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| **Analysis Guide of Community Volunteer Engagement in Case Management** |

**Definition:** The analysis guide supports the facilitation of three workshops for volunteers and staff members from a child protection (CP) organization, to enable them to reflect on the assessment findings and on what actions are possible to undertake.

**Purpose:** The purpose of the tool is to review the assessment findings with volunteers and staff members to determine what is going well; what needs to be improved; and what are the challenges, opportunities, and possibilities.

**When to use this tool:** The analysis guide tool is for organizations who are already engaging community volunteers, and have completed the assessment phase. Based on the findings of the assessment, the full CP team (volunteers and staff) should be involved in the analysis process.

**Guidance:** The sessions can be conducted by an external consultant or by a senior colleague in the CP organization. As many of the topics are sensitive, it is critical that the facilitator be familiar with participatory methods and can establish a safe and trusting environment for participants.

Further, due to the power dynamics between the two groups, it is important to have separate sessions for the volunteers and the CP staff members, before they come together in the final gathering.

***It is critical that the facilitator be properly prepared for this stage of the process, with a summary of what was learned during the assessment phase and clear key findings of the assessment.***

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| **Sessions** | **Goals** | **Who Attends?[[1]](#footnote-1)** |
| 1. Volunteers: what have we learned?   (2 hours) | Summarize the findings of the assessment, brainstorm what the CP team can do | Approximately 20 volunteers per session (try to ensure geographical representation, as well as age and gender balance) |
| 1. Staff: what have we learned?   (2 hours) | Summarize the findings of the assessment, brainstorm what the CP team can do | CP staff members (caseworkers, supervisors, and the manager; if appropriate, human resources (HR) or proposal development colleagues may also attend) |
| 1. CP team (volunteers and staff): what can we do together?   (3 hours) | Present suggested actions and develop a joint plan together, as a team | If possible, all of the participating volunteers and staff members as one collective CP team |

**Preparation**

* Host these sessions in comfortable, confidential spaces
* Provide refreshments for participants

**Materials**

* Flipchart paper
* Paper for drawing
* Crayons and/or markers

**Analysis Guide on Community Volunteer Engagement in Case Management**

**Session 1: Volunteers, what have we learned?**

**Opening the Meeting**

Warmly welcome the participants, and thank them for joining the session. Remind them:

* Who you are
* Why the meeting is being conducted

**Introduction**

Say: *“Recently, we held some discussions and workshops with members of the child protection team, including managers, supervisors, caseworkers, and volunteers like you. Our goal has been to try to understand more about the work and lives of volunteers, so we can find out what is going well and the ways in which we can improve the work we do for children in your community.*

*“Today, we will share with you what we have learned from these conversations, so we can begin thinking together about what actions can be taken, building on what we know is going well and what needs improvement.”*

**Expectations and Ground Rules**

Say: “*You have been selected as representatives of the volunteers on the child protection team. It is*  *important that you report back to your fellow volunteers who are not in attendance what we have discussed and the outcome of the meeting. However, in your conversations outside this meeting, it is important that we agree not to use anyone’s names. We will have a ‘no names’ rule when speaking with people outside.”*

**Activities:**

**1. The assessment findings**

Present the findings of the assessment orally (without PowerPoint), using the summary of findings and **focusing on both the positive and critical findings**. As the findings are presented, ask someone to list the key words on a flip chart to represent the major findings.

Ask the volunteers if they want to comment on what they think has been going well, and what can be improved. Allow for a **short** discussion, so that people can internalize the findings. Don’t add any findings at this point, as the group should focus on what was discovered during the assessment.

**2. Managing expectations**

To avoid raising the expectations of the volunteers, it will be important to note that it could take time to solve some of the challenges listed in the findings, and that several challenges may not be solvable at all by the CP organization. However, you should add that the CP staff and volunteers will be able to work as a team to solve various challenges. And those are the ones we want to think about.

**3. What should continue? / What should change?**

* The participants should be divided into groups of three or four people. Each group is to choose two key issues from among those you think the CP staff and volunteers *could* address as a team.
* For each issue a group choses, the participants should begin by thinking:
  + - Is this something *we* as volunteers can do something about?
    - Is this something the CP staff could do something about?
    - Are there any *other* people/authorities in the community we could all work with on this issue?
* For each issue, the groups should depict their ideas with a drawing/poster and a sentence. Explain to the groups that you are asking them to use drawings/posters because they will make it easier for the groups to communicate their ideas to the CP staff. Also tell them that drawing will be really helpful because it will allow them to think differently — to be creative*.*
* Once the groups have made the drawings/posters, place them around the room and let the members of each group explain their ideas very briefly.

**Conclusion**

Explain the following points to the participants:

* As the facilitator, you will be holding a similar session with the CP staff, and you will share the volunteers’ drawings/posters with the CP staff participants.
* You will then have the volunteers get together with the CP staff in a third session to consider the ideas for actions that can be taken soon.
* Once again, say that some of the issues might *not* be easily solvable in a short time. Say this to avoid raising the volunteers’ expectations.

Remind the volunteer representatives to tell their colleagues about what has happened in this session, but without mentioning any names.

Celebrate the participants’ work as volunteers with a congratulatory song or closing ritual.

**Session 2: CP staff, what have we learned?**

**Opening the Meeting**

Warmly welcome the participants, and thank them for joining the session. Remind them:

* Who you are
* Why the meeting is being conducted

**Introduction**

Say: “*Recently, we held some discussions and workshops with members of the child protection team, including managers, supervisors, caseworkers, and volunteers. Our goal has been to try to understand more about the work and lives of volunteers, so we can find out what is going well and the ways in which we can improve the work we do for children in the communities we support.*

*“Today, we will share with you what we have learned from these conversations, so we can begin thinking together about what actions can be taken, building on what we know is going well and what needs improvement.”*

Explain how the assessment was conducted, and tell the participants that you have already conducted a very similar workshop with the volunteers, which also looked at the assessment findings. Explain why you are working with the volunteers and CP staff separately at first, that it is to encourage the building of openness and trust over time. Choose key issues based on the assessment findings for the CP staff participants to consider, using the same list that you used with the volunteers.

**Expectations and Ground Rules**

Say: “*There were some positive findings that are essential for us to know, as we need to know what is going well.* Meanwhile*, some of the assessment findings might involve some constructive criticism, and thus be a bit difficult to hear. Please try to keep an open mind, and remember that the volunteers have a different perspective. The challenges noted by the volunteers can sometimes involve issues that are beyond our control, such as the lack of resources, or they can involve larger systemic issues in the organization or the humanitarian response. Nonetheless, we are here today to think about ways in which we can work better together as a team.”*

**Activities:**

**1. The assessment findings**

Present the findings of the assessment orally (without PowerPoint), using the summary of findings and **focusing on both the positive and critical findings**. As the findings are presented, ask someone to list the key words on a flip chart to represent the major findings.

Ask the CP staff participants if they want to comment on what they think is going well, and what can be improved. Allow for a **short** discussion, so people can internalize the findings. Don’t add any findings at this point, as the group should focus on what was discovered during the assessment.

**2. Managing expectations**

To avoid raising expectations, it will be important to emphasize that the solutions for some challenges listed in the findings could require a lot of time. There are other issues, however, that the CP staff and volunteers could act as a team to address.

**3. What should continue?/What should change?/What do we have the power to change?**

On a set of flip-chart sheets, prepare a table like the one below with the list of the findings taken from the summary flip chart (you can do this during a tea break). Then ask the team to discuss the table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Findings** | **We can do something** | **We need to ask someone else in our organization** | **We can’t do anything now** |
| Long hours of work |  |  |  |
| Insufficient time for CP staff to provide proper supervision |  |  |  |
| Threats to volunteers in the community |  |  |  |

At the end of this discussion, have the participants make a list of the issues they think they can do something about.

**3. Volunteers’ action ideas**

Explain to the CP staff participants that you did the same exercise with the volunteers, and that they came up with some ideas for action, as well. Put up the volunteers’ drawings/posters around the room and let the CP staff participants look at them. Offer explanations as needed.

**4. Depicting a few possible actions**

Ask the CP staff participants to work together to make drawings/posters depicting two or three of the actions they feel they *could* tackle. For each issue, they must record their ideas with a drawing/poster and a sentence. Explain that the drawings/posters will make it easier for them to communicate their ideas. Also tell them that drawing will be really helpful because it will allow them to think differently — to be creative*.*

Once the participants have produced the drawings/posters, explain that they will be used alongside the volunteers’ drawings/posters during the next workshop.

**Conclusion**

Explain the two following points:

* There will be a final meeting with the CP staff and volunteers together, and the CP staff will be able to share their drawings/posters with the volunteers.
* Once again, tell the participants that some of the issues cannot be solved quickly and easily, so they should be realistic in their expectations.

Thank the staff again for attending the session.

**Session 3: CP team: what can we do together?**

Important notes:

Ensure that the room is set up in an informal way, and encourage interaction between the CP staff members and volunteers. For instance, you could have them sit in a big circle. Be sure the space is arranged in a way that does *not* reinforce the hierarchies of power! Put up all the action drawings (from both the volunteers and CP staff) around the room, mixing up the CP staff members’ ideas with those from the volunteers*.*

If appropriate, be sure to have interpreters on hand, so everyone can understand what is going on.

**Opening the Meeting**

Warmly welcome participants. Thank the full CP team for coming together for this important gathering.

Find a fun way for the attendees to introduce themselves, as all the members of the team might not know each other well.

**Icebreaker**

In order to build a sense of trust and equality between the volunteers and CP staff members, introduce an active game that will let everyone get to know each other better, and that will force them to work together as a team in a situation where they have equal power. One such game involves blowing up three or four balloons, having the participants stand in a circle and pass the balloons to each other, and telling them that the balloons *must not* touch the floor. The participants will have to work together to keep the balloons from falling.

**1. Introduction**

Say: “*Just as we had to work together as a team to keep the balloons in the air, that is exactly how we have to work together for the children in [name the community] — that is, as a team.*

Explain that both the volunteers and the CP staff have looked at the assessment findings, and come up with ideas regarding what to continue doing and what to improve.

Say: “*In this workshop, you have come together to choose one or even two actions that you can all begin planning together.”*

***Remind everyone that they are all one team — working to keep children well and safe.***

**2. Looking at their action ideas**

Do a gallery walk around the posters. Let the volunteers and CP staff explain to each other what their drawings show. You should encourage a friendly atmosphere, so there can be some chitchat and light laughter about the drawings/posters.

**3. Listing the ideas**

Once the participants are sitting again in the circle, let them call out their action ideas and list them on the flip chart. Leave a space under each action on the list so you can add text.

Go through the action list one by one, and ask:

* Who could be responsible for making this action happen?
  + Volunteers alone?
  + CP staff alone?
  + Volunteers and CP staff together?
  + An external actor (such as a donor, the government, etc.)
* Is this something that can be done:
  + In the next three months?
  + In six months?
  + In the long term?

Look at the flip charts. With the group, choose the actions that they as CP staff members and/or as volunteers *could* make happen in the next three to six months. List these on a new flip chart.

**4. Planning actions**

Give each group an action plan template like the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Finding: Volunteers feel alone and lack support | | | |
| Action: | | | |
| What | Who | By When | Notes |

Tell them to fill it in, but explain that this is just a beginning, so it doesn’t matter if they do not have all the information.

When each group has some or all of its template filled in, put the action-plan templates on the wall and let everyone have a look. Put the name and phone number of a person that you as a facilitator can contact about the ideas at a later stage.

**5. Taking action**

Propose that a group of four people — two CP staff members and two volunteers — become a joint working group responsible for moving the actions forward.

Briefly discuss what that task force will do. The recommended first steps would be:

* Finalize joint work plan
* Begin one or two of the actions
* Decide how to regularly share updates on the progress of their actions with the other volunteers and CP staff members
* Decide when the next full group meeting will be held

End with a celebratory game or song.

1. These numbers are suggestions. Attendance should always be determined in line with the current local COVID regulations [↑](#footnote-ref-1)