

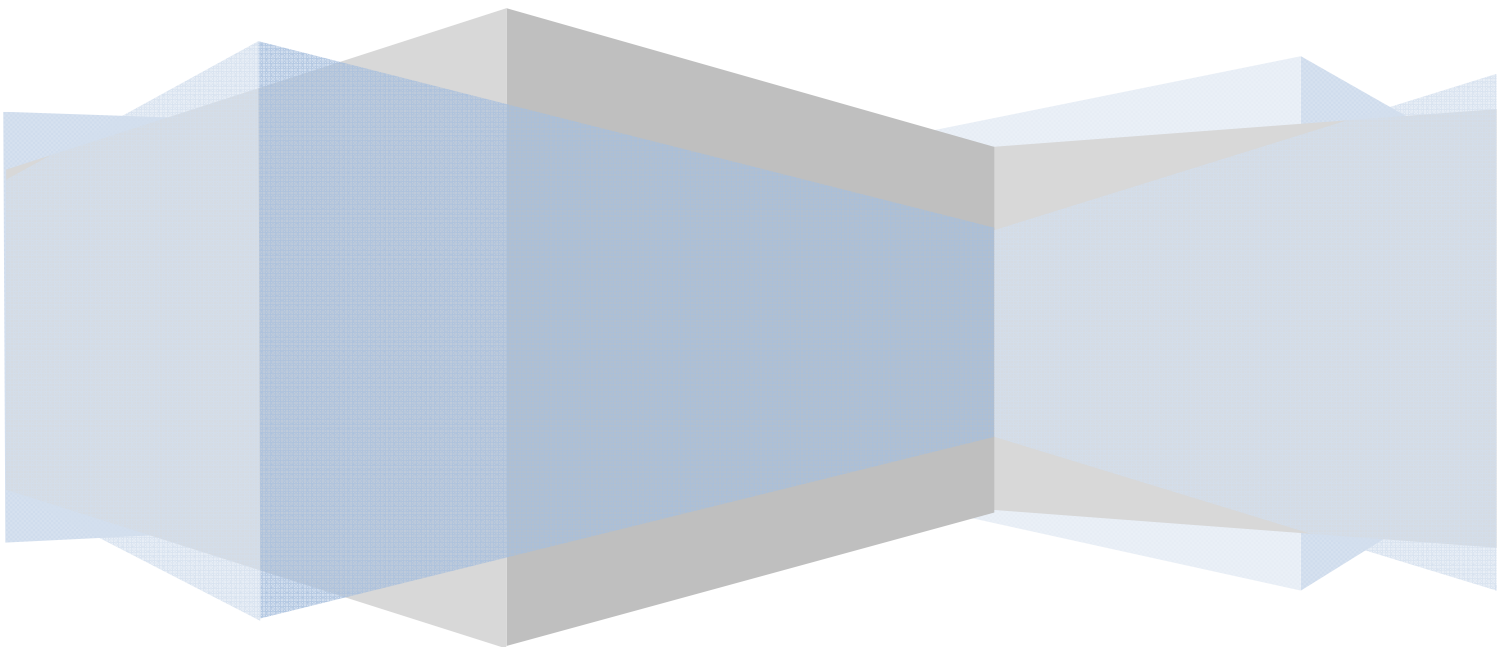
United Nations Volunteers

Volunteers' Contributions to community-based adaptation (CBA) to climate change

A handbook, training guide and work plan to
support, promote and measure volunteering in
UNDP-GEF CBA projects

September 2010

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1 PURPOSE OF THIS GUIDE

All over the world, climate change is causing communities to change the way they live and sustain themselves. Climate change introduces various risks to people's ability to sustain their livelihoods, especially for communities that are vulnerable and very dependent on natural resources. That is why the United Nations Development Programme (UNDP) with the Global Environment Facility's Small Grants Programme (GEF-SGP) is supporting 'community-based adaptation' (CBA) to climate change – projects that will help communities to adapt to the risks that climate change brings and will ensure that their livelihoods are made sustainable, whilst still protecting the environment.

The United Nations Volunteers (UNV) is working with UNDP and GEF-SGP in seven of ten pilot CBA countries in order to enhance community mobilization, recognize volunteers' contribution and ensure inclusive participation around the project, as well as to facilitate capacity building of partner NGOs and CBOs. Together we are putting in place projects for community-based adaptation (CBA) to climate change in local communities.

If you are reading this guide you are probably already involved with one of these projects. You may be a GEF/SGP National Coordinator or a United Nations Volunteer. Perhaps you are working with a non-governmental organisation (NGO) or community-based organisation (CBO). Or you may be a member of a local community in which a CBA project is running.

This handbook focuses on orientating people to volunteering and its contribution in CBA projects, and measuring the involvement and impact of volunteers in the local CBA projects. It is designed as a training guide as well as a handbook so it can be used as a resource for yourself, or to train others that may be assisting you with CBA project implementation such as consultants or NGOs. It contains important background information; guidelines on how to promote and support volunteering; the tools that will be used to measure the involvement of volunteers at each stage of the project; guidelines on implementation and proposed work plans; as well as activities that you can use to get people thinking about volunteering in their project. The intention of this guide is to provide you with *ideas* and *suggestions*. It is not prescriptive as you will have to adapt the activities and work plans to suit your local context.

This handbook is divided into two parts and covers the following issues related to volunteering in CBA projects:

PART 1

- Understanding and clarifying what volunteering is
- Understanding volunteer contributions in CBA projects
- Promoting and supporting volunteering at various levels
- Understanding why measuring volunteer contributions is important.

PART 2

- Promoting volunteering and capturing volunteer information at the project concept phase
- Determining volunteer contributions at the project proposal phase (developing a baseline)
- Monitoring volunteer contributions at the mid-term phase
- Measuring the contribution of volunteers at the final review phase (evaluation).

The guide thus takes you through the various steps of a CBA project and shows you how to promote and measure volunteer contributions at each stage.

PART 1

2. WAYS OF THINKING ABOUT VOLUNTEERING

In every community there are words that describe volunteering in the local language. The term 'volunteering' describes any activity that aims to help another person or a community, that is undertaken freely, and that is not done to earn money.


2.1. Different forms of volunteering

Volunteering is understood in different ways in different communities and it can take many forms. You will also have your own conceptions of what volunteering is and have probably come across many examples of volunteering in your community. For example, a volunteer may help someone to carry water or may look after someone who is sick. Community members may volunteer by helping each other to plough fields. Sometimes volunteers are people from other places who come to help a community when there has been a disaster. Volunteering is a very important aspect of community life because it helps people to survive and it builds trust amongst community members.

Volunteers are involved in many different forms of volunteering and undertake different types of tasks. The following activity¹ is designed to clarify the many forms volunteering can take.

Activity 1: Forms of volunteering

1. Read through the examples in the circles below.
2. With a group, discuss which of these activities would qualify as volunteering



Kafui works with a group of women in her village. Earlier this week, she trained the women to use solar energy for purifying water and cooking. Next week they will learn to make solar cookers out of cardboard and aluminium. But just today, Kafui noticed that the women are drawing new respect from the traditional leaders who are impressed with their knowledge and skills of natural resource management.

In Ecuador, a community meeting is in progress. Among the participants are a number of women representing their husbands who are working elsewhere in the region. At least, that's the way it was at the beginning. Today the women plan to raise an issue they feel strongly about themselves – the lack of clean water in the town and the problems this is causing for young children. They want to suggest that they can help monitor the water supply and notify the local government officials when problems occur in their communities.

In the Tarka valley in Niger some men and women of the village are busy building a well that will help them to manage water resources for agriculture better. A group of women from the village cook lunch for them daily and deliver it to them at the site of the well. Another group of women are caring for the children of the women who are helping at the well.

¹ The examples for this activity are adapted from CBA proposals in pilot countries, as well as CIVICUS/IAVE/UNV (2008) "Volunteering and social activism: pathways for participation in human development".

For the purposes of CBA, **all** of the activities discussed above would qualify as voluntary effort. In CBA projects, people’s involvement at community meetings, international volunteer effort for doing online translations, people voluntarily doing advocacy work, people providing voluntary support to the CBA project, as well as people with a direct involvement in the CBA project would all be considered forms of volunteering. In other words, in CBA there is a very broad vision of what volunteering is, as long as the primary motivation for doing the activity is not payment.

2.2. Can volunteers get paid?

There is often a lot of discussion about what activities should be considered as voluntary activities and whether volunteers can receive payment. This section helps you to define volunteering with the community you are working with.

Activity 2: Can volunteers get paid?

1. Take a look at the definition of volunteering given by the UN Secretary-General in 2001:

Volunteering is “an act of free will, carried out for the benefit of a third party or society at large without the primary concern being financial gain. Actions are categorised as mutual aid or self help, formal service delivery, civic engagement, and campaigning; these categories may overlap” (UN Secretary-General 2001).

2. Which words in this definition tell us that sometimes volunteers can get paid?
3. What forms of payment or incentives might volunteers receive?
4. Do you know any volunteers who receive money for their volunteer activities? If so, what is the difference between these volunteers and people who are usually employed to do those activities?
5. What other incentives could volunteers receive?

Because CBA is so centred on community involvement, volunteering is defined very broadly. For example, it includes direct and indirect contributions by volunteers, it refers to national, local and international volunteers, and it refers to volunteers who receive a stipend and those who do not receive any stipend.

Volunteers sometimes get paid a stipend, which helps them cover the costs (such as food and transport or child care) that they incur when they volunteer. Sometimes volunteers get some money for the activities they do, but they are paid far below the market rate. Sometimes they get other incentives such as training. So payment is a small incentive, not a wage. As long as volunteers are not being paid as employees and are not doing the activity primarily for financial gain, then their involvement is still considered to be volunteering.

2.3. Different types of volunteers

Volunteering can happen in many different ways:

- Volunteers from other countries might come to serve in your country for a short time or for a longer period of time. We call these **international volunteers**. They will often bring new skills to a community and could be involved in building the capacity of local people in the area.
- There are also volunteers who may be citizens of your country and are involved in a structured volunteer programme within the country. They will volunteer in their own country, but not necessarily in their own community. We call these **national volunteers**. They share similar norms and values to those of the community and usually speak the local language.
- There are also activities that happen at the community level by **local volunteers**. Sometimes people don't recognise this as volunteering because they are used to helping each other. Nevertheless, these activities are very important when it comes to CBA projects and we need to recognise the role that people play on a voluntary basis. This is because most CBA projects depend on the involvement of local volunteers. So it is important to talk about and measure the involvement of these volunteers.

The next activity helps people to identify the types of volunteers they may encounter in CBA projects.

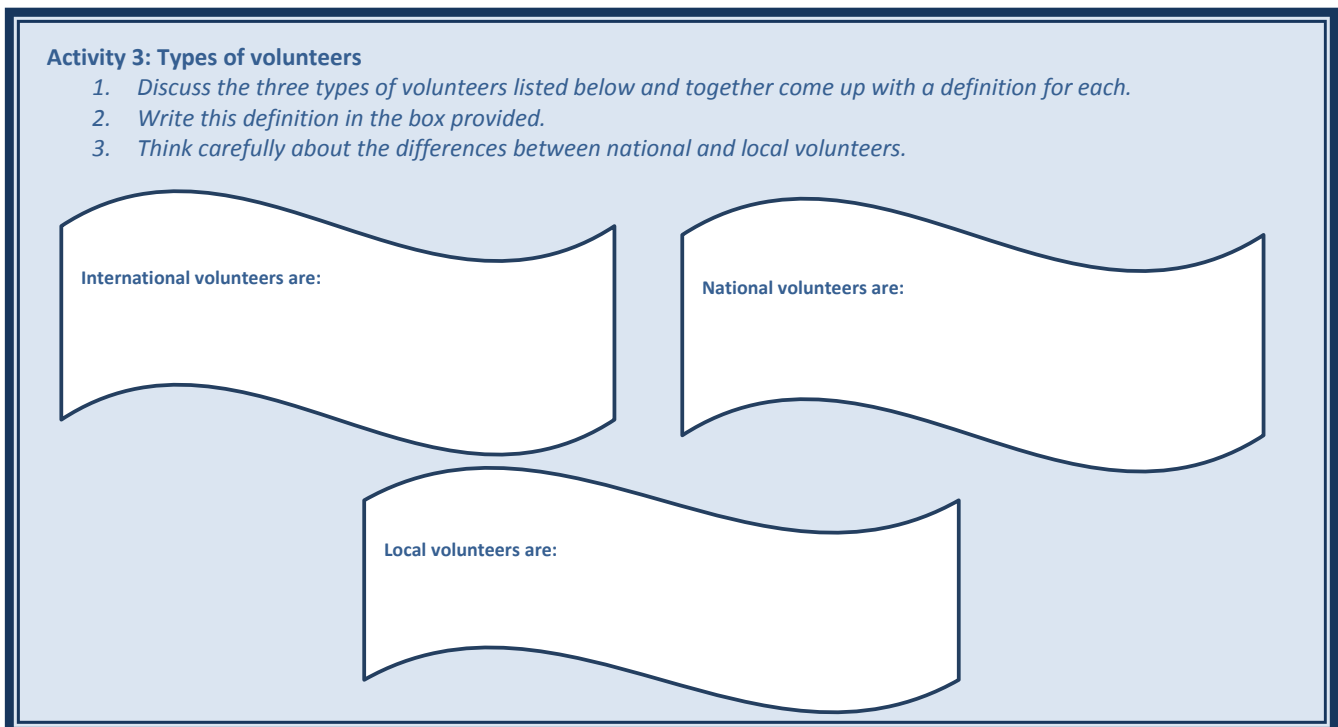
Activity 3: Types of volunteers

1. Discuss the three types of volunteers listed below and together come up with a definition for each.
2. Write this definition in the box provided.
3. Think carefully about the differences between national and local volunteers.

International volunteers are:

National volunteers are:

Local volunteers are:



In this section we have learned that volunteering in CBA projects takes many forms ranging from advocacy, civic engagement, online volunteering and direct involvement in CBA projects.

We have also learned that volunteers can sometimes get paid a stipend or receive other incentives for their involvement. This does not mean they are no longer volunteers.

There are also many different types of volunteers including international, national and local volunteers.

It is important to find out how the community understands volunteering. It is also important always to have a broad idea of what volunteering is when measuring the involvement of volunteers in CBA.

3. WHAT CAN VOLUNTEERS BRING TO CBA PROJECTS?

As the name shows, community-based adaptation (CBA) projects are supposed to be community-based and community-driven. This ensures that local people are in charge of the project and that the project takes important local factors into account. Volunteers make a range of contributions to CBA projects. Use the following activity to think about ways in which this might happen.

Activity 4: Volunteer contributions to CBA

1. Think about what volunteers bring to CBA projects.
2. Using the following list, tick the three descriptions of volunteer contributions that you think are most important.
3. Explain your choices to your partner.

- Volunteering enables ordinary people to contribute to development – anyone can be a volunteer.
- Volunteers can help communities adapt to climate change because they understand the community and have its trust.
- Volunteers can help communities sustain the changes to deal with climate change because they take a personal interest in making a difference in their community. This is especially important in CBA projects since climate change is going to have long-term effects on communities.
- Volunteering provides a way of drawing in young people, people with disabilities and older people, women and men, to participate in adapting to climate change.
- 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 to adapt to climate change.
- Volunteers can develop into leaders and role-models in communities.
- Volunteering strengthens collective action in the community, which is crucial for natural resource management.
- Volunteering empowers communities to overcome the climate change problems that they face.
- By volunteering, people can develop community-based examples of adaptation to climate change.
- Volunteering enhances communities' adaptive capacities so that they can further adapt to climate change beyond the CBA project.
- Volunteering can inspire other people and neighbouring communities to share knowledge and adaptive measures.

In CBA **all** of the above are ways in which volunteers contribute to CBA and show what value volunteering adds to CBA and to communities. Most times, CBA projects depend on the involvement of community members who volunteer their time or their skill in order to get the project going, and to sustain it. Volunteers contribute their time, their skills, their knowledge and their talents to the CBA project.

Volunteers play a very important role in CBA projects because they help communities adapt to climate change at the local level. We therefore need to recognise the contributions that volunteers are making in their communities; we need to motivate them to continue and encourage others to join them. This is key to making their environments more sustainable.

Volunteering helps sustain community-based projects because volunteers are a precious community asset, which is often forgotten. Volunteers can help communities adapt to climate change and can help communities sustain these changes. This is especially important in CBA projects since climate change is going to have long-term effects on communities. So projects that strengthen communities'

adaptive capacity must be sustainable. Volunteers who are actively involved in a project increase their skills and knowledge. This makes them better able to adapt in the future, and to teach and inspire other community members, and other communities, to adapt to climate change.

The value of volunteerism is demonstrated in the following diagram.

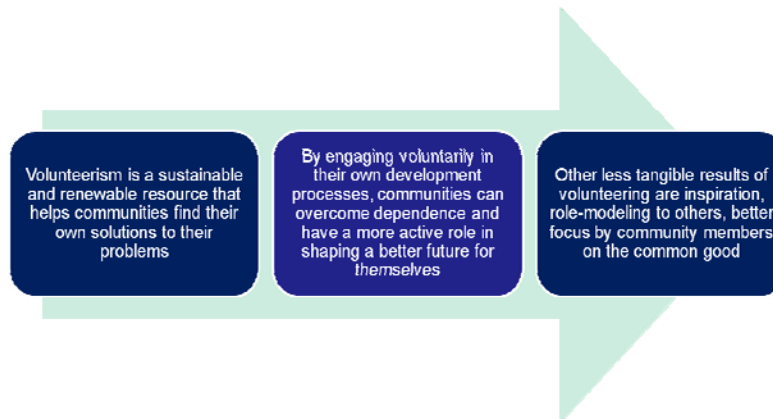


Figure 1: The value of volunteering

Source: Presentation by UNV at CBA Midterm Review Workshop in Jamaica, 2009

Different kinds of volunteers make different contributions. You will recall from the previous chapter that CBA projects might involve international, national and local volunteers.

Local volunteers will be involved in driving and implementing the CBA project. They will volunteer ideas, knowledge of the community and its surrounds, and most importantly of the environment. They will participate in planning; they will volunteer their material and their labour; and they will make time to attend meetings. When these voluntary contributions continue after the project, we say that the project is sustainable.

In many instances **national volunteers** might also assist communities. These volunteers may be located in NGOs and CBOs that work with local communities to apply for the grant money. In other cases these volunteers may be national UNV volunteers who act as a bridge between the UNDP-GEF/SGP office and the local communities. These volunteers contribute their skills in development planning and proposal writing; they build capacity, arrange workshops and provide on-the-job training. They may play an important role in motivating and listening to partners and communities. They can also explain climate change and what it means for communities; and they can assist with implementing the baseline research, and the monitoring and evaluation processes.

There are also **international volunteers** involved in CBA activities. Some may contribute by translating official documents into local languages to help communities understand programmes and share global knowledge. Others may develop technologies to assist communities with adaptation to climate change (such as developing drought resistant crops). Some international UNV volunteers are assisting national coordinating committees to establish the CBA programme. Very often these international volunteers have a range of skills and technical knowledge that can contribute to capacity building in communities.

4. PROMOTING & SUPPORTING VOLUNTEERING

Given the crucial contributions and added value of volunteering mentioned in the previous chapter, you will have the responsibility of promoting and supporting volunteering at the local, national and international levels. In some communities this will be easy. In others you may have to get creative about how to promote and support volunteering, particularly at the monitoring phase when initial excitement about the project may have worn off. These activities will help you to think through how best to do that.

4.1. Promoting and supporting volunteering in CBA projects at the local level

Very often volunteering is not recognized at the local level because it is taken for granted. Although volunteering plays an important role in maintaining the social fabric of a society and contributes to day to day activities, it may be so much part of community life that it can fade into the background and we forget how valuable these contributions are. It is therefore important to highlight the many things that are done on a voluntary basis everyday in the community. This activity helps you to think through how best to do that.

Activity 5: Motivating volunteering in CBA at the local level

1. Split into groups of four
2. In each group identify different people to play the roles of the key characters
3. In each group you can replace the woman with a member of another identified marginalised group (people with disabilities, elderly, youth)
4. Half of the groups will do role play 1 and the other half will do role play 2 below
5. After 10 minutes of role play return to the large group and discuss what you learned. Focus particularly on the following questions:
 - a. In what ways can community-based volunteers be motivated to participate in CBA projects?
 - b. How can one encourage socially excluded groups (the elderly, people with disabilities, women, youth) to volunteer and participate in CBA projects?
 - c. How can one sustain the enthusiasm of the volunteers beyond the initial excitement of the project starting up?

Role play 1

Characters:

- 2 male community leaders
- 1 female leader (not present at the meeting)
- 1 NGO liaison (from NGO called *Fundación Amigos de la Naturaleza* (FAN))

In the Saipina Municipality in Bolivia community members have identified inefficient water systems as a factor that increases their vulnerability because they were not able to manage water resources throughout the year. FAN is the NGO working with the community.

At the first community meeting, the FAN representative notices that no women are present at the meeting. It also becomes clear that the two community leaders at the meeting (both men) want FAN to implement water systems for them, without community involvement.

Role play 2

Characters:

- 2 male community leaders
- 1 female community leader
- 1 NGO liaison person / national UNV

In the Woodford community of Jamaica, community members were initially excited about building a greenhouse in which they would be able to farm subsistence products for the community. At the review visit it is clear to the NGO liaison person / national UNV that although the greenhouse has been built, nothing is currently being farmed in it.

It emerges during the community discussion that many community members have lost interest and are not volunteering, even though they had committed themselves as volunteers. Furthermore, one of the key reasons is that the men are refusing to bring water to the greenhouse since they consider that to be women's work.

If volunteering is taken for granted at the local level, it will be important for you to highlight the many things that are done on a voluntary basis everyday in the community. You could also give community members some concrete examples that you have noticed in this community. There are also external examples of how volunteering contributes. For instance in the Global Polio Eradication Initiative, 10 million volunteers reached 550 million children. The total value of the volunteers involved in this initiative was estimated at US\$10 billion, a contribution well beyond the reach of governments or international/national organizations.

It is also important to let community members know how much volunteering can contribute in monetary terms. They will be amazed how much they contribute to their society as they usually underestimate it:

- The volunteering carried out through non-profit organizations in the USA has been estimated to be equivalent to 9 million full-time jobs.
- A survey carried out in the UK suggested that volunteering was worth around £40 billion per annum, making it the third largest contributor to the nation's Gross Domestic Product.
- In Canada, out of the 24 million people aged 15 or older, 7.5 million volunteer their time, ingenuity, solidarity and creativity to help build a more sustainable future.

Ask community members to help you identify what tasks are done regularly on a voluntary basis. Once these activities are highlighted, it will be important to encourage community members to reflect on how these contribute positively to the survival and maintenance of the community.

Another reason volunteering may be overlooked at the local level is because it is often undertaken by the people with less power in the community – women and younger or older people – those who are not out earning a living. In these cases it may again be important to point out valuable contributions in a community forum and perhaps even organize an event at which volunteers can be recognized for their contributions. Some examples of how you can do this are:

- If you work with volunteers who are trained in first aid in a disaster preparedness programme, arrange for them to give a first aid demonstration to all the community members, and distribute certificates to them to recognize the contribution they make to the community through first aid.
- Identify community leaders (e.g. traditional leaders, religious leaders, teachers, doctors, seniors and young citizens, women) and convince them of the value that volunteerism adds to the sustainable development of their community; you could also encourage them to do some volunteering themselves so as to lead by example.
- Make volunteers feel they are part of a team by giving them T-shirts, caps or badges with UNV logo or slogan such as "proud to be a volunteer". This will make their volunteer activities more visible.
- Ensure that volunteers have opportunities to spend some relaxing time together, for example by sharing a meal after a long day of building a greenhouse together. (Be careful with incentives as they may motivate people or spoil their spirit; it's up to you to decide how to introduce these reward systems according to the local culture).

At the *CBA concept and planning phases* it will be important to talk about what volunteering activities are already happening in the community (as above) and what community members would be willing to contribute to the CBA project. It will also be important to highlight what benefits their contributions will produce, both for the individuals involved, the community and the project as a whole. In this way you can get potential volunteers excited about their involvement (see previous section for some of these ideas).

At the *monitoring phase* you may find that excitement about volunteering might have decreased. In this case it will be important once again to highlight the achievements that are due to volunteer involvement. For example, it may be helpful to organize some kind of celebration to honour the commitment of the volunteers.

4.2. Promoting and supporting volunteering in CBA projects at national and international levels

By measuring and recognising the role that volunteers play in CBA projects, we can advocate for the value of community-based adaptation at the policy level. Very often the value of volunteering is overlooked by local community members, policy makers and funders. An important part of your involvement therefore will be to alert people to the value that volunteers add. This can be done in several ways, and is dependent on why volunteering is ignored in the first place. You will ultimately have to assess the people you are talking to and determine the best way to talk to them about volunteering. The following activity helps you think through how best to do that.

Activity 6: Promoting volunteering in CBA at the national and international level

1. *With a partner or group, imagine that you have just stepped into an elevator with a government policy-maker influential in environmental issues, or a grant-maker from a funding organisation involved in climate change issues.*
2. *You only have from the time the elevator door closes to the time it opens on his/her floor to 'sell' volunteering in CBA to them. How would you do it?*
3. *Think about the following questions:*
 - What types of information do you need to persuade people of the importance of volunteering in CBA?
 - What are some of the challenges you might encounter in talking about volunteering to national or international decision-makers?

At the **grant-maker level**, funders are often focused on hard outcomes and tangible outputs. Volunteering is an act of solidarity and kindness, which is more difficult to measure. However, slowly grant-makers are realizing that “not everything that counts can be measured and not everything that can be measured counts” (in the words of Einstein) and so they are far more open to hearing about and considering volunteer contributions to funded projects. The SGP program in fact considers volunteer contribution as a key aspect of the CBA projects.

Because it is important to give grant-makers a sense of how committed volunteers are and what difference their contributions make, we have developed this methodology and guide. You can use the results of the assessments (the numbers) in combination with inspirational stories from the projects to convince grant -makers of the value that volunteers contribute to projects. Funders may also be interested in other aspects of volunteering such as the argument that it contributes to sustainability – for example, volunteering in CBA projects focuses on developing local capacities to reduce dependency, empower people, foster national ownership and enhance project sustainability. They may also be interested to hear about how volunteering is a powerful means to engage ordinary people in tackling development challenges and how volunteering can encourage inclusion in development planning.

Speaking to **national leaders and policy-makers** can sometimes be even more of a challenge than speaking to grant-makers. Many are completely unaware of the value of volunteering and the importance of promoting and supporting it. Some are bureaucratic and just want to “tick boxes” when it comes to developing policies. However, it is crucial that we talk to government officials and

policy-makers about volunteering so that we can make sure that they take volunteers into account when making policy. They may be interested in the economic value of volunteering when it is calculated in monetary terms (what equivalent inputs would cost if they were paid for), and in the fact that volunteers fill important gaps in service delivery that the state cannot provide for financial reasons. For example, many of the tasks that people undertake voluntarily (such as digging a well, looking after children, building a community center in a town, helping in the classroom) are valuable supplements to services provided by the public sector. They may also be interested in the power of volunteerism to resolve conflicts and build peace/trust/solidarity after a war or natural disaster. Volunteering can contribute to a more cohesive society by building trust and reciprocity, and can thus be a powerful resource for reconciliation in divided communities.

5. WHY MEASURING VOLUNTEER CONTRIBUTIONS IN CBA IS IMPORTANT

From the concept phase through to final review phase of a project, you will be required to measure the contribution of volunteers to the CBA project. However, in order to do this, we need to understand why this is important.

Activity 7: Why measuring volunteer contributions is important

1. *With a partner, think of some of the reasons why measuring volunteer contributions is important.*
2. *Write down the three most important reasons below.*



At the start of a project it is always important to ensure that it has the right resources and assets to make the project a success and to keep it going. Some of those resources will be coming from the UNDP-GEF in the form of money, scientific expertise, capacity building, platforms for knowledge sharing, and global knowledge. But others, such as time, skills and local knowledge will come from volunteers.

As shown above, some volunteers will be in the community (in the case of local volunteers), while others will come from outside the community (in the case of national and international volunteers). It is therefore important to find out from community members how much time they can volunteer and what other voluntary contributions they can make.

This is also essential since the UNDP-GEF CBA project requires that project applications indicate how they will raise co-financing for a project to enhance partnership and local ownership. The UNDP-GEF framework recognises in-kind contributions or voluntary contributions as co-financing, so volunteer contributions can be presented in the project proposal as co-financing for the project.

If the ideas for the project and the project proposal are successful, the project is likely to receive the grant funding needed to implement the activities. This is when it is important to measure and evaluate the contribution of volunteers.

Monitoring and evaluation is crucial because:

- It helps to see if the project proposal estimated correctly the time required from members of community. If the estimate was not correct, then more community members should be encouraged to participate or else the expectations of the project must be revised.

- It helps the community to identify if there are likely to be any problems with the volunteer involvement. For example, will enough men volunteer to assist the project, if it is perceived as 'women's work' in the community? If not, the community can propose solutions to these problems.
- It helps to identify leaders and other key role players who are volunteering and who might be responsible for the sustainability of the project or who could help start up new projects.
- It helps to clarify roles and responsibilities in project implementation, establish volunteer task forces and include all community members in the process.
- It provides opportunities to sensitise communities to the importance of the collective action (especially for natural resource management) and to advocate for the immense contribution that volunteers bring to development.
- An evaluation can build pride and a sense of community ownership amongst community members.
- It also provides us with valuable information about good practice in community-based adaptation that can be used to lobby international policy makers for a bigger focus on community-based adaptation as one strategy for dealing with climate change.

When we report on volunteer contributions, especially if we have data from many countries, we can also take it as an occasion to tell volunteers that they are part of a bigger movement of volunteers . Tell them there are thousands of people like them all over the world who are voluntarily cleaning rivers and sensitizing communities to hygiene measures and recycling; who are supporting tribal displaced people to get compensation from government and industries such as land, housing and work; who are identifying disabled and vulnerable children in villages and ensuring they are attending school.

SUMMARY OF PART 1

In this section we have dealt with what volunteering is and learned that in CBA projects we think of volunteering very broadly. We include all forms of volunteering and all types of volunteers as long as their *primary* motivation is not to earn money from the activity.

We learned that volunteering, in its many forms, plays a crucial role in CBA projects by emphasising ownership of a project, building capacity and ensuring sustainability.

We also learned that we need creative ways to promote and support volunteering at the local level where volunteering is often taken for granted, and at the national and international levels where people often overlook the value of volunteering.

Finally, we discussed the importance of measuring the contribution of volunteering in CBA projects.

PART 2 of this handbook will now provide you with the relevant tools to measure the contribution of volunteers to CBA projects. It contains practical guidelines on how to implement the tools, how to capture the data and how to report the information to your national coordinator or other relevant designated official.

PART 2

ABOUT THE PROJECT CONCEPT PHASE

At the project concept phase you will:

- Talk to community members about what volunteering is;
- Talk also about the value that volunteering adds to development and to CBA in particular;
- Raise people's interest in volunteering, stimulate the volunteering spirit and motivate community members to participate as volunteers;
- Build trust;
- Build an understanding of the social and power dynamics in the community. It may reveal obstacles or opportunities for mobilization;
- Clarify roles and responsibilities in project implementation, and establish volunteer task forces;
- Ask community members to think about what activities they might contribute to voluntarily in the CBA project;
- Capture the information from the discussion to include in the project concept document.

Key outcomes of this phase

At the end of the concept phase the community should:

- a. have a good idea of some of the assets that they can use to implement the project;
- b. be motivated to participate in the CBA project;
- c. have a sense of community dynamics, groups, inclusion and solidarity;
- d. assess the existing voluntary mechanisms and build on them: identify areas of improvement to reinforce, stimulate and organize them;
- e. be able to use the information gathered to estimate how much co-financing will be provided through the time and skills that the volunteers estimate they will contribute.

6. THE PROJECT CONCEPT PHASE

At the project concept phase you are primarily concerned with orientating the community to volunteering and what voluntary contributions they will be making to the CBA project. You will capture the information in the project concept document. You will probably spend some time with the community discussing the potential project in a community meeting. This is an ideal opportunity to orientate the community to the role of volunteering in CBA and to discuss what activities they might be involved in, should the project go ahead. Of course, prior to this discussion on volunteerism, you have to ensure that community members have been sensitized to climate change adaptation and well introduced to the aim of UNDP-GEF CBA programme.

6.1. STEP 1: Orientate the community to volunteering

As a first step to assessing potential volunteer contributions to the project, you will need to call a community meeting. Your goal is to talk about the volunteering activities and traditions that already exist in the community, raise the spirit for volunteering and encourage community cohesion. If possible, try to plan a visit to the community ahead of time to prepare for the community meeting. If this is not possible you may have to rely on previous information or information from the community.

Materials you will need:

- A camera (to take photos before the meeting)
- A tape/ AV recorder (to capture the discussions – remember to ask for permission)
- A flip chart and paper
- Marker pens (in different colours)
- Examples of how volunteers contribute to development (use this guide for some examples or collect examples from the community beforehand).

Before the community meeting

1. Visit the community to identify ways in which they volunteer and what words they use to describe volunteering.
 - Speak to community members about volunteering
 - Take pictures of volunteer activities
 - Ask them what words and traditions they use to describe volunteering.
2. Prepare some material that you can refer to at the meeting.
 - Stick or draw pictures of volunteering on a flip chart sheet (Sheet 1).
 - Write down the words ‘volunteer,’ ‘volunteering’ and ‘service’ on a sheet (Sheet 2).

At the community meeting

1. Introduce yourself as a volunteer if you are one.
2. Introduce why we want to discuss volunteering and what it means in the CBA context. Be patient and explain the reasons of our partnership and the technical information, using accessible and culturally adapted words.
3. Listen carefully to community members and engage them; avoid “informing and deciding for people”.
4. Ask community members to identify what activities are done in the community on a voluntary basis by referring to the pictures on Sheet 1 .
5. Facilitate a discussion in which you talk about what contribution these activities make to the community – this helps to raise the spirit for volunteering in the community and build awareness of the role of volunteers.
6. Ask them what words they use to refer to the terms written

Remember

Communities will mobilize themselves when there is trust and confidence, and when they understand and see benefits emerging from the CBA project process.

on Sheet 2.

7. Facilitate a discussion in which you talk about who carries out the identified activities (women, men, older people, younger people) and why. Take this opportunity to sensitize the community members about the importance of inclusive participation with all marginalized groups (see the publication we have written in 2010 on “Gender, Climate Change and Community-Based Adaptation” for getting detailed guidance on how to mainstream gender into CBA).

NOTE: If you have been working in the community for a while, or if you have run projects there before that involve volunteers, or if volunteering is well understood and well established, STEP 1 may not be necessary.

6.2. STEP 2: Identify ways in which volunteers may contribute to the CBA project

Now that community members are orientated to the idea of volunteering in their community, you can facilitate a discussion about how volunteers might contribute to the proposed CBA project. Use the following questions and sub-questions to facilitate the discussion. You may want to write the main questions on a flip chart sheet to guide the discussion.

- **How many volunteers do you expect to work on this project to get it started? (community members should of course freely chose if they want to participate in project implementation, and if yes, in which activity)**
 - How many of these will be men, women, older people, younger people, people with disabilities?
 - What different needs, concerns and vulnerabilities will different groups have when they are volunteering on the project?
- **What will they be doing?**
 - Will they be directly involved in the project?
 - Will they be providing support to those directly involved?
- **What skills and knowledge will they be able to bring to the project?**
 - What different knowledge, ideas and capacities will different groups have (men, women, older people, younger people, people with disabilities)?
 - What experience is available amongst community members and how can this benefit the project?
- **How many hours per week will they be able to work on the project?**
 - What are the things that might limit the amount of time available (work, child care, household activities)?
- **How many volunteers will be involved in keeping the project running?**
 - Directly?
 - Indirectly (supporting volunteers)?
- **What will help to ensure that community members can participate in the project?**
 - Will there be child care facilities/ arrangements if women are to be involved?
 - Is volunteering a way of life in the community?
 - Do community members have time to volunteer?
 - What can be done to recognise the role of volunteers?
 - What experiences from the past can volunteers draw on to strengthen this project?
- **What problems might make it difficult for community members to participate in the project as volunteers?**
 - For men?
 - For women?

- For young people?
- For older people?
- For people with disabilities?

6.3. STEP 3: Capture the information

It is important to ensure that you capture all of the information in the discussions. Some suggestions on how to do this:

- Record the proceedings. You can do an audio recording or an audio-visual recording. Remember to ensure that you have enough tape time and batteries if you do this. Also ensure that you get permission from the community members.
- Have someone to take notes. Make sure that the person has enough paper and pens and that they take detailed notes of the discussion.
- Capture as much information as possible in the flip charts as you facilitate the discussion. This is a good way to capture information as it enables community members to make inputs into what you writing.
- Capture the date and disaggregate it by key categories (gender, age, people with disabilities etc.)
- Take photos for a photo report or photo story. Remember to ask for permission to take photos and shooting videos.
- Use a combination of all the above methods.
- At the end of the meeting (not more than a day or two later) fill in the sheet on the next page.

Ensure that you have:

- Assigned tasks clearly to team members (e.g. note-taker, facilitator etc).
- Translated key words
- A tape recorder or audiovisual recorder
- A camera with battery life and a memory card or enough film
- Enough tapes
- Enough charged batteries
- Permission from the community to record proceedings
- Paper and pens for the note taker
- Flip chart
- Marker pens.

NOTE: It is important that you keep all the data that you have collected – flip chart sheets (or photographs of them), recordings of proceedings and notes that were taken. DO NOT throw anything away as you will refer back to it during the proposal, monitoring and evaluation phases.

6.4. STEP 4: Report the information

If you have recorded the proceedings well you will have a lot of information from which to write up the project concept note. Capture this information on the Volunteer Involvement Summary Sheet in Appendix 1.

Use this information to fill in the questions for the concept note tool. From this you should be able to write up a summary to include under the **volunteer involvement** section in the **project concept note template**. Check for the following to ensure that you are representing information correctly:

- Report on key issues that were highlighted repeatedly – this indicates a trend.
- Report on issues that people were silent about.
- Reflect on why they may have been silent (e.g. were they reluctant to talk about disability because of stigma? If so, this highlights a particular challenge).

This should be captured in as much detail as possible, highlighting both opportunities and challenges.

6.5. STEP 5: The Project Concept Review Sheet

There is an additional question in red in the Project Concept Review Sheet. Have a look for the change in the review sheet in Appendix 2. Using the project concept review sheet, you should ensure that you have included all information on volunteering. If you have followed the instructions for Steps 1 – 4 above you will have met this requirement.

PROJECT CONCEPT PHASE

WORK PLAN & CHECK LIST

Activity	v
Before the community meeting	
Visit the community to collect information about volunteering practices and words used to refer to volunteering	
Prepare the flip charts for Steps 1 and 2 discussed above	
Ensure that you have marker pens and recording equipment	
At the community meeting	
Facilitate the discussion outlined in Step 1 above	
Facilitate the discussion outlined in Step 2 above	
Capture all of the information using audio or AV recording and/or note-taking	
After the community meeting	
Write up a summary of the discussions using the sheet in Appendix 1	
Include this under the volunteer involvement section in the Project Concept Note template	
Check that you have answered the volunteer question in the project concept review document	

ABOUT THE PROJECT PROPOSAL PHASE

At the project proposal phase you will:

- Re-orientate community members to the discussions about volunteering from the concept phase;
- Facilitate a discussion about volunteering using the VRA tool H-form template on p29;
- Capture information about volunteering using the H-form;
- Establish how many volunteers will be involved and what activities they will be doing, using the volunteer table;
- Write up and report on the information collected in the volunteer table.

Key aims of this phase:

1. To get community members to think through the opportunities and challenges for volunteer involvement in the CBA project
2. To establish and record the commitments of community members to volunteering
3. To capture this information as a **baseline** against which to compare information collected in the review and final phases.

7. THE PROJECT PROPOSAL PHASE

Once the country office has assessed the concept note and thinks that the project is worthwhile, the project may receive a planning grant of up to US \$2,000. These funds are to be used for the community to plan the project in more detail in a participative way. The funds will also be used to set up processes that will help measure whether the project is meeting its goals or not.

You will therefore need to meet with the community again to begin planning the project in more detail. At this point you will be encouraging people to make firm commitments to volunteer and you will need to capture the information as a baseline indication of involvement. This provides a record against which you will compare information collected at the review and final phases to assess how well the project is developing.

7.1. STEP 1: Discuss volunteering using the VRA

One of the tools used is the **Vulnerability Reduction Assessment** or **VRA**. If you are not familiar with the VRA you should refer to Appendix 3, which outlines briefly how to conduct the VRA. The VRA is a community discussion tool, which looks at four areas of concern and provides questions for discussion. The actual discussion is the most important component of this process. All of the information arising from the discussion should be captured. The VRA also gives people a chance to vote on each area of concern.

REMEMBER: You may need to remind community members about the discussion they had at the project concept phase at this point.

Because volunteer involvement is such an important part of the CBA projects, it is important that the VRA is adapted to include community discussion on volunteering. It is important to note that no additional questions are necessary in the VRA discussions to capture the volunteer information. The discussion on volunteering can be done as part of the discussion on **community assets**. In Figure 2 below you will see how to adapt the current VRA system to include a discussion on volunteering. The suggested questions are highlighted in blue. However, the questions you will ask should be adapted for each community or project to make it suitable to their needs.

The VRA provides important quantitative (numerical) information about the project process. More important is the qualitative information that comes from the community discussion about the VRA questions. So make sure that you record the community discussion by writing down the key points, or by recording or videotaping the discussion. Keep these records safe so that you can refer to them later when you want to see if the project goals have been met.

Step	VRA Indicator	VRA Question In these examples, we consider the case of a community facing increasing drought risks
Assessing current vulnerability	Vulnerability of livelihood/welfare to existing climate change and/or climate variability.	<i>Example: What happens when there is drought? How does this affect you and your community?</i>
Assessing future climate risks	Vulnerability of livelihood/welfare to developing climate change risks.	<i>Example: What would happen if drought was twice as frequent? How would this affect you and your community?</i>
Formulating an adaptation strategy	Magnitude of barriers (institutional, policy, technological, financial, etc) barriers to adaptation.	<i>Example: What stands in the way of adapting to increasing drought? What means do you or your community have to manage events occurring more frequently?</i>
	Assets available to community for adaptation (volunteers, skills, commitment, indigenous knowledge, community leadership)	<i>Example: How many people will be involved in the proposed project? What skills / knowledge do they have? How much time do they have to contribute each week? What might stop them from being able to volunteer their time?</i>
Continuing the adaptation process	Ability and willingness of the community to sustain the project intervention	<i>Example: Rate your confidence that the (project activity) will continue after the project period.</i>

Figure 2: The VRA tool adapted

Source: Adapted from Rankine (2009) VRA presentation made at MAP-CBA Workshop August 2009 in Samoa

7.1.1. Points to remember about volunteering during the discussion

When you prepare for your discussion with the community, here are some things to remember about volunteering:

- Community members may not consider the time they give to working on this project as volunteering. Perhaps they see it as part of what they are expected to do in the community. It is important to remind them that these contributions are a form volunteering. You may therefore need to define volunteering with them if this has not already been done in the concept phase. You could use some examples to stimulate thinking. For example, remind the group of volunteers supporting the eradication of polio in some countries, which would never have been possible without the involvement of thousands of people. Another example is the prohibition of proliferation and utilization of landmines in the world thanks to a massive volunteer movement led by NGOs such as Handicap International, etc.
- Volunteering can involve manual labour and time, but also involves people providing guidance, knowledge and other skills.
- Remember to refer back to Chapter 2 of this handbook if you are unsure if an activity should be considered volunteering or not. Remember that for CBA projects we have a very broad definition of volunteering.

- Volunteers are often able to inspire, motivate, mobilise, encourage and provide good examples of change to other community members.
- Some community members may not be directly involved with the project but volunteer their support in other ways. For example one woman might look after a group of children so that other women can work on the project. These arrangements should be considered as a form of volunteering.
- It is important to identify the things that prevent people from getting involved in the project. These may be physical barriers, for example, when a person is not able to get to the project site. Or they may be social barriers, for example when men do not want to work alongside women or women do not want to work alongside men. It is important to make arrangements to ensure that these barriers are removed so that as many people as possible can participate.
- There are also important factors that can encourage volunteering. If there is already a strong voluntary tradition in the community, or if there is an established volunteer programme it will help to stimulate volunteering in CBA projects. This should be considered.
- Think about which volunteers will be active in the project. Will they be local volunteers? National volunteers? International volunteers?

7.1.2. Conducting the VRA at the meeting

Before the meeting

1. Using the VRA H-form template on the next page, set up the question you have chosen for the community discussion on assets on a flip chart.
2. Remember to pack an audio or AV recorder, charged batteries and tapes to capture the discussion.

At the meeting

1. Facilitate a discussion around the question you have posed on the H-form.
2. Capture positive responses (and opportunities) on the right and negative responses (or challenges) on the left of the H-form.
3. Capture recommendations at the bottom of the H-form.
4. Once the discussions are complete ask each community member to respond to the question posed using the number that corresponds to relevant answer (as noted on the H-form you have prepared).
5. Capture their responses with a stroke on the number they have selected.
6. Using the same H-form system as for all other VRA questions add together the responses to come up with an overall VRA number.

In some countries the numerical component of the VRA is no longer being used. This is because capturing the discussion is much more important. If it is not standard to capture numerical information on the VRA, then you do not need to do this.

<p><u>Negative responses/ challenges</u></p> <ul style="list-style-type: none"> • People have to be working. They don't have time to be involved • Only the women will be involved • How are we supposed to volunteer? We need money to keep our families alive. 	<p>DISCUSSION QUESTION</p> <p>What can people here bring to this project?</p>	<p><u>Positive responses/ opportunities</u></p> <ul style="list-style-type: none"> • We help each other out all the time so we will do it for this project. • It is expected from us because we are members of this community. • We are interested in learning more about climate change so we want to be involved. • I have skills to offer.
	<p>1 2 3 4 5</p>	
	<p><u>Suggestions</u></p> <ol style="list-style-type: none"> 1. Maybe we can have a stipend or incentive to encourage people to volunteer and to cover their costs. 2. We need to do training courses to show people that they can learn from volunteering. 3. We have to get the community excited about volunteering. We could motivate them by organising celebration days at which we recognise the contribution of the volunteers to our CBA project. 	

7.2. STEP 2: Capture the information from the VRA

1. If you facilitate the discussion using the H-form as discussed above, you will already have captured a great deal of information that you will need for the project proposal template.
2. Take a photo of the H-form to act as a backup record of the discussion.
3. The VRA tool is designed to capture both quantitative data (numbers) as well as qualitative data (words and meanings). It is important that you capture both of these types of data using the H-form if this is standard in your country.
4. Remember to take notes of any issues that arise pertaining to issues of inclusion (look out for gender, age and disability related discussions)
5. However, the discussions will be longer and more detailed than what you can capture on the H-form. It is therefore worth also using an audio or AV recorder or asking someone to take notes of the discussions for you to refer back to.

As a rule you should always capture more information rather than less. It is easier to sift through extra information than to go back to find missing information.

7.3. STEP 3: Establish how many volunteers will be involved and what they will do

NOTE: If other vulnerable groups are identified, the numbers of volunteers from these groups should also be indicated on the contribution sheet.

It is also important at this stage to get an estimation of how many people will be volunteering, what kinds of activities they will be involved in, what skills they will bring and how much time they are likely to give. This will give you an estimation of the in-kind contribution that volunteers are providing in the project. You can use this by pasting up the volunteer contribution sheet on the next page for a discussion. If it is easier for you to conduct an informal discussion about this that is also fine, as long as you are able to complete the volunteer contribution table (see next page) that is now a requirement for proposals.

Contribution of the volunteers to the CBA Project

Project Activities (to which people plan to contribute on a voluntary basis) These should be activities that contribute directly	Supporting activities (to which people plan to contribute on a voluntary basis) These should be activities not directly related to the project, but which will support the direct activities	Description of the voluntary contribution (Capacities, knowledge, know-how, manual labor, materials, tools, etc.)	Total number of volunteers to be mobilized		Women	Men	Elderly persons (older than 60)	Youth (younger than 25)	People with disabilities	Local	National	International	Number of volunteer days anticipated	Monetary value of the voluntary contribution including labor and materials (enter as co-financing in the budget) Please remember to give an explanation of how you calculated monetary value in a note below.
			Direct	Indirect										
														See note above for calculation recommendations
<p><i>For reference:</i> What are the mechanisms for volunteerism that already exist in the community before the CBA project (for example, traditional mechanisms for mutual assistance, associations, etc.)? This information will come from the VRA discussion as well as the concept phase discussion</p>														
<p><i>For reference:</i> Number of volunteers in the community already engaged in climate change adaptation activities before the CBA project. This information will come from the VRA discussion as well as the concept phase discussion</p>														

<p><i>For reference:</i> What are the opportunities that could facilitate people engaging in voluntary activities? This information will come from the VRA discussion as well as the concept phase discussion</p>
<p><i>For reference:</i> What are the obstacles that could impede people from engaging in voluntary activities? This information will come from the VRA discussion as well as the concept phase discussion</p>

7.4. STEP 4: Capture the information from the above activity

1. Remember to record the discussions using audio or AV recording equipment or by taking notes.
2. The information captured should be transferred into the table shown on the previous page, which forms part of the project proposal template.

7.4.1. Calculating the monetary value of the volunteer contributions

The total value of volunteer contributions is not always measurable in monetary terms. Remember from the discussion in Chapter 3 that volunteers may be role models and add to the drive of the community to keep going with the project. They also contribute to the sustainability of a project. This value-add is not measurable in monetary terms. However, the actual time they spend on a project, as well as the skill they bring can be estimated in monetary terms. This is important to do as it helps to give an estimation of the in-kind contribution from the community (which counts as co-financing in CBA projects).

The easiest way to do this is to assess, based on skill level, qualification and prior knowledge, what the person is likely to earn in the open labour market to do the same or a similar task. This will give an estimation of what their time would be worth in the labour market. This might require some research on your part (such as phoning companies involved in similar work or finding out about minimum wage requirements in policy documents). Figure out what the **daily rate** for this person would be (i.e. if the wage is quoted as a weekly rate, divide the figure by 5 for a daily rate).

REMEMBER to calculate this for those community members directly involved in the project **as well as** those providing support or indirect assistance (such as providing food or child care)

Once you have this information you can multiply the daily rate by the expected number of hours the person will voluntarily work on the project per week or per month (remember to note in the volunteer contribution sheet if you are calculating numbers as a weekly or monthly contribution).

7.5. STEP 5: Report the information

You will use all of the information collected to develop the project proposal in two ways.

1. INFORMATION FROM THE VRA:
 - a. The information collected during the VRA discussions will help you to fill in a summary of the community involvement in Section 2 (Community Ownership) of the project proposal template. Information from the VRA is especially relevant to questions 2.2 and 2.3.
 - b. Where barriers to volunteer involvement have been identified, these should be included in Section 4 (question 4.3)
 - c. The information collected on the volunteer contribution in the VRA should be reported in the VRA template provided in the project proposal template. **After the initial VRA session, the scores and information from the VRA H-form must be uploaded to the SGP database at <http://sgp.undp.org/>.**
2. INFORMATION FROM TOOL 2:
 - a. This information should be used to fill in the table on volunteer contributions in the project proposal template.

7.6. The Project Review Sheet (Proposal phase)

There are three additional questions pertaining to capturing the volunteer information in the revised project review sheet. Have a look for the change in the review sheet in Appendix 4 (it is marked in red). You should ensure that these questions are answered in the proposal. If you have followed Steps 1-6 above you should have included all of the required information.

PROJECT PROPOSAL PHASE

WORK PLAN & CHECK LIST

Activity	v
Before the community meeting	
Think about the question you will pose about volunteering in the VRA discussions.	
Make sure you have translations of the main terminology in the local language.	
Prepare the H-form on a flip chart.	
Prepare the table on the “contribution of the volunteers to the CBA project”	
Ensure you have marker pens, recording equipment and materials to take notes.	
At the community meeting	
Facilitate the VRA discussion and capture the information on the H-form and in notes/ recording.	
Facilitate the volunteer involvement discussion (Step 3) and capture the information on the flip charts and in notes/ recordings.	
After the community meeting	
Type up the H-form and submit it to the SGP database at http://sgp.undp.org/ .	
Fill in the table: Contribution of the volunteers to the CBA Project in the project proposal template.	
Fill in the appropriate information in Sections 2 and 4 of the proposal template.	
Check that you have answered the volunteer questions in the project proposal review document.	

ABOUT THE MID-TERM REVIEW PHASE

At the mid-term review phase you will:

- Establish how the volunteer response to the CBA project is developing by facilitating a discussion using the VRA tool;
- Capture information about the volunteering response using the H-form;
- Establish how many volunteers are involved and what activities they are involved in using the volunteer table;
- Motivate volunteers who may have lost interest in the project;
- Write up and report the information collected in the volunteer table.

Key aims of this phase:

1. To motivate volunteers to continue their good work
2. To trouble-shoot any challenges that have arisen
3. To capture **monitoring** information to compare against the baseline information collected at the proposal phase.

8. THE MID-TERM REVIEW PHASE

This phase provides you with an opportunity to check how the volunteering is going at the mid-term of the project life (e.g. after 6 months for a one-year project). You can identify and resolve challenges that have arisen, and collect information about the volunteer commitment up to that point in the project. The information can also be used for advocacy and knowledge sharing. It also provides the community with an opportunity to review, reset and recommit to the goals set in the project proposal phase, and provides time to motivate volunteers who might have lost interest.

There are three things you will need to do at the mid-term community visit or meeting:

1. Collect information about the current volunteering contributions;
2. Conduct the mid-term VRA, including a discussion on volunteering when discussing the assets;
3. Motivate the volunteers.

8.1. STEP 1: Facilitate a discussion about the volunteering experience

Before the meeting

Prepare yourself with information.

1. Visit the community to see the CBA project volunteers in action.
2. Take some photos of their activities.
3. Talk to them about their experiences.

Set up your tools to facilitate the discussion.

1. Stick photos up for the discussion.
2. Write down some questions on a flip chart that will help to guide the discussion.
3. Make sure you pack recording equipment, charged batteries, tapes, pens and note paper.

At the meeting

Facilitate a discussion on the volunteer experience using the following questions:

- **How many people are currently involved in the project?**
- **Who are they? (Men, women, elderly, young, people with disabilities)**
- **Will any more people be getting involved?**
- **Will any people be leaving the project?**
- **If so, why?**
- **What skills/ knowledge have they brought to the project?**
- **How much time were they able to contribute each week?**
- **What has helped people to volunteer?**
- **What has stopped some community members from being able to volunteer?**

NOTE: You may want to refer to pictures or experiences you collected in previous discussions should it be difficult to get people to talk about the volunteering experience.

At the meeting

Facilitate a discussion on the activities that community members have been involved in using the sheets you have prepared.

ALWAYS remember to thank community members for their very valuable contributions.

After the meeting

The information collected from this discussion will help you to fill out the volunteer contribution sheet that is now a requirement for the mid-term review phase.

This information should be checked against the information that was included in the concept note and proposal. Are any changes needed? Once it has been checked, the information should be provided to the country office. They will track how many volunteers are involved in the projects running in the country.

8.2. STEP 2: Conducting the VRA to review volunteer involvement

The VRA needs to be conducted at least once during the project implementation phase. This is so that one can monitor the progress of the project. It also helps to identify any barriers to the project so that these can be solved in time.

During the monitoring visit, make sure that the discussion on volunteering does take place. This will enable the community to assess whether they estimated the voluntary involvement correctly, and whether they identified the potential barriers correctly. It will help them to make changes to the information if necessary and will encourage them to continue their commitment to the project. During the monitoring visit, the following questions should therefore be asked in the present tense as is shown in the table below.

Formulating an adaptation strategy	Assets available to community for adaptation (volunteers, skills, commitment, indigenous knowledge, community leadership)	<u>Example:</u> <i>How many people are currently involved in the project? Will any more people be getting involved? What skills/ knowledge have they brought to the project? How much time have they been able to contribute each week? What has stopped some community members from being able to volunteer their time?</i>
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8.3. STEP 3: Capture the information from the VRA

1. If you facilitate the discussion using the H-form as discussed above, you will already have captured a great deal of information that you will need for the mid-term review reporting.
2. Take a photo of the H-form to act as a backup record of the discussion.

8.4. STEP 4: Capture the information from the above activity

1. The information captured should be transferred into the table shown on the next page, which forms part of the mid-term review.
2. Remember to record the discussions using audio or AV recording equipment or by taking notes.

Contribution of the volunteers to the CBA Project

Project activities (to which people contributed on a voluntary basis) These should be activities that contribute directly	Supporting activities (to which people contributed on a voluntary basis) These should be activities not directly related to the project but which will support the direct activities	Description of the voluntary contribution (capacities, knowledge, know-how, manual labor, materials, tools, etc.)	Total number of volunteers mobilized		Women	Men	Elderly persons (older than 60)	Youth (younger than 25)	People with disabilities	Local	National	International	Number of volunteer days contributed	Monetary value of the voluntary contribution including labor and materials (enter as co-financing in the budget) Remember to add a note about how the monetary value was calculated
			Direct	Indirect										
Activity 1														
Activity 2														
Activity 3														
<p><i>For reference:</i> What are the mechanisms for volunteerism that already exist in the community before the CBA project (for example, traditional mechanisms for mutual assistance, associations, etc.)?</p>														

For reference: Number of volunteers in the community already engaged in climate change adaptation activities before the CBA project.

For reference: What are the opportunities that could facilitate people engaging in voluntary activities?

For reference: What are the obstacles that could impede people from engaging in voluntary activities?

8.5. STEP 5: Reporting the information

You will use all of the information collected to write up a mid-term review.

1. INFORMATION FROM THE VRA:
 - a. The information collected on the volunteer contribution in the VRA should be reported in the mid-term review.
 - b. You should also comment on any changes in the score, explaining what the change means.
 - c. **After the mid-term VRA session, the scores and information from the VRA H-form must be uploaded to the SGP database at <http://sgp.undp.org/>.**

8.6. Motivate volunteers

You may need to spend some time motivating volunteers or talking through any challenges. Use the activities from Chapter 4 of this training guide to do this.

Activity	v
Before the community meeting	
Visit the community to ascertain how the volunteering is going. Speak to volunteers and take pictures.	
Look back at the VRA volunteering question you posed at the proposal phase and reformulate it to reflect on the current situation.	
Prepare the H-form on a flip chart.	
Ensure you have marker pens, recording equipment and materials to take notes.	
At the community meeting	
Facilitate the discussion outlined in Step 1 above.	
Facilitate the VRA discussion and capture the information on the H-form and in notes/ recording.	
After the community meeting	
Type up the H-form and submit it to the SGP database at http://sgp.undp.org/ .	
Fill in the table: Contribution of the volunteers to the CBA Project in the mid-term review template.	

MID-TERM REVIEW PHASE

WORK PLAN & CHECK LIST

ABOUT THE FINAL REVIEW PHASE

At the final review phase you will:

- Evaluate how the volunteer response to the CBA project has turned out;
- Establish how many volunteers were involved and what activities they were involved in;
- Conduct a debriefing session in which you speak to volunteers about their experiences;
- Gather information from other stakeholders about the volunteer involvement;
- Train volunteers on how to motivate other volunteers to keep the project running.

Key aims of this phase:

1. To evaluate the volunteer contribution from internal and external perspectives
2. To plan with volunteers how to sustain the project.

9. THE FINAL REVIEW PHASE

The final review phase provides an opportunity to evaluate how the volunteers have contributed to the project at the end of the project life. This will also be used for knowledge sharing, reporting and advocacy. It is an opportunity to celebrate the successes and to talk through how to ensure the volunteer contributions continue.

9.1. STEP 1: Facilitate a discussion on the volunteering experience

At the meeting

Facilitate a discussion on the volunteer experience using the following questions:

- **On average, how many people were involved in the project?**
- **What skills/ knowledge did they contribute to the project?**
- **How much time did they contribute each week on average?**
- **What barriers were there to people's involvement?**
- **What was done to overcome them?**
- **What has the community learned from their involvement?**
- **How many people and how much time will be contributed to ensuring that the project keeps running?**

NOTE: You may want to reflect on any challenges that were raised in the mid-term review to see how they were handled and congratulate them on the contribution they have made. You may even want to have a prize-giving ceremony at this point.

You will use this information to fill in the volunteer contribution sheet and reflect on any changes since the mid term review.

9.2. STEP 2: Conduct the VRA to assess volunteer involvement

Before the meeting

1. Set up the volunteer question you have chosen for the community discussion on a flip chart using the VRA H-form template on the next page.
2. Remember to pack an audio or AV recorder, charged batteries and tapes to capture the discussion.

REMEMBER: This time you are asking the same or a very similar question to the one you asked in the mid-term review. Remind volunteers that they are now reviewing the volunteer experience over the entire project.

At the meeting

1. Facilitate a discussion around the question you have posed on the H-form.
2. Capture positive responses (and opportunities) on the right and negative responses (or challenges) on the left of the H-form.
3. Capture recommendations at the bottom of the H-form. Remember that these should be used to inform discussions about the sustainability of the project.
4. Once the discussions are complete ask each community member to respond to the question posed using the number that corresponds to relevant answer (as noted on the H-form you have prepared).
5. Capture their responses with a stroke on the number they have selected.
6. Using the same H-form system as for all other VRA questions add together the responses to come up with an overall VRA number.

<p><u>Negative responses/ challenges</u></p> <ul style="list-style-type: none"> • It was sometimes difficult to commit to the project because we needed to go and find work. . • I still feel we should have been paid a little for the work. 	<p>DISCUSSION QUESTION</p> <p>What have people been able to bring to the CBA project?</p>	<p><u>Positive responses/ opportunities</u></p> <ul style="list-style-type: none"> • The older people in the community brought their knowledge about seasonal changes from many years ago. • Members of the building team worked voluntarily to construct the well. • Some of the women cooked meals for the volunteers
<p>1 2 3 4 5 Many Some Neutral Very few No ←----- CHALLENGES / OPPORTUNITIES -----→</p>		
<p><u>Suggestions</u></p>		

9.3. STEP 3: Capture the information from the VRA

1. If you facilitate the discussion using the H-form as discussed above, you will already have captured a great deal of information that you will need for the final review reporting.
2. Take a photo of the H-form to act as a backup record of the discussion.

9.4. STEP 4: Capture the information from the above activity

1. Remember to record the discussions using audio or AV recording equipment or by taking notes.
2. The information captured should be transferred into the table shown on the next page, which forms part of the final review.

Contribution of the volunteers to the CBA Project

Project activities (to which people contributed on a voluntary basis) These should be activities that contribute directly	Supporting activities (to which people contributed on a voluntary basis) These should be activities not directly related to the project but which will support the direct activities	Description of the voluntary contribution (capacities, knowledge, know-how, manual labor, materials, tools, etc.)	Total number of volunteers mobilized		Women	Men	Elderly persons (older than 60)	Youth (younger than 25)	People with disabilities	Local	National	International	Number of volunteer days contributed	Monetary value of the voluntary contribution including labor and materials (enter as co-financing in the budget) Remember to add in a note about how the monetary value was calculated
			Direct	Indirect										

For reference: What are the mechanisms for volunteerism that already exist in the community before the CBA project (for example, traditional mechanisms for mutual assistance, associations, etc.)?

For reference: Number of volunteers in the community already engaged in climate change adaptation activities before the CBA project.

For reference: What are the opportunities that could facilitate people engaging in voluntary activities?

For reference: What are the obstacles that could impede people from engaging in voluntary activities?

9.5. STEP 5: Gather information from external stakeholders

In addition to the above information it is advisable to gather information from external stakeholders about the volunteer involvement. This provides you with an opportunity to:

- a. Verify the information the community has provided
- b. Gather information that the community may have overlooked.
- c. Enrich the information you have gathered from the community by reflecting different viewpoints.

To do this you should select 2-3 external stakeholders to interview. These could be any of the following types of people who have been closely involved in the project:

- Community leaders
- NGO members
- International volunteers
- National volunteers
- Trainers
- Governmental partners
- Co-financing partners
- Consultants.

Before interviewing these stakeholders

1. Make an appointment to interview them. Tell them that the interview will take approximately 30 minutes.
2. Familiarise yourself with the interview questions on appendix 5. Take these with you.
3. Make sure you have recording equipment and materials to take notes

Interviewing these stakeholders

1. Before asking any questions, explain who you are and why you need to ask these questions.
2. Ask them if you can record the interview. If they refuse, make sure you take extensive notes.
3. Ask them if you can use their name and position in the review report.
4. Ask for permission to take photos if they agree to allow you to use their name and position and take a photograph.
5. Ask them the questions listed in the interview guide on the next page. You may have to use your own knowledge to probe for further information if they are not providing enough information.

After the interview

1. Spend some time writing up a summary of each answer.
2. Do this as soon after the interview as possible to ensure you don't forget any information.

9.6. STEP 6: Debrief volunteers and make a sustainability plan

During the final meeting there is an opportunity to debrief volunteers. In order to do this you should provide an opportunity for volunteers to reflect on the following:

1. What did they learn?
2. Did they gain any new skills?
3. How did they feel when they volunteered?
4. What helped them to volunteer?
5. What was difficult about the experience?
6. Would they do it again?
7. Does anything need to change?

You can do this by asking them to do one of the following activities or you can simply facilitate a community discussion.

Activity 1

1. Break the volunteers into groups of 2. Provide each group with an example of their experience drawn from your own knowledge of the project. You may want to use photos you have taken or relate a particular story/experience.
2. Ask them to reflect on these experiences as a group.
3. You should give each group different experiences – some from the start of the project and some from the end, some that were positive and some that were negative.
4. Facilitate a report back discussion in the plenary.

Activity 2

1. Make up a mini notebook for each volunteer.
2. Write their names on the front or ask them to write their own names
3. Give each person some time to write or draw about their experiences in their journal.
4. Bring them together and ask them to share some of their experiences.

This is also an opportunity to talk to volunteers about whether they will continue volunteering and how they can motivate one another. It will also be an opportunity to talk to them about how they plan to make sure that other people get involved to keep the project running. You may want to use some of the activities from this training guide to do that.

9.7. STEP 7: Report the information

You will use all of the information collected to write up a final review.

1. INFORMATION FROM THE VRA:
 - a. The information collected on the volunteer contribution in the VRA should be reported in the final review.
 - b. You should also comment on any changes in the score, explaining what the change means.
 - c. **After the final VRA session the scores and information from the VRA H-form must be uploaded to the SGP database at <http://sgp.undp.org/>.**

+

Activity	v
Before the community meeting	
Look back at the VRA volunteering question you posed at the proposal phase and reformulate it to reflect on the current situation. It should be the same or similar to the mid-term review question.	
Prepare the H-form on a flip chart.	
Ensure you have marker pens, recording equipment and materials to take notes.	
At the community meeting	
Facilitate the discussion outlined in Step 1 above.	
Facilitate the VRA discussion and capture the information on the H-form and in notes/ recording.	
Using the activities outlined in Step 6 debrief the volunteers and talk to them about making the volunteer contributions sustainable.	
Before the stakeholder interviews	
Identify 2-3 relevant external stakeholders.	
Make appointments to interview them.	
Make sure you have recording equipment and materials to take notes.	
Conducting the stakeholder interviews	
Conduct the interviews using the questions provided in appendix 5.	
After the stakeholder interviews	
Write up a summary of each answer for each interviewee.	
After the community meeting and interviews	
Type up the H-form and submit it to the SGP database at http://sgp.undp.org/	
Fill in the table: Contribution of the volunteers to the CBA Project in the final review template.	

**FINAL
REVIEW
PHASE**

**WORK PLAN
&
CHECK LIST**

10. CONCLUSION

Volunteering provides an exciting way in which ordinary people can get involved in development issues that affect their lives. We hope that their experiences can be shared with many CBA and other development projects to illustrate the value of volunteering. However, we can only learn from one another and share success stories if we collect quality data.

These are the reasons that we that we have provided these guidelines. The process will enable us to ensure that we are all collecting the same data and that we are able to report globally on CBA. However, the guidelines are not intended to constrain your ability to meet local needs and make the process relevant to local contexts, which is why we've allowed for a fair amount of flexibility. We know that flexibility is very important when working at the local level.

We hope you will find these instruments easy to use and that you will commit to sharing your valuable experiences with us in the interests of strengthening CBA projects all over the world.

Reference

CIVICUS/IAVE/UNV (2008) "Volunteering and social activism: pathways for participation in human development".

APPENDIX 1 VOLUNTEER INVOLVEMENT SUMMARY SHEET

Summary of potential volunteer involvement	
Potential volunteer activities	
Potential skills and knowledge available	
Time volunteers might have available	
Any challenges to be aware of?	
Any community assets with regards to volunteering?	

APPENDIX 2 PROJECT CONCEPT REVIEW SHEET

PROJECT CONCEPT REVIEW SHEET

HQ Project Review Sheet

Note: the purpose of this review sheet is to ensure that CBA projects meet eligibility criteria of the SPA, and eligibility criteria set out in the CBA Project Document. Note also that concepts and proposals will have different requirements. Also note that this review sheet attempts to capture **minimum eligibility requirements**. National steering committees, at their discretion, may add additional considerations when screening project concepts and proposals.

Project Concept:

Project title:	
Proponent/s:	
Project Partners:	
Total Project Cost:	
Amount Requested for funding:	
Co-financing (only <i>likely</i>) co-financing is required in the concept phase	
Project Duration	

General comments:

Project Concept Review Criteria:

Project Rationale	Does the concept describe a clear objective?	
	Does the concept include a short description of the community?	
	Does the project describe the climate risk (past, present, future) that the proposed project will seek to address?	
Project Description	Does the project describe how the objective will be achieved?	
	Does the concept explain the community benefit of the project, including potential for employment generation?	
	Does the concept explain the potential community involvement (volunteers, skills, knowledge)?	
SPA	Does the concept fit with the CCPS?	
	Does this project address a climate change risk?	
	Is this risk distinct from baseline (non-climate) pressures?	
	Does the proposed project achieve global environmental benefits in the process of addressing climate change risks?	
Proponent Background	Will these global environmental benefits be made resilient in the face of climate change?	
	Is the proponent, and its experience, co-activities, size, budget, constituents etc described briefly?	
Project cost	Has the community participated in developing the concept?	
	Is there an estimate of what the full project will cost?	
	Does the concept indicate confirmed and potential sources of co-financing?	
Map	Is there co-financing for non-SPA activities?	
	Is there a small map given, showing where the project site is in the country?	
Planning Phase	Does the concept describe which indicators will be measured over the course of the project? Does it describe the VRA indicators to be measured during the planning phase?	
	Does the concept say what will be done during the planning phase?	
	Is the budget included, and does it request \$2000 or less?	

What is the VRA?

•The Vulnerability Reduction Assessment (VRA)

- The VRA is a form of **Participatory Impact Assessment** with the following aims:
 - To measure community perceptions of climate change risk and adaptive capacity
 - To assist with project development/management and to use M&E to make projects responsive to community priorities

2

What is the VRA?

- To measure impact vis à vis long-term climate change adaptation, not just one-off impact on present development challenges
- To capture qualitative information for development of knowledge products and adaptive project management
- To form a system of common-unit indicators which can be aggregated across a diverse portfolio of CBA projects

3

- The VRA is typically comprises **four indicators** based on the UNDP Adaptation Policy Framework approach.
- These four indicators become **four questions** – tailored to the community and posed in community meetings before, during and after project implementation.
- VRA meetings yield **quantitative and qualitative** data:
 - Useful in aggregating and assessing programmatic impact
 - Useful in guiding project design and management
 - Useful in capturing lessons learned

4

The VRA

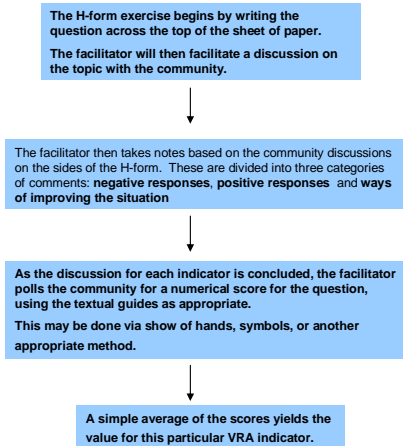
Step	VRA Indicator	VRA Question
		In these examples, we consider the case of a community facing increasing drought risks
Assessing current vulnerability	1. Vulnerability of livelihood/welfare to existing climate change and/or climate variability.	<u>Example:</u> <i>What happens when there is drought? How does this affect you and your community?</i>
Assessing future climate risks	2. Vulnerability of livelihood/welfare to developing climate change risks.	<u>Example:</u> <i>What would happen if drought was twice as frequent? How would this affect you and your community?</i>
Formulating an adaptation strategy	3. Magnitude of barriers (institutional, policy, technological, financial, etc) barriers to adaptation.	<u>Example:</u> <i>What stands in the way of adapting to increasing drought? What means do you or your community have to manage events occurring more frequently?</i>
Continuing the adaptation process	4. Ability and willingness of the community to sustain the project intervention	<u>Example:</u> <i>Rate your confidence that the (project activity) will continue after the project period.</i>

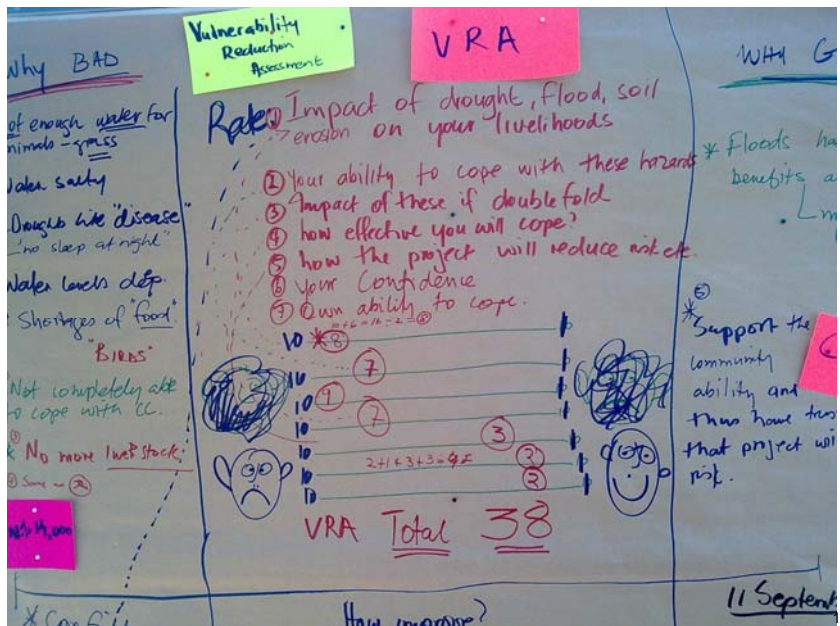
The H Form

<p>Capturing negative responses and challenges</p> <ol style="list-style-type: none"> During the last 30 years, no one has been at ease because of drought. They have lost a lot during this time. Agriculture no longer permits them support themselves. One participant called the situation a "moral wound". Today, one must plant 3 hectares to get same production of field crops as one hectare planted 30 years ago. Often, there simply isn't enough food. Today, animals are no longer a means of storing savings. (Female response) There has been a lot population movement out of the area due to drought. Some people aren't even sure where members of their extended families have gone. Children often leave villages and don't return. There are a lot of orphans and it's difficult to feed them all. (Female response) They know it's not a good idea to harvest too much firewood, but many do it anyway because they need the revenue generated by selling fuelwood. 	<p>What happens when there is drought? What effects does it have on your livelihood?</p> <div style="text-align: center;"> <p>2.8</p> </div>	<p>Capturing positive responses and mitigating factors</p> <ol style="list-style-type: none"> Some new wells have been dug in the area, but it is not enough. Rainfall is not as low as it has been, but it falls more erratically.
<p>Ways of Improving the Situation</p> <ol style="list-style-type: none"> Re-establish livestock herds. This would improve livelihoods and have cultural significance. Create jobs for young people to improve household revenue and stabilise society (i.e. reduce rural exodus). There must be diversification of out of rain-fed agriculture to reduce suffering. Animal raising and counter cycle agriculture (i.e. market gardening) are possible diversification strategies. (Female response) Build grain banks, fertilizer banks, and animal feed banks to improve food security for both people and animals. This will help traditional livelihood activities. 		

6

Running the VRA





Calculating the final VRA score

VRA meetings are held 3 times over the course of the project:

- At the beginning
- Once or twice over the course of implementation
- At the end of the project

- The VRA Score for one meeting is comprised of the scores for each of the questions, **averaged**
- By the end of the project, VRA **should be higher**, reflecting improved adaptive capacity.
- This permits comparison of diverse project initiatives across a global portfolio.

Indicator	Score
1. Vulnerability to existing climate hazards	3
2. Vulnerability to projected climate change risks	2
3. Magnitude of barriers to adaptation	4
4. Sustainability of the project intervention	5
Final VRA Score	3.5

APPENDIX 4 PROJECT PROPOSAL REVIEW SHEET

Overall	
Is the proposal consistent with the approved concept?	
Rationale	
Is the community context section complete?	
Is the baseline climate described?	
Are baseline climate risks described (as opposed to climate change risks)?	
Are likely climate changes described?	
Are impacts to the community from climate change described?	
Does the proposal have a concise description of its approach, establishing SPA eligibility, fit with the CBA country programme strategy, local benefits, and awareness-raising?	
Community Ownership	
Does the proposal describe how the proposal was developed, including the roles of the proponent, and the roles of the community at large?	
Does the proposal engage the community substantively?	
<i>Does the proposal demonstrate how the community will be involved? (Volunteers, knowledge, skills)</i>	
Does the proposal have a strategy for the transference of the project to the community after GEF funding has been concluded? Does this strategy also address concerns about environmental, financial, social and institutional sustainability <i>(including how volunteers will continue to be involved)?</i>	
Proponent Description	
Is the proponent described as per the guidelines in the proposal template? Does the proponent appear to have the capacity to execute the project successfully?	
Project Description	
Is the logical framework complete?	
Are all of the outcomes (not outputs necessarily) compatible with the SPA?	
Do all of the outcomes clearly support the objective?	
Are the activities and tasks complete, and logically follow from the outcomes?	
<i>Is the volunteer contribution table complete?</i>	
Is the timetable complete? Does it indicate when the project will request subsequent tranches of funding?	
Are risks and barriers described? Are strategies to mitigate against them described?	
Is the VRA plan complete for the remainder of the project?	
Have appropriate IAS indicators been chosen? Have IAS targets been set? Has a plan for their measurement been included?	
Does the IAS plan indicate targets?	
Has the initial VRA analysis been conducted? Has the result been described as per the proposal template guidelines?	
Have the contents of the H-forms been included into the database?	
Have project management structures been described adequately? Has the CV of the manager been included (if applicable)?	
Have TORs been included for all technical support services? Do the TORs include daily rate and number of days per outcome? Are they reflected in the final budget?	
Has the M&E plan for the project been described? Are there TORs for any persons who will be paid to conduct M&E?	
Have relationships between project partners been described adequately (spelling out roles and responsibilities)?	
Project cost and sources of funding	
Is the budget complete, as per the guidelines in the project proposal template?	
Is the budget within the allowable range?	
Does the project have 1:1 co-financing in cash?	
Attachments	
Are all of the required attachments included?	
Have letters of representing 1:1 co-financing (in cash) been included?	

**APPENDIX 5 INTERVIEW GUIDE FOR EXTERNAL STAKEHOLDER INTERVIEWS:
FINAL REVIEW PHASE**

Thank you for your time. I am here to ask you a few questions about your involvement in this community based adaptation project. In particular, I am interested in your views on the volunteer involvement in the project. The information from this interview will be used to share experiences with other CBA projects around the world, to make changes to the current programme to improve it, and to advocate for CBA to climate change.

1. Name of interviewee: _____
2. Position in relation to CBA project: _____
3. Date of interview: _____

1. What activities were you involved in with the CBA project in this community?
2. How long were you involved in this project?
3. Can you describe your interactions with the local volunteers?
4. Approximately how many local volunteers were involved at the time you worked on this project?
5. What groups did they come from (men, women, elderly, young, people with disabilities)?
6. What skills and knowledge were these volunteers bringing to the project?
7. Did all these groups stay involved during the project? If not, how did their involvement change ?
8. Were there other (national or international) volunteers involved?
9. Were there any challenges you noticed?
10. Were there any opportunities you noticed?
11. How do you think volunteering can be sustained in this project?
12. Do you have a favourite story about the volunteers that you would like to share?
13. Is there anything else about the volunteers you would like to tell me?

Thank you very much for your time. This information is very valuable to us.