

# STAR Volunteering

Committee Training 2010



So you want to volunteer to help refugees in your local area - here are some important steps to help your STAR group get a great volunteering project. Make sure you let STAR national know what you are planning to do as we may be able to help and so we can share your ideas with the network.

1. **Decide what kind of volunteering you want to do**
2. **Find an organisation to volunteer with**
3. **Working in partnership – how to do it well**
4. **Get someone to take charge**
5. **Setting up a STAR student led project**
6. **Make an action plan**
7. **Keeping things safe**
8. **Finding volunteers**
9. **Keeping volunteers**
10. **Additional resources and template documents**

## 1. Decide what kind of volunteering you want to do

**One off events or projects-** *this is a great way to make a difference if your group can't commit to regular volunteering e.g.*

- ★ Organise or help out at an event or party for a local refugee organisation
- ★ Paint a community hall or tidy up a garden
- ★ Do a food/clothes collection for a destitution project
- ★ Hold a fundraising event for a local refugee project

**Volunteering in existing projects for local organisations** e.g. mentoring or befriending, helping out at a drop in or a homework club. There are lots of projects out there that need your help.

### Set up your own STAR Student Led project

This is where your STAR group takes an active role in setting up and running a project in partnership with a local organisation. Be realistic - make sure that you have enough time and people to make it happen. It will be hard work but incredibly rewarding as well.

- ★ Birmingham STAR have set up a homework club in partnership project with the Birmingham SMILE project. Birmingham STAR are responsible for recruiting volunteers and ensuring there are enough volunteers each week. They also plan the activities that take place in the homework club. Birmingham SMILE provide a staff member to support the club, the room and resources.
- ★ Liverpool STAR run a Refugee Women's social group in partnership with a local organisation, Global Inclusion. Liverpool STAR provide a venue at their University Union, purchase refreshments for the session and plan activities, They also organise termly outings for the women and their children. Global Inclusion provide

support to the volunteers, funding for the activities and a staff member to support the session over holidays when the students are away.

## 2. Find an organisation to volunteer with

We ask all STAR groups to only volunteer in partnership with local established organisations. The benefits of this are that you can:

- ★ Ensure what you are doing meets a need
- ★ Benefit from their experience
- ★ Have help to develop and ensure the project continues
- ★ Access other support and advice for refugees e.g. through signposting or maybe they offer services themselves
- ★ Have the policies, procedures and insurance in place that you need to make the volunteering safe e.g. child protection, health and safety
- ★ Benefit from funding, resources or facilities they have
- ★ Get training and support

Possible partner organisations could be:

- ★ Voluntary organisations e.g. Refugee Council
- ★ Council e.g. Social Services
- ★ Schools or colleges
- ★ Your university (if they support student led volunteering projects)

You may already know some organisations in your local area that work with refugees but if not here are some ideas of how to find them:

- ★ Contact STAR National for ideas – we have contact with lots of organisation all over the UK and are also happy to do a bit of research for you to find you a good project. We can also give you advice on how to approach organisations.
- ★ Internet searches
- ★ Do-it website <http://www.do-it.org.uk>
- ★ Contact your local volunteer centre
- ★ University volunteering centre – if you have one

## 3. Working in partnership – how to do it well

### Starting off on the right foot

- ★ Agree who is going to do what. A partnership agreement can be helpful, especially if you are setting up a STAR student led project. It doesn't have to be anything very formal but putting down on paper who is going to do what, means everyone is clear about what their responsibilities are e.g.
  - STAR group will provide –volunteers, ensure volunteers are trained on child protection and will plan weekly activities
  - Volunteering partner organisation will provide – venue, resources, volunteer support, induction training

### Ongoing

- ★ Good communication – keep in regular contact with your partner organisation and keep them up to date with information that affects the volunteering e.g. term times or exams

- ★ Be reliable
- ★ Feedback – let them know if there are any problems

### ★ Checklist for a good volunteering organisation

This is a rough guide to give you an idea of what you should expect. However, all organisations are different and what they can offer will depend on their size and the funding they have. Your STAR group may be able to do some of these things yourselves but only if you feel confident and it is agreed with your partner project.

- ★ **A clear role and project description and details of how volunteers can get started** e.g. do they need a CRB check, an application form, references? How long might it take before they can volunteer? This is really important information so you are able to recruit volunteers.
- ★ **A named contact** at the organisation
- ★ **Induction training** for new volunteers so they know what they are supposed to be doing – you might be able to do some of this yourselves but speak to STAR national if you are unsure.
- ★ **A safe volunteering experience.** So the organisation should be doing the following:
  - Checking that you are a suitable volunteer. This can be done in many ways depending on what you will be doing e.g. application form, references, informal chat, CRB check, in depth induction training. They might think that because you are part of STAR that you have already had to go through an application process so it is important to let them know that you haven't.
  - Regular risk assessments
  - Ensuring STAR volunteers understand their policies e.g. health and safety, volunteer policy, child protection policy
  - Insuring the volunteering activity
- ★ **Volunteer expenses** – these should ideally be offered to all volunteers to ensure that no-one is out of pocket and those who have less money are not excluded from volunteering. However, not all projects have the resources to offer expenses. Your Student Union might be able to cover these costs so check it out with them. Don't forget that even if you don't need to claim expenses other people might not be able to volunteer without them and they shouldn't feel guilty for claiming.
- ★ **Volunteer support** – If you are volunteering for, or in partnership with a project they should be making sure that everything is going well on a regular basis. This can take many forms from individual meetings to termly group meetings with all the volunteers. If you don't feel that you are getting enough support let the project know. You can also hold your own volunteer meetings to support each other.

## 4. Get someone to take charge – elect a volunteer coordinator

It is a good idea to have someone who takes charge of organising the volunteering project. If it is a big job more than one person can be in charge, but make sure everyone has clear responsibilities.

Some of the main tasks might be...

- ★ Finding a partner project
- ★ Taking a lead on project planning
- ★ Recruiting new volunteers
- ★ Keeping in touch with the partner project
- ★ Keeping in touch with STAR National
- ★ Organising introductory sessions for new volunteers
- ★ Organising volunteer meetings/socials
- ★ Organising training for volunteers
- ★ Making a volunteer rota
- ★ Keeping in touch with the volunteers
- ★ Planning evaluations of the project

## 5. Setting up a STAR student led project

If you are setting up your own project you need to take a bit of time to plan what it is you are going to do before you start. This isn't the most exciting part but it is the most important if you want it to work well.

You might have an idea of what you would like to do already in which case you need to ask yourselves:

- ★ What problem is it going to solve?
- ★ How are you going to find out if the problem is really there?
- ★ Is someone doing it already?

If you aren't sure what kind of project you want to set up you'll need to find somewhere to get some good ideas.

### **Do your research!**

Find out what is already happening in your local area. Speak to organisations that are working with refugees and asylum seekers and get in touch with STAR national to find out what other STAR groups are doing and what has worked well.

### **Find out if there is there a need**

The best way to do this would be to ask the refugees that you want to work with, but be careful not to promise anything unless you are sure it is going to happen.

If this isn't possible the next best thing is to speak to organisations in your local community that work with refugees. They will have a very good idea of the gaps in services and the needs of the local community e.g. they might have lots of refugees asking for English classes but they have nowhere to refer them to, so setting up a conversation class would be really useful. STAR national has good links with refugee organisations across the UK, so if you are not sure who to contact in your local area get in touch with us and we can help you.

### **Find a partner project**

Through doing your research you might have already found an organisation you can set up a project with but if you are struggling, STAR National can give you advice on how to find and approach organisations.

You need to be able to show a potential volunteering partner organisation what your STAR group has to offer and why it will benefit their organisation and refugees in the local community to set up a project with you. Many organisations have limited staff capacity and funding so working with an organised STAR group who can help run a project is a great advantage, you just need to show them how great you can be! So what do you have to offer? Well things like:

- ★ Enthusiastic and committed volunteers
- ★ Being self organised: a great advantage is that you are ready made group of volunteers who can self organise and recruit your own new volunteers. This is great for organisations who don't have the time and resources to do this themselves. It is also worth mentioning if you are able to do your own CRB checks at your uni.
- ★ Responsibility: Show them that you are keen to take on responsibility for helping to set up and run the project.
- ★ Knowledge: Does your group have specific skills to offer from the courses they are studying – e.g. law, social work, medicine? Let them know that you already have an understanding of refugee issues.
- ★ Shared interests: Depending on the project you may all be a similar age to the refugees you will be volunteering with which means you have shared interests and priorities.
- ★ Support from STAR National: STAR groups can access support and training from STAR National and we are also happy to provide support and be a contact point for volunteering project partners.
- ★ Give them examples of successful STAR student led projects- have a look on the website or get in touch with STAR National for some relevant examples.

## 6. Make an action plan

The first thing to do is to decide what the aims and objectives of your project are, which is what you are trying to do and how you are going to do it.

An **aim** is the change you are trying to make e.g. improve the English conversation skills of refugees.

An **objective** is what you will do to get that change e.g. run weekly conversation classes during term time in the local drop in centre

You need to make sure that you are being realistic about what you can actually achieve. It is a good idea to put these down on paper so you can keep checking that the project is going in the right direction.

Then you need to think about:

## **Timing**

This can be crucial for the success of a volunteering project. Think about the academic year and how your project needs to fit in.

Ideally, have it ready to go so you can recruit new volunteers in freshers week and get them started when they are still really enthusiastic. Be aware that during the holidays and exam times volunteer numbers might drop. Think about what this might mean for the project and what you could do e.g. you could decide to only run it in term time or volunteer with a school where term time volunteering fits very well. Speak to your volunteering partner organisation to see what they think, they might have staff or other volunteers who can help out in the holidays.

## **The set up**

The tasks you need to do to get the project set up, how long they will take and who will do them e.g. find a partner organisation, find a venue, advertise for volunteers.

## **The regular stuff**

The regular tasks you will need to do once the project is running e.g. make up the volunteer rota, plan activities for the conversation class, buy refreshments, organise meetings.

## **Communications**

Who should you be keeping in touch with and how often e.g. the volunteers, your partner organisation, STAR National, your student union, the people who come to your project.

## **Training**

Think about what kind of training you need to be able to volunteer. The minimum new volunteers will need is introductory training when they start. Find out what kind of training your volunteering partner organisation will give new volunteers. You might be able to access some training at your uni e.g. child protection or you can also get in touch with STAR national to see what they can offer.

## **Budget**

Will you need access to any funding for your project and how much will you need? You might be able to access some funding from your university, get resources from your volunteering project partner or you can plan to run a fundraising event or apply for some funding.

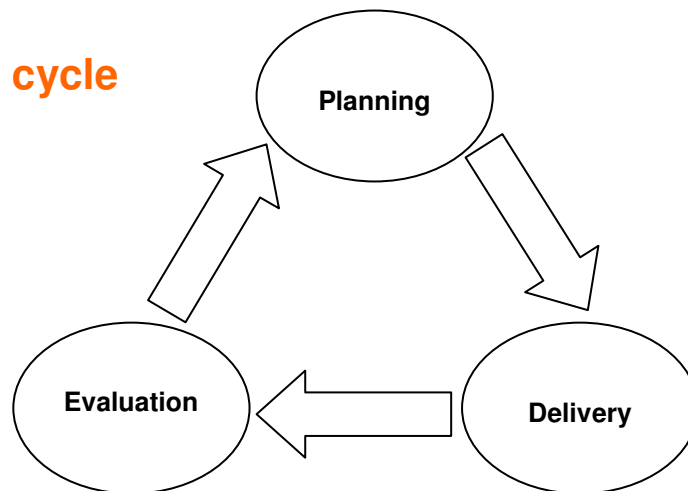
## **Monitoring and evaluation**

This is how you check that what you have been doing has been successful, i.e. that you have been meeting your aims and objectives, and find out how to make your volunteering project even better.

## **Handover**

Make sure that you plan this in advance and give the new committee all the information they need. This will ensure that the project can continue to build on the great work you have done and the new committee don't need to start from scratch. Make sure you let your volunteering partner project know who their new contact will be and that if they lose touch that they can contact STAR National

## The project cycle



### Monitoring and Evaluating...

**Monitoring** is simply recording what you've done. This could be counting how many children come to your club each week, how many bags of clothes you collect for a destitution project or gathering feedback from participants after a trip to the seaside. Taking photos is also a good way to record what has happened. This is how you can check that you meet your objectives.

**Evaluation** is a more in depth look at what you have been doing, often people evaluate at the end of a project but it can also be useful to evaluate what you do as you go along e.g. evaluate at the end of a party so the next one you organise can be even better. It will use the monitoring information and other more detailed information you gather - like peoples opinions about the project. It answers questions like:

- ★ How well are we doing?
- ★ Are we doing things right?
- ★ What would we change?
- ★ What difference are we making?
- ★ Were there any negative consequences of our work?

#### Why evaluate?

##### 1. For learning and development...

- ★ To find out what has worked, what hasn't, how people have benefited and to see if you can make the project better.
- ★ It is not just about fixing things when they go wrong, it is also about finding out what you did well so you can do it again. Make sure you remember to tell us at National STAR about it! We really want to hear about all those successful events, parties and projects...

##### 2. To demonstrate achievements...

- ★ To show volunteers that their contribution has been worthwhile
- ★ So STAR can show funders that their money has been well spent and we can ask for more.
- ★ It gives you great material to promote volunteering opportunities to new volunteers

There are lots of ways you can evaluate your project from getting people to fill out questionnaires to fun activities for children. Ask STAR national for some advice if you want some ideas.

## 7. Keeping things safe

There are lots of things you need to think about to make sure your project is safe and well run. Here is a quick checklist:

### Health and safety

- ★ Ask your partner project what their health and safety policy is and make sure you all read it.
- ★ If your STAR group is responsible for any activities you must complete a risk assessment well in advance. This lets you see what the potential hazards might be and what you can do to prevent harm e.g. if you are doing craft activities you need to make sure sharp scissors are kept away from small children.
- ★ Make sure you all know what to do if there is an accident or an emergency e.g. if a child falls and bangs their head.

### Insurance

- ★ Check that what you are doing is covered by your volunteering partner organisation/student union insurance

### Training

- ★ Check that you are all getting the training you need to volunteer safely
- ★ If your partner organisation or university don't offer the training you feel you need STAR national may be able to help, so get in touch.

### Volunteer checks

- ★ Think about what kinds of checks you should do on volunteers, if you advertise widely then there might be a lot of people you don't know. The kind of checks you do will depend on what the volunteer role will be but if they are going to be working with children, vulnerable people or handling money or confidential information you should really ask for references and a CRB check. Ask your volunteering partner project what they will require.

### Child Protection

- ★ Make sure that you are all aware of your volunteering partner organisations child protection policy and that you know what to do if you have a child protection concern – always follow the procedure you have been given!
- ★ If you are unable to contact your volunteering partner organisation or you have reported a concern to them and don't feel that it has been dealt with properly you can contact Emma Williams at STAR national on 0207 729 8880 or 07920487955.
- ★ If you are working with children you should all attend child protection training. Many universities offer courses or your volunteering partner organisation or STAR national may be able to organise a training session for you.

## **Photographs**

- ★ Always get peoples permission if you are taking photographs. If you are photographing children you need to get the permission of their parents.
- ★ STAR national has a permission form you can use if you do not have one.
- ★ Remember because of their situation some asylum seekers and refugees may not want their photograph to be displayed publicly

## **Boundaries**

- ★ Boundaries are very important for volunteers and the people they are working with. They give clear guidelines for how you should behave and minimise misunderstandings and stress. Ask your volunteering partner project what is and isn't acceptable while you are volunteering. Also think about what your personal boundaries are and don't take on too much...helping people with everything they ask you to might seem like the kindest thing to do, but it can create a dependant relationship which is damaging in the long run and can put you under a lot of stress.

### **What are boundaries?**

- ★ a dividing line between what is appropriate and acceptable behaviour and what is not
- ★ they are your limits in relationship to someone or something

### **Why do we need boundaries in volunteer roles?**

- ★ it is important to have clear and firm boundaries at work and in your personal life - they clarify what you are able to give and tolerate without compromising your physical and emotional health
- ★ the people you are volunteering with will have a clear idea of what to expect from you and your colleagues and this will help build a solid relationship with them.
- ★ people from different cultures may have differing expectations of what a project will provide and clear boundaries will prevent misunderstandings
- ★ if your boundaries are clearly defined you will know how to behave in different situations which will give you more self-confidence
- ★ there will be consistency between what different volunteers are doing
- ★ boundaries increase volunteer responsibility
- ★ they help deal with stress because they separate work and private lives

### **DO**

- ★ discuss boundaries with your colleagues and agree on them in order to ensure a consistent approach
- ★ ensure that boundaries are clear to people you are working with by explaining what they are and how you will be working together
- ★ think before you say 'Yes'!
- ★ avoid getting into situations that could be misunderstood
- ★ challenge your colleagues if you think their behaviour is not appropriate (challenge the behaviour and not the person and not in front of other colleagues)
- ★ speak to the project workers if you experience any difficulties or are not sure how to proceed

### **DON'T**

- ★ give out personal information about yourself, other volunteers or the people you are working with
- ★ become emotionally over involved
- ★ have informal chats (e.g. with friends) about the people you are working with
- ★ leave any confidential information where others can see it
- ★ accept any form of harassment/violence
- ★ accept personal gifts
- ★ lend to or borrow, buy or sell to/from those you are working with

## 8. Finding Volunteers

Here are some tips to help you recruit loads of volunteers...

Before you start think about why people want to volunteer. This will help you target your recruitment better. The main motivations are:

- ★ Making friends
- ★ Learning new skills
- ★ Using existing skills
- ★ Get work experience/CV
- ★ To make a difference
- ★ To help them in their course e.g. French
- ★ To learn about refugees
- ★ They are passionate about a cause
- ★ To do something fun and interesting
- ★ Their friends are doing it

Don't forget to think about the kind of volunteers you want. Are you looking for specific skills from your volunteers e.g. language skills, ESOL training or do you need more guys to help out at a youth group. Think about where you could advertise to get the kind of volunteers you want, this could be specific courses or other societies or clubs.

Try and be inclusive and don't just ask your friends, give other people the chance to get involved and the project will benefit from more skills, different ideas and life experiences.

Some tips on what your advertising should cover....

### **Why should they volunteer, why is their help needed?**

- ★ Explain what need the project meets – why does it exist, what is the issue?
- ★ What difference will they make?
- ★ How does it benefit people – you could use quotes, life stories, video testimony from staff and participants
- ★ Why are volunteers important – e.g. no funding so can't run without them

### **What exactly is the volunteering role?**

- ★ Give a clear description of the volunteering activity – writing a role description can be useful and be clear if you are looking for volunteers with specific skills
- ★ To show people what is involved you could use photos, show a video or get current volunteers/service users to talk about the project. You could also offer a taster session at the volunteering project so they can try it out.

### **Reassure potential volunteers that they can get involved**

- ★ Make it clear if no previous experience is necessary and training will be given
- ★ Make it clear that the opportunity is open to all students

### **Tell them how they will benefit**

- ★ What kind of new skills will they learn
- ★ Can help them with their studies e.g. practice French, teaching experience
- ★ Useful for CV
- ★ Highlight any social activities and how much fun it will be!
- ★ Use quotes from current volunteers or get them to give a talk

## Different methods of advertising

- ★ Posters and flyers
- ★ Displays
- ★ Stall at freshers fair, outside the library or student union.
- ★ Organise an open day at the volunteering project
- ★ Organise talks from project staff, beneficiaries, volunteers at university events or at lectures
- ★ Adverts on university newspaper or radio
- ★ Use the volunteering department at your university if you have one – they can have a huge number of people registered with them so this can be one of most successful ways to get in lots of volunteers.
- ★ Events during e.g. Student Volunteering Week

## Poster and leaflet tips - don't forget to:

- ★ Keep it clear and concise
- ★ Make it easy to read- no jargon
- ★ Eye catching
- ★ Give contact details
- ★ Where and when
- ★ Be clear about the next step e.g. e-mail, come along to meeting

## 9.Keeping Volunteers

Here are some tips on how to hold on to your volunteers:

### Be clear about what the volunteering project is from the start.

*People are much more likely to be committed and reliable if they know exactly what they are signing up to in the first place.*

- ★ Ask your partner project for a role description for potential volunteers or you could make one yourself. This should tell them very briefly
  - What the activity is and when it happens,
  - Who is the project for
  - What need the project meets and why it is important.
  - How do they get involved and how quickly can they start volunteering? Is there an application form? Do they need to wait to have a CRB check?
  - What time commitment is expected from them and why e.g. important for young refugees to have continuity, takes time for volunteers to gain trust of clients, we need lots of volunteers every week or we can't run the session
- ★ Give them a taste of what the project is like so they can see if it definitely something they want to do before they make a commitment. You could...
  - Get the project staff/participants to come to a meeting and give a talk
  - Arrange a visit to the volunteering project
  - Run a volunteering taster session

## **Make new volunteers feel welcome**

*This is very, very important! A friendly, fun atmosphere is what will make people want to come back for more.*

- ★ Be friendly
- ★ Introduce new volunteers to project staff, volunteers and participants
- ★ You could organise a social for all the volunteers so they can get to know each other

## **Make new volunteers feel prepared for their volunteering role.**

*If they know why they are there and how they can be useful it will be seem like a worthwhile use of their time.*

- ★ Provide some kind of introductory session or meeting - your partner organisation should provide induction training but it also a good idea to do something yourselves. Don't worry it doesn't have to be complicated or formal. You can do it at a group meeting or just have a chat with new volunteers when they start. Here are the basic things that should be covered...
  - Introductions
  - Show them the around the volunteering venue – make sure they know where toilets/kitchen etc are
  - Background info on the project
  - What their role will be
  - Who they should go to if they have any problems or questions
  - What to do if they can't attend
  - Useful topics – e.g. basic asylum info, working with children (you can ask STAR national or your partner project if they can run a training session)
  - Policies - ask your partner organisation if they have policies that volunteers should know about e.g. child protection policy, health and safety policy, volunteer policy, expenses policy or confidentiality policy
- ★ Buddying – you could match new volunteers up with more experienced volunteers who can tell them what they need to know about the project, the role and help them get settled in.

## **Be supportive of each other**

*Volunteers will vary hugely in the amount of experience and confidence they have. Creating an atmosphere where volunteers feel comfortable asking for help and sharing their concerns will make for happy volunteers!*

- ★ If you see someone is struggling or doesn't know what to do – ask if they are ok and give them a hand!
- ★ Your partner project should be providing volunteers with support but if you feel that you need more support let them know. You could ask them to have regular group support meetings with volunteers.
- ★ Make sure everyone knows who they can go to if they need help or are concerned about something.
- ★ Hold regular volunteer meetings of your own so that people get the chance to talk about how the project is going and raise any concerns they have.

## **Be organised**

*This will save so much time in the long run. It will ensure that everyone knows who should be doing what and when, and also deal with problems as they come up!*

- ★ Elect a volunteer coordinator/s and agree what their responsibilities will be.
- ★ Make sure all new volunteers have the information they need. Do they need a map or directions to get to the project? What time should they arrive? Who do they ask for? Can they claim travel expenses?
- ★ Make sure that you have all the volunteers' contact details – check with them that it is ok to share their e-mail address/phone number with the other volunteers
- ★ Make a rota
  - Do this at the start of each term to make sure you have enough volunteers for each session. A list of back up volunteers and their contact details is also really useful.
  - Make sure everyone has agreed to the rota and has a copy.
  - If a volunteer's name is on the rota and they can't attend then make it clear that they need to let the volunteer coordinator/project know. They should also be responsible for trying to find a replacement by contacting the back up volunteers.
  - Are there a minimum number of volunteers you need to run the session? Always try to have a few extra on the rota so that if someone can't make it the session can still run.
- ★ Text/phone volunteers before each session to remind them
- ★ Have regular volunteer meetings – this will give everyone the chance to get to know each other, agree the rota, discuss any problems that have come up and get involved in making decisions.

## **Make everyone feel part of the project**

*If volunteers feel that they have a role in shaping a project they will be more likely to feel responsible for ensuring it continues e.g. turning up when they are supposed to!*

- ★ Try and involve everyone in any decisions that are made
- ★ Keep everyone up to date with what is happening with the project
- ★ Ensure everyone knows what need the project meets and why volunteers are important

## **Make sure everyone who volunteers knows how important they are and what a difference they are making.**

*If volunteers feel like what they are doing really matters you'll keep them interested...*

- ★ Share any positive feedback you get from participants or partner projects
- ★ Ask your volunteering partner organisation to chat to the volunteers about the impact their work is having
- ★ Evaluate the project and share the information with everyone (ask STAR national for advice on different ways to do this)
- ★ Have a volunteer awards ceremony
- ★ Arrange a volunteer social/party
- ★ Say thank-you!

## **Giving people credit**

*It can be useful for the future to have official recognition of the volunteering you have done*

- ★ Find out whether your university accredits volunteering hours, they might be part of the 'V' programme which gives you certificates for set numbers of hours or they may have their own university based system.
- ★ Ask your volunteering project partner if volunteers can use them as a reference.

***Good luck with your volunteering and don't forget to get in touch if you need any help! Call or e-mail Emily on 02077298880 (ext 206) or e-mail [volunteering@star-network.org.uk](mailto:volunteering@star-network.org.uk)***

# Partnership Agreement



This partnership agreement is between

Description of project:

<b>Lead contact:</b>	<b>Lead contact:</b>
<b>Name:</b>	<b>Name:</b>
<b>Address:</b>	<b>Address:</b>
<b>Contact number:</b>	<b>Contact number:</b>
<b>E-mail:</b>	<b>E-mail:</b>
<b>We will meet:</b>	

<b>Responsibilities</b>
<b>will:</b>
<b>will:</b>

To be reviewed on: 1<sup>st</sup> July 2011

Agreed by:

# Sample Partnership Agreement



**This partnership agreement is between AN Project and STAR Barcelona**

**Description of project:** AN Project and STAR Barcelona will jointly run a social group for refugee women. The group will run from 2-4pm every Wednesday in term time. Refreshments will be provided and a programme of activities will be decided with the participants at the start of each term e.g. cookery, visits to local attractions, English conversation practice.

<b>Lead contact: AN Project</b>	<b>Lead contact: STAR Barcelona</b>
<b>Name:</b> <b>Address:</b> <b>Contact number:</b> <b>E-mail:</b>	<b>Name:</b> <b>Address:</b> <b>Contact number:</b> <b>E-mail:</b>
<b>We will meet:</b> once a month	

<b>Responsibilities</b>
<b>STAR will:</b>
<b>e.g.</b> <ul style="list-style-type: none"><li>★ Be in regular contact with AN Project</li><li>★ Provide sufficient volunteers each week</li><li>★ Plan activities each week</li><li>★ Buy refreshments</li><li>★ Tidy up room after session</li><li>★ Organise end of year trip</li><li>★ Maintain contact with STAR National</li></ul>
<b>AN project will:</b>
<b>e.g.</b> <ul style="list-style-type: none"><li>★ Be in regular contact with STAR Barcelona</li><li>★ Provide induction training for volunteers</li><li>★ Provide a venue for the activity</li><li>★ Pay for refreshments</li><li>★ Provide travel expenses for volunteers</li><li>★ Provide funding for activities</li><li>★ Maintain contact with STAR National</li></ul>

**To be reviewed on: 1<sup>st</sup> July 2011**

<b>Agreed by:</b>	
<b>AN Project</b>	<b>STAR Barcelona</b>

## Example Role Description

### **Educational Mentor STAR Academy**



**Volunteer Role:** Educational mentor

**Supported by:** A. Teacher and STAR Volunteer Coordinator

**Location:** STAR Academy

**Time:** 1 hour per week in school term time

#### **What will you do?**

Provide regular one to one educational support to young people from refugee backgrounds on school premises. Mentors will be matched with one student depending on their skills and will support them with homework, coursework or specific gaps in understanding. No experience of mentoring or tutoring is necessary!

#### **Commitment required**

It is essential that mentors are able to meet with a student for 1 hour per week. This would need to take place directly after school and on school premises. This is after 3.15pm Monday to Wednesday and 2.35pm on Thursdays. In May and June this could be reduced to 1 session per fortnight.

#### **Training**

All volunteers will receive introductory training and child protection training.

#### **Expenses**

Travel expenses can be provided

#### **You will:**

- Be reliable
- Be non judgemental
- Enjoy working with young people
- Have some understanding of refugee issues
- Be willing to share your experience of Higher Education
- Be encouraging and supportive



## Risk Assessment Guidelines

Risk assessment means taking a systematic approach to looking at what could cause harm to people. By assessing risk you know where potential problems and dangers lie, and can therefore take measures to prevent harm.

### Terminology

**Hazard:** something with the potential to cause injury or damage i.e., something that could be dangerous

**Risk:** the probability of the hazard causing harm, combined with the degree of seriousness of the consequences. In other words, how likely, and how bad?

The Health and Safety Executive recommend a 5 step approach to risk assessment.

1. Look for the hazards
2. Decide who might be harmed, and how
3. For each hazard, evaluate the chance, big or small, of harm actually being done and decide whether existing precautions are adequate or more should be done.
4. Record the significant findings of your risk assessment, e.g. the main risks and the measures you have taken to deal with them.
5. Review your assessment from time to time, and revise if necessary

### So how do you carry out a risk assessment?

The first step is to isolate an activity, and identify who and what would be involved. This means creating a list of hazards. It helps to involve people actually engaged in the activity. At this point don't think about how serious or trivial the hazard is, just list everything you think could potentially go wrong. This could include things like;

- people injuring themselves during a cookery activity
- children getting lost on an outing
- equipment getting damaged

Then comes assessing the actual risk. Rank each risk low, medium or high according to how likely it is to happen and how serious the consequences would be if it did (see the risk assessment form). Then use the table below to combine the likelihood and the seriousness of the risk to decide what the overall level of risk involved is.

<b>Seriousness Likelihood</b>	<b>Low (Slightly harmful)</b>	<b>Medium (Slightly harmful)</b>	<b>High (Extremely harmful)</b>
<b>Low</b> (Highly unlikely/unlikely)	LOW RISK (Trivial)	LOW RISK (Acceptable)	MEDIUM RISK (Moderate)
<b>Medium</b> (Likely/possible)	LOW RISK (Acceptable)	MEDIUM RISK (Moderate)	HIGH RISK (Substantial)
<b>High</b> (More likely/near certain)	MEDIUM RISK (Moderate)	HIGH RISK (Substantial)	HIGH RISK (Intolerable)

### **Taking measures to minimise risks**

The entire risk assessment exercise is pointless if you do not take actions based upon it.

For each risk identify a measure or measures that will either eliminate the risk or reduce it to acceptable levels.

There are many ways of doing this. They largely boil down to three broad categories however:

- Provide adequate information or training to volunteers (or staff, or participants, depending on the situation).
- Change the way you do the activity to avoid the hazard or lower the risk (that is, take physical measures - use safety equipment, increase supervision etc),
- Stop the activity. If it's too dangerous even with training and changing the way it is done then don't do it!

**Lastly, if it is an ongoing activity regularly review the risk assessment, and how the activity is being carried out on the ground! Things change, people bend rules or get complacent.**

## Evaluation



### Some ideas to start you off...

Remember – keep a record of the information you collect, take photos if you can and let us know what you find out!

#### 1. Graffiti walls

Hang large sheets of paper on the wall that people can write their opinions on. You could ask one question like “tell us what you thought of the party?” Or you could have a few sheets asking different questions...

WHAT DID YOU THINK OF THE PARTY??

Music was  
too loud!

More games  
next time  
please

Food was  
yummy

2. Give people disposable cameras and get them to take photos of the things they like/don't like about a project or event. Talking about the photos can be a good way to start a discussion.

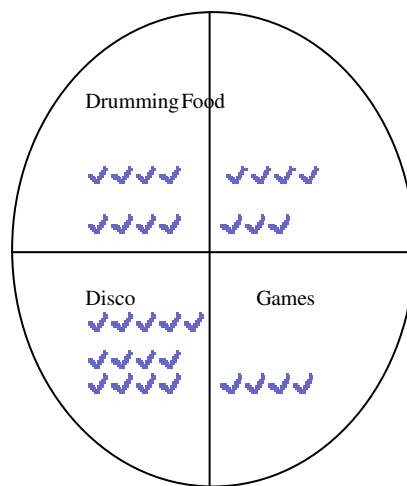
3. Set up a 'big brother' style diary video camera that people can talk to about how they feel about the project or answer a specific question.

4. Get people to draw pictures of the things they like about a project – this is particularly good for children because they love to talk about what they have drawn and it won't feel like you are trying to interview them.

5. Give people beads or sticky coloured dots so that they can vote for - e.g. their favourite activity or what they feel is the most important aspect of a project

6. Ask people to create a song, mime or sketch about how they see the project

7. Evaluation wheel – ask people to tick the things they like

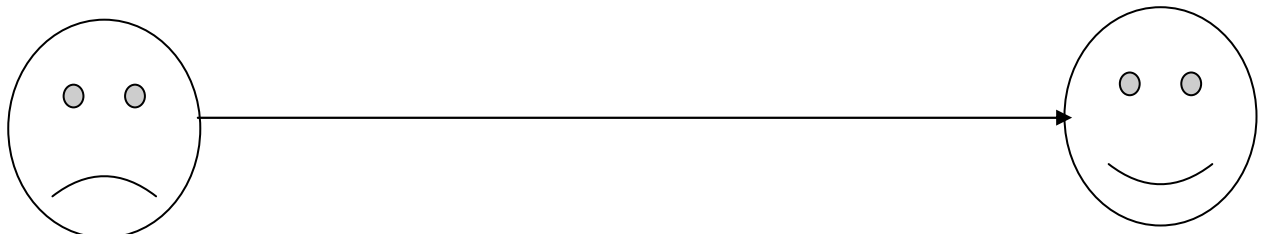


9. Musical tables – have a few small tables set out with questions or issues for people to respond to. Divide people into small groups and get them to go to a table and write down ideas and comments. When the music starts again they have to move tables. If people might need help writing you might need a facilitator at each table.

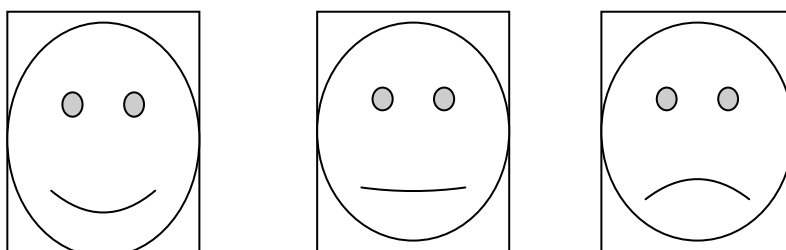
10. Card sorting – these can be words or pictures. People can sort them in order of things they like, things they thought were ok or things that they don't like.

11. Quick and easy feedback....

- Continuum line – get people to put a mark on the line



- Face cards – people can either hold them up in answer to questions or stick them on a board or piece of paper



- Use a room as a continuum with one end positive and the other end negative/ I like and I don't like/ yes and no. Ask people questions and stand in the room depending on how they feel.