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| **Workshop Guide on Community Volunteer Engagement in Case Management** |

**Definition:** the Workshop Guide supports the facilitation of a half-day session with community volunteers who are already engaged by a CP organization.

**Purpose of the Tool:** to learn from current volunteers how they understand their roles and responsibilities, the impact on their work on their lives, and their perceptions of their power and agency as a member of the CP team.

**When to use this tool:** the workshop guide tool is for organizations who are already engaging community volunteers. Based on the findings from this workshop as part of the assessment and analysis phase, the team should be equipped to move onto the next stage of the Community Volunteer toolkit, “Decide.”

**Guidance**: the workshop can be conducted by an external consultant, a CP manager, or an advisor from the CP organization. *As many topics raised in the workshop are sensitive, it is critical that the facilitator is familiar with participatory methods, and can establish a safe and trusting environment with participants.*

It is important to emphasize that the workshop is not an evaluation of the program, but rather to learn how volunteers are engaged in case management, and how they feel about their roles.

The facilitator should review, add, remove and adapt the questions in the guide to ensure s/he is getting the needed information from this context. The workshop should be conducted with **no more than 10 community volunteers** in a private, confidential space and participants should be offered refreshments and at least one break.

**Recording and Documenting what was learned in the Workshop**

A mobile phone can be used to record the discussions to help the facilitator document what was learned from the participants. If this is the case, the facilitator MUST ask participants before using the recorder. A note taker can also be present. This needs to be someone who can write notes well and be able to listen carefully.

Use each activity as a heading and write down what the community volunteers said during that activity. Try and give actual quotes if you have recorded them in the notes (this is when a recording is useful.)

**Preparation**

* Paper for drawing
* Crayons and/ or markers
* Clay
* 3 Cut-out figures for Activities 5-8

**Suggested agenda**

*Breaks for refreshments and energizers should be included as the workshop can take a full day*

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| **Participatory assessment workshop with Community CP Volunteers**  **(3 hours 30 minutes)** | |
| Introductory activity | 10 minutes |
| Activity 1: What do you do as a volunteer? | 40 minutes |
| Activity 2: Tell me a story about a day you were happy as a volunteer | 20 minutes |
| Activity 3: Tell me a story about a time you felt worried | 20 minutes |
| Activity 4: Being a volunteer | 30 minutes |
| Activity 5: Advising Johanna about being a volunteer | 20 minutes |
| Activity 6: Advising Mae about being a manager | 20 minutes |
| Activity 7: Exploring power | 20 minutes |
| Activity 8: Rabia is a volunteer | 20 minutes |
| Activity 9: Thinking about case management | 45 minutes |
| Concluding activity | 10 minutes |

**Participatory Workshop Guide on Community Volunteer Engagement in Case Management**

**Opening the Workshop**

Warmly welcome participants. Provide some background on who you are and why the workshop is being conducted. Thank the volunteers for joining.

Facilitate an icebreaker to build a sense of trust and relaxation among the participants

**Icebreakers**

See this resource <https://www.ndi.org/sites/default/files/Energisers.pdf> and find two or three games that will allow participants to get to know each other and you, the facilitator.

**Introduction**

Say: *We have brought you all here today because*  *you are an important part of the Child Protection team. We want*  *to try and understand more about your work and life so we can find out ways that we can improve the work we do with children in your community. This workshop is not a test to check up on how you are doing your job. It is for you to tell us about yourself and your work as a community volunteer.*

Say: *We would love your honest and frank reflections of good things and real challenges. If you need a break, please feel free to leave the group and take care of yourself. Please let me know if any of my questions or instructions are unclear.*

*From this conversation, we hope to better understand what are the challenges and opportunities of how we can improve our work with community volunteers. We hope to include you in decision making about what we can do together in the coming weeks.*

**Explain the note taker**

Say: *“This is xxx. They will take notes as you are talking as we want to remember what you tell us. We will use the notes to inform a discussion with the Child Protection team, to help them understand how you work, what is good about it, what is difficult. We will not use anyone’s names when we write the notes. XX (notetaker and interpreter if you have one) will not identify what anyone said. We will have a ‘no names’ rule – this means you can talk about other people in the team but you do not name them. We also ask you to keep what is shared among our group private and not share with people outside.*

**Workshop Activities:**

**Activity 1: What do you do as a volunteer?**

Aim: To find out what work volunteers do, how much time it takes and what level of responsibility they have

Materials: Paper and crayons or markers

1. Hand out paper and crayons.

Explain that drawing is helpful because it helps us think differently about what we do. Encourage the volunteers, and explain that it does not have to be a perfect drawing. If someone has never held a pencil before or is shy to draw they can ask someone else to draw for them.

Here is an example of a drawing from a volunteer in South Africa who visits the houses of orphan children and a photo showing volunteers in Mozambique making a picture using leaves and stones to show the work they do as a volunteer.

These will give you an idea of what they could look like.





**Instructions for drawing**

**Say:** *Please draw/or make a picture of your work as a volunteer in xxxx (name of area). It does not have to be a beautiful drawing. Start by drawing your house and show me your family and then show the work you do in the community.*

When they have finished drawing, they each share with the group. As the facilitator, as questions to better understand the details. For example, if they mention they go to office every week for a meeting – ask what they discuss at the meeting.

**Find out more about:**

* What do community members call you in your role as a volunteer?
* How much time do you spend working every day? Is it too much or ok?
* How many children/families do you see each day in your role? Is it too much or ok?
* How difficult are the situations you are helping children with?
* Does anyone help you? Do you have a supervisor who supports you? Other volunteers?
* Do you meet up with the other volunteers? When and what do you do?

**Activity 2 & 3: Tell me a story about a day you were happy/ worried as a volunteer**

Begin by reminding the volunteers not to mention names.

1. Ask a volunteer to share a story about a day they were happy as a volunteer.
2. Ask another volunteer to share a story about a time they were worried as a volunteer.
3. Some questions to understand the stories may include:

* What do you do as a volunteer?
* How do you feel about the work you do as a volunteer?
* What are the good things about your role as a volunteer?
* What are the difficult things about your role as a volunteer?

**Activity 4: Being a volunteer**

Instruct the volunteers create images with clay or a drawing:

“Make two pictures/objects from the clay. One will tell me

* How I was before I became a volunteer

The other will tell me

* How I am now that I am a volunteer”

The picture below shows an example from Mozambique



“I was just a useless donkey before but now I am a boat. I am useful, I can help people to cross the river.”

**Activity 5: Advising Johanna about being a volunteer**

In order to explore volunteers’ feelings about her role, a small figure is used in this activity. By externalizing the role, they can be critical and honest.

Cut out a small figure like the one in the photo.



“This is Johanna (use a local name). She is thinking of volunteering with (name of organization).

* What does her family say to her about this idea?
* What do her neighbors say?
* What will the organization do for her when she volunteers?
* Will she have problems or will the role be easy?
* What problems will she have with the organization? Supervisors/ manager/ other volunteers?
* What advice would you give her?
* Will she get paid? Is that a problem? Why?

**Activity 6: Advising Mae about being a manager**

Cut out another figure.

Say: *This is Mae, she is employed by (name of organization) to manage the volunteers*.

* What advice would you give to her?
* How should she communicate and work with volunteers?
* How should she help the volunteers in her organization?
* What is it very important for her to do?
* What kind of training should she offer the volunteers?

**Activity 7: Exploring power**

* Cut out a larger figure of Mae – it needs to be bigger than the one of Johanna.
* You may need to introduce the figures by saying “You know sometimes people think they are bigger than us, better than us…”. You could do this by acting it out with your body.
* “Tell me, is Mae like this (show the BIG figure) when she works with Johanna or like this (show the one that is the same size)?”
* This allows you to explore power dynamics.

**Activity 8: Rabia is a volunteer**

Use a third cut out figure.

This is Rabia. He is a dedicated volunteer who has been with the organization for a long time – he always tries to do what is right. However, there was one time when he did not report a case to the caseworker.

* Why do you think that could have happened?
* Do you know about something like this ever happening?
* Would you sometimes have doubts about whether to report a case?

**Activity 9: Thinking about case management**

Read the scenario and discuss the questions

*You hear from a neighbor that a 15-year-old girl named Mary has been missing from her home for two days – there are rumors that she was trafficked and others that she went away with her boyfriend. You go to the home to check on the situation. The uncle talks to you and says that Mary came back last night. He also mentions that her father is very angry and he won’t allow her outside or to meet with anyone. The uncle also says that Mary hasn’t spoken to anyone since she arrived back home but she has bruises and injuries.*

Discussion Questions:

* How do you understand this story? *(give 5 minutes and ensure all participants understand the scenario)*
* Let’s imagine that you are a powerful person in the community and you can do anything you want in the community. What are you going to do for Mary? *(this will help us understand their motivation, attitude, their perspective on children clients, rumors and overall sense of how they want to help children)*
* Now let’s think about you as a volunteer with (name of organization). In this case what are you allowed to do and what are you not allowed to do? How do you know what you can and you can’t do?
  1. *Are you able to directly communicate with Mary and the family at this stage? If so, please share some experiences.*
  2. *How would your supervisor be involved in this case? What support do you receive*  *from him/her? What support do you provide to him/her?*
* How would you participate when further action is taken – when the caseworker records it as a ‘case’?
* Now let’s think about the helping stage (implementation). For example, the agency you work with has referred Mary to health, provided PSS and so on. What do you do at this stage either with the child, family, community or your supervisor?
* Let’s say, now Mary is happy and already back to school. There is no more abuse and violence from her family as well. So, the caseworker thinks this case is fine to close now. In this situation, your she/he may review the case to decide if it is the right time to close the case, or not. Have you ever participated in this stage? If so, please share some examples.
* Do you recall the topics you were taught in your training on case management? Among those topics, what skills do you use most when you support case management and what skills do you use least?
* In general, what are the overall challenges when you help children to access case management services?
* What would you like to suggest regarding your roles in case management to be able to help children more?

**Closing the workshop**

Thank the participants and inform them how their responses will be used. Remind them that their names will not be shared, nor used in any reports. Ask them if they have any questions or any additional information they would like to share.