2

Gender-Based Violence Response:

- Act/intervene when a case of GBV occurs
- Offer referral arrangements to other support systems when required
- Provide counselling for survivors of violence
- Help survivors access the judicial system

3

Volunteer coordination:

- Lead, organise, support and monitor the work of volunteers.

Benefits of volunteers to EAW/G projects

Working with community-based volunteers to EAW/G ensures that local people are given ownership of a project, are empowered to seek solutions to challenges facing them, and that the project takes important local factors into account. Volunteering helps sustain community-based projects because volunteers are essential and precious community assets. Volunteers can help communities to work together to EAW/G, and can help communities sustain changes in attitudes and behavior.

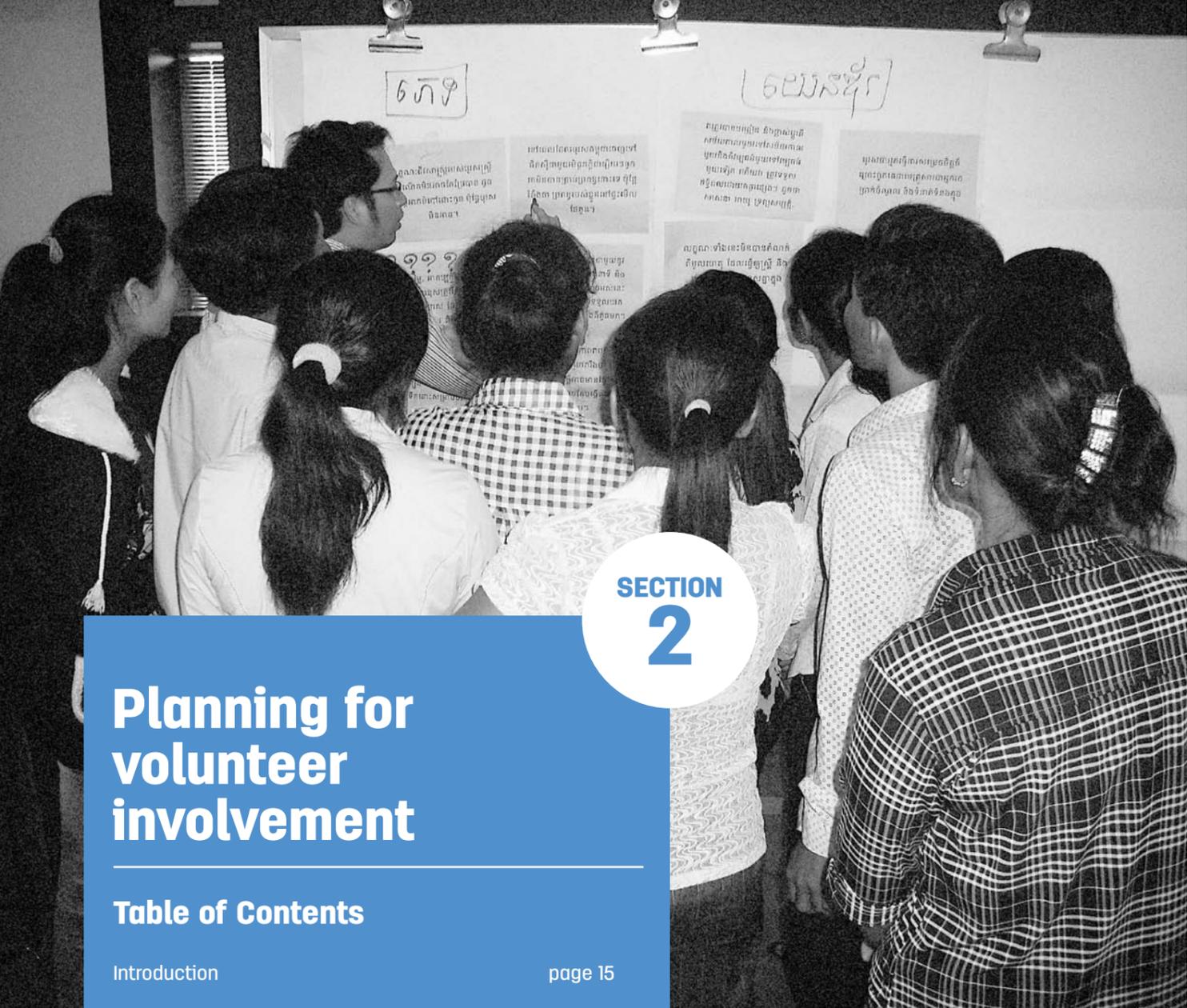
- Volunteering enables ordinary people contribute to development by seeking solutions to the challenges facing them — anyone can volunteer.
- Volunteers can help communities tackle violence against women and girls because they understand the community and have its trust.
- Volunteers can help sustain changes to community attitudes to violence against women and girls because they have a vested interest in the wellbeing of their communities.
- Volunteering can be an effective way to empower women in an community, and raise their social status.
- When volunteers are actively involved in a project, their skills and knowledge are increased. With new knowledge and the trust of the community, volunteers can teach and inspire community members and other communities how they can work together to EAW/G.
- Volunteers can develop into leaders and role models in their communities.
- Volunteering strengthens collective action in the community, which is crucial for addressing social issues.
- Volunteering empowers communities to work together to EAW/G.
- By volunteering, people can develop community-based examples of approaches to EAW/G.
- Volunteering can inspire other people and neighbouring communities to share knowledge and approaches to EAW/G.

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

Margaret Mead, American cultural anthropologist



Working with volunteers will bring benefits not only to your organisation, and your volunteers, but also the communities they work in. This manual has been designed to help you think about why you should involve volunteers in your work to EAW/G, and how you can make it happen!



SECTION
2

Planning for volunteer involvement

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2.0

Introduction

Before you involve volunteers as an organisation you need to be able to answer the following questions:

- Is everyone in your organisation aware of the plans to work with volunteers, and is there agreement that it is a good thing?
- What impact will working with volunteers have on existing staff?
- Will staff require training on working with volunteers? Working with and managing volunteers is a skill and will require a commitment of time and resources. You may have to consider employing a volunteer coordinator / manager depending on the number of volunteers that you work with.
- Where do you have the greatest difficulties in delivering effective services, what community needs do you know are not being met, what are the main challenges reaching those most in need, and how could volunteers be best placed to help you?
- How will different people be affected — partners, communities etc? What can you do to minimise any risks.
- What will be the cost to the organisation to work with volunteers — do you have the resources and budget to cover training, per diem, training, supervision, and other related costs?
- What are the benefits to the volunteers of working with your organisation?
- How are you going to ensure that the volunteers feel valued and appreciated?
- What are the possible risks of involving volunteers — to them and the work and reputation of your organisation?
- What organisational policies do you have that will need to be amended in light of recruiting and working with volunteers?
- Are there any new organisational policies that need to be developed? E.g. a Volunteer Policy, Volunteer Agreement and Code of Conduct?
- Will your insurance policy cover volunteers? (if appropriate)

If you are not able to answer these questions you might have to reconsider if you are ready as an organisation to work with volunteers. Remember, volunteers should not replace existing staff; they should complement them.

Once you answered all the questions and have decided as an organisation you are ready to work with volunteers you need to carefully plan how you are going to make it happen. This section has been designed to lead you through some of the keys aspects of working with volunteers that you need to consider before you begin the recruitment process.

Removing barriers to volunteering

Volunteering occurs in many cultures, but as discussed in Section 1, may not be recognised as volunteering as it is undertaken informally and viewed as part of community life. Due to the work you will be encouraging people to undertake — working to EAW/G — in the communities where they live and work, with specific aims and objectives, and roles and responsibilities, volunteering with your organisation will be more formal, and therefore you must try and remove as many barriers as possible that might prevent community members from working with you.

To be successful in attracting volunteers you might want to consider doing the following:

- You will have to have opportunities that appeal to and engage people from as wide a range of backgrounds as possible. Offer a range of volunteer opportunities to suite different levels of skills, knowledge and awareness — always think about what can be taught.
- You may even need to consider not even using the word volunteering as it may not be understood — “helping out” or “getting involved in your community” might work better.
- Offer a range of volunteer opportunities that will suite different levels of commitment (time). For example: from a few hours a month helping to disseminate information on EAW/G, to being on call in an emergency.
- Encourage under-represented groups to apply, and those that will be better able to engage with the target audience. For example, if you want to work with young people a younger volunteer might be more suitable as they will find it easier to build a rapport.
- Adopt volunteer roles to suite individual volunteer needs and abilities. Change role descriptions if you need to, and remember some skills can be taught, and knowledge gained through experience.
- Provide appropriate training and support. Think about what your volunteers need to know and design a training programme that ensures they get what they need. Provide follow-up training as required.
- Minimise the amount of paperwork volunteers are required to complete — this is especially important when working with volunteers who might have low literacy levels. Have simple forms available that they have to complete and provide them with an example to help them.

Creating roles for volunteers in your organisation

For a volunteer programme to be successful the benefits needs to be three-way. The volunteer assists your organisation in achieving its goals; you develop the capacity of the volunteer, and you both have a positive impact on the target communities. When the circles overlap in the diagram below, the different stakeholders benefit.

FIGURE 3

VOLUNTEERING — ROLES & RESPONSIBILITIES



When defining the role of a volunteer and what their responsibilities will be it is important that you are able to outline in detail what the benefits to your organisation, and target audience, will be. To do this you need to consider who is best placed to help you determine how and why working with volunteers will be beneficial.

Consider consulting:

- Current staff, especially those that will be working directly with the volunteers themselves, or will be impacted by the activities they participate in.
- The communities you will be working in — how do they think volunteers could assist them, how do they think local volunteers could help EAW/G.
- Existing volunteers if you have any — they will be in a position to provide you with valuable insights from a volunteer’s perspective.
- Other organisations that you know who work with volunteers — what lessons can you learn from them.

Once you have consulted different stakeholders and determined that working with volunteers will be an effective way for you to achieve your goal of EAW/G as an organisation you should draft a Volunteer Policy. A well thought out organisational Volunteer Policy will help you determine volunteer roles and responsibilities, and the skills and personal traits potential volunteers will need to have.

Developing volunteer policies and procedures

Policies are a statement of the ethos and values of your organisation. They help to clarify roles, relationships and responsibilities, and serve as the basis for decision-making. Policies tell people what to do in any given situation and provide guidance how to do it.

Written policies:

- Force organisations to think strategically and act professionally
- Ensure continuity over time
- Provide less room for misinterpretation

When working with volunteers it is just as important that you have written policies and procedures in place for them to follow as you would for an employed member of staff. In fact many of your existing staff policies can probably be amended to incorporate working with volunteers.



Remember, many of the community-based volunteers that you work with may have low literacy levels so you must ensure that you take time to explain the policies to your volunteers. This is something that can be done during their initial induction and training — see Section 4 of this manual.

Reasons to define policies for volunteers

There a number of reasons why you need to define policies for volunteers, including:

- Policies help establish values, beliefs and direction for volunteer involvement, and connect the volunteer programme with the wider organisation.
- Policies can be source of pride and satisfaction. Having specific volunteer policies will help demonstrate the value the organisations places on them.
- Policies clarify responsibilities and define lines of accountability.
- Policies help determine acceptable actions and establish boundaries.
- Policies provide a structure for management through providing guidance on what should be done, and how to improve effectiveness and efficiency.
- Policies ensure continuity over time, ensuring consistency and equality in the decision making process of an organisation.

Writing a volunteer policy

A well thought out and drawn up Volunteer Policy will provide you with an overall framework for volunteer involvement in your organisation. It should make reference to all existing staff policies that can be applied to volunteers, as well as addressing their specific needs and working relationship with your organisation. A robust Volunteer Policy is a key element to involving a range of volunteers, because it helps to define the role of volunteers within an organisation, and how they can expect to be treated and the type of people you are looking to recruit.

Having a policy demonstrates:

- **Commitment** to involving volunteers and that careful thought and consideration has been given on how to 'make it happen'.
- **Clarity** on how volunteers can expect to be treated, accountability in terms of roles and responsibilities, and what to do if things are not working as expected.
- **Consistency** in the decision-making process related to all aspects of volunteering with your organisation, and that all volunteers are treated equally and fairly.
- **Unity** within the organisation by helping to ensure that all staff understand why volunteers are involved, and what role they play in the organisation.

When developing your Volunteer Policy you may find it useful to look at other organisations' policies to see what they cover, and the level of detail they go into.

Although there are many Volunteer Policy templates available on the internet it is advisable to use them as guidance only, nothing will replace the value of working through the development of a Volunteer Policy in your organisation.

To develop your policy you might want to consider setting up a working group consisting of representatives from your current staff team and volunteers. Consultation with existing staff, and volunteers if you are already working with them, will help develop organisational buy-in to working with volunteers, and make volunteers feel like a valued member of your staff team.

If you are not yet working with volunteers developing a volunteer policy is an ideal starting point to consider exactly how you will involve them in your organisation's activities, and fully integrate them into your organisation.

In your Volunteer Policy you should think about covering the following topics. The questions under each heading are there to help you think about what to include in each section.

- **Introduction** — Who is your organisation and what do you do? Why do you need to involve volunteers in your work? How will they fit into the day-to-day work of your organisation? What values and principles is this based on?

Volunteers like to know why they are being asked to work freely with your organisation, how they will be helping, and what the benefits to them are.
- **Recruitment** — How and where will opportunities be advertised? What recruitment methods will be used? What kind of person are you looking for — think about knowledge, skills & awareness? What will you do if someone is unsuitable for the role? How and when will references be taken up? Is there a trial period?
- **Induction and Training** — How will volunteers be welcomed into the organisation? What information will they be given?

What will be covered in their induction? What training is essential to their role? What opportunities will there be to develop their skills?
- **Insurance** — Will insurance be provided to volunteers?
- **Support and Supervision** — Who will provide them with appropriate support and supervision? How frequently will it happen? Where will it happen?
- **Expenses** — What expenses will be covered? What procedures need to be followed to claim them? Note: Reimbursing out of pocket expenses will make volunteering more accessible. However, take into consideration that volunteers may not have the resources to advance the cost of something expensive.
- **Health and Safety** — What is your duty of care towards your volunteers? What safety and security measures will you put in place? How are volunteers protected?
- **Problem Solving** — How will any problems be addressed? What process will you establish to enable volunteers to raise concerns?
- **Confidentiality** — What is required of the volunteer? They should be bound by the same agreements as staff. Having a confidentiality agreement can help reduce fears that volunteers may act unprofessionally.

Once you have written your Volunteer Policy if it is to be implemented people need to know about it — consider briefing staff at an all staff meeting, and providing everyone with a copy. If you have an induction pack for new starters — volunteers and staff — include it. You may also want to provide copies to the partners your volunteers will be working with, the local authority and village chief if deemed appropriate so they understand why you are working with volunteers and the role that volunteers have within your organisation.

Remember, as with all staff policies, it is recommended that you review it periodically, and update it to reflect your experiences of working with volunteers, and importantly their experience of working with you.

Describing volunteer roles and responsibilities

Once you have drawn up your Volunteer Policy you will know what roles, and related responsibilities, potential volunteers can have within your organisation and should create a written description of what they are. This description will serve as guidance when recruiting volunteers, and act as a checklist for the volunteer once working for your organisation. The description should include information on:

- **Volunteer Title** — What the position will be called, or what position will be offered.
- **Purpose** — What the volunteer will be expected to achieve. This is arguably the most important part of the description.
- **Results** — If there are definable results that will contribute to the overall purpose then these should be listed. Outline what the volunteer is expected to achieve, if appropriate.
- **Activities** — List the activities that the volunteer is expected to participate in, or carry out to fulfil their purpose, and achieve results.
- **Qualifications** — List required skills, attitudes and knowledge. Break them down into essential and desired — remember to ask yourself if training provided will equip the volunteer so they will be able to fulfil their role.
- **Timeframe** — State the required length of commitment, and expected working hours over a period of time — daily, weekly, monthly etc.
- **Location** — Where the volunteer will be working.
- **Supervision and Support** — Explain the relationship between the volunteer and your organisation — reporting requirements, training provision, etc.
- **Expenses** — Explain whether out of pocket expenses will be covered, what exactly, and how.
- **Recognition** — Outline how your organisation will recognise the work the volunteer will do, and what the benefits of them volunteering are.

You will find more information on recruiting volunteers in Section 3 of this manual.

Volunteer agreements and Code of Conduct

A volunteer agreement and code of conduct are different from a Volunteer Policy. A Volunteer Policy is an organisational agreement on how you will involve and work with volunteers in your organisation. A volunteer agreement and code of conduct is not a contract, but is a formal document that records expectations and agreed commitment between a volunteer and an organisation. It is a two-way agreement.

Many organisations develop volunteer agreements and codes of conduct to:

- **Provide** the volunteer with a written understanding of the relationship between the volunteer and the organisation.
- **Clearly outline** what the volunteer can expect from the organisation in terms of support and treatment.
- **Clearly outline** what is expected from the volunteer in terms of behaviour and attitude.
- **Try and ensure** that the volunteers will honour their commitment to the organisation.

In a volunteer agreement an organisation will normally commit to:

- **Provide** a written description of the volunteer's role and responsibilities.
- **Provide** an induction to the organisation, and any training required so that the volunteer is able to fulfil their role within reason.
- **Provide** the name of the volunteer's supervisor.
- **Treat** volunteers in accordance with all organisational staff policies.
- **Reimburse** expenses incurred by the volunteer (if appropriate).
- **Provide** all reasonable support to the volunteer.

From the volunteers the organisation outlines what it expects, normally that the volunteer will:

- **Work** within the organisations policies and procedures.
- **Only** conducts activities agreed by the organisations, and outlined in their role and responsibilities documentation.
- **Honour** the mutually agreed commitments — time and activities.
- **Conduct** themselves in a manner that does not damage the reputation of the organisation.
- **Respect** any confidentiality agreements related to the work the volunteer will be undertaking.
- **Give** notice if they are no longer able to volunteer.

If you choose to have volunteers sign a volunteer agreement and code of conduct you must be clear with them that there is no contractual obligation associated with it. Signing is a binding on honour only. To this end you might want to add an additional line to any agreement you prepare that states something like:

“This agreement is not intended to be a legally binding contract between us (insert organisational name) and the volunteer (insert name). Either party may terminate its relationship with the other at any time.”



Volunteers should be given the volunteer agreement and code of conduct during their induction and orientation — see Section 4 of this manual.

Health and safety for volunteers

All organisations that work with volunteers have a duty of care to protect the volunteers from harm. Failure to do so could result in you being liable if a volunteer is hurt whilst conducting activities required as stipulated under their terms and conditions of involvement with your organisation. Most organisations have a health and safety policy for staff designed to protect them; they should also have one to protect volunteers. The available resources your organisations has will determine the extent of cover you are able to provide to volunteers. Conducting a risk assessment before you involve volunteers will help you determine how to protect your volunteers, and reduce possible risks.

Risk assessment

Before recruiting volunteers to work with you to EVAW/G it is important that you assess any potential risks that they may encounter and take the necessary steps to minimise them; and help determine what a volunteer should do if they are at risk.

Whoever helps you conduct a risk assessment for your volunteer positions must have a detailed understanding of the geographical area your volunteers will be covering, and the activities the volunteers will be participating in. You might want to consider involving current volunteers, they can draw on their first hand experiences and local knowledge.

Risks for volunteers working to EVAW/G are very real and you should be doing all you can to minimise them. There are 5 keys steps to risk assessment:

STEP 1

Determine what the risks are.

STEP 2

Determine who is at risk and how.

STEP 3

For each risk evaluate the likelihood of the potential problem occurring and determine what the impact would be so that you can decide what precautions need to be taken.

STEP 4

Record your research findings — what are the main risks, the measures you have taken to reduce them, and how you will deal with them should something happen.

STEP 5

Review your risk assessment periodically and make any revisions necessary.

The easiest way to carry out a risk assessment and record the information you gather is by using a risk assessment matrix.

FIGURE 5

AN EXAMPLE OF RISK ASSESSMENT MATRIX

Volunteer Tasks	Potential Risk	Matrix Score	Action to be taken to minimise risk	Responsibility
1				
2				
3				
4				
5				

1

Volunteering and ending violence against women and girls

2

Planning for volunteer involvement

3

Recruiting volunteers to help EVAW/G

4

Working with volunteers

5

Monitoring and evaluating your volunteers programme

RISK OF HAPPENING	Very High	5	10	15	20	25
	High	4	8	12	16	20
	Medium	3	6	9	12	15
	Low	2	4	6	8	10
	Very Low	1	2	3	4	5
		Very Low	Low	Medium	High	Very High
IMPACT IF SOMETHING HAPPENS						

In general, to assess the hazards and harms, two metrics are used: severity (impact of something happens) and frequency (risk of happening) for each potential hazards. **Step 1** – Consider what the consequences of this incident occurring are. Rate and select the correct line. **Step 2** – Consider what the likelihood of the consequence identified in Step 1 is happening. Rate and select the correct line. **Step 3** – The calculate risk score is where the two ratings cross. In the matrix above, scale 1 is assigned for little impact and scale 25 for a serious impact.

2.4.2

Ways to reduce risk

At a UN Women's workshop on 'Volunteer Management and Support'⁴, participants from organisations⁵ working with community based volunteers to EVAW/G were asked to think about how they could reduce any potential risks to volunteers before they started volunteering, whilst volunteering, and when they finished volunteering. Outlined below is what was agreed organisations should consider having in place in terms of 'processes' and 'documentation':

FIGURE 6

PRE-VOLUNTEERING

Process

- Inform the Local Authority about the role of the volunteer
- Provide training to the Local Authority and the volunteer — intervention procedures and how to protect themselves
- Develop a list of essential phone numbers — Local Authority, point of contact at the organisation, other volunteers, partners, NGOs, police etc
- Begin the process of building a volunteer and NGO support network in the area, working on the same/similar issues

Documentation

- Contacts list
 - Point of contact at organisation
 - Police
 - Commune chief
 - Village chief
 - Other NGOs
 - Partners
 - Safe house or person/organisations that will know where one is
 - Medical support
 - Lawyers
 - Other volunteers
- Scenario planning to inform security notes — risk assessment
- Volunteer Code of Conduct – signed by the volunteer
- Volunteer role and responsibility outline

⁴ Phnom Penh, Cambodia, December 2011

⁵ See Annex 1 — Organisations that participated in the Volunteer Management and Support workshops, Phnom Penh, Cambodia, November and December 2011.

WHILST VOLUNTEERING

Process

- Provide documents for Local Authority: a volunteer mission letter, volunteer terms of reference (TOR) and identity card
- Provide a uniform, or some form of identification they must wear when conducting activities on behalf of your organisation, if appropriate
- Provide emergency contact details
- Organise a meeting between the volunteer and the Local Authority, commune and village members to induce them and share roles and responsibilities
- Provide orientation to the volunteer — police station, local health clinic, commune office, the local village chief's house etc.
- Introduce the volunteer to the local community
- Show the volunteer where the nearest phone service is in case they do not have a mobile phone
- Provide a safe place to eat, stay etc. if appropriate
- Monitor of volunteer activities and effectiveness — monthly phone calls, in person visits, face-to-face meetings
- Provide emotional support — can be in the form of professional counselling or through a local network
- Provide daily supplies if appropriate — food, fuel etc.
- Provide insurance — if available
- Cover expenses — if appropriate

Documentation

- Assignment letters for the Local Authority explaining the role of the volunteer and what they will be doing
- Terms of Reference — Volunteer roles and responsibilities
- Identity card
- Contact List
- First aid kit
- Radio
- Travelling expenses — if required
- Telephone for emergency use — if appropriate
- Personal security plan
- Critical incident report — in severe cases of violence against women or girls Volunteer Code of conduct — signed by volunteer
- Volunteer role and responsibility outline

AFTER VOLUNTEERING

Process

- Provide a document to recognise the end of the volunteer position and their relationship with your organisation
- Provide certificate of participation / recognition
- Provide an end of service allowance — if appropriate
- Provide emotional support to the volunteer if required following working with your organisation to EVAW/G
- Maintain relationship between organisation and volunteer
- Provide information on other services available to the volunteer — health etc.

Documentation

- End of Contract Letter — needed to protect your organisation from potential risk of damage to your reputation. You must make sure that if someone is no longer a volunteer and that they are still conducting activities under your name you have evidence to prove that are no longer associated with your organisation in case they cause trouble.
- Exit interview — find out about their volunteer experience with your organisation.

In addition to conducting risk assessment for your volunteer placements, and implementing the suggestion above, you can also reduce risk by:

- Providing adequate training to volunteers during their orientation and induction
- Provide more supervision as required
- Provide volunteers with information on what to do if a particular instance happens
- Introduce different working practices, for example encouraging volunteers to work in pairs
- Help volunteers develop a support network
- In the worse case scenario you might have to stop certain activities altogether

Payment of volunteer expenses

Although by definition volunteering is the act of people giving their time freely they should not bear any cost when volunteering with your organisation. If your organisation has the resources available you should consider covering some, if not all the expenses listed below, if appropriate:

- The direct cost of volunteers' travel expenses while conducting or participating in activities related to their terms of reference.
- The direct cost of a mobile phone, which will remain organisational property, and the provision of phone cards.
- The direct cost of any advocacy activities and dissemination materials.
- The direct cost of any required organisational branded clothing, like t-shirts or identification vest, they are required to wear when conducting activities on behalf of your organisation.

When establishing procedures for payment, bear in mind that in many rural areas it may not be possible to obtain receipts so you may want to provide a simple form for them to record expense in, or you may just want to give them a lump sum of money to conduct their activities. Through regular supervision, and check-in phone calls you can monitor how this money is spent.

Training volunteers

There has been a lot of debate and discussion around what minimum training volunteers working to EAW/G should receive. Before going into the detail of what that minimum training should cover, it is important to first explore why you should provide training in the first place.

Working with local communities to EAW/G can be a very challenging task, and requires dedication and a soft touch. Any training provided should be well planned and appropriate to the needs of the volunteers, and the target group they will be working with. Training takes time, effort and will require an input of resources. You should provide training because:

- It demonstrates your commitment to a high standard of work.
- It demonstrates your commitment to providing the volunteers with the support — knowledge, skills and awareness — they require to fulfil their role.
- It reduces the likelihood of mistakes occurring, and the volunteer feeling not up to the task.
- Training allows the volunteer an opportunity to learn new soft and hard skills — this point is elaborated in Section 4 of this manual.
- Providing standardised training can ensure consistency in the approach taken by volunteers working to EAW/G and continuity over time.

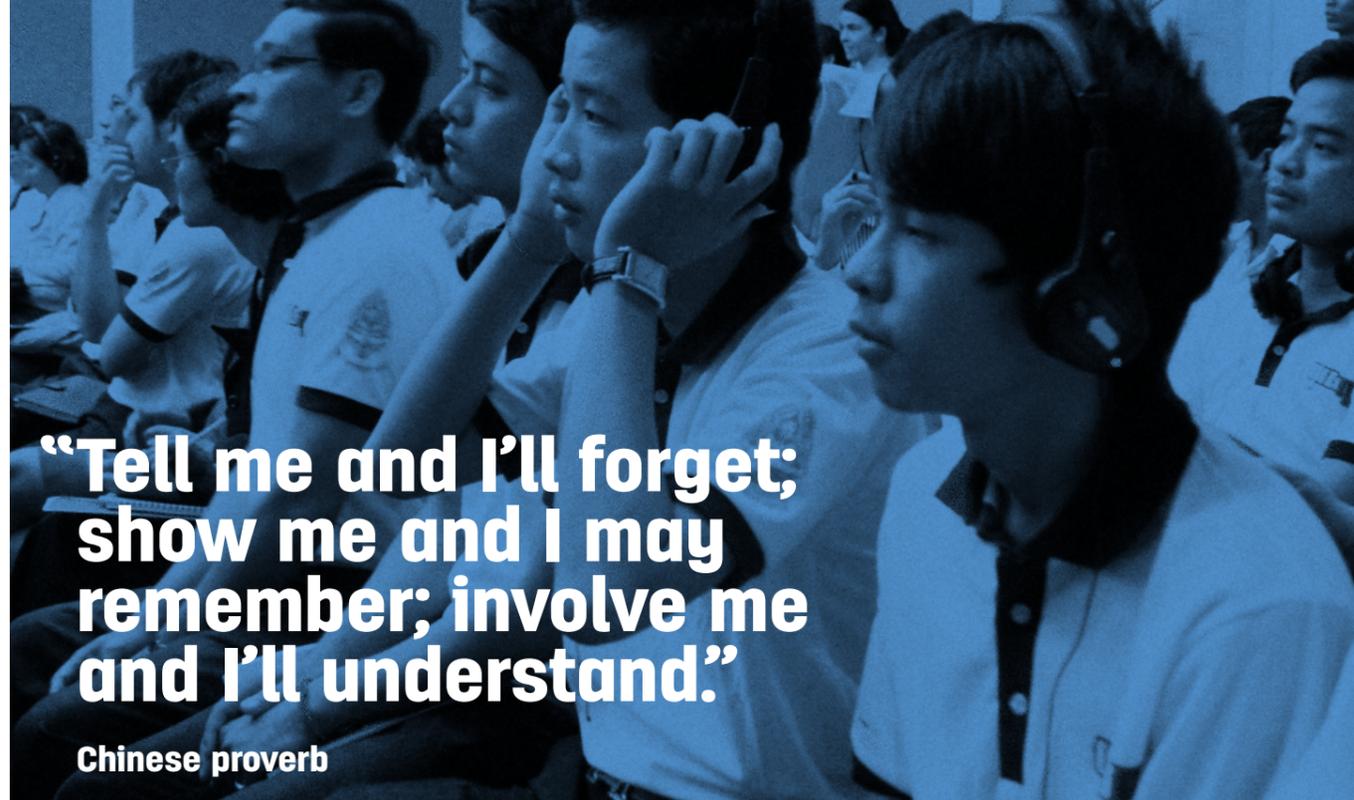
When designing training for your volunteers you should aim to answer the following questions:

- What information do they need to know to successfully fulfil their role and responsibilities?
- What approaches / techniques do they need to know and understand to successfully fulfil their role and responsibilities?
- What skills (hard and soft) do they need to successfully fulfil their role and responsibilities?
- What attitude do they need to have to successfully fulfil their role and responsibilities?

Training to provide the knowledge, skills and awareness the volunteers require can be provided in a variety of ways, mixing up processes is recommended to not only address different people's learning styles, but also make what may seem complex topics more accessible. Training can be delivered in-house, externally or jointly with other groups and organisations working to EAW/G. Process that could be used include:

- On the job training provided by existing volunteers
- Role-plays
- Practical demonstrations
- Problem solving exercises (what would you do 'if'), group discussions, brainstorming etc.

The best training is experiential; it is more engaging and interactive. Just talking at people will not help them learn. Remember that many of your community based volunteers may have low literacy levels and you do not want to scare them off! Find a way of designing your training so that what you present is clear and concise, but most importantly understandable and accessible.



**“Tell me and I’ll forget;
show me and I may
remember; involve me
and I’ll understand.”**

Chinese proverb

The best training involves a mixture of listening, observing, discussing and application. Make what you are training on real; bring it to life! Make it practical; demonstrate how volunteers can apply what they are learning to a real life situation.

So, this brings us back to what minimum training should be provided to volunteers working to EAW/G. Participants at two UN Women's workshops⁶ were asked the same question, they recommended training should cover:

- 1 Gender, culture and identity
- 2 Violence against women and girls (VAW/G)
- 3 VAW/G legal context in Cambodia
- 4 The role of volunteers
- 5 Interpersonal communication
- 6 Advocacy
- 7 Organisational administration

⁶ Workshop on 'Volunteer Management and Support', Phnom Penh, Cambodia, in November and December 2011. See Annex 1.



SECTION
3

Recruiting volunteers to help EAW/G

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3.0

Introduction

The aim of volunteer recruitment is to attract the number and types of volunteers that you require based on the resources you have available within your organisation. It is important to balance recruitment in this way to ensure that you do not end up with either too few, or too many, volunteers. It will also help ensure that the volunteers have the skills, knowledge, experience, or potential that you require. Establishing a process for recruitment, roles and responsibilities, selection criteria, and a process of assessing potential volunteers will also help you attract the individuals that best fit your organisational, and the community needs.

To attract community based volunteers the key is demonstrate to them how their motivations to get involved in your projects, to work with the identified target groups, and to develop themselves, can be achieved by volunteering with your organisation. You must be able to demonstrate that mutual needs — theirs and yours — can be met, that they can make a real and sustained difference to EAW/G, and contribute to strengthening their communities. As many volunteers give their time only if they are motivated to do so, recruitment is not a process of persuading people to do something they do not want to do. Rather, it should be viewed as the process of showing people who want to be involved what opportunities are available.

This section will be focusing on the recruitment of community based volunteers.

It will not discuss the recruitment of international volunteers in detail.

3.1

Four key steps to recruiting volunteers

There are four key steps you must take in order to recruit a community based volunteer to work on your EAW/G projects:

- **Be sure** that your volunteer opportunities are in line and integral to the achievement of your project / organisational objectives:

What tasks do you have that you need volunteers to do?
How might these tasks be combined to create a role?
What skills will the volunteer need to have already?

- **Ensure** that you have the organisational resources to support volunteers, and the activities they will be involved in:

What training can you provide?
How much support and supervision can you provide?

STEP 1

Know what your organisation's opportunities are

STEP 2

Develop a clear recruitment strategy

- **Put** together a clear plan to promote volunteer opportunities, and application and screening processes.
- **Do** not start volunteer recruitment until all paperwork and documentation is in place to support the process.
- **Assign** a member of staff to manage the recruitment process — be sure that the team, and wider organisation know who is responsible so that they can direct all inquiries to them.

STEP 3

Be clear with your communication with potential volunteers

- **Ensure** that the person responsible for managing the recruitment process is able to answer any questions that the potential volunteer may have, and those that remain unspoken — ‘Why should I volunteer for you’ and not your need — ‘Why you should volunteer for us’. This will begin the process of ensuring that the volunteer feels valued, and that they have an integral role to fulfil.
- **Be sure** that you know what the volunteer’s role and responsibilities will be, and you are able to clearly articulate them.
- **Explain** to potential volunteers what training and on-going support they will receive from your organisation.
- **Explain** what the benefits to volunteering will be to them personally.

STEP 4

Get your message out

- **Think** about how you can promote volunteer opportunities and the types of volunteers you are looking to recruit — local, provincial, or international. Use a wide variety of methods ranging from word of mouth, existing networks, posters, leaflets, to the radio, internet and printed press.

3.2

Attracting volunteers

In order to attract community based volunteers to work with your organisation you must first have an understanding of how your organisation is viewed by the community you wish to work in. In many ways encouraging people to volunteer with your organisation is like developing a relationship with any stakeholder you work with.

The key to any successful volunteer recruitment strategy is having a well thought out plan. You need to know:

- how you are perceived by the target community you want to work with,
- how to ‘sell’ the volunteer opportunities that you have,
- what you need from community based volunteers, over what timeframe,
- how to communicate your needs and offers clearly and concisely,
- more importantly, what you offer in terms of volunteer opportunities,
- how to answer any questions potential volunteers might have,
- how to persuade community that there is need for the type of volunteers you are recruiting,
- how you are going to support volunteers in their role!

All of this will be very important when trying to recruit community based volunteers to help you work on EVAW/G as the topic matter is very personal, sensitive and emotive.

Traditionally recruitment strategies would incorporate four key marketing strategies:

- **Awareness:** What is your organisational need?
- **Desire:** What makes volunteering with your organisation attractive?
- **Interest:** How can that need be addressed?
- **Action:** How can potential volunteers get involved, what can they do?

When you are constructing your recruitment message always have in mind what kind of volunteer you are looking to recruit, and what activities they will be involved in. In all your communication with potential volunteers you should focus on what the personal benefits of volunteering will be to them, and their communities.



TOP TIPS

Ask for help!

Tell people how they can help you!

Describe the activities they can carry out!

Address any fears they may have!

Reassure them that they will be supported!

Get your volunteer opportunities heard

To enable as many people as possible to hear, and learn, about the volunteer opportunities that you have you need to get your message out in a variety of different places and formats to attract the people with the knowledge, skills and attributes you are looking for. Suggestions include:

Word of mouth

Do not underestimate the power of word of mouth, it is the most powerful tool you have for recruiting community based volunteers. It is both a simple and efficient method to communicate opportunities for volunteering in the communities you want to work in. Get out there and talk to community members, take partners and current volunteers with you so that they can share their experiences and answer any questions to potential recruits. Personal endorsements will add real credibility to your recruitment campaign. Encourage volunteers to share what they do and what they gain from volunteering with your organisation with their friends and families, their networks and at community meetings.

Use your current volunteers to help you spread the word. Those that feel they received a good service from you, and on going support, are going to be your strongest supporters and allies.

Local contacts

Connect with other groups and organisations, and existing community support networks, that may be able to provide, or help identify, potential volunteers. Get your opportunities out through different community projects — health, education, livelihoods, places of worship — pagodas and faith groups, any business development initiatives and youth networks. Spread the word!

Community events and festivals

Ensure that you have promotional materials and a presence at any community events and festivals where you can share information about your organisation's volunteer opportunities, and the personal benefits of volunteering. Think about linking your recruitment campaign to a national awareness day/week like the 'White Ribbon Day to EAW/G', or a current local event related to your project. Try and have existing volunteers, and those that benefited directly from the work the volunteer has undertaken in their community, present with you to help add legitimacy and credibility.

Posters and leaflets

Create strong visual posters about the benefits of volunteering and display them in schools, health centres, village meeting places, local offices, markets etc. Use images as much as possible over text so that those individuals who have low literacy level are encouraged to get involved. The images should be inclusive of all different groups of people, including most marginalised populations

Give presentations

Seek out opportunities to speak to community groups at community meetings, public forums that are taking place or network meetings. If you can persuade a member of the group to invite you and they will serve as your authenticator

to their peer group, and hopefully make the group more receptive to you. Consider inviting a volunteer to attend with you and speak of their experience of volunteering — how it has benefited them and the local community. Take some information about your organisation and the project a potential volunteer will be part of with you to share with the group. If people express an interest do not leave without their contact details, and make sure you follow-up with them — tell them what the next steps will be. If there is a lot of interest from the group you are addressing think you might need to consider how they could collectively work together to help you. The most important thing to do during the presentation you are giving is to ask for their help! People will seldom get involved in an activity, like volunteering, unless they are asked to do so.

Local papers

Sometimes it is possible to get publicity through human issues stories printed in newspapers and leaflets by linking to the work your organisation is undertaking, highlighting the important role that volunteers play, and how they can get involved. Be sure to include the contact number of your

organisational representative.

National volunteering events and campaigns — Is there any way you can advertise, and or link, your volunteer opportunities to a national campaign like the 'White Ribbon' campaign to EAW/G, or a recognised human rights day? Do your research. What is happening and when, and how can you get involved. If you can get involved encourage existing volunteers to participate in any planned activities.

Use the Internet

The number of community based volunteer that regularly use the internet will probably be very low due to access, and literacy levels, but this does not mean that you should not consider it. Many university students may use a computer and access the internet regularly. If they are your target group you might want to consider advertising volunteer opportunities online. If you do want to attract international volunteers then the internet is the most effective tool you can use. Have some personal account so community volunteering on your website, tell a story. Invite people to get involved.

Selecting the volunteers who are right for you

Selecting the volunteers that are right to work on your EAW/G will be critical to the success of your project, and the credibility of your volunteer programme. Most volunteers enhance the wellbeing of the communities they work with, but not everyone is suitable to work with vulnerable communities and individuals so it is important that you spend time thinking about your selection criteria, and how you will assess applicants.

Some organisations try and recruit victims, and sometimes perpetrators, of VAW/G to work as volunteers in the communities where they live. If you are going to do this you need to ensure that they have received proper counselling to enable them to fulfil their

responsibilities as a volunteer, and you have the resources to support and monitor them. To help them you will need to adopt working practices, codes of behaviours and policies that will minimise risks and protect both of them, the communities they work with, and

importantly your organisation. Volunteers and organisational staff should be very clear about what their roles and responsibilities are, and what acceptable behaviour is.

Most volunteers will do any type of work for a short period of time, but they will only continue to volunteer if they feel valued and fulfilled in what they are doing. They will also stop volunteering if they feel overwhelmed and not qualified to perform the task required of them. Paying careful attention to the needs and interests during the assessment process will be key to their successful involvement. It allows you to identify and later take advantage of their strengths and interests,

and highlight potential development areas.

There are many different methods you can employ to ensure that you recruit the individuals most suitable for the position – including interviews, role-plays, tests, and community involvement. The methods you choose will largely depend on the resources and time you have available, and whether or not you wish to involve the communities in deciding on the appointment of volunteers – something which given the circumstances you are working in may be critical to the success of your project and acceptance of the volunteers.

3.5

Assessing potential volunteers

Before you can decide what you want to assess, you need to have clearly defined what your need is. Determining well thought-out volunteer roles and responsibilities will help identify what skills a person needs. When thinking about skills it is important to consider both ‘hard’ and ‘soft’ skills.



Hard skills — are skills people can be taught and tend to be specific to a task, activity or type of work. Examples include basic knowledge of law and an understanding of different types of violence.

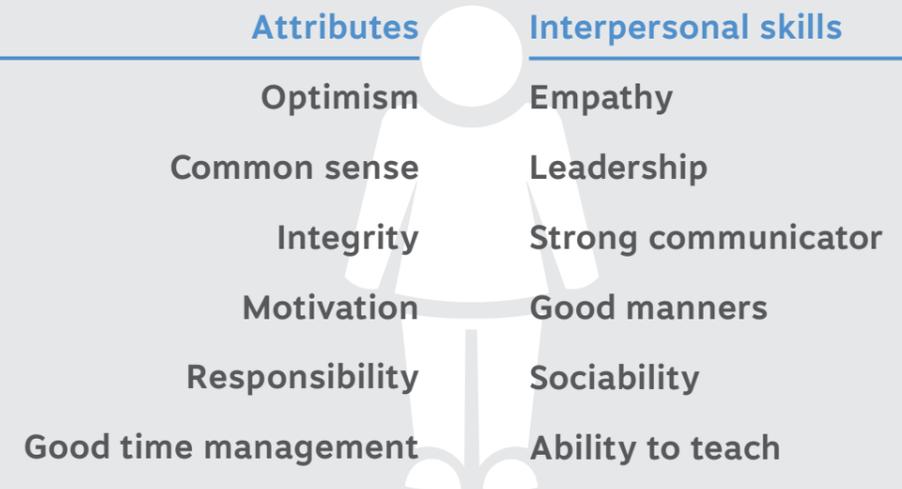


Soft skills — are often referred to as ‘people skills’. They are personal attributes that will enable a person to work well with others, or fulfil a role. A person with good ‘soft’ skills is often described as someone with good interpersonal skills. It is difficult to teach ‘soft’ skills.

Volunteers recruited to work on EVAW/G will have to have excellent ‘soft’ skills as they will be required to work with members of their community on very sensitive, emotive and personal issues. It is important that you bear this in mind when assessing potential volunteers. Think about what role they will be fulfilling, what skills are more important that they already have, and what can be taught.

FIGURE 9

PERSONAL ATTRIBUTES AND INTERPERSONAL SKILLS



Once you have identified what you are going to assess the next task is to go about gathering the information you need to make an informed decision, and decide if you are going to ask the community you are going to be working in to help you.

3.5.1

Community involvement in volunteer selection

If you are seeking to recruit volunteers to work in communities, especially in communities where the volunteers live and/or will be working you might want to consider involving the communities in the identification and final selection of the volunteers that are appointed. Involving communities in the selection can:

- Help you identify respected community members that will make good advocates to EVAW/G
- Add legitimacy to the work of the volunteers
- Contribute to the acceptance and understanding of the work the volunteer will be undertaking
- Help get support from the community to work collaboratively to EVAW/G with the volunteer, and ultimately your organisation.

1

Volunteering and ending violence against women and girls

2

Planning for volunteer involvement

3

Recruiting volunteers to help EVAW/G

4

Working with volunteers

5

Monitoring and evaluating your volunteers programme

Introduction

The Cambodian League for the Promotion and Defense of Human Rights (LICADHO) was established in 1992 and is one of the leading human rights organisations in Cambodia. Its main office is located in Phnom Penh, but it works through sub-offices in 12 provinces. Its Women Rights Office (WRO) was established in 1994 with the aim of contributing to the campaign to end gender-based violence in Cambodia.

One of the WRO's projects called Promotion and Protection of Women's Rights implemented in Battambang, Banteay Meanchey and Siem Reap recruits and trains community based volunteers, referred to as 'focal points', to assist them in the villages where they work to help them EAW/G.

Focal Point selection (community-based volunteers)

LICADHO canvases the local village they work in to try and identify potential focal points. They ask community members who they think the key people in the village are, who are the most respected, influential, popular, and recognised for the problem solving skills. The individuals who get the most votes from the villages are approached and asked if they would like to be considered for the position of focal point (the role and associated responsibilities are explained to them). If they agree, they are invited to attend a village meeting and presented to the local community who then vote for those that they feel will be able to adequately represent them, and be able to fulfil the role and responsibilities of being a focal point. Representative from the local authorities are invited to observe the election process and are introduced to the focal points so that they are aware of who they are, and what they will be doing.

The aim is to recruit between 3–6 focal points per village, depending on the village size. To date LICADHO has successfully recruited 238 focal points, 139 of which are women.

Focal Points are unpaid volunteers. They receive training on gender issues, and their role and responsibility.

Focal Point roles & responsibilities include:

- Disseminate information on gender issues
- Provide assistance to victims of gender-based violence
- Report cases to local authorities, LICADHO and other organisations as required
- Participate in meetings to share knowledge and experiences, provide feedback — challenges and successes, receive follow-up training and make recommendations to contribute to ending gender-based violence.

Face to face interviews



Interviews are the most commonly used and effective method to assess whether an applicant is suitable for the position that they have applied for — in this instance working as a volunteer to EAW/G. For interviews to run successfully they require carefully planning:

STEP 1

Preparation

Decide who will conduct the interview, when possible have more than one person present, include the person who will be the volunteer's point of contact. Consider inviting an existing volunteer to participate in the interview, they can speak first hand of their experience, and help build rapport with potential volunteer.

Prepare in advance the questions you want to ask, and decide who will ask them. Have them printed off with space below each question where you can make notes — you will never remember everything a person says. Tell the potential volunteer that you are going to make notes and why, so they are not worrying about what you are writing down.

Try and keep the interview as relaxed as possible. Interviews should in theory be a two way exchange — an opportunity for you to find out more about the volunteer and an opportunity for the volunteer to find out more about the organisation and their potential role and responsibilities.

Make sure you have set aside enough time for the interview to avoid feeling time-pressured to get through it. Do not book a meeting directly after an interview in case you need more time. You will need to write your notes up when the interview has finished so that you do not forget anything.

Ensure that you have everything you need at hand — the applicant's CV, application form, cover letter if appropriate, and information about your organisation, the project the volunteer will potentially be working on etc, and any other forms you may need them to complete.

Inform the village council, and / or, local authority or other interested parties that you are recruiting community based volunteers to assist you on working to EAW/G if deemed appropriate.

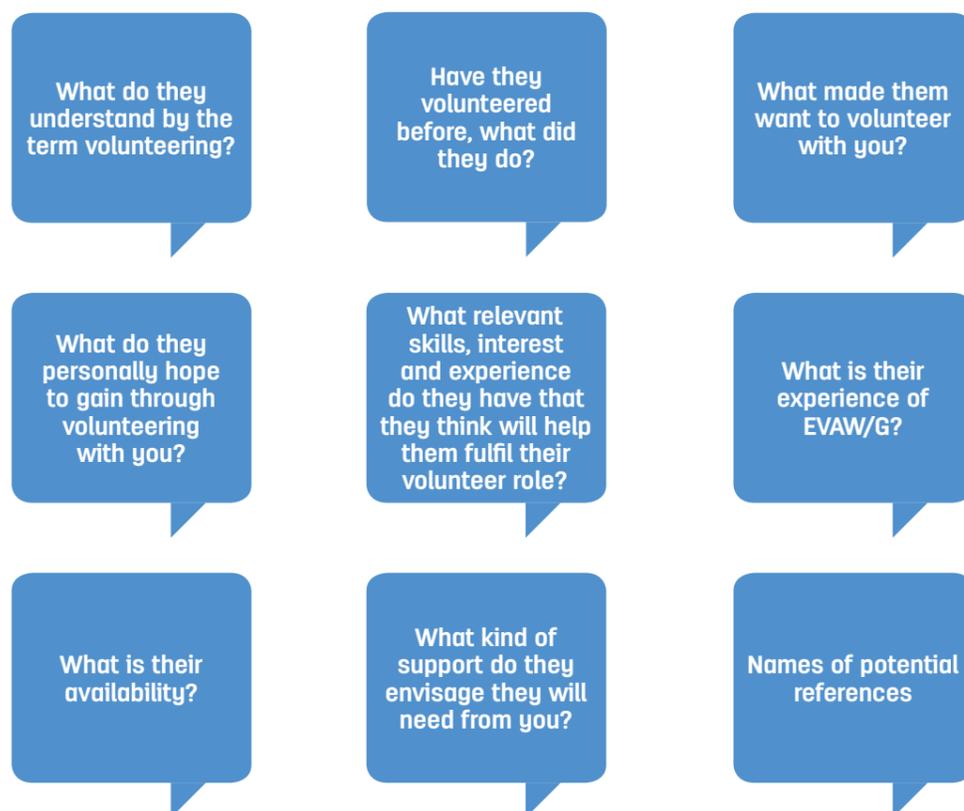
Interview structure

Think about how you want to conduct the interview, the environment you want to create, the topics you are going to cover, and what you are going to say. Interviews should be viewed as a conversation of mutual exploration between your organisation and the prospective volunteer to establish whether a further relationship would be mutually beneficial.

- **Introduce** everyone who is present, and explain what is going to happen during the interview.
- **Go** over what expectations your organisations has in relation to volunteers — roles and responsibilities.
- **Provide** an overview of the organisation and project, or ask the applicant what they already know, then fill in the gaps.
- **Mention** training and support offered, and resource available to volunteers.

Make sure you have allocated enough time to the interview so that it does not feel rushed. At this stage the potential volunteer has only been attracted to your organisation and the position. You need to allow an opportunity to ask questions, and importantly learn more about what you do, how you work and what they can contribute. Also ensure that the interview is not interrupted.

QUESTIONS TO ASK POTENTIAL VOLUNTEERS



Coming to a decision

- **At** the end of the interview check that the applicant still wishes to be considered for the volunteer position.
- **If** you are unsure consider appointing someone on a trial basis.
- **If** they are tell them what the next steps are — checking references — and when you will get back in contact with them and how (email, phone).
- **If** you have to turn someone down, give them some constructive feedback about why you think they will not be suitable for the position.



TOP TIPS

- Inform the applicant that the interview is confidential and explain what this means.
- Use open questions that require more than a yes or no answer.
- Be an active listener — listen carefully to what they say / ask, but also be aware of what they are not saying / asking.
- Remember that soft skills are often more important than hard skills in many circumstances. It is easier to train people in professional skills than it is to teach them how to work with other people.
- Make sure to allow the applicant enough time to ask any questions that they may have.
- Consider adapting the job description if you have a strong candidate but they do not have all the skills you require — ask yourself if the training you will provide will give them the skills they need and if they can learn them quickly on the job. Do not just compare the potential volunteer against the list of desired job related tasks and person characteristics. You might have an outstanding candidate that may not tick all the boxes but would make a great community based volunteer. Think about how you can use their strengths, and develop them where needed.

Screening potential volunteers

Screening potential volunteers that have made it through in the assessment process is a vital requirement, especially as they will be working with vulnerable groups, and on sensitive topic matter — EAW/G. The precise type of screening you undertake will depend on:

- The type of work the volunteer will be undertaking
- Who the volunteer will be working with — the target group
- The requirements of the donor / partner / other stakeholders
- Organisational policy — the same procedures should apply to recruiting volunteers as it does to employed staff members.
- Organisational resources — if you have limited resources you might have to consider the number of volunteers that you effectively and efficiently work with.

Taking up references is the most commonly practiced method of screening. Given the nature of the recruitment process you have followed — more formal interviews or community voting — the taking of reference can be formal or informal, and range from just checking the person is who they say they are, to detailed recommendations on suitability. Remember you are recruiting volunteers to work on EAW/G so foremost in your mind should be their suitability to the role.



References are important because:

- They help to check that the person is who they say they are
- They help to check the suitability of the person for the role — will they be able to fulfil the volunteer role and responsibilities related to EAW/G?
You might want to ask:

Have you seen this person relate to the victims of violence against women and girls? How would you describe their behaviour?

Have you seen this person help a victim of violence? What did they say and what was their demeanour? Were they effective?

Would you feel comfortable leaving someone in the care of this person?

- They help to determine if the volunteer will be accepted / respected / trusted by the community they are going to be working in. This will be key to the success of the volunteer, especially when working on sensitive and emotive issues related to EAW/G. Getting buy-in from key

members of the community like the village chief, local authorities and respected members of the community is very important. It is important to note however, that you must weigh-up references from these sources as they might have their own agenda, or have personal issues with the person who would like to become a volunteer.

- They help to provide you with additional information that may not have come to light during the assessment process you have chosen to use (interview or community involvement).
- They help to demonstrate that the appointment of volunteers and their role and responsibility will form an integral part of the project and therefore they are subject to the same formal recruitment procedures as paid members of staff.
- They help to satisfy all project stakeholders to show that you have taken reasonable precautions regarding 'Duty of Care' when appointing volunteers — this is very important with working in a sensitive area like EAW/G

The most likely failure of any screening system is the tendency to make exceptions, commonly because there is a personal connection to the person — 'we know them and therefore we trust them'. Be careful! Knowing someone does not always mean they are the most suitable person for the job.

If you are involving the community in the recruitment of volunteers, canvas members of the community, the local authority, community network and based organisations and see if the potential volunteer is known to them. Ask around and make a decision based on what you hear, what you do not hear, and experience.

What's next, after recruitment?

To help your volunteers to carry out their duties effectively and efficiently they need to:

- be clear about what is expected from them – roles and responsibilities;
- receive adequate training to enable them to carry out activities associated with their role;
- be properly supported;
- know who to report to, when and how;
- be involved in systematic reviews of their performance and activities;
- be introduced to the community they will be working in.

The next sections of this manual will explore these themes.



SECTION 4

Working with volunteers

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Introduction

What causes volunteers to back out once they have agreed to volunteer with your organisation, or even stop altogether? Often it is because they have encountered something that has put them off, or prevents them from participating fully. They may worry about whether they are able to carry out the required tasks, how the communities they will be working with will accept them in their new roles, or how you will treat them.

At some point all volunteers working to EVAW/G will need some form of physical, emotional and mental support. As a volunteer employer your responsibility is to ensure that you prepare your volunteers well for the work that they will be undertaking, and are able to offer them the support they need in a timely manner. The establishment of good working practices, and the development of strong relationships will go a long way in helping you achieve this.

Support is vital to all volunteers and can be offered in a variety of ways. The methods you choose will depend on the level of interaction you have with your volunteers, available resources, and the work your volunteers will be undertaking. Below are some things you might like to consider adopting to help you work more effectively and efficiently with your volunteers.

Initial orientation and training

All volunteers that you work with should receive some formal orientation and training before they undertake any activities on your behalf — this process is often referred to as an induction. Induction is the process of preparing the volunteer so they are best equipped to fulfil their role, and be able to work with your organisation in an effective manner. It is an opportunity for you both to learn about each other so that you develop a constructive working relationship; and ensure that the volunteer has a fulfilling volunteering experience.

All volunteers, regardless of how experienced they are, should be required to attend an induction session, and all required training.

The three key questions that any induction should aim to answer for the volunteer are:

1. **Why** should I be working with your organisation? Objective is to help EVAW/G in the communities where they live and work.
2. **How** will I be working with you? What are the organisational volunteer management procedures that need to be followed, and what are the roles and responsibility of the volunteer.
3. **What** is my relationship with others in the organisation? How the volunteers and organisational staff will work together.

Being able to answer these questions for the volunteers will set the foundation for your working relationship going ahead.

When planning your induction the process can be broken down into two parts: **Orientation** and **Training**.

Orientation is the process of preparing the volunteers for their relationship with the organisation, and other volunteers. It tends to be more informal and focuses on information about the organisation the volunteers will be working with, and the general information that all volunteers need to know.

During the orientation you should consider covering the following:

- **Provide** an opportunity for the volunteers to raise any questions that they might have about your organisation, and expectations.
- **Allow** the volunteers time to clarify their roles and responsibilities.
- **Discuss** where the volunteers will be working, what geographical areas they will be covering.
- **Introduce** the volunteers to other volunteers working in the area so they can begin to build their support networks.
- **Brief** the volunteers on organisational policies and procedures.
- **Introduce** volunteers to the staff team working of the project they will be associated with, the person who will be their point of contact (supervisor) and other members of the organisations as required. Depending on where you deliver your induction it may not be possible for you to introduce the volunteers to everyone who works in your organisation.
- **Introduce** the volunteers to the village chiefs of the communities the volunteers will be working in, the local authorities, other partners, and the villagers themselves.
- **Allow** time for the volunteers to begin the process of developing a work plan — what will be done, how and when. This is especially important if part of their role is dissemination of information on EVAW/G, and documenting cases of violence against women and girls.
- **Talk** to the volunteers about safety and security in relation to their role; provide them with a list of emergency contact names and numbers.
- **Explain** to the volunteers how they should deal with difficult cases of violence against women and girls — what is the referral process.
- **Facilitate** a conversation around how and what situations the volunteer is allowed to represent themselves as being affiliated to your organisation. This is a very important part of the any induction programme; boundaries must be set and clearly communicated. Volunteers must know what they are and abide by them; they should be laid out in your volunteer policy.

Training is the formal process of preparing the volunteer so that they are well equipped to undertake the work required of them. It is skills and knowledge based. The training you provide will be determined by the role and responsibilities of the volunteer, and the work they will be undertaking. You should determine training needs when you are planning your volunteer programme, as well as checking with the volunteers what they think their needs are during the recruitment process.

Topics could include:

- Training on gender
- Training of relevant laws
- How to make a referral
- How to deal with difficult cases
- How to document cases of violence against women and girls
- How to develop and implement an advocacy plan
- How to work with local communities
- How to work with local authorities

You may find it useful to create a checklist as a record for the organisation and the volunteers on the orientation and training they have received.

4.2

Volunteer supervision

Volunteers should receive support and supervision from a *line manager*; the line manager should be their point of contact within your organisation. The level and style of supervision you are able to provide your volunteers will depend on the resources you have available, and time. It is important to think about this before you start working with volunteers so that you recruit the numbers of volunteers you are able to properly support. You do not want to create a situation where the person who is managing your volunteers feels overwhelmed and not able to oversee the work of volunteers and provide them with the support they need, as well as fulfilling their other responsibilities. And, you do not want volunteers to feel neglected, and not valued. It is good practice to have some form of regular supervision in place.

When selecting who should be a volunteer supervisor you could consider the following:

- Who in the project team has experience of working with volunteers?
- Who is most interested in working with volunteers?
- Who has the knowledge, skills and awareness to undertake the role?
- Who has the capacity given their current work to take on the role?
- Who has the personal contacts with the communities the volunteers will be working with and therefore will be able to introduce the volunteers and gain support for the work they will be undertaking?
- Supervisors must be available to volunteers!

To help you determine the frequency and type of supervision you offer try and answer the following the questions:

- How many hours will the volunteer be working?
- How long will the volunteer be involved in the project?
- What tasks will they be undertaking and how frequently?
- What information do you need from the volunteers about the work they are doing, and how frequently?
- What resources do you have available?

Initially volunteers may not see the purpose of supervision, especially if it requires an additional time commitment from them. So, it is important that you explain that any supervision is not only for the benefit of the organisation, but also them. Explain that it is a process whereby they can provide and get feedback about their experiences, and identify training or resource requirements, as well as receive any updates and inputs from you. Emphasise that you are not just checking up on them!

Try to schedule any formal supervision so that the volunteers are able to plan ahead; consider offering to cover expenses if the volunteer is required to travel to a destination outside of their normal day to day movements, and choose a time and location that suits your volunteers as well as yourself.

When volunteers are first starting out consider checking in with them via phone, so you can be more frequently in contact during the initial period in a cost-effective way.

4.2.1

Aims of supervision

The purpose of supervision for your organisation and your volunteers is to:

- Gain an improved understanding of the tasks and issues involved in work the volunteers are involved in to EAW/G — what lessons can be learnt, and shared.
- To hear ideas about what follow-up training and additional support would benefit the volunteers so that they are better equipped to carry out the tasks requested of them.
- Gain a perception of how things are going — to identify challenges and opportunities, what is working and what is not.
- To gather information on the successes the volunteers are having.
- To hear the volunteer's views and ideas on how the volunteer programme can be developed — what changes could be made and why.
- To share best practice — learn about any new techniques that volunteers are using that are successful.

Supervisory sessions are also an opportunity for the volunteer to receive:

- Direction from the supervisor on what they should be working on, and ideas on how to go about it.
- Feedback on what they have been doing — what they have been doing well, and areas they should focus on for improvement.
- Updates about the project they are working on and the impact they are having.
- Support and general advice.

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Types of supervision

There are two main types of supervision— one to one, or group session — following an agreed structured process. Periodic meetings allow both you and the volunteer to discuss progress, contribute ideas to change / develop the volunteer programme, and plan work looking ahead. It is also an opportunity strengthen your working relationships as you get to know each other better.

One to One Support

Regular one-to-one meetings between your staff and the volunteers they are supporting.

Informal Support

Volunteers working in the same areas should also be encouraged to meet up when they can — at social occasions, village and commune meetings etc.

Volunteer Meetings

Gathering your volunteers together periodically will enable you to monitor their progress, identify any issues, provide additional training to meet identified needs, gather information on their successes and challenges, and allow them the opportunity to feedback on their experience of being a volunteer, working with you and working with the community. Group meetings also offer volunteers an opportunity to build support relationships with other volunteers working to EAW/G, develop friendships and a group identity.

Whatever style of supervision you are able to provide to your volunteers you should always make sure that:

Time

You have to set aside enough time to cover everything you and the volunteer want to discuss when you meet. Sessions should not be rushed; if they are, it can generate bad feelings between you and the volunteer, and create a sense that the volunteers themselves and the work they are undertaking are not valued by you, or your organisation.

Quiet environment

Make sure you will not be interrupted. Turn off your mobile phone, and ensure that nobody is going to disturb you unless it is an absolute emergency. The volunteers should have your full attention, not giving it to them can be considered rude, create an impression that you are not really interested in them, and lead to the volunteers not feeling valued.

Location

Choose an appropriate location for you, and your volunteers. Consider meeting them in their village, the provincial capital, a local restaurant or even their house. If they are comfortable in the environment where you meet they are more likely to express their thoughts, feelings and experiences more honestly.

Keep notes

Keep notes of what is discussed, and provide the volunteers with a copy. The notes you make can be valuable reference tools for reports, help you track the work of the volunteers — successes and challenges, and can be used as evidence should you have to stop working with the volunteers for some reason in the future.

Feedback

Provide the volunteers with feedback; ensure that it is useful and constructive, not negative and demotivating. As well as bringing up areas for improvement to the attention of the volunteers, you should also be motivating them so that they want to continue to work to EAW/G. Ensure that your feedback is specific, descriptive, solution seeking, current and checked for under understanding. If you are pleased with their work, tell them.

Encourage self-reflection

Encourage self-reflection by the volunteers. People learn best when they are able to identify for themselves what changes need to be made. Think about the questions you ask them, consider the following:

- **What** has gone well since we last met?
- **What** do you enjoy about what you do, and why?
- **Is there anything** you would do differently, and why?
- **What** additional support do you need?

The answers to questions like these will help you monitor and evaluate your volunteer programme, as well as identify any successes and challenges. They also help encourage the volunteers to reflect on themselves, what they are doing and why, what has works and what has not, and what changes they need to make and who can help.

Peer to peer support and buddying

Due to the sensitive nature of the work your volunteers will be participating in, EAW/G, you might want to consider facilitating some formal peer to peer or buddying system so they can get on-the-ground support and guidance, should they need it. Newer volunteers can be paired with more experienced volunteers. Creating mentoring relationships between new and existing volunteers is an excellent way of making new volunteers feel welcomed, and existing ones valued.

Sustaining volunteer involvement

Volunteers will stay involved and continue to contribute to the work of your organisation if they are treated well. You need to be able to demonstrate to the volunteers that you are working with that you value them, and the work that they are doing.

Three factors essential to maintaining long-term volunteer commitment are:

1. A belief in what they are working on — EAW/G
2. A feeling of success and achievement
3. Establishment of good relationships with others involved in the work

It is beneficial to both you and the communities the volunteers are working in that the volunteers continue their involvement because:

- Volunteers will be able to provide the communities with a better service the longer they are working with them.
- There is more time to develop a sense of team spirit and establish a good working relationship between you, the volunteers, other partners and the community they are working in.
- Volunteers will have developed stronger relationships, built up trust and respect with member of the communities and local authorities over time. A new volunteer will have to start at the very beginning and build new relationships.
- It is more cost effective for you in terms of recruitment, training and other cost associated with working with volunteers.
- Volunteers will have deepened their understanding of the issues related to EAW/G, and developed their skills to enable them to better help affected communities and community members.

Strategies for retaining volunteers

There are number of strategies that you can implement to help you retain your volunteers:

- Ensure that everyone in your organisations knows why you involve volunteers and value work that they undertake.
- Think about ways that volunteers want to be more involved and take on more responsibility. Invite them to give presentation on the work that they doing, to tell their story. Allow them to help you recruit more volunteers, and run sessions in the induction programme. Draw on their experiences and knowledge.
- Have a well thought out volunteer policy, roles and responsibilities — consult with the volunteers if changes need to be made.
- Ensure that you are able to properly support the volunteers you are working with — provide follow-up training, facilitate introductions to partners and people that can help them with their work, encourage them to develop informal support networks.
- Ensure that you have a well thought out and thorough induction plan, and follow-up procedures in place to enable to you check in with volunteers, and provide them with the support they need in a timely manner.
- Schedule supervisory sessions, regular meetings etc with them so that they feel valued, involved, and member of the staff team.
- Involve volunteers in the decision making process — gather their feedback, capture their successes and challenges, encourage the sharing of learning and best practice, ask them how you could work better with them, and how you could improve your volunteer programme.
- Get to know them! Invest time to build personal, yet professional, relationships with them. Learn their names and about their lives.
- Recognise and reward them for the work they are doing to EAW/G. Say thank you! Celebrate achievements! Nominate them for community awards.
- Showcase their work in your reports to donors, annual reviews, on your organisation's website — promote them, but be sure to ask their permission first.

Whatever methods you use to recognise and reward the work of your volunteers ensure that it fits the type of achievement, and the volunteer concerned. Volunteers give their time for free and can work under very difficult circumstances on emotive and sensitive topics, often at personal risk. Try and make whatever you do meaningful and personal, and be honest and sincere.

At a UN Women's workshop on 'Volunteer Management and Support', Phnom Penh, Cambodia, in December 2011 participants from organisations working with community based volunteers to ERAW/G identified four key areas that organisations should consider providing support that they felt would help motivate volunteers. Much of what was expressed is inline with what is highlighted above, they were:

FIGURE 12

MOTIVATING VOLUNTEERS

AREA 1

Capacity Building

- **Provide** training and vocational skills — build in opportunities where they can share their experiences, knowledge and skills. Make it participatory.
- **Provide** technical support when needed — when they have specific problems / challenges they are trying to overcome.
- **Facilitate** meetings to monitor and reflect on volunteering regularly
- **Provide** counselling to volunteers in case they have problems / face challenges
- **Encourage** them to create action plans and share them with you, and other
- **Provide** training and vocational skills — build in opportunities where they can share their experiences, knowledge and skills. Make it participatory.
- **Give** them constructive feedback on areas they can improve, positive reinforcements on what they do well.
- **Promote them** — can they become paid full-time or part-time employees?
- **Call** them regularly — quick check-in
- **Celebrate** successes
- **Give** them a radio so they can listen to the news
- **Contraceptives** — to give to members of the community
- **Give** them a blanket, mosquito net, rain coat, basic first aid kit
- **Think** about providing them with a bike so they get around, a backpack so that can carry their materials with them, and a telephone so they can contact people in an emergency.

AREA 2

Attitudes

- **Provide** a certificate of participation, recognising them as a volunteer working with your organisation
- **Instil** confidence in volunteers so that they feel they can carry out their duties / fulfil their roles
- **Listen** to their challenges / problems and act upon what they say
- **Praise** them — in meetings, newsletters, meetings, reports etc.
- **Recognise** the value they bring to the organisation and the important role they play.
- **Take action** to address their needs — adjust plans to suite them (harvest season, wet season etc.)
- **Adjust** their responsibility to their capacity
- **Remember** to thank them!

FIGURE 12

MOTIVATING VOLUNTEERS *continued*

AREA 3

Material level

- **Provide** monthly allowance if possible to cover travel, phone cards
- **Provide** insurance and healthcare, if possible
- **Provide** budget so they can conduct their activities
- **Provide** dissemination materials — pictures, books etc.
- **Visits** — regular face-to-face contact, exposure visits, exchange visits and monitoring visits
- **Give** them a radio so they can listen to the news
- **Contraceptives** — to give to members of the community
- **Give** them a blanket, mosquito net, rain coat, basic first aid kit
- **Think** about providing them with a bike so they get around, a backpack so that can carry their materials with them, and a telephone so they can contact people in an emergency.

AREA 4

Networks

- **Provide** opportunities for volunteers to develop their support networks — encourage them to do so
- **Provide** opportunities for them to attend workshops — locally, nationally & internationally
- **Help** them with their advocacy and dissemination projects by assisting them in gaining coverage on the radio, in the media, in different community based networks
- **Introduce** them to the Local Authorities, community and village leaders, partners, and NGOs etc
- **Give** them organisational recognition

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Training volunteers

Investing in your volunteers and building their capacity is beneficial to both them and you. Many volunteers value training enormously, and regard it as an essential component of their volunteer experience. Training can increase a volunteer's confidence in their ability to fulfil their role and responsibilities, and their satisfaction levels, meaning they will volunteer for longer, and be more engaged. There are however, some volunteers who may not see the need for training, or may be intimidated by the prospect of it because it can be a reminder of their lack for formal education. This is why training must be positioned with sensitivity, be well planned, and be appropriate to the needs of the volunteers, as well as your organisation.

Training requires careful planning, time and resources, and should not be considered a one-time activity. Providing training to your volunteers will help demonstrate your commitment to them because it:

- **Demonstrates** your commitment to developing their capacity so they are best equipped to carry out the tasks required of them.
- **Demonstrates** that you believe in high quality work and recognises the role proper training plays in achieving this.
- **Helps** to ensure consistency in the approaches taken and messages conveyed by volunteers as they try and EAW/G in the communities where they work.
- **Helps** to minimise risks to volunteers — sessions can be delivered on personal safety if confronted by perpetrators of violence against women and girls, and victims, and the local authorities.
- **Encourages** knowledge sharing between new and existing volunteers, reinforcing that their opinions and experiences are valued.
- **Equips** volunteers so that they are able to take on new work as required as identified by feedback and impact assessments.
- **Enhances** volunteers' soft and hard skills, knowledge and awareness so that they grow in confidence and work more effectively with different stakeholders, community members and local authorities.
- **Facilitates** the development of your volunteer community. It provides them with an opportunity to meet each other, and develop informal and formal support networks.
- **Lessens** the likelihood of mistakes and misunderstandings happening — policies and procedures, and laws etc that a volunteer need to know about and abide by can be complex and confusing. Training will help explain things and allow time for them to ask the questions they need to increase their understanding.

Dealing with the challenges

Volunteering should be a positive experience for all those involved — your organisation, the volunteers, and the communities and other stakeholders they are working with. However, there are occasions when this is not the case and you must be prepared to deal with any concerns that arise.

You can minimise the raising of concerns by having planned your volunteer programme carefully, having clearly defined roles and responsibilities, and boundaries, and provide a comprehensive induction programme. Attention should be paid to:

- **Ensuring** that you recruit volunteers that are suitable for the work that you would like them to undertake on behalf of your organisation.
- **Providing** all necessary training to the volunteer.
- **Having** clearly defined roles and responsibilities for volunteers.
- **Ensuring** that the volunteers are well supported.
- **Making** sure expectations are clear from both sides — yours and the volunteers.
- **Ensuring** that the volunteer feels valued and able to contribute to decision making.

The more volunteers you work with the more likely you are to encounter a few problems along the way. An organisation should have clear policies in place for dealing with them as they arise. Based on the work that you are asking volunteers to engage in you should work out what the risks are, and what intervention you would have to make if something went wrong. Remember, that although volunteers are giving their time for free they should abide by what is outlined in your volunteer policy.

Addressing problems with volunteers

The longer you work with volunteers, the more comfortable you will become in addressing any problem that arises. The types of things that you may have to bring up with volunteers could include:

- **Misrepresenting** your organisation
- **Not** properly documenting instances of EAW/G
- **Acting** outside of their agreed role and responsibilities
- **Not** attending any supervisory meetings
- **Not** performing their agreed role and responsibilities
- **Not** attending required training
- **Not** following organisational procedures

Remember, when raising any problem with a volunteer there might be many reasons to why the problems have arisen in the first place, such as: other work commitments, illness, lack of understanding of their role, lack of confidence in participating in certain activities, missing a training event etc. Try and find out what has been happening in the volunteer's life as there may be an easy solution to the problems. Things that you can do to mitigate against many potential problems include:

- **Regular** supervision — Many issues can be picked up and resolved with regular supervision.
 - **Talk** to them — find out about what has been going on in their lives recently as this might be affecting their attitude and behaviour, they may not realise the impact things are having on the work they are doing for you as a volunteer. Often people may not realise they are doing anything wrong and cannot be expected to change if things are not brought to their attention.
 - **Provision** to volunteers of a comprehensive induction programme and training, documentation outlining their role and responsibilities, and information on organisational policies and procedures.
- Think about providing them with an induction pack containing all the general information they need.
 - **Find** out what they think will help them fulfil their roles — establish what their training needs are.
 - **Consider** providing them with additional support if required. Support can be from you, or perhaps come from another, more experienced, volunteer, or a volunteer that has faced similar challenges that they overcame.
 - **Consider** adapting the responsibilities of the volunteer role to fit their skills, knowledge and experience. Not everyone is good at everything. Be flexible.

Most problems can be resolved through open and honest discussion. In extreme cases, and depending on how formal your volunteer programme is, if a volunteer is not responding to constructive feedback more authoritative steps will need to be taken in the form of a written warning.

A written warning should clearly layout what the problem is. Once received the volunteer should have an opportunity to present their case. Depending on the nature of complaint an action plan to resolve the problem can be drawn up, or the volunteer can be dismissed. Dismissal should be your last resort.

4.5.2

Dismissing a volunteer

There may be extreme cases of gross misconduct when it is necessary for you to end your working relationship with a volunteer. As an organisation you will have to decide what these circumstances are. Things you might want to consider are:

- Theft
- Acts of intimidation and/or violence
- Harassment
- Gross misrepresentation of your organisation
- Falsification of documentation, or fictitious or exaggerated reports of violence against women or girls

4.5.3

Dealing with complaints

All complaints that you receive should be dealt with fairly, openly and quickly to:

- **Protect** your volunteer(s)
- **Minimise** any risk to your volunteers, your staff, your organisation and the communities that you are working with
- **Demonstrate** that your organisation respects and values the volunteers, the communities that you are working with, other stakeholders and partners, and other staff
- **Protect** the reputation of your organisation — this is extremely important. A damaged reputation can result in communities, other stakeholder and partners not wanting to work with you in the future. In extreme cases donors may decide to stop supporting your organisation — this you want to avoid.

As you should have for staff, volunteers should have the right to raise concerns and complaints if they feel that they have been treated unfairly. Generally, complaint procedures follow three stages:

STAGE 1

Verbal complaint — This is the initial stage where a complaint is raised in discussion, often informally. The majority of complaints can be resolved at this stage.

STAGE 2

Written complaint — If a satisfactory solution to a complaint can not be reached then the complainant should submit their grievance in writing. Decide a timeframe from the initial raising of the complaint in which this must happen, usually one month is sufficient. For some volunteers submitting a written complaint may be difficult so you should be prepared to be flexible, and to help them.

STAGE 3

Appeal — If the complainant is not satisfied with the outcome of their written complaint they should have the right to appeal. At this stage the Management Committee should be involved, and their decision is final.

You also need to be prepared to handle complaints from the communities that you work with, local authorities and other stakeholders. Preparing risks assessments will help you identify any possible problem areas, ways in which you can mitigate against them, and any actions you might have to take to resolve them.

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Monitoring and evaluating your volunteer programme

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5.0

Introduction

It is impossible to make value judgements on the effectiveness of volunteers working to EAW/G without proper monitoring and evaluation of their involvement in activities. Many people are scared of the terms monitoring and evaluation and therefore it is often overlooked, or left to when reporting is required. It does not need to be scary, overwhelming, or time consuming if carefully thought through during the early stages of project design and implementation. Monitoring and evaluation needs to be undertaken concurrently with planning and delivery of the project — hopefully you find some of the tips outlined in this chapter useful in devising a plan that will suit your monitoring and evaluation needs.

There are four key stages to monitoring and evaluation that this chapter will address:

STEP
1

Deciding what to monitor and evaluate

STEP
2

Identifying and collecting the information that you need

STEP
3

Analysing the data you collect

STEP
4

Using the analysed data

!

PLEASE NOTE

There is a wealth of information available on monitoring and evaluation that you could use to review how effective and efficient your volunteer programme is. This section is intended to provide an introduction on the why, and how, you could monitor and evaluate your volunteer programme using your organisation's resources and skills — self-evaluation. It does not address contracting an external consultant / advisor to conduct an evaluation.

Why monitor and evaluate your volunteer programme?

There are a number of key reasons why you should periodically monitor and evaluate your volunteer programme:

- To help you review your progress against objectives / targets
- To measure the extent to which you are meeting the objectives of your volunteer programme
- To measure the quality of the volunteers experience with your organisation
- To measure the impact that the volunteers are having in relation to the projects that they are working on — this could be done in relation to their contribution and their economic cost
- To help identify any key problems and achievements in planning and implementation of the project and volunteer involvement
- To identify areas where your volunteer programme needs to be improved, and/or expanded into
- To help you make adjustments to deliver more effective and efficient programmes (to make a “bigger difference”)
- Your donors / partners may require you to monitor and evaluate the impact of your volunteer programme

Monitoring and evaluation definitions

There are many different definitions associated with monitoring and evaluation, for clarity in this manual the following are being used:

Monitoring is the process of collecting facts and figures over the course of your volunteer programme so that you are able to improve its efficiency and effectiveness. Things you will want to consider monitoring include:

- The number of volunteers you work with
- Volunteer demographic information — age, gender, ethnicity, literacy etc.
- Geographical information related to your volunteers — where they live, where they work, and the area they cover etc.
- Information on how often and how long people volunteer for
- Information on what motivates people to volunteer
- The type of activities volunteers are involved in, and the role that they play with regards to them
- The economic value of volunteer costs — stipends, training, on-going support, other resources and materials they require to conduct their volunteer activities etc.

Evaluation involves using information that has been collected to answer questions about how well the volunteer programme is doing. Evaluation will help you measure the impact of your volunteers' involvement against your programme objectives, and determine what was actually done (activities) and what was achieved (results). It will involve collecting both quantitative and qualitative data.

Quantitative data is used to describe any information that can be counted or expressed numerically. It is often described as 'hard data'. An example would be — 30 participants attended a workshop facilitated by a volunteer on gender and women's rights, 24 were women and 6 were men.

To help collect this kind of data think about drafting questions that start with:



Qualitative data is used to describe types of information taken from any feedback, reports, case studies, volunteer experiences, open questions in interviews etc. It is often described as 'soft data'.

To help collect this kind of data think about starting questions with:



What to monitor and evaluate

Monitoring and evaluation will help you to identify any gaps and areas for improvements, and to demonstrate the benefits of working with volunteers.

Monitoring and evaluation should not be about writing a big report for donors and funders, and it should not be scary. It should:

- **Help** you make changes in your current programs
- **Lead** to positive changes
- **Provide** possible solutions to challenges / problems
- **Help** you with lessons learned
- **Help** you look at things in a different way
- **Make** you ask yourself more questions
- **Be** objective and unbiased
- **Not** be complicated....

What do you need to know?

Monitoring and evaluation is ultimately a tool for quality assurance and a means to improve project activities. You can ask questions about an endless number of things. The challenge is only counting and asking about what is most useful to know. There is no point in collecting information if you are not going to use it. To frame your monitoring and evaluation there are three key questions you need to ask yourself:

- Are we doing what we said we would do? (monitoring)
- Are we making any difference? (evaluation)
- Are these the right things to do? (strategic evaluation)

When drafting your questions for monitoring and evaluation refer to the project objectives to help you frame them. Think about what information you need to answer your questions, and how often they need to be answered. Build them into any record keeping documentation that your volunteers need to complete. You also need to consider that different project stakeholders will have different priorities and interests that you may need to address in your reporting.

The three main areas most monitoring and evaluations focus on are:

Satisfaction. How satisfied are the volunteers with the support they receive from you, their involvement with the project, etc. Other stakeholders might want to know how satisfied the recipients are with the project outcomes or outputs.

Effectiveness. What has actually been achieved — focuses on the objectives and intended outcomes.

Efficiency. This is the basic 'value for money' question. Are the outputs (what is achieved) acceptable in relations to the inputs (time and resources)?

Some questions you might want to consider asking to help you evaluate your volunteer programme are:

- **How** diverse are our volunteers?
- **Do** we have the correct policies and procedures in place to manage our volunteer programme, and are they relevant?
- **How** successful are our recruitment processes?
- **How** well do we retain our volunteers?
- **How** much do volunteers contribute to the achievement of the project objectives?
- **Does** the training we provide enhance the volunteer's ability to fulfil their role?
- **How** do volunteers contribute to the organisation?
- **Do** we provide the support our volunteers need?

Some questions you might want to consider asking to assess the impact of the volunteers you work with to try and EAW/G could include:

- **How** many trainings/workshops/advocacy activities have the volunteer coordinated and/or facilitated?
- **Have** the number of domestic violence cases reported to the authorities increased or decreased?
- **How** many members of the community attended the training/workshop? How many men, how many women?
- **Have** the number of arrests related to reported cases of domestic violence increased or decreased?
- **What** has happened to instances of the domestic violence in the target community since EAW/G volunteers have begun working in the area? Have they gone up, gone down or stayed the same? How do they know this?
- **What** has happened with regards to divorce rates since EAW/G volunteers have begun working in the area?
- **Do** the women in communities feel more empowered to defend their human rights?

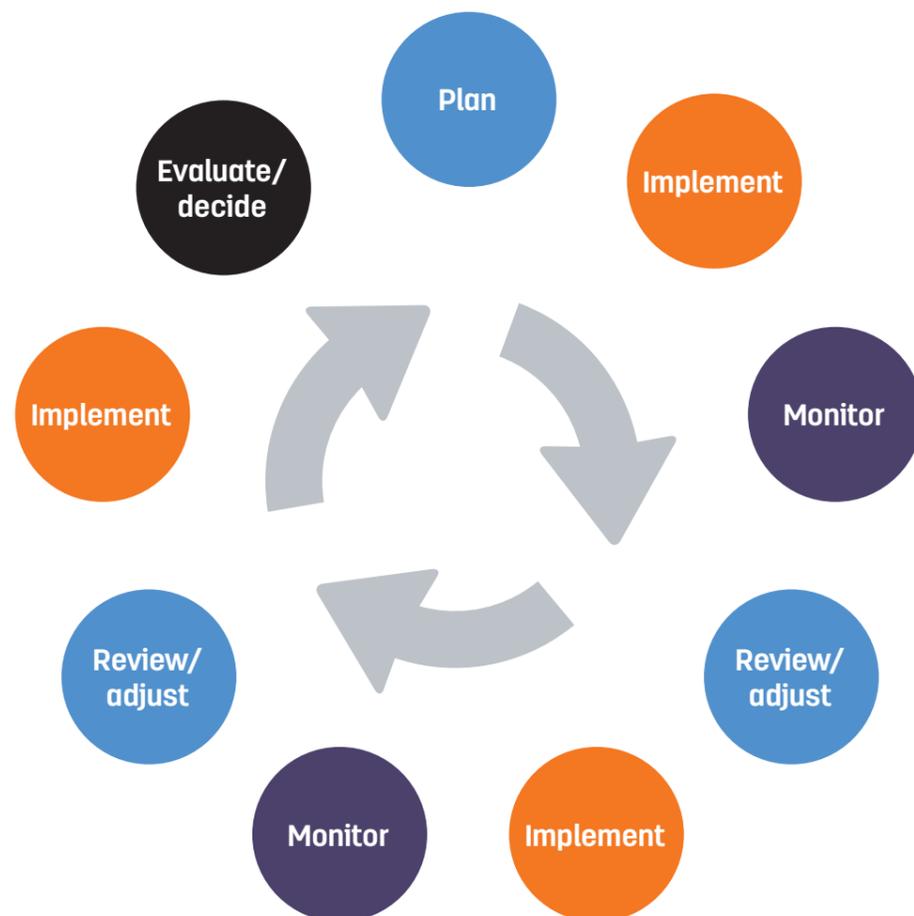
Once you have identified the information you need, and drafted your questions test them, especially those that need to be answered by the volunteers themselves. Do they understand what the question is asking them? Testing early on with volunteers can save you a lot of misunderstanding, possible frustration, and work later on.

After you have tested and finalised your questions the next step is to work out when, and how best to collect it, the information you need.

Collecting the evidence

You should be constantly monitoring and evaluating your volunteer programme as outlined in the monitoring and evaluation cycle below. NEVER leave monitoring and evaluating to the very end of a volunteer's involvement with your programme, or the end of the programme itself. Periodic review is essential. The length of your volunteer programme, organisational reporting timetables, donor and partner requirements etc can be used to determine how often you collect and analyse your data. Make sure you know what is required and by when, and plan it into your work plan. Ensure that everyone who is involved in the project knows what requirements and deadlines are – assign roles and responsibilities within your team.

MONITORING AND EVALUATION CYCLE



M&E STEP BY STEP



Tools for monitoring and evaluation

How you gather feedback and the information you need to monitor and evaluate your EAW/G programme will depend on a number of factors including:

- The resources you have available within your organisation to conduct the monitoring and evaluation that you require
- How much contact time you have with your volunteers – daily, weekly, monthly, bimonthly, quarterly etc.
- How many volunteers you work with
- The number of stakeholders and partners you work with
- The number of geographical areas / provinces that your volunteers / projects cover
- The kind of information you need

Good record keeping and documentation of project activities will mean that you will have access to a lot of the information that you need via financial reports, donor reports, volunteer periodic reports, meeting minutes, incident reports, volunteer timesheets, training records etc. Other tools you can use include case-studies – your organisation or others working in the same field of work, recorded observations, diaries, structured questionnaires, focus group discussions, surveys, literature reviews, ministry statistics etc.

Think about the other stakeholders that are involved in the project and how they can help you – what information they have, and what you need to know. Stakeholders could include the volunteers themselves, community members, partners, donors in addition to organisational staff.

When collecting data use collection methods that are appropriate for your volunteers, your project and available organisational resources. Some methods you might like to consider are:

FIGURE 15

SOME M&E TOOLS — PROS AND CONS

Method	Advantages	Disadvantages
Volunteer questionnaires	<ul style="list-style-type: none"> • Can be done privately • Large numbers can be distributed • Can incorporate a large number of yes/no questions 	<ul style="list-style-type: none"> • Often low response rate • Not good for volunteers with low literacy levels • Can reveal superficial information rather in-depth views
Focus group discussions	<ul style="list-style-type: none"> • Can be useful for gathering a range of views • Can use groups to validate information • Can run with different stakeholders involved in the project • Not dependent on literacy levels 	<ul style="list-style-type: none"> • Needs a facilitator • People may feel that they can not freely express their views
Interview surveys	<ul style="list-style-type: none"> • Good response rate • Good for volunteers with low literacy levels • Allow in-depth discussion 	<ul style="list-style-type: none"> • Takes more time and volunteers • May not be able to include everyone if working with a large number of resources
Video verification	<ul style="list-style-type: none"> • Good for 'a day in the life of' presentations • Not dependent on literacy levels • Can involve volunteers in the operating of equipment — capacity building 	<ul style="list-style-type: none"> • Cost of equipment • Some people are camera-shy • Can be intrusive • May be difficult to interpret
Feedback forms	<ul style="list-style-type: none"> • Useful after volunteer events and training 	<ul style="list-style-type: none"> • Can be intimidating • Dependent on literacy levels
Volunteer exit interviews	<ul style="list-style-type: none"> • Essential to allow volunteers to feedback on their experiences 	

5.6

Analysing your results

Collecting information so that you can monitor and evaluate the effectiveness of your project is only part of the process, it is how you use the information that matters the most, and is often the most difficult thing to do. Having identified areas where things are working well, and problem areas, you will need to devise a plan and take action — refer back to the monitoring and evaluation cycle — to ensure the learning is fed back into project activities.

A process you might want to consider working through to help you analyse your data is outlined below:

FIGURE 16

ANALYSING YOUR DATA

Determine the key indicators for the evaluation / monitoring of the project. Refer back to the project objectives and think about what would success look like — how would you know you have achieved the project intended outcomes?

Collect information around the indicators of success you have determined for each objective.

Develop the structure of your analysis based on your understanding of the project, emerging themes, concerns, areas where you suspect there will be variations from what you hoped / expected.

Organise your data into themes, headings, concerns etc. Think about the questions you need to answer. Think about the best way to present the data — charts, tables, graphs, compiling statistics — how can you present the information so that is clear, concise, accessible and understandable.

Identify trends, patterns, strengths, weaknesses, barriers, contributors, and possible interpretations (what is the data telling you?). Compare the data against the benchmarks you have set and draw conclusions. Be objective and open to unexpected results. If required seek the view of others.

Write up your findings and conclusions. Work out possible ways forward — outline your recommendations. This is the most important step, if ignored conducting the monitoring and evaluation can seem like a pointless task. Be realistic, address weaknesses but also build on strengths, bear in mind the resources you have available, think about who you need to communicate your findings and recommendations to.

STEP 1

WORKSHOP

- Host a workshop or meeting with relevant staff and / or volunteers
- Explain the purpose of the project / action required
- Go through the objectives
- Develop a list of indicators that you can measure the objectives by
- Determine what information already exists and what is needed to address the indicators
- Draft the questions you want answers to

STEP 2

VARIABLES

- Create a list of the information that you will need to collect (e.g. training attendance, volunteer retention, confidence levels, skills usage etc.)

STEP 3

DATA COLLECTION

- Decide how you will collect the data — what method(s) are most appropriate
- Decide when you will collect the data
- Decide how you will store the data — Word, Excel etc and create the required templates
- Decide who will be responsible for overseeing the collection of the data — team roles and responsibilities

STEP 4

TIMEFRAME

- How often will you collect data?
- How often will you analyse it?
- How often will you meet to discuss progress?

STEP 5

ACTION

- Create a framework for taking action
- Meetings, follow-up etc.
- How will you use the information (reporting)?



USE THE DATA YOU COLLECT!

- **Be objective in your reporting** — tell the story your data presents, even if it not what you were expecting.
- **Share results with your stakeholders** — if you share you data with your stakeholders they may feel more engaged with your projects and willing to engage with, and support, you in your future work.
- **Encourage learning** — good lessons can be learnt from unexpected results, and celebrating success will improve engagement with the project and make volunteers feel like they are valued and appreciated.
- **Make changes based on your findings** — act on what the data is telling you, if you do not then you will have wasted organisational time and resources.
- **Be prepared to deal with resistance!**



A few last lessons

Start at the beginning

- Good monitoring and evaluation and impact measurement — starts at the beginning.
- Defining indicators and collecting baseline data lets you measure the true outcomes/ s of your project.
- Clear and measurable objectives, lead to better quality results.
- Monitoring and evaluation does not have to be hard.

Do the following for informal research

- Write things down. If you do not you will forget it!
- Write down plans! If not they will not happen!
- Assign roles and responsibilities.
- Use your meetings as a means of informal data collection.
- Ask questions.
- Seek answers.

Remember!!!

- Research and monitoring and evaluation are not just for your donors.
- They help you identify strengths, weaknesses and possibilities.
- They will make your programmes effective and efficient.
- They will help you be more successful in EAW/G!

Volunteer programme development and management reference tools

In addition to this manual on ‘Volunteer Management and Support’ there are number of other resources that are available for you to consult.

Volunteer Management Guide, CVS and Dare to Care: Make Time to Help End Child Poverty, 2007. A great little guide full of useful tips and hints on working with volunteers. For a full list of CVS resources visit their website: <http://www.csv.org.uk>

As Good As They Give: Providing Volunteers with the Management They Deserve, Volunteer Development Agency, Northern Ireland. There are 5 workbooks available on practical aspect of working with volunteers. Website includes topics such as youth volunteering, training of volunteers. <http://www.volunteering-ni.org/>

Get it Right from the Start, National Centre for Volunteering, Great Britain. Volunteer policies — the key to diverse volunteer involvement. This is a useful resource for organisations looking to develop a volunteer policy and diversify the range of volunteers they involve in their organisations activities. <http://www.volunteering.org.uk/NR/rdonlyres/168065AA-7690-4AC7-96FB-97E539242B8C/0/PoliciesBooklet.pdf>

Good Practice, “Working Together Project” guidelines for involving and supporting volunteers in voluntary organisations and larger community groups, with hints and tips for small community groups, sample policies, and sample forms. <http://www.brightonhovevolunteers.org.uk/goodpractice/index.htm>

Online Volunteering Service, UNV. Platform for publishing and managing online volunteering assignments and online volunteers. Resources and information on online volunteering also available. <http://www.onlinevolunteering.org>

Recruiting and Training Volunteers, Chapter 11. The Community Toolbox, University of Kansas, USA. Part of a community health and development toolkit on participatory community building. http://ctb.ku.edu/en/tablecontents/chapter_1011.htm

Handbook on Working with Volunteers, iVolunteers Team.

Making a difference, An assessment of volunteer interventions addressing gender-based violence in Cambodia. Magariño, Clara and Popovici, Manuela (2010), Partners for Prevention, Cambodia. http://partners4prevention.org/files/resources/volunteer_interventions_cambodia.pdf

Useful Online Resources

VolCam — a directory of volunteer opportunities in Cambodia.
www.volcam.org

UN Volunteers
www.unv.org

Video “Making a difference”
www.youtube.com/watch?v=RXL_C5KMLGE (Youtube)
www.vimeo.com/37644315 (Vimeo)

Annex 1

List of organisations that participated in the two workshops on “Volunteer Management and Support” in Phnom Penh in November and December, 2011.

The Department of Youth Centres in the Ministry of Education, Youth and Sports (MOEYS)

Ministry of Women Affairs (MOWA)

The Legal Clinic at Paññasatra University of Cambodia (PUC)

Banteay Srei

Cambodian Defenders Project (CDP)

Cambodian Human Rights and Development Association (ADHOC)

Cambodian League for the Promotion and Defense of Human Rights (LICADHO)

Enfants & Développement (E&D)

Gender and Development for Cambodia (GAD/C)

Legal Support for Children and Women (LSCW)

People Health Development (PHD)

Project Against Domestic Violence (PADV)

Social Services Cambodia (SSC)

Youth Star Cambodia

Girl Guiding Association Cambodia



Produced with support from the Spanish Agency for International Development Cooperation

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