# Code of Good Practice Self-Audit Report 2011

| Organisation Name | Action Lesotho | | |
|---|---|---|---|
| Self-Audit Participants (Names and Functions) | Clare Heardman (Board Member, Action Lesotho) and Colleen O'Kane (Treasurer, Action Lesotho). | Self-Audit Report Prepared by (Name and Function) | Clare Heardman |
| In which countries are your activities based? | I Lesotho | | |

| Number of Volunteers sent in 2011 | Female _____ | Male ___1____ | Targeted number of volunteers for 2012 _____ 3 | Costs incurred by volunteer €1000 (flight & food)_____ |
|---|---|---|---|---|

| Volunteer age (by percentage; e.g. 12%) | <18 _____% | 18 – 21 _____% | 22 – 25 _____% | 26 – 30 _____% | 31 – 40 _____% | 41 – 50 _____% | 51 – 65 _____% | 66+ _____% |
|---|---|---|---|---|---|---|---|---|
| Duration of volunteer placements | 0 – 2 Weeks **X** | 3 – 4 Weeks **X** | 2 – 3 Months **X** | 4 – 6 Months **X** | 7 – 12 Months ☐ | 1 – 2 Years ☐ | 2+ Years ☐ | |

| Are volunteers recruited for a specific skill set? | **X** Yes  ☐ No | If 'Yes', Please list | It depends on the project – at the moment any volunteer is expected to be sufficiently skilled to be able to transfer skills to people in Lesotho. |
|---|---|---|---|
| What kind of professional /non-professional background do your volunteers come from? | Students, teaching/lecturing, craft skills | What activities do your volunteers engage in when abroad? | Teaching, advising, skill-sharing and research |

| How many of your volunteers have prior experience working in development overseas? | _____50__% | How many volunteers participated in some form of pre-departure training? | All (informal) | How many volunteers participated in some form of debriefing? | Most |
|---|---|---|---|---|---|
| | | Typically, to how many days does this total? | <1 day | Typically, to how many days does this total? | <1day |

| Director's Signature | | Self-Audit Report Date | |
|---|---|---|---|

## Principle 1: Have volunteer programmes based on realistic aims and objectives with appropriate and useful volunteer roles.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation ensures that their local partners are involved in programme design, planning and implementation. | ➤ Evidence that local partners are fully informed of the organisation's planning processes and general operating procedures;<br>➤ Evidence showing all strategic plans and policies are shared with local partners;<br>➤ Where not directly involved in programme planning and design, feedback from local partners indicating they have reviewed draft programme plans and design and have had the opportunity to review and suggest programme objectives;<br>➤ Minutes from meetings between sending organisations and local partners;<br>➤ Copies of other communications including emails relating to volunteer placement planning. | 1) There are monthly meetings with the local partners i.e. local Action Lesotho staff team and local voluntary committees.<br><br>2) The strategic plans and individual development & action plans for each project are developed with input from local partners who receive copies of all relevant plans.<br>3) Where relevant documentation is translated into Sesotho.<br><br>4) Minutes of meetings are taken and monthly project reports are prepared by staff members and the voluntary committees<br><br>5) Copies of documents relating to volunteer placement planning are available (and shared) via Dropbox. | x | | |
| 2. Organisations engage with local partners on child and vulnerable adult protection issues to ensure common agreements, mutual learning and development of good practice. | ➤ Evidence that partnership agreements are in place and reflect a commitment to protection;<br>➤ Copies of partner's relevant protection policies;<br>➤ Where child/vulnerable adult protection policies are not yet in place, evidence showing organisations assist partners in developing such policies;<br>➤ Evidence (e.g. questionnaire/audit) of assisting local partners in reviewing their policies and procedures using a formal, structured approach. | 1) There are agreements with the local voluntary committees who work with children and vulnerable adults in Lesotho about their role and responsibilities in relation to protection issues.<br>2) Yes –but the policy is in the process of being reviewed and updated.<br>3) n/a<br><br>4) Training courses are held and reviews undertaken when issues arise. No formal questionnaire/audit in place. | | x | |

| 3. The organisation involves local partners in volunteer recruitment and selection. | ➢ Evidence of local partners' involvement in identifying the need and roles for volunteers in programme plans;<br>➢ Copies of inter-partner communications relating to volunteer recruitment and selection. | Yes<br><br>No | | x | |
|---|---|---|---|---|---|
| 4. Local partners participate in the evaluation of volunteer programmes and process. | ➢ Minutes from relevant annual/biannual meetings;<br>➢ Evidence of feedback from local partners being included in the following year's plans;<br>➢ Evaluation forms or other notes relating to the monitoring of volunteer placements. | Evaluation forms are completed by participants who have undertaken volunteer-delivered training courses.  Future courses are adapted to meet feedback as necessary.<br><br>Informal evaluation takes place but local partners haven't, to date, formally evaluated volunteer placements. | | x | |
| 5. Using feedback from these consultations, volunteer roles are reviewed on an ongoing basis to ensure they remain appropriate, useful and achievable. | ➢ Examples of ways in which feedback has been incorporated into programme revisions and developments;<br>➢ Copies of project plans/strategic plans that outline the role of the volunteer and note the changes that have taken place as a result of feedback;<br>➢ Copies of agreements/Memoranda of Understanding (MOUs) between sending and local partners. | Yes – for example many courses are now delivered in Sesotho as, for example, learning computers through English was an additional challenge.  Improver English classes are also being run.<br>Development plans include info on any role foreseen that might be delivered by volunteers.<br><br>No formal agreements/MOUs. | x | | |

## Action points: Principle 1

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | Need to formalise some aspects of the work e.g. evaluation forms for local partners regarding volunteers from abroad. | Prepare evaluation forms. |
| 3. | | |
| 4. | Need to formalise some aspects of the work e.g. evaluation forms for local partners regarding volunteers from abroad. | Prepare evaluation forms. |
| 5. | | |

## Principle 2

## Organisations agree to provide sufficient resources and support to run volunteer programmes in an efficient and sustainable manner.

**Rationale:**

It is necessary that budgets for programmes are sufficient to ensure that they are well-run and to facilitate local partners' growth in a sustainable manner. Budgets should cover the training of host partner staff to allow them to provide services to local communities outside their volunteer programmes.

**Training and Other Resources:**

➢ Dtalk course: 'Financial Management, Project Funding and Budget Management'; See www.dtalk.ie;

➢ Carmichael Centre courses: 'Demystifying the Treasurer's Role' and 'Key Financial Requirements of the Charities Act'; See www.carmichaelcentre.ie;

➢ Mango is a UK-based agency that works to help aid agencies and NGOs to strengthen their financial management systems; See www.mango.org.uk/ for further information;

➢ Civicus toolkits: 'Developing a Financing Strategy' and 'Financial Controls and Accountability' available at http://www.civicus.org/new/default.asp.

## Principle 2: Provide sufficient resources and support to run volunteer programmes in an efficient and sustainable manner.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. **Programme plans and budgets explicitly note how resources and support are provided to local partners.** | ➢ Copies of programme plans and budgets that detail resources and support provided to local partners; <br> ➢ Copies of programme plans that outline how resources will be allocated to ensure continued development of efficient and sustainable projects. | All projects have budgets attached, with local partners aware of their budget and the resources available to them. <br><br> Yes. | x | | |
| 2. **Annual project plans set out training supports required by local partners.** | ➢ Copies of annual reports and project plans; <br> ➢ Copies of MOUs/agreements between local partners and sending organisations. | Yes <br><br> Yes | x | | |
| 3. **The organisation has allocated adequate human and financial resources to implement their protection policy and procedures with partners.** | ➢ Documented evidence of staff with responsibility for implementing child/vulnerable adult protection policy and procedures (e.g. job description, organisation chart); <br> ➢ Copies of programme plans and budgets that detail resources allocated to child/vulnerable adult protection activities. | Yes – staff and committee members delivering programmes have written guidelines and knowledge of lines of reporting. <br><br> No – no specific budget assigned to child protection. It is considered an integral part of the projects. However, most of the nurse's work is strongly connected with child and vulnerable adult protection & budget/resources are attached to her programme. | | x | |

| 4. | Ongoing consultation takes place with local partners to identify key areas for which resources are required. | ➢ Minutes from meetings, or records from consultations; ➢ Submission of requests from local partners for activities to be included in next year's planning and budgets; ➢ Examples of the incorporation of feedback from consultations into programme planning and design. | Yes<br><br>Yes<br><br><br><br>Yes | x | | |
|---|---|---|---|---|---|---|
| 5. | Where volunteer training and induction are provided by local partners, they are aware of their role and are supported in carrying this out. | ➢ Copies of training and induction programmes used by local partner; ➢ Lists of people who have been trained by local partners; ➢ Feedback from volunteers on the training they received from local partners; ➢ Feedback from local partners on successes and challenges in carrying out training and induction. | Volunteers training and induction by local partners is informal. | | x | |

## Action points: Principle 2

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | I | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | No formal input by local partners in relation to induction. | Think about relevant local input required for each volunteer placement and formalise local input. |

## Principle 3

## Provide marketing and imagery consistent with good practice, and clear expressions of organisational aims, ethos and values.

**Rationale:**

It is important that sending organisations do not make false claims as to the efficacy of their programmes, or the extent to which volunteers can 'make a difference' to the lives of the people in the host communities. By being clear about their aims, values and ethos, organisations will also help volunteers to see whether they are in agreement with them. Additionally, the principle aims to make sure that local partners and communities are portrayed pictorially in a positive and balanced manner.

**Training and Resources:**

- Comhlámh's 'Images and Development' workshop, designed specifically for volunteer sending organizations (www.comhlamh.org);

- Dóchas Code of Conduct on Images and Messages (www.dochas.ie);

- Dtalk courses: 'Applying the Dóchas Code of Conduct on the Use of Images and Messages' and 'Working with the Media' (www.dtalk.ie).

## Principle 3: Provide marketing and imagery consistent with good practice, and clear expressions of organisational aims, ethos and values.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. All promotional material relating to the recruitment of volunteers clearly reflects the aims, ethos and values of the organisation, including the organisation's concern for the protection of the host community. | ➢ Copies of promotional materials (such as brochures, pamphlets, leaflets, website, books, printed advertisements, posters and billboards, etc.); <br> ➢ Consistency of content between primary promotional media (e.g. website), additional promotional materials (flyers, advertisements, etc.) and strategy (i.e., strategic plan reflecting vision, mission and strategic objectives). | Yes <br><br><br><br><br> Yes | x | | |
| 2. The volunteer's role is clearly and simply stated in all promotional materials in a manner that will not raise unrealistic expectations about what the placement can achieve. | ➢ Copy of the volunteer's role; <br> ➢ Copies of promotional materials. | Yes (although it is determined on an individual basis so no one roles as such is described in promotional material at the moment). | x | | |
| 3. Consultation takes place with local partners about promotional materials used by the organisation. Local | ➢ Minutes or other records from meetings with local partners regarding promotional materials; <br> ➢ Examples of the incorporation of this feedback outlining the changes to promotional | Limited consultation takes place. Some material in Sesotho. <br><br> Sesotho material produced after feedback. | | x | |

| | | | | x | |
|---|---|---|---|---|---|
| **partners are given an opportunity to review and enhance this material.** | materials. | | | | |
| **4. The organisation develops and implements guidelines on good practice relating to marketing and imagery which also ensures that the host community is not put at risk.** | ➢ Copy of organisation's guidelines on marketing and imagery, incorporating feedback from local partners;<br>➢ Examples of organisation's use of imagery in materials;<br>➢ Record of staff participation in training on the use of images;<br>➢ Signatory to Dóchas Code of Conduct on use of Images & Messages;<br>➢ Files showing images that meet the appropriate minimum standards (e.g. Dóchas). | Currently in the process of officially signing up to the Dochas code in relation to images. Written guidelines are in place for volunteers from both Ireland & Lesotho.<br><br>Yes<br><br>No<br><br>See above.<br><br>Not yet. | | x | |
| **5. For all external fundraising activities, the organisation provides guidelines on marketing and imagery consistent with internal guidelines.** | ➢ Copy of organisation's guidelines on marketing and imagery—including guidelines for external fundraising—provided to volunteers and suppliers (e.g. graphic designers). | Not in place. | | | x |

## Action points: Principle 3

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | Use of images: e.g. becoming a member of Dochas & formally signing up to Code of Conduct on images, keeping image files, undertaking training in use of images. | Complete process re. Dochas membership and signatory to Code in relation to images. At least one Board member to undertake training in relation to the Code. |
| 5. | No guidelines for external fundraisers & marketing. | Produce guidelines for people holding fundraising events. |

## Principle 4

**Provide potential volunteers with free, fair and unbiased information on their organisation and volunteer placements.**

**Rationale:**

Sending organisations are encouraged to provide potential volunteers with lists of independent resources on volunteering overseas in order to encourage informed decision-making. For example, access to returned volunteers can assist potential volunteers in their decision making and ideally enable them to learn more about their host country and placement.

**Training and Other Resources to Support Implementation:**
- ➢ Comhlámh's Volunteering Options website and 'Working for a Better World: A Guide to Volunteering in Global Development' (2nd edition). See www.volunteeringoptions.org for more information.

| Principle 4: Provide potential volunteers with free, fair and unbiased information on their organisation and volunteer placements. | | | | | |
|---|---|---|---|---|---|
| **Indicator** | **Possible Evidence** | **Policies and Process + Evidence Available** | **In Place** | **Partially In Place** | **Not in Place** |
| 1. The organisation provides potential volunteers with unmediated access to former volunteers (subject to data protection regulations and consent). | ➢ A database of returned volunteers who are willing to talk to potential volunteers;<br>➢ Information on systems in place to facilitate contact between outgoing volunteers and returned volunteers;<br>➢ Inputs from returned volunteers at training or information events. | Yes<br><br>Yes<br><br><br><br>Yes | x | | |
| 2. The organisation offers additional information about volunteering. | ➢ Links from organisation's website to other sources of information about volunteering;<br>➢ Copy of information pack sent in response to queries about volunteering opportunities that includes a copy of Comhlámh's Volunteer Charter;<br>➢ Briefing notes for staff responding to enquiries about volunteering that includes information on links to other sources of information;<br>➢ The organisation ensures that the Comhlámh Signatory Logo is clearly visible on their website and a link is provided to the Volunteering Options website. | Not yet<br><br><br>Not yet<br><br><br><br><br>Not yet<br><br><br><br><br>Not yet | | | x |
| 3. Where appropriate, the organisation has a designated local contact who responds to queries from volunteers. | ➢ Where there is a local contact, a role description is available, outlining their responsibilities in communicating with volunteers;<br>➢ Where there is no local contact, a procedure is in place for answering volunteer questions prior to departure. | Yes (Pippa Kearon) | x | | |

## Action points: Principle 4

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | Poor information provided regarding other sources of information on volunteering | Provide inks from Action Lesotho website to other sources of information about volunteering; Include a copy of Comhlámh's Volunteer Charter to people enquiring about volunteering Once Al becomes a signatory, add Comhlámh Signatory Logo to the website and add link to the Volunteering Options website. |
| 3. | | |

## Principle 5

## Use fair, consistent and transparent recruitment processes.

**Rationale:**

This aims to ensure sending organisations have standardised selection procedures which are made clear to volunteers from the outset. It is also a key tool in the effective screening of volunteers in relation to child and vulnerable adult protection.

**Resources and Courses:**

➤ Volunteering Ireland courses: 'Volunteering Management' and 'Effective Recruitment and Selection of Volunteers';

➤ Volunteer Organisers Linking Together (VOLT): 'VOLT Working Group Report on Volunteer Vetting and Volunteer Screening', June 2004. Copies available through Volunteering Ireland or Comhlámh;

➤ Volunteering Ireland 'Inclusive Volunteering Factsheet'.

## Principle 5: Use fair, consistent and transparent recruitment procedures.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation has written policies and procedures that set out how volunteers are recruited and selected. | ➤ Copy of recruitment and selection policy that include references to child/vulnerable adult protection. | Basic policy in place re recruitment but needs further formalising. | | x | |
| 2. The organisation has clear criteria outlining the knowledge, skills and attributes required of volunteers for particular roles. | ➤ Volunteer role profiles outlining knowledge, skills and attributes required;<br>➤ Garda vetting checks for prospective volunteers, particularly those working closely with children and/or vulnerable adults;<br>➤ Copies of applications forms and interview templates;<br>➤ Copies of volunteer's CV. | Yes<br><br>Not done to date (have relied on references).<br><br>Yes<br><br>Yes | | x | |
| 3. Guidelines on safe recruitment practice is provided to those responsible for recruiting and selecting staff and volunteers. | ➤ A copy of training plans and/or programmes;<br>➤ Sample application form;<br>➤ Sample interview screening questions;<br>➤ Attendance records. | No formally done – needs to be improved. | | x | |
| 4. The organisation uses recruitment policies that reflect a commitment to promoting inclusiveness and diversity, complying with the spirit of the Irish Equality Legislation. | ➤ Copy of organisation's diversity and equality policy;<br>➤ Copy of recruitment and advertising strategies;<br>➤ Record of staff participation in training on equality and diversity. | Unwritten policy<br><br>Yes<br><br>No staff in Ireland. | | x | |
| 5. The organisation responds to candidates regarding their selection procedures for posts and provides feedback about the recruitment process, if requested. | ➤ Applicant and volunteer personnel files;<br>➤ Copy of template for responding to candidates who apply for volunteer positions. | Yes<br><br>No template. | | x | |

## Action points: Principle 5

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | No written policy on how volunteers are recruited & selected. | Write policy. |
| 2. | No Garda checking has been sought for past volunteers, although some have had it for other reason (e.g. they were a teacher or doctor who required Garda vetting for their job/voluntary work in Ireland). | Discuss issue at Board level and address the need for Garda clearance (main issue is length of time required to obtain Garda clearance). |
| 3. | Informal policy on recruitment | Formalise process. |
| 4. | No written policy re. equality & inclusiveness in relation to volunteer selection | Formalise policy position re. equality. |
| 5. | No formal process for replying to people seeking to volunteer | Formalise process |

## Principle 6

## Assist and provide for the varying support needs of volunteers.

**Rationale:**

This principle aims to ensure sending organisations provide relevant supports to volunteers such as one-to-one or group support sessions. The existence of these supports should be made apparent to volunteers from the start of their engagement with the organisation.

**Resources and Courses:**

➢ Comhlámh's services for development workers and volunteers includes the rovision of advice on social welfare entitlements and pensions. Contact susan@comhlamh.org;

➢ Volunteering Ireland courses: 'Volunteering Management' and 'Developing Your Volunteer Policy';

➢ Equality Authority documentation and publications;

➢ Dtalk courses: 'Creative Facilitation', 'Learn to Debrief Humanitarian Workers Effectively', and 'How to be a Successful Trainer';

➢ The Free Management Library has a section entitled 'Information on Developing and Managing Volunteer Programmes'. Its links are often more relevant for domestic volunteering and to the situation in North America, but some of the articles may be of use;

➢ National Youth Council of Ireland: 'Code of Good Practice, Child Protection for the Youth Work Sector' and 'Designated Person' training.

## Principle 6: Assist and provide for the varying needs of volunteers.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation has a written policy which outlines the training and support services that volunteers can expect, including any in-country support provided. | ➤ Copy of written policy outlining training and support services; <br> ➤ Copy of volunteer training manual; <br> ➤ Examples of ways in which this policy is advertised to volunteers (e.g., through websites, brochures and other publications); <br> ➤ Induction checklist; <br> ➤ Copy of volunteer handbook. | Training & support provided on a case by case basis. <br><br> No <br><br> No <br><br><br><br><br> No <br> Yes (but it needs updating) | | x | |
| 2. Relevant staff receive training in assessing the support needs of volunteers. | ➤ Qualification or CV demonstrating experience of relevant staff. <br> ➤ Records of training attendance and/or training manual; <br> ➤ Documentation designating a person responsible for reviewing training and support needs of volunteers as part of the annual planning process. | Yes <br><br><br> No <br><br> Yes, but needs updating. | | x | |
| 3. Volunteers are informed about how to protect their financial interests within the social welfare and pensions systems while overseas. | ➤ Copy of information about protection of interests that is provided to volunteers. | Not yet | | | x |
| 4. All volunteers receive guidance on ways to raise concern about unacceptable behaviour towards children/ vulnerable adults and know which named staff/external contact is responsible for protection issues. | ➤ A copy of the document explaining how staff, volunteers and local partners can confidentially discuss their concerns with appropriate staff; <br> ➤ Discipline & Grievance policy (for handling complaints). | Yes <br><br><br><br><br> Yes | x | | |

| | | | | | |
|---|---|---|---|---|---|
| **5. Arrangements are in place to provide support to all individuals—the people the organisation works with, staff members and volunteers—during and following an incident, complaint, or allegation of abuse.** | ➤ Information (leaflets, information sheets, etc.) about training, advice and support;<br><br>➤ Lists of contacts for specialist advice and information for all staff, volunteers, local partners, beneficiaries and children. | Informal i.e. no leaflets<br><br><br>Yes (and being added to all the time) | | x | |
| **6. Access to ongoing mentoring and support is available to volunteers throughout their placements.** | ➤ Written outline of how mentoring/ support services for volunteers operate;<br>➤ Copy of volunteer manual/handbook;<br>➤ Details of focal point designated to provide continuous assistance to volunteers during their placement;<br>➤ Focal point is trained appropriately in dealing with incidents and accidents. | Yes<br><br>Yes<br><br>Yes<br><br><br><br>Yes | x | | |

## Action points: Principle 6

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | Process of training & induction is quite informal, but done on a case by case basis. Handbook needs updating. | Update volunteer handbook. |
| 2. | A person responsible for volunteers is in place in Lesotho but their role needs reviewing. | Review role of person responsible for volunteers in Lesotho. |
| 3. | No information has been provided to volunteers about protecting their welfare/pensions rights etc. whilst in Lesotho. | Make sure volunteers are provided with this information e.g. by putting them in contact with Susan in Comhlámh |
| 4. | | |
| 5. | Complaints procedure | Update and formalise complaints procedure |
| 6. | | |

## Principle 7

## Ensure that volunteers participate in appropriate preparation, training and induction.

**Rationale:**

Organisations are encouraged to review their training and induction needs. Training can be provided in-house, by outside agencies, or by a mix of both. It may also be provided pre-departure or in-country.

**Resources and Courses:**

➢ Comhlámh pre-departure training courses for short-term volunteers. Contact info@volunteeringoptions.org for details;

➢ Dtalk 'Initial Preparation for Working in the South' course;

➢ Comhlámh 'Skills in Development Education' and other skills related courses;

➢ Comhlámh's Volunteer Charter;

➢ Volunteering Ireland courses: 'Volunteering Management' and 'Volunteer Support and Supervision';

➢ Volunteer Centres Ireland, 'Developing a Volunteer Policy' guide;

➢ Partners Ireland, 'Partners Intercultural Companion to Training for Transformation';

➢ Dtalk course: 'Creative Facilitation'.

## Principle 7: Ensure that volunteers participate in appropriate preparation, training and induction.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation has clear guidelines for staff and volunteers relating to all parts of their preparation, training and induction programmes. | ➢ Written copy of guidelines on volunteer preparation, training and induction;<br>➢ Training and induction manuals;<br>➢ In-country orientation materials;<br>➢ Copy of volunteer. | Yes<br><br>Yes<br>Yes<br>? | | x | |
| 2. All volunteers are informed of organisational policies specific to their role. | ➢ Induction manual includes topics such as:<br>– child/vulnerable adult protection policy and procedures;<br>– security policy;<br>– gift giving policy;<br>– fundraising guidelines;<br>– travel/accommodation;<br>– insurance;<br>– country specific information;<br>– role specific briefings.<br>➢ Attendance lists indicating volunteer's participation in induction and briefing. | Yes, it covers all of these points<br><br><br><br><br><br><br><br><br><br><br>No | | x | |
| 3. The organisation provides comprehensive preparation training to volunteers. | ➢ Training manual that covers areas such as:<br>– volunteer motivations and expectations;<br>– the role of the volunteer within the programme and broader context;<br>– developing programme related skills;<br>– intercultural learning;<br>– use of images and messages in social media.<br>➢ Training schedules and attendance lists. | No separate training and induction manuals. | | x | |

| # | Requirement | Evidence | Response | | | |
|---|---|---|---|---|---|---|
| 4. | The organisation has appropriately trained staff that provide training and induction to volunteers. | ➢ Details of staff member responsible for specific training;<br>➢ Details of outsourced training;<br>➢ Details of in-country training and staff responsible for its provision;<br>➢ Qualification or CV demonstrating experience of relevant staff/service provider. | -<br><br><br>None<br>Yes<br><br><br>Yes | | x | |
| 5. | Training, briefing and induction are mandatory for volunteers who sign a completion form to indicate their participation. | ➢ Copies of completion forms signed by volunteers. | No | | | x |
| 6. | Guidelines exist for appropriate use of technology to ensure children/vulnerable adults are not put in danger and exposed to abuse or exploitation. | ➢ Copies of guidelines including reference to use of email, digital cameras, websites, internet, etc. | Yes | x | | |
| 7. | Local partners are consulted on training content and materials. | ➢ Notes from consultations with local partners about training design, topics and development. | No | | | x |
| 8. | Preparation, training and induction programmes are regularly reviewed, and feedback is used to inform any necessary changes. | ➢ Copies of evaluation and monitoring forms for preparation, training and induction programmes.<br>➢ Written examples of how this has been used to inform programme development. | Preparation is not formal & no evaluation forms exist. | | x | |
| 9. | The organisation provides copies of the Volunteer Charter to volunteers. | ➢ Evidence of distribution of Comhlámh's Volunteer Charter (e.g., through links on the website, included in induction packet). | Will be from now on. | x | | |

## Action points: Principle 7

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | Volunteer training | Level of training provided needs to be reviewed and updated and a revised handbook produced. |
| 4. | | |
| 5. | Signing that training has been received | Request volunteers' signatures to confirm training has been received. |
| 6. | | |
| 7. | No local input into training | Seek input from the new staff team in Lesotho in relation to training for volunteers. |
| 8. | No formal evaluation | Produce evaluation forms & implement |
| 9. | No distribution of Comhlámh's Volunteer Charter | Charter to be distributed. |

## Principle 8

## Ensure the protection, safety and well being of volunteers and those they work with, as far as possible.

**Rationale:**

Provision is made for the development and application of policies to ensure the protection of volunteers from potential harm, and from potentially harming others.

**Resources and Courses:**

➤ Volunteering Ireland Safeguard Programme – Garda vetting;

➤ Dtalk course: Child Protection;

➤ CARE publication: 'Critical Incident Protocol: Your Guide to Managing Critical Incidents';

➤ International Committee of the Red Cross publication: 'Staying Alive: Safety and Security Guidelines for Humanitarian Volunteers in Conflict Areas';

➤ Volunteer Organisers Linking Together (VOLT) publication: 'VOLT Working Group Report on Volunteer Vetting and Volunteer Screening';

➤ Department of Health & Children, 'Our Duty to Care: the Principles of Good Practice for the Protection of Children & Young People';

➤ The Keeping Children Safe Coalition comprises a number of aid and development agencies that work together to share experience and knowledge on how to to identify a common approach to child protection. They have developed a range of resources and tools on the topic;

➤ Comhlámh's services for development workers and volunteers includes the provision of counselling and personal/group debriefing. Contact supportservices@comhlamh.org;

➤ Eurocheck Security Consultants.

## Principle 8: Ensure the protection, safety and well being of volunteers and those they work with as far as possible.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. **The organisation has written policies for volunteers relating to safety, security, personal health, and child/vulnerable adult protection. Disciplinary procedures are outlined and circulated to all parties.** | ➢ Copies of policies relating to safety, security, personal health, and child/ vulnerable adult protection and corresponding disciplinary procedures;<br>➢ Examples of ways in which policy was promoted and explained;<br>➢ Circulation lists to show distribution (e.g. inclusion in volunteer information packs). | Yes<br><br><br>No<br><br><br>No | | x | |
| 2. **Programme plans include written assessments of security, travel and health risks specific to the country or region.** | ➢ Written assessment of security, travel and health risks for each placement, reviewed on a bi-annual basis and prior to deployment;<br>➢ Examples of how these assessments are monitored and updated;<br>➢ Copies of risk assessment and management procedures and protocols;<br>➢ Crisis Management team is in place and relevant contact details shared;<br>➢ Documentation of evacuation plan. | Yes, but not reviewed annually<br><br><br><br>No<br><br><br>No<br><br><br>No<br><br>No | | x | |
| 2.3 **Records are maintained of placement-related injuries, sickness, accidents and fatalities, which are monitored to help assess and reduce future risk to volunteers.** | ➢ Template for keeping records of placement-related health difficulties;<br>➢ File of past placement-related incidents and actions taken. | No<br><br><br>Yes | | x | |

| | | | x | | |
|---|---|---|---|---|---|
| **3.4 The organisation ensures that volunteers are informed of the need for relevant medical and travel insurance whether organised by the volunteer or the organisation.** | ➢ Written information for volunteers about the organisation's policy on medical and travel insurance, including the need for emergency evacuation cover;<br>➢ Outline of referral system to relevant service providers. | Yes<br><br><br><br>Yes | x | | |
| **5. The organisation requests a certificate of fitness to travel and references from all volunteers.** | ➢ Copies of procedures for getting certificates of fitness;<br>➢ Copies of procedures for seeking references;<br>➢ Copies of volunteer medical certificates and references. | No<br><br><br>Yes<br><br>No re. medical certs but yes, re. personal references | | x | |
| **6. There are written guidelines and disciplinary procedures for inappropriate behaviour of staff, volunteers and other representatives vis-à-vis contact with children/ vulnerable adults.** | ➢ Copies of guidelines signed by staff, volunteers and representatives;<br>➢ Documented evidence of how these guidelines are disseminated;<br>➢ Clear consequences and procedures in place for breaches of guidelines;<br>➢ Discipline & Grievance policy for handling complaints. | Yes<br><br><br>?<br><br><br>No clear at all levels e.g. for minor breaches<br><br><br>Yes | x | | |
| **7. The organisation provides step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.** | ➢ Volunteer training content on child/ vulnerable adult protection;<br>➢ Name and duties of those people with special responsibility for child/vulnerable adult protection in the organisation;<br>➢ Guidelines distributed to volunteers and local partners. | Limited training<br><br><br>Yes<br><br><br><br><br>Yes | | x | |
| **8. Children/vulnerable adults are adequately supervised and protected at all times.** | ➢ Protection policy, documentation on monitoring and random visits, disciplinary procedures;<br>➢ Qualification or CV demonstrating experience of supervisory staff. | Policy in place but needs revising given new arrangements at both centres.<br><br>Yes re. committee (check whether some of the newer staff e.g. Mpuse and Mojalefa needs training re. child protection). | x | | |
| **9. Representatives with special responsibilities for protecting children are provided with training on handling** | ➢ Lists of contacts for specialist advice, information, and reporting;<br>➢ Record of training programmes attended by representative. | Yes (Mpuse)<br><br><br>Check with Pippa | | x | |

## Action points: Principle 8

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | Volunteers not required to sign they have received info. | Ensure signature is obtained to confirm volunteer has received policies etc. |
| 2. | Although Lesotho is a relatively safe country, the assessments of security, travel and health risks specific to the country or region are quite informal and do not cover sufficient areas e.g. evacuation procedure and crisis management. | Upgrade assessments |
| 3. | No template for keeping records of placement-related health difficulties; | Produce template |
| 4. | | |
| 5. | No formal certificate of fitness to travel sought | Require volunteers to produce medical cert re fitness to travel and carry out the work. |
| 6. | Guidelines re. inappropriate behaviour need updating & clarifying | Update guidelines, especially in relation to clarity around consequences. |
| 7. | Need to improve training around volunteers' responsibilities in relation to child protection i.e. what steps to take if abuse suspected. | Improve child protection training |
| 8. | The children are adequately supervised and protected at all times but policies needs revising to reflect recent changes in management structures at both centres | Revise supervision policy at Leoqong and Ha Maqele and check whether everyone is up-to-date with training course in child protection. |
| 9. | I'm not sure if list of those who have attended training is up-to-date | Make sure list of those who have attended training is up-to-date. |

## Principle 9

## Provide debriefing for returned volunteers.

**Rationale:**

Debriefing is an important part of any volunteer placement. It allows volunteers to reflects on their experiences and pass on their knowledge. Additionally, it gives the organisation the opportunity to acknowledge the role of the individual and to both give and receive feedback.

**Resources and Courses:**

➢ Comhlámh Moving Forward days, Coming Home Weekends and Group Debriefings. Personal debriefing service also available;

➢ Dtalk course: 'Learn to debrief humanitarian workers effectively';

➢ People in Aid information notes: 'Effective Debriefing'.

## Principle 9: Provide debriefing for returned volunteers.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation ensures that all volunteers have access to personal debriefings and operational debriefing at the end of their placement. | ➤ Copy of organisation's policy on personal debriefing and operational debriefing;<br>➤ References to debriefings in volunteer information pack;<br>➤ List of persons responsible for providing debriefing (internal and/or external). | Yes<br><br>Yes<br><br>Yes | x | | |
| 2. The organisation ensures that relevant staff receive training in debriefing, reorientation and providing information on referrals for counselling. | ➤ List of staff who have participated in training on debriefing and reorientation;<br>➤ List of links to any of the organisation's external contacts that provide debriefing or reorientation for returned volunteers;<br>➤ Copy of procedures for providing referrals for counseling. | No<br><br>Yes<br><br><br><br>Yes | | x | |

## Action points: Principle 9

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | No list of staff who have participated in training on debriefing and reorientation. | Determine whether staff need training or whether it is sufficient to reply on external agencies. |

## Principle 10

## Provide ongoing monitoring and evaluation.

**Rationale:**

Monitoring and evaluation are an important means of measuring the effectiveness of any programme that feed into programme improvements and organisational learning.

**Resources and Courses:**

- Dtalk courses: 'Introduction to Monitoring and Evaluation', 'Advanced Monitoring and Evaluation', and 'Evidence Based Planning—Demonstrating Needs and Results';

- Volunteering England: Volunteering Impact Assessment Toolkit;

- www.serviceleader.org is a site that contains resources for volunteer managers including 'Measuring the Difference Volunteers Make:  Guide to Outcome Evaluation for Volunteer Programme Managers'.

## Principle 10: Provide ongoing monitoring and evaluation.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation undertakes regular monitoring and evaluation of volunteers' experiences in programmes. | ➢ Copy of monitoring and evaluation forms or other methodologies used to capture volunteers' experiences. | Yes – volunteers produce written evaluations and Board members involved in debriefing also keep a written record. | x | | |
| 2. The organisation undertakes regular monitoring and evaluation of local partner's experiences of programmes. | ➢ Local partners are provided the opportunity to evaluate the volunteer programme, the organisation and the volunteers annually. | Yes | x | | |
| 3. Feedback from monitoring and evaluation exercise is used to inform annual planning and programme revision. | ➢ Evidence of organisation and programme monitoring and evaluation procedures; <br> ➢ Examples of ways in which feedback has been used to contribute to project developments. | Yes <br><br><br> Yes | x | | |
| 4. All incidents, allegations of abuse and complaints recorded during the year inform planning in the following year. | ➢ Summary of number of incidents and complaints. | Yes. | x | | |

## Action points: Principle 10

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

## Principle 11

## Provide recognition for volunteers.

**Rationale:**

Volunteers should be recognised, both formally and informally, as being of value and importance.

**Resources and Courses:**

➢ Volunteering Ireland courses: 'Volunteer Support and Supervision', and 'Motivating Volunteers';

➢ A list of 100 ideas for ways to provide recognition for volunteers is available on the Volunteering Ireland website;

➢ Ireland Involved Awards: These awards include a category for International Development and are awarded on an annual basis;

➢ World Volunteer Web: Ideas for recognising volunteers.

## Principle 11: Provide recognition for volunteers.

| Indicator | Possible Evidence | Policies and Process + Evidence Available | In Place | Partially In Place | Not in Place |
|---|---|---|---|---|---|
| 1. The organisation recognises volunteers' contributions through events for returned volunteers, promotional materials, or further publicity for their work. | ➢ Photos of recognition ceremonies; <br> ➢ Records of attendance. | AL holds an annual volunteer event and also recognises volunteer achievements in the AL newsletter, website, media items and promotional materials | x | | |
| 2. The organisation provides volunteers with a statement or certificate of service or a reference. | ➢ Sample certificates of service. | AL sends a thank you letter and provides references on request. | x | | |

## Action points: Principle 11

| Indicator | Areas to be Addressed | Next Steps |
|---|---|---|
| 1. | | |
| 2. | | |

# CoP Self-Audit Overview Report

| Major Findings (Strengths, Barriers & Opportunities for Improvement that will be prioritised in 2012) | |
|---|---|
| **Principle No.** (where applicable) | **Progress made and changes introduced since 2010 Self-Audit** |
| | N/a |
| **Principle No.** (where applicable) | **Findings: Key Strengths** |
| General<br><br>Principle 10<br><br>Principle 11 | Good in-country support from local partners and Irish Field Officer. Very few Irish volunteers used so those who do go out get individual attention.<br><br>Strong in terms of evaluating placements and using experience to inform future placements<br><br>Good recognition of volunteers post-placement. |

# CoP Self-Audit Overview Report

| Major Findings (Strengths, Barriers & Opportunities for Improvement that will be prioritised in 2012) | | |
|---|---|---|
| **Principle No. (where applicable)** | **Findings: Barriers** | **Findings: Opportunities for Improvement** |
| General | Lack of staff to implement all the changes required, especially as volunteer numbers are very low so it tends not to be seen as a priority. | Much of the documentation and policies are in place in some shape but in general they need updating and/or formalizing.  We can learn from other organizations who have much more experience of sending volunteers. |
| Principle 5 | Timeframe for obtaining Garda clearance is very long. | |