



# ACTIVATING **YOUTH VOLUNTEER NETWORKS**

**IN LAST MILE  
ASSURANCE**



**TOOLKIT**  
UNFPA AFGHANISTAN 2022 - 2023





## UNFPA

Delivering a world where  
every pregnancy is wanted,  
every childbirth is safe and  
every young person's potential is fulfilled.

## ABBREVIATIONS

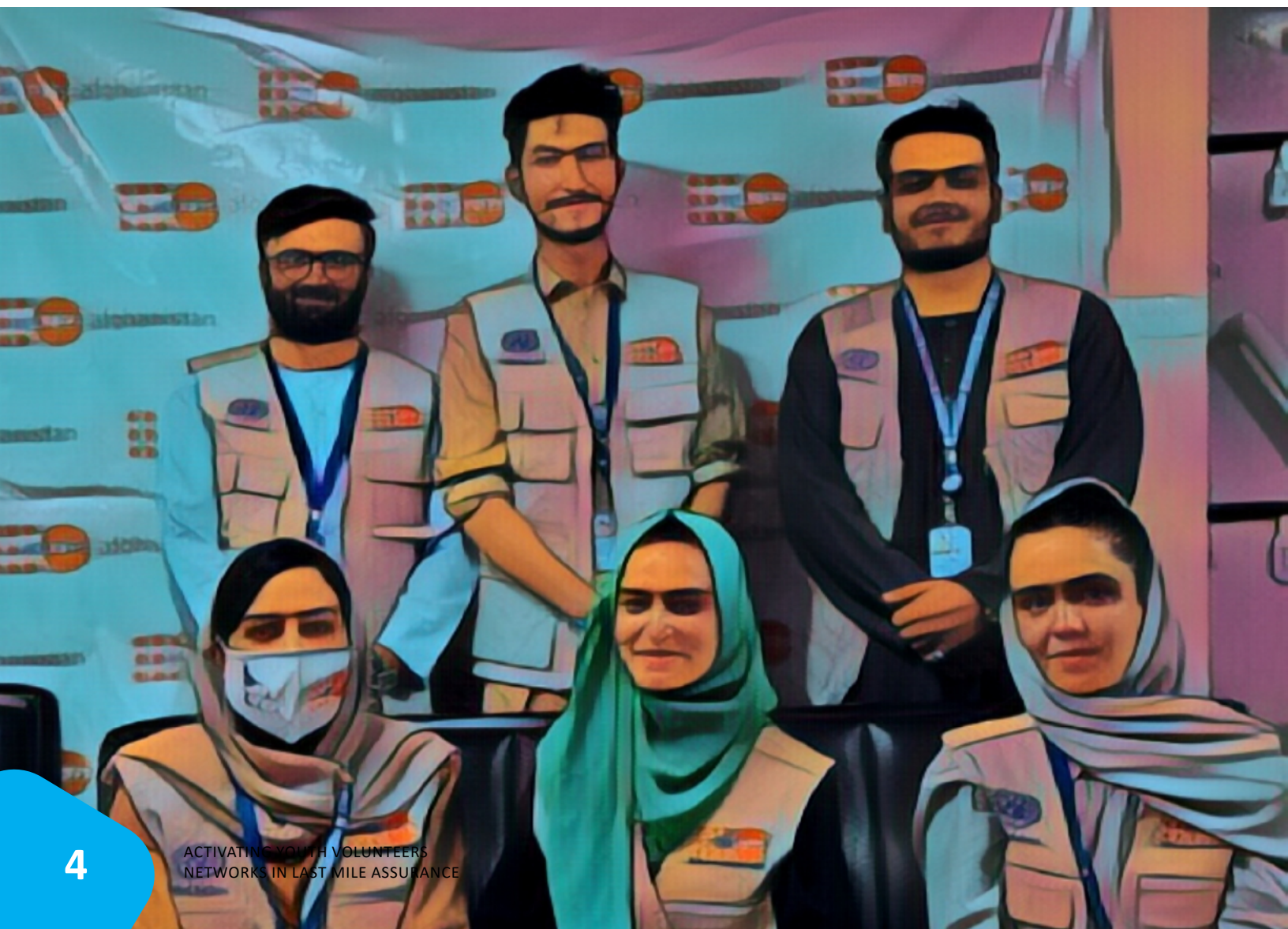
Adolescents and Youth	AY
Central warehouse	CW
Civil society organization	CSO
Decentralized warehouse	DW
Geographic information system	GIS
Electronic Logistics Management Information System	eLMIS
Human immunodeficiency virus	HIV
Interagency Emergency Health Kit	IEHK
Intrauterine devices	IUD
Implementing partner	IP
Last mile assurance	LMA
Logistic management information system	LMIS
Mental health and Psychosocial Support	MHPSS
Personal Protective Equipment	PPE
Planning and Psychosocial Support	PPS
Post-Exposure Prophylaxis	PEP
Supply chain mapping	SCM
Terms of Reference	ToR
Reproductive health	RH
United Nations Population Fund	UNFPA
United Nations Development Programme	UNDP





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## INTRODUCTION:

‘Activating Youth Volunteers in Last Mile Assurance’ is a toolkit made up of simple and interactive suggestions that help UNFPA’s implementing partners (IPs) activate, leverage and manage youth volunteers in Last Mile Assurance (LMA). LMA is the UNFPA process to ensure that UNFPA programme supplies are adequately managed and safeguarded by IPs across all levels of the supply chain, minimizing waste and fraud, and reaching the service delivery points in a timely and effective manner where beneficiaries can access the supplies. The toolkit adopts a transformational approach and bridges practical suggestions with values clarification. Youth educators and volunteers may also use the toolkit to inform their strategies as they participate in volunteer activities.

### Objectives:

1. Provide an understanding of entry-points in the LMA process where youth volunteers may add value for IPs
2. Provide guidance for youth educators on how to activate a youth volunteers network;
3. Provide guidance for youth educators, managers and other focal points on managing a youth volunteers network.

**Methods:** The toolkit was developed by UNFPA Afghanistan, in partnership with IPs and validated by youth volunteers. The overall project was undertaken in three phases: the first phase comprised a desk review, the second involved focus group interviews, and individual informant interviews. This was followed by a validation meeting to verify and confirm the results and recommendations arising from the data collection. Finally, a training to launch and disseminate the toolkit took place in the last quarter of 2022. A mixed-method, three dimensional data collection approach was adopted in the research study to maximize the participation of multiple stakeholders and active players within the complex operating environment in Afghanistan.

Through four chapters, this toolkit provides UNFPA’s IPs with the fundamental knowledge, skills and resources they need to safely work with young volunteers to deliver crucial commodities and services to beneficiaries around Afghanistan.



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# 1. INTRODUCTION TO YOUTH AND LAST MILE ASSURANCE (LMA)

In order to best leverage youth networks, volunteers and organizations to deliver on UNFPA Afghanistan's Country Programme and overall humanitarian response, it is important to start by looking inwards, to reflect on the strategic priorities of UNFPA's humanitarian response and consider why LMA is useful for UNFPA, IPs and beneficiaries.

In this chapter you will learn about:

- The aims of UNFPA's humanitarian response and priorities in Afghanistan;
- How to define and understand key terms - youth, young people, adolescents etc.;
- How to explain meaningful youth engagement and the added value of working with young people; and
- Unpack the case for integrating youth volunteers in UNFPA's LMA process

## 1.1 UNFPA's Humanitarian Response in Afghanistan

The political change after 15 August 2021 plunged Afghanistan into a humanitarian and economic crisis that has devastated peoples' lives and livelihood. The multiple shocks have further revealed the structural defects in the Afghan economy that inhibit progress toward sustainable and equitable progress. One year later, support to basic development needs, humanitarian response, and to community development activities have resumed. The overall goal of UNFPA's humanitarian interventions in Afghanistan is to provide life-saving reproductive health services and prevent, mitigate and respond to gender-based violence cases.<sup>1</sup>

## 1.2 Defining Key Terms

### What do we mean by the terms 'adolescent,' 'youth,' and 'young person'?

The definitions of adolescents and youth vary. The United Nations defines 'youth' as being aged 15–24 years, while UNICEF and partner agencies WHO and UNFPA concur with that definition of youth but also define 'adolescents' as being aged 10–19 years and young people as 10–24.<sup>2</sup> Per international law – formalized by the United Nations Convention on the Rights of the Child – the definition of a child is every human being under the age of 18.

In many contexts, youth is defined not by age but by life milestones like marriage, having children or achieving certain educational or professional goals. In Afghanistan, young people's lives have been put on hold - education and employment are often delayed, while marriage may come earlier for young women, therefore the age of youth is long, from 18-35.<sup>3</sup> Youth is sometimes categorized as 'waithood', a prolonged period of suspension between childhood and adulthood. Taking into account the national dynamics above, and the Afghanistan National Youth definition (2014), this toolkit categorizes those between the ages of 18-35 as a young person.<sup>4</sup>

1 UNFPA Afghanistan, 2022 Humanitarian Appeal, 2022

2 IASC, With us & for us: Working with and for Young People in Humanitarian and Protracted Crises, UNICEF and NRC for the Compact for Young People in Humanitarian Action, 2020

3 Afghanistan National Youth Policy, 2014

4 Afghanistan National Youth Policy, 2014

### 1.3 Meaningful youth engagement and the added value of working with young people

#### What do young people have to offer as humanitarian actors?

Afghanistan's youth population is among the highest in the world (with approximately 63 percent of the population (27.5 million Afghans) below 25 years of age and 46 percent (11.7 million children) under 15 years of age according to the National Statistics and Information Authority as of 2018.<sup>5</sup> But poverty, high rates of child marriage, high levels of GBV and extremely high unemployment and decreased access to education (especially for girls and young women) have produced a deleterious environment for youth.<sup>6</sup>

This environment is exacerbated as adolescents and youth are perceived as dependents by 'adults' culturally as well as socio-economically, and are additionally perceived as beneficiaries by the development and humanitarian sector.<sup>7</sup> As evidenced in key informant interviews and focus group discussions that informed this toolkit, these factors have collectively led to many young people feeling anxious and hopeless for their future in the current context.

Despite these barriers, youth can be a vital positive force in humanitarian response. They have wide-ranging capacities but they often get lost between programming for children and programming for adults. This toolkit is a contribution towards recognizing and strengthening the positive role young people can play in improving humanitarian response and programming in Afghanistan.

Young people are often keen to lead crisis response initiatives and support their communities towards recovery.<sup>8</sup> From spreading awareness, distributing food, accelerating evacuation and mobilizing resources, young people are uniquely placed to play a valuable role in locally led humanitarian actions using their networks across their communities and innovative approaches.<sup>9</sup> During the acute phases of the COVID-19 pandemic for example, in South Africa, local youth groups in Cape Town helped spread accurate information on safety measures. In Kenya, young people in urban slums launched food banks to distribute food to vulnerable populations who lost their jobs in the informal sector.<sup>10</sup> In Afghanistan, youth peer educators and volunteers continued to support awareness raising on health related issues.

#### Why is meaningful youth engagement important?

In recent years, organizations have made an effort to integrate youth into programming, including advocacy efforts, governance and evaluation. A definition of 'meaningful youth engagement' that is commonly accepted and also endorsed by UNFPA is from the Global Consensus Statement on Meaningful Adolescent and Youth Engagement:

**“Meaningful adolescent and youth engagement is an inclusive, intentional, mutually-respectful partnership between adolescents, youth, and adults whereby power is shared, respective contributions are valued, and young people’s ideas, perspectives, skills, and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms, and organizations that affect their lives and their communities, countries, and world.” – Global Consensus Statement on Meaningful Adolescent and Youth Engagement.<sup>11</sup>**

5 UNFPA, Young people make their voices heard through the Afghan Youth Parliament, press release 2018

6 UNDP, Afghanistan: Socio-Economic Outlook 2021-2022

7 IASC, With us & for us: Working with and for Young People in Humanitarian and Protracted Crises, UNICEF and NRC for the Compact for Young People in Humanitarian Action, 2020

8 Chauke TA (2020) Exploring the role of youth work in the fight against the novel coronavirus in Cape Town. Afr Renaissance; Burkle FM, Martone G, Greenough PG (2014) The changing face of humanitarian crises. Brown J World Affairs

9 Haynes K, Tanner TM (2015) Empowering young people and strengthening resilience: youth-centered participatory video as a tool for climate change adaptation and disaster risk reduction

10 OECD (2020) Response, recovery and resilience youth and COVID-19. Tackling coronavirus (COVID-19) contributing to a global effort.

11 Global Consensus Statement on Meaningful Adolescent and Youth Engagement, IPPF, 2015



The terms ‘youth participation’ and ‘youth engagement’ are used interchangeably in this toolkit, while the term ‘youth-adult partnership’ is used in a narrower sense, referring primarily to the interactions that take place between youth and adults within professional settings. As demonstrated by many programmes in humanitarian settings, young people’s involvement in design, implementation and monitoring is key to ensuring that the programmes are acceptable and accessible. Youth participation in programming is not simply a box to be checked but can lead to strengthened programme outcomes, value for money and more relevant programming.<sup>12</sup>





However, youth participation is not a passive process that happens on its own. Barriers to young people’s participation need to be actively removed. One of the ways in which UNFPA Afghanistan is addressing these barriers is by mainstreaming youth engagement across all areas of its programming – including on strengthening its supply chain management by investing in youth participation in LMA.

UNFPA Afghanistan is making the case, starting by developing and piloting this toolkit, that integrating youth participation in LMA provides a platform for active youth engagement and participation in their communities, that positively channels their assets, skills and ideas. All of these while better ensuring that UNFPA’s commodities reach the last mile, leaving no one behind.

In contexts like Afghanistan, with extremely high rates of youth unemployment, youth volunteering can be a negative experience, putting young people in a long state of ‘waithood’ after formal education and before professionalization or exploitation at the hands of their vulnerability or disadvantage. To break this cycle, volunteering must develop skills required for meaningful and decent employment.

## 1.4 The case for integrating youth volunteers in UNFPA’s LMA process

### Why leverage volunteers?

-  Volunteerism provides entry points for young people to determine their own priorities and engage with other youth and other important actors in their communities.
-  Volunteering may be a catalyst for young people to participate in civil and political matters. This is particularly important for countries with younger populations like Afghanistan, where rapid social change is leading to migration, loss of traditional structures and unemployment.
-  Youth volunteers can be recruited for short-term projects and they deliver value for investment.
-  Building youth capacities is a key output of UNFPA’s programme priorities that may have multiplying impacts on stability and inclusivity in communities.

### Challenges in LMA

For UNFPA Afghanistan, proper safeguarding, managing, and distributing programme supplies to intended beneficiaries is challenging given the complex, fragile, and institutionally-weak environment. This environment has produced unique challenges for the LMA process. During the key informant interviews with IPs that informed the development of this toolkit, the following barriers were identified in getting programme supplies to the last mile: demand generation with beneficiaries, high staff turnover in health facilities and other distribution sites, reporting discrepancies, increasing humanitarian/life-saving focus of some health and distribution facilities turning priority away from reproductive health services, and inappropriate storage. Addressing many of these barriers will require concerted institutional investments along with an overall positive change in the operating environment. However some barriers – e.g., demand generation with beneficiaries or reporting discrepancies – may be improved upon by mobilizing youth volunteers.

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12 The Case for Youth Engagement in the Program Design Process, Chemonics, 2018



## IN SUMMARY

- For UNFPA Afghanistan, youth volunteers are an untapped resource for protecting and enhancing programme supply distribution, monitoring and data collection.
- For UNFPA's IPs, including youth volunteers in LMA processes will expand their umbrella of partners, ensure targeted distribution of commodities, improve awareness raising among beneficiaries on the ground, develop their stakeholder engagement capacities and provide value for investment.
- For young people themselves, volunteering with UNFPA's IPs in LMA processes may provide opportunities for skills development, capacity building, networking, network-building and an overall positive platform for engagement.
- While the profile of youth volunteer who IPs will want to engage will differ by project, location and time, some examples of specific skills young people may gain through engagement in the LMA process include: enhanced awareness around UNFPA's mandate; gaining technical knowledge around types of supplies and commodities UNFPA distributes; learning how to do commodities checks and monitor commodities usage; making referrals; learning how to do basic data collection and management, and geographic information system (GIS).





## 2. LMA IN FOCUS

This chapter will help you consider what entry-points in LMA may be appropriate for mobilizing young people as volunteers as relevant to your project. You will learn a little about the specificities of the LMA process, as well as about the types of commodities and products UNFPA distributes in Afghanistan.

In this chapter you will:

- Get an overview of the LMA process;
- Get an overview of potential entry points for youth volunteers in LMA at the capital- and field- levels;

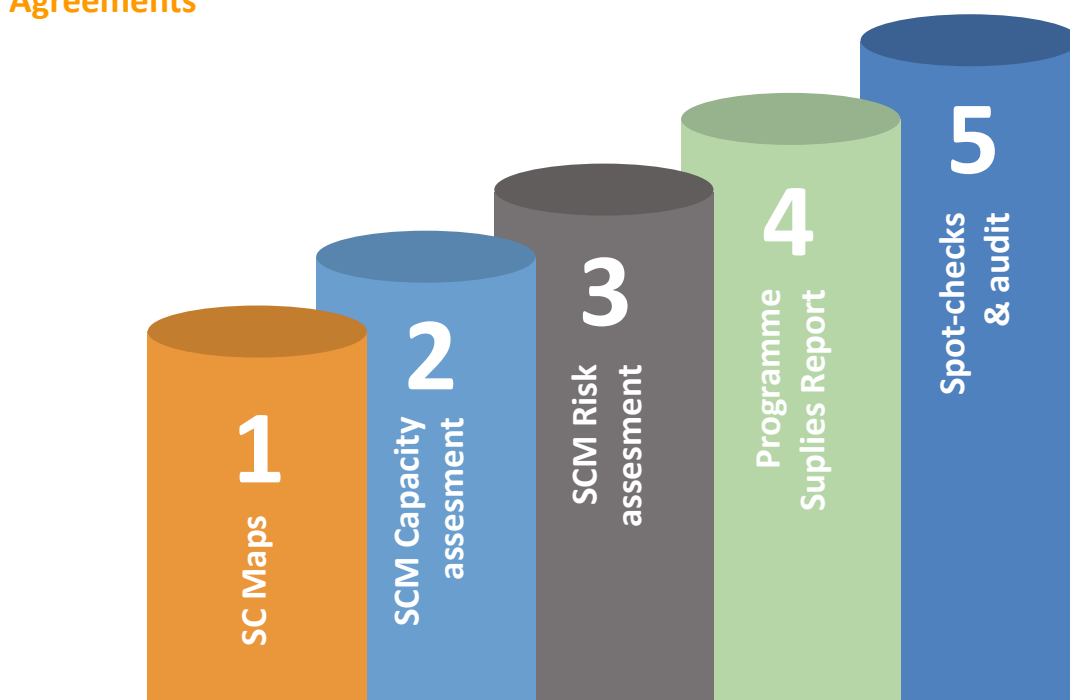
Learn about the types of commodities/products UNFPA distributes, and identify which are most appropriate for distribution by youth volunteers (an exhaustive list of commodities can be found in 'Additional resources')

### 2.1 Last Mile Assurance (LMA)

In order for UNFPA to achieve its transformative goals of eliminating the unmet need for [family planning](#) and ending preventable maternal deaths, it is vital to ensure that supplies and commodities reach the women and girls UNFPA serves. The LMA Process has been designed to provide visibility and assurance of the adequate safeguarding, management, and use for intended purposes of UNFPA-donated programme supplies, down to the “last mile” (i.e. Service Delivery Points) where intended beneficiaries can access them.

The LMA process consists of the five steps shown in the diagram, all underpinned by IP agreements. For more details on the LMA steps please see the additional resources section. The following abbreviations are helpful in understanding the image below: SC - supply chain; SCM - supply chain mapping; IP - implementing partners.


#### IP Agreements



## 2.2 Entry points for youth volunteers in LMA

Noting that there will be differentiated entry points for youth volunteers down the supply chain, this section will give you an overview of how volunteers may contribute to LMA at the community and capital levels. Note that the skills that youth volunteers will have to offer will be different at both these levels due to the available cohort of youth volunteers as well as project needs. Different levels and investments of capacity building will also need to be calibrated depending on the community or capital levels.

## 2.3 Sample activities for youth volunteer engagement

 <b>At the community level</b>	 <b>At the capital level</b>
<p><b>Demand generation for commodities</b></p> <ul style="list-style-type: none"> <li>- household visits</li> <li>- community dialogues</li> <li>- intergenerational dialogues</li> </ul> <p><b>Distribution of commodities</b></p> <ul style="list-style-type: none"> <li>- distribution</li> <li>- data collection at distribution points</li> <li>- information sharing with beneficiaries</li> <li>- accurate identification of beneficiaries</li> </ul> <p><b>Decentralized inventory management</b></p> <ul style="list-style-type: none"> <li>- stock counts assist</li> <li>- basic data collection</li> <li>- inventory recording (eLMIS, manual stock cards, as appropriate)</li> </ul> <p><b>Awareness raising</b></p> <ul style="list-style-type: none"> <li>- basic media campaigns - social media groups</li> <li>- community health centers - fliers and leaflets</li> <li>- learning sessions with community health workers</li> </ul>	<p><b>Project administration</b></p> <ul style="list-style-type: none"> <li>- coordination activities</li> <li>- meeting management</li> <li>- note-taking</li> <li>- logistics activities</li> </ul> <p><b>Data analysis and management</b></p> <ul style="list-style-type: none"> <li>- basic data entry, placing inventory in record</li> <li>- reconcile paper and digital records</li> <li>- note discrepancies between quantities transferred and received</li> <li>- quantify adjustments due to waste and losses</li> </ul> <p><b>Central inventory management</b></p> <ul style="list-style-type: none"> <li>- stock counts assist</li> <li>- basic data collection</li> <li>- determine product damaged or expired</li> <li>- identify products out-of-stock</li> <li>- identify products with stocks under the minimum levels</li> <li>- assist in assessing condition of goods</li> </ul> <p><b>Awareness raising</b></p> <ul style="list-style-type: none"> <li>- basic media campaigns - social media groups</li> <li>- community health centers - fliers and leaflets</li> <li>- training support on eLMIS and LMA</li> </ul>



## 2.4 UNFPA Programme Supplies

UNFPA Afghanistan delivers critical programme supplies - including modern contraceptives, winterization kits, dignity kits, adolescent girls' menstrual hygiene management kits, and life-saving maternal health medicines – into the hands of adolescents and women who need them most. This section will expand upon those commodities, which are appropriate for distribution by youth volunteers. The types of reproductive health (RH) commodities that UNFPA distributes across health facilities, mobile services, families and individuals can be divided into the following categories: regular supplies, humanitarian supplies and other supplies.

It may not be appropriate for youth volunteers to directly distribute some of these supplies and commodities – for example, intrauterine devices can only be distributed by healthcare professionals. However, some youth volunteers may be trained on the basics of explaining modern contraceptive options, and where to send beneficiaries for more information if asked about intrauterine devices. For an in depth look at UNFPA supplies and commodities, please refer to a PowerPoint presentation in the ['Additional resources'](#) section.

### Supplies distributed by UNFPA Afghanistan

#### 1. Regular supplies

- a. Dignity kits
- b. Contraceptives
- c. Obstetric Fistula kit
- d. Midwifery kit
- e. Medical devices and supplies, such as hospital equipment, surgical instruments, and diagnostic equipment and supplies.
- f. Pharmaceutical products, including life-saving medicines.

#### 2. Humanitarian supplies:

- a. Inter-Agency RH kit
- b. Inter-Agency Emergency Health Kit
- c. Winterization kit
- d. COVID-19 protection kit and Personal Protective Equipment (PPE)

#### 3. Other Supplies:

- a. Mama and Baby kit for pregnant mothers
- b. Adolescent girls' menstrual hygiene management kits

## Supplies appropriate for distribution by youth volunteers

1. Regular supplies		
Name	Content	Target beneficiary
Dignity kit	Female underwear, reusable menstrual pads, bath soap, toothpaste, toothbrush, comb, shampoo, detergent/washing powder, torch/flashlight, whistle, baby blanket, baby cap, baby dress, baby gloves, female socks, bath towels, head scarf, shampoo, nail clipper, slippers, petroleum jelly, bucket	Women of reproductive age and adolescent girls
2. Humanitarian supplies		
Name	Content	Target beneficiary
Inter-Agency RH kit	Each of the Reproductive Health Kits responds to a particular reproductive health need and contains supplies calculated for a specific number of people for a three-month period	Variable
Inter-Agency Emergency Health Kit	The Interagency Emergency Health Kit (IEHK) is designed principally to meet the priority health needs of a population affected by emergencies, who have limited access to routine health care services. Custom modules can be added to serve more specific needs, such as the Post-Exposure Prophylaxis (PEP) kit for HIV and other sexually transmitted infections.	Variable
Winterization kit	5 x Blankets: synthetic high thermal resistance 200cm x 150cm 2 x Jerrycan, plastic, 10 liters, collapsible 2 x Plastic tarpaulin sheet (4x5m), thick 3 x Synthetic sleeping mat, 1.8m long x 0.9m wide	Female headed household IDPs Family with pregnant or lactating women Family with vulnerable groups: people with disability, elderly, etc.
COVID-19 Protection kit	Disposable face mask (R2- type 1) pack of 50 (P50) Alcohol-based hand sanitizer, 400 ml-plastic bottle. Baby safe bacterial wipes, a pack of 50 wipes, alcohol-free and hypoallergenic	Variable



### 3. Other supplies

Name	Content	Target beneficiary
Mama and baby kit	<p>The mama and baby kits consist of basic hygiene items customized to the specific needs of pregnant women and newborns and equipped with protection items such as a whistle and flashlight.</p> <p>The package for mama consists of big-size clothes and underwear, towel, toiletries, hand sanitizer, facemasks and post-delivery sanitary napkins, and multivitamins.</p> <p>The package for newborn babies consists of newborn clothes, a hat, a blanket, diapers and other necessary items to protect the newborn from hypothermia.</p>	<p>Pregnant women</p> <p>Lactating women</p>
Menstrual Hygiene Kit	Bath towel, comb, detergent/washing powder, panty, shampoo, toothbrush, toothpaste, torch/ flashlight, whistle, head cover/head scarf/ hijab, nail clipper, shampoo bar, disposable sanitary pads, reusable menstrual pad, sanitizer/ disinfectant liquid, socks, IEC materials (pocketbook, leaflet, brochure) on life skills, puberty, and menstrual hygiene,, napkin, toilet paper	Adolescent girls



# Case study



## Case study from Mozambique

The following guidance note has been developed by UNFPA Mozambique aimed to help volunteers who distribute commodities understand the purpose, value and contents of a dignity kit. This content may be adapted for the Afghanistan context and for the commodities/products that your organization brings to the last mile.

## UNFPA Mozambique Guidance Note to Volunteers on Dignity Kits

How to use this case study: The following guidance note was developed by UNFPA Mozambique to guide volunteers on the background and importance of dignity kits. UNFPA IPs may consider developing similar guidance notes adapted to the context for their cohort of youth volunteers. Topics to be covered may include ‘Why does dignity matter?’ ‘How do dignity kits protect women and girls?’ ‘Who should distribute dignity kits?’ ‘Where should you distribute dignity kits?’

### Why does dignity matter?

In humanitarian situations women and girls are the most vulnerable, therefore must be prioritized in the response. As humanitarian actors, we have a responsibility to identify protection needs of communities – and to deliver our support to those who are most in need. In the aftermath of a crisis (drought, floods and man made emergencies), women and girls need basic hygiene items. Without access to culturally-appropriate clothing and hygiene items, the mobility of women and girls is restricted and their health is compromised. Preserving dignity is essential to self-esteem and confidence – and critical to protection. Dignity is a core aspect of every humanitarian response. Dignity Kits are developed to address these urgent needs.

### How do Dignity Kits protect women and girls?

Dignity cannot be delivered in a “kit” - dignity is a right. Therefore, distribution of Dignity Kits cannot be a stand-alone activity – it must be accompanied by discussions, information-sharing, awareness-raising, etc. The distribution of kits is viewed as an intervention in and of itself - an opportunity to meet and speak to women and girls, and to provide necessary information and better understand their concerns.

For instance, information on critical issues can be shared before distribution such as where/how to access humanitarian services and information on reproductive health, legal rights, childcare, hygiene. Distribution also presents an opportunity for awareness-raising on hygiene issues, such as how and where to wash or dispose of menstrual items and explanations of each item in the kit.



Discussions can address issues of women's needs and concerns, possible discussion questions with beneficiaries could be:

Do you feel safe on this site? Are there places where you do NOT feel safe? What do you think could be done about this?

What do you do during the day? In the evenings? How are you occupying your time?

Is there a place where you gather during the day? Where do you sleep?

Are the toilets and bathing areas working? Are they safe? Do women and girls use them?

Are you able to access the distribution of relief items?

What services exist? What services are missing? Are there any services that you need to access but cannot?

What are the greatest needs you face right now?

And other relevant contextual questions ...

### **Who should distribute Dignity Kits?**

Dignity Kits are internationally procured by UNFPA and distributed through UNFPA directly and/or through its partners. Kits must be distributed by persons that are able to explain the contents using local language and terminology, in line with the socio-cultural contexts. Those who distribute dignity kits are able to answer questions about hygiene, health and women's health.

### **Where should we distribute Dignity Kits?**

Distribution can be embarrassing or uncomfortable for women, especially in conservative communities. The distribution must be organized in a discrete or private space – with room for discussion. One option is through UNFPA supported Women-Friendly Spaces (WFS). WFS are integrated spaces for support, services, and shelter offering a range of services including resources, information, social networks, and can be used for various activities such as individual or group counseling, awareness-raising, skills-building, distribution of items and recreational activities.





### 3. HOW TO ACTIVATE A YOUTH NETWORK

Now that you have a clear idea of entry points for youth volunteers in LMA, it's time to develop a plan for activating a youth network. This chapter will outline specific steps, accompanied with tools and templates – around launching a network of youth volunteers.

In this chapter you will learn to launch a network

**STEP 1: Assess** - Reflect on your organization's needs, and draft a Terms of Reference (ToR) defining the scope of the project and volunteer cohort.

**STEP 2: Recruit** - Learn how to complete a competitive recruitment process for youth volunteers both at the community and central levels.

**STEP 3: Remunerate** - Learn what factors to consider when budgeting for and paying youth volunteers (provided for you in a checklist). Youth volunteers should never pay for these expenses themselves.

**STEP 4: Orientation** - Learn how to start to build youth capacity as volunteers for your organizations.

**STEP 1: Assess** - Analyze your own capacity and needs towards activating youth volunteers for your projects by answering the following self-assessment questionnaire.

How to use this questionnaire: Use this questionnaire to reflect on your organization's needs, and overall ability to manage a network of youth volunteers. If you answered 'yes' to four or more questions, you are likely ready to activate a youth volunteer network. The assessment results will not have an impact on your operational work plans with UNFPA.

#### UNFPA implementing partner self-assessment form

1. General Information	
Name of Organization	
UNFPA Annual Budget for 2022 (USD)	
UNFPA Project locations	
Name of focal point filling out form	
Organization mandate (100 words max)	
Does your organization support youth development programs? (Y/N)	
If yes, please add brief description of the scope of work (100 words max)	
Does your organization have youth specialist staff or volunteer management staff as part of your organogram? (Y/N)	
If yes, please list name(s) of focal points	

## 2. Background in volunteers management

Does your organization work with volunteers? If yes, please describe the types of projects they are engaged with (200 words max)

Number of male volunteers

Number of female volunteers

Average age of male volunteers

Average age of female volunteers

Scope and areas of their work. Please check all answers that apply

- Data collection
- Data entry
- Distribution of commodities
- Outreach activities
- Awareness raising
- Inventory management
- Other

Do you provide any incentives for the volunteers? (eg. Cash, transportation, gifts)

If your answer is yes for cash, what is the daily rate you are paying for the volunteers? (USD)

Does your organization have volunteer management protocols?

Does your organization have an existing volunteers database and data systems?

Does your organization have training material for volunteers?

Are you currently engaged with young women volunteers ?

If yes, what measures do you put in place to work with women/girls volunteers?

Are women/girls free to move in the area where you work?

Do women/girls need a mahram to move around?

### 3. Operations

Specify UNFPA commodities distributed by your organization, indicating estimated number of products in 2022

Briefly describe how your organization manages the distribution of the supplies to beneficiaries (200 words)

How many volunteers does your organization estimate to support the distribution process?

Would your organization be interested in piloting a project on Activating Youth Networks and Volunteers in Last Mile? (Y/N)

### 4. Other

Does your organization provide psychosocial support for staff?

Does your organization provide psychosocial support for volunteers?

Does your organization have any of the listed policies or training? (if you checked any boxes, please attach them to this form)

- Security debriefing and trainings
- Safe guardianship and protection policy
- Ethics and code of conduct
- PSEA
- Trainings on working in Humanitarian Settings
- Protocol on logistical procedures for commodities distribution
- Basic data collection and management



## Developing a Terms of Reference for volunteers

What are 'Terms of Reference' (ToR) - ToR defines the purpose and structures of a project or any similar collection of people who have agreed to work together to accomplish a shared goal. The ToR shows how the project or role in question will be defined and developed.

How to use a ToR - ToRs are extremely important tools that ensure that all parties understand their roles and responsibilities. ToRs do not immediately need to be shared with volunteers during recruitment, but should be available to go over with volunteers during orientation.

### Tips for developing a ToR:

- Develop a ToR early – this defines your project scope and informs your work plan, so early drafting and agreement will enable you to get started on work in a focused way; it should also rule things out of scope before you invest time and effort into them
- Specify the tasks of the volunteer cohort - clearly outline deliverables so that expectations around the work of the taskforce are unambiguous and supported
- Clarify how decisions will be made – the terms of reference should specify who the volunteers will report to on deliverables

### How to develop a ToR in an hour:

- Get the right people in the room. Project manager, youth educator, any additional key stakeholders if possible.
- Identify shared goals (10 minutes). Agree overarching goals and how the volunteer cohort will contribute to them.
- Discuss scope (20 minutes). Discuss the key tasks in and out of scope, work to be undertaken
- Agree deliverables (10 minutes). Map out what the volunteers should deliver
- Write it up (20 minutes), then test it. Capture the outcomes of the discussion on a whiteboard, post-its or amend any of the three templates provided below.

How to use the templates below: The templates below are starting points to consider and define the purpose and structures of a project or volunteer project. Some areas have been left blank for you to fill out per your project or organization (eg. supervisor names), others have suggested text (eg. potential deliverables for your volunteers), remember that these can always be adjusted or changed to suit your needs. But they are a good place to start.

## Template A - Terms of Reference for community-level volunteers

Hiring office/team	
Direct supervisor	
Purpose of volunteer project	<p>UNFPA is the lead UN agency for delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled. UNFPA's new Strategic Plan (2022-2025), focuses on three transformative results: to end preventable maternal deaths; end unmet need for family planning; and end gender-based violence and harmful practices. [Insert IP name] works with UNFPA to [describe primary projects here].</p> <p>As an active volunteer, this project will require efficient, timely, responsive, client-friendly and high-quality support rendered to [insert organization name] and its beneficiaries. A significant portion of this project will be beneficiary-facing, and requires attention to ethics, the ability to work in teams and commitment to development and humanitarian action.</p>
Scope of work (Description of services, activities or outputs)	<ul style="list-style-type: none"> <li>- Assist in distribution of commodities, including dignity kits, directly to beneficiaries</li> <li>- Assist with basic data collection at distribution points</li> <li>- Assist with information sharing with beneficiaries</li> <li>- Assist in demand generation activities, including household visits or community dialogues</li> <li>- Support with project coordination activities including note-taking, meeting management and logistics as needed</li> <li>- Back up team members on administrative works at ad hoc basis</li> <li>- Assist in awareness raising activities, including basic media campaigns, developing fliers and leaflets</li> <li>- Any other related tasks as may be required or assigned by the supervisor</li> </ul>
Monitoring and reporting	Volunteer's work will be routinely monitored by the supervisor.
Duration/working schedule	
Places where project will be completed	
Required skills	<ul style="list-style-type: none"> <li>● Demonstrated interest in UNFPA mandate</li> <li>● Good interpersonal, teamwork and communication skills</li> <li>● Willingness to contribute and work as part of a team</li> <li>● Flexible and open to learning and new experiences</li> <li>● Previous experience as a volunteer and/or experience of another culture, (i.e. studies, volunteer work, internship) would be highly regarded</li> <li>● Computer skills (i.e. Word, Excel, PowerPoint, social media, and others)</li> </ul>

## Template B - Terms of Reference for capital/central level volunteers

Hiring office/team	
Direct supervisor	
Purpose of volunteer project	UNFPA is the lead UN agency for delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled. UNFPA's new Strategic Plan (2022-2025), focuses on three transformative results: to end preventable maternal deaths; end unmet need for family planning; and end gender-based violence and harmful practices. [Insert IP name] works with UNFPA to [describe primary projects here].
Scope of work (Description of services, activities or outputs)	<ul style="list-style-type: none"> <li>- Support commodity database development and conduct regular maintenance to such database</li> <li>- Assist in doing stock counts</li> <li>- Assist in basic assessments of commodities that might be damaged, expired or out-of-stock</li> <li>- Assist the team in preparation of supply and procurement statistics for reporting purpose</li> <li>- Record correspondences log for the team</li> <li>- Back up team member on lower value procurement activities</li> <li>- Support with project coordination activities including note-taking, meeting management and logistics as needed</li> <li>- Back up team members on administrative works at ad hoc basis</li> <li>- Assist in awareness raising activities, including basic media campaigns, developing fliers and leaflets</li> <li>- Any other related tasks as may be required or assigned by the supervisor</li> </ul>
Monitoring and reporting	Volunteer's work will be routinely monitored by the supervisor
Duration/ Working schedule	
Places where project will be completed	
Required skills	<ul style="list-style-type: none"> <li>● Demonstrated interest in UNFPA mandate</li> <li>● Good interpersonal, teamwork and communication skills;</li> <li>● Willingness to contribute and work as part of a team;</li> <li>● Flexible and open to learning and new experiences;</li> <li>● Previous experience as a volunteer and/or experience of another culture, (i.e. studies, volunteer work, internship) would be highly regarded;</li> <li>● Computer skills (i.e. Word, Excel, PowerPoint, social media, and others).</li> </ul>



## Template C - Terms of Reference for data specialist volunteers

Hiring office/ team	
Direct supervisor	
Purpose of volunteer project	
Scope of work (Description of services, activities or outputs)	<ul style="list-style-type: none"> <li>- Support basic data entry, reconciling paper and digital records</li> <li>- Assist in preparation of supply and procurement statistics for reporting purpose</li> <li>- Take note of discrepancies between quantities transferred and received</li> <li>- Quantify and track waste and losses</li> <li>- Record correspondences log for the team</li> <li>- Back up team member on lower value procurement activities</li> <li>- Support with project coordination activities including note-taking, meeting management and logistics as needed</li> <li>- Back up team members on administrative works at ad hoc basis</li> <li>- Assisting in awareness raising activities, including basic media campaigns, developing fliers and leaflets</li> <li>- Any other related tasks as may be required or assigned by the supervisor</li> </ul>
Monitoring and reporting	Volunteer's work will be routinely monitored by the supervisor
Duration/ Working schedule	
Places where project will be completed	
Required skills	<ul style="list-style-type: none"> <li>● Minimum one year of relevant experience with data sharing, data management and data analysis including data governance, quality assurance and preservation, data interoperability, data science methodologies, development of and revision of data standards, geographic information technologies, qualitative data analysis and quantitative data analysis</li> <li>● Demonstrated interest in UNFPA mandate</li> <li>● Good interpersonal, teamwork and communication skills</li> <li>● Willingness to contribute and work as part of a team</li> <li>● Flexible and open to learning and new experiences</li> <li>● Previous experience as a volunteer and/or experience of another culture, (i.e. studies, volunteer work, internship) would be highly regarded</li> <li>● Computer skills (i.e. Word, Excel, PowerPoint, social media, and others)</li> </ul>

**STEP 2: Recruit** - Now that you have used the assessment to reflect on your organization's needs, and drafted a ToR defining the scope of the project and volunteer cohort. Learn how to complete a competitive recruitment process for youth volunteers both at the community level, and at the central level.

## Selection criteria for volunteers

Selection criteria are the key qualifications, training, abilities, knowledge, personal attributes, skills and experience a volunteer must have in order to complete their tasks effectively. Volunteers should meet the selection criteria in order to be considered for participation in projects.

How to use selection criteria - Below you will find some sample selection criteria that you can pick and choose from when considering your recruitment process. The first few criteria (blue) are non-negotiable, while the second level (green) are good to have. For specific technical volunteers the IP can add a criteria related to ability to use computers or languages such as English.

### Non-negotiables







<b>Age</b>	18-35 years of age
<b>Literacy</b>	Basic literacy skills (10th or 12th grade passed)
<b>Gender</b>	Always aim for a cohort of 50% female volunteers
<b>Attendance</b>	Commitment to attend all required project time, including extra time spent at trainings or other capacity-building moments
<b>Ethics</b>	Commitment to ethics while undertaking project tasks, especially if beneficiary-facing.
<b>Location</b>	Ability to travel to project location several times a week or per project requirements
<b>Time commitment</b>	Ability to commit to volunteering full or part time, per project requirements
<b>Clears background check</b>	Not involved in any past case of abuse

### Good to have

<b>Local</b>	Trusted among local community members and has basic knowledge about the local community (traditions, customs and culture) and people
<b>Team player</b>	Ability to collaborate well with others in a high-pressure environment
<b>Personal interest</b>	Interest in humanitarian work and/or UNFPA's mandate

Considering age categories and capacities within youth - The category of 'young person' in Afghanistan includes a broad age range, from 18 to 35. The capacities of volunteers will range significantly across this age bracket - an 18-year-old will have different capacities and skill than a 34-year-old volunteer. It is important to tailor content, capacity-building and tasks to the age distribution of volunteers that you recruit. Younger volunteers may require additional attention, management and skills-building.

Determining how many volunteers you need - Unfortunately, there is no precise way to determine how many volunteers you'll need for a given project, this will depend on a number of factors specific to your organization. However, the reflection questions below will help you come up with a number that works for your organization and project.

-  What is the budget for recruiting and paying volunteers? Per quarter? Per year?
-  Consider nature and timeframe of distribution (weekly, monthly, annum etc,)
-  Leverage common database/ common volunteers in the region
-  How much human resources capacity can we use for managing volunteers?
-  What is our current management capacity and how will a cohort of volunteers impact this?
-  How long is the project that we are hoping to recruit volunteers for?

Once you have considered and weighted the questions above, you should be able to determine the number of volunteers you'll need per project.

### Creating a call-to-action for volunteers

Getting the word out - In addition to using your organization's in-person and online social network to find volunteers, there are a plethora of other ways to recruit the right kind of support. Consider looking at universities and schools – this will not be appropriate for recruiting female volunteers as many are barred from schools and universities at present – community organizations, youth networks and organizations, partnerships with communities you are already leveraging, newsletters and fliers or community shuras. Once you've determined the appropriate platforms where you will get the word out for volunteers, use the sample flier below calling for volunteers.

How to use the sample flier: This can be adapted to your organization or needs by adding phone numbers, your organization's name and logo, and a brief description of your project. See the filled out version for an idea of what it can look like.





Flier sample:



**YOUTH  
VOLUNTEERS  
NEEDED!**

We are looking for  
volunteers ages 18-35 with  
data collection experience  
for a 6-month long project  
driven by UNFPA  
Afghanistan. Candidates  
must be based in Kabul with  
ability to work full-time.

**FOR MORE INFO**  
**+123-456-789**

**VOLUNTEER@UNFPA.ORG**

The background of the flyer features a light blue color with a graphic of several hands in various shades of blue and white, reaching upwards. The UNFPA logo is located in the top left corner, consisting of a grid of orange dots and the UNFPA text in white on an orange circular background.

## Application Form

Once you have gotten in touch with potential volunteers, it is a good idea to gather some more information. You can use volunteer applications to gather information for the interview and screening process. Volunteer applications may vary, depending on the level of detail you need, but minimally you'll want to gather information about the applicant's qualifications; work and volunteer experience; and skills, interests, and motivations for volunteering. In emergency situations, applying a full recruitment and application process may not be practical due to the urgency for timely action. The organization can amend the process based on context.

### Application Form for Youth Volunteers

How to use this form: These guidelines can be printed out and used as a flier, disseminated over email or even as images in whatsapp or other communication apps. This information can help you identify possible roles for the volunteer.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Emergency Contact (Name, Address, Phone): \_\_\_\_\_

Past volunteer experience:

Past professional/ educational experience:

List languages spoken:

List computer skills (eg. google suite, word, excel etc.):

Why do you want to volunteer with [insert organization name]

How would you like to help [insert organization name]

What are your hobbies, interests and skills?

References: Give the name, address, and phone/e-mail of two non-family members who can provide references on your ability to perform this volunteer position.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Interviewing 101

Review candidate profiles received through the form above and schedule interviews as soon as you can. Learning how to conduct an interview is a crucial step to activating a volunteer network. A great interview will give you a chance to learn more about candidates and give candidates an opportunity to learn more about your organization's work. To conduct an effective interview that helps you hire the best volunteer for your open position, prepare ahead of time, consider the needs of the project and guide the interview in a purposeful and concise way. Find tips and templates below to help you interview volunteers as effectively and efficiently as possible.

### Template interview agenda

This 20-30 min interview can be conducted on the phone, over video or in person and can be amended this interview agenda for your given project. It additionally contains a bank of questions you can pick and choose from. You can follow the steps below and modify them as needed for one-time or short-term volunteer situations.

Interview Section	Description
Welcome, objectives	<ul style="list-style-type: none"><li>● Thank the applicant for his or her interest in your organization.</li><li>● Let the applicant know the purpose of the interview and the topics to be covered.</li><li>● Provide a brief background of your organization.</li><li>● Clarify information from the application and let the applicant discuss his or her background.</li><li>● Explain your organization's expectations of volunteers (some of this discussion may need to occur after you've identified the specific position for the prospect).</li></ul>
Demographic questions	<ul style="list-style-type: none"><li>● What languages do you speak?</li><li>● What are your academic qualifications?</li><li>● Describe any relevant personal and technical experience</li></ul>
Questions to better understand the applicants skills, backgrounds and motivations	<p>Choose 3-5 questions out of the following question bank that are best suited to your project.</p> <ul style="list-style-type: none"><li>● Why do you want to volunteer with our organization? What do you know about our organization?</li><li>● What makes you a good fit for this position?</li><li>● What motivates you to volunteer?</li><li>● Describe a time you faced a challenge and how you overcame it.</li><li>● How do you manage multiple priorities?</li><li>● Do you have any leadership experience?</li><li>● Describe a time you made a mistake and how you fixed it.</li><li>● What tasks are your favorite to complete?</li><li>● Tell me about a time you worked as part of a team.</li><li>● Tell me about a time you implemented feedback.</li><li>● What do you hope to get out of the volunteering experience?</li></ul>
Allow applicant to ask questions	Ask the applicant if he or she has any questions or concerns.
Close and next steps	Cover next steps (e.g., when the applicant can expect to hear back)



## Interview assessment matrix

While candidates are interviewing, it may be useful for hiring managers and interviewers to take notes on the below categories. It is recommended that managers interview at three candidates per post when possible to ensure a comprehensive and competitive process. Once all the column headings have been filled out. Rank each candidate from 1st to 3rd to make a hiring decision.

	Candidate 1	Candidate 2	Candidate 3
Candidate name			
Date of birth			
Gender (M/F)			
Languages spoken			
Academic qualifications			
Relevant personal and technical experience			
References			

Once you have used the assessment matrix above and decided on successful candidates, ensure that you inform unsuccessful candidates within the week that their applications were unsuccessful and speedily inform successful candidates about next steps. Remember that a positive experience makes candidates feel valued and recognized, and, most importantly, eager to work for your organization.

## Volunteer database management

Why should you keep a database of volunteers? Volunteer databases allow organizations to manage their volunteers, and speedily contact volunteers as and when projects or potential opportunities become available. Volunteer databases allow you to build volunteer profiles for each one of your volunteers. These profiles can track volunteer history, contact information, interests and skills, and other important information. Effective online volunteer management using the excel tool linked below will allow your team to keep digital records of all your active and inactive volunteers.

How often should you update your volunteer database? Since volunteer turnover will be higher than employee turnover, it is important to update volunteer information as often as possible. We suggest you update your database once a month and/or everytime a new volunteer is onboarded. Volunteer information should not be shared with third parties to protect private information.

Template volunteer database - in the format of a downloadable excel spreadsheet linked [here](#)

## Youth Volunteer Database




### Volunteer ROSTER

First Name	Last Name	Phone	Email	Role	Onboarding status
First	Last	111-111-111	email@email.com	xx	Yes






**STEP 3: Remunerate** - Learn what factors to consider when budgeting for and paying youth volunteers. Youth volunteers should never pay for these expenses themselves.

### Building budget estimates for youth volunteer activation in LMA

When considering how to build your volunteer budget, project managers will need to consider the following types of costs that may contribute to your project:

-  Direct Costs — directly related to a specific project (eg. If a staff member is hired to work on a project, either exclusively or for an assigned number of hours, their labor on that project is a direct cost. If a company develops software and needs specific assets, such as purchased frameworks or development applications, those are direct costs)
-  Indirect Costs or Hidden Costs — overhead costs, administrative costs, supportive services, or operating costs (eg. rent for office space, utilities, general office supplies etc.)
-  Capital Expenditures — items that have lasting value (eg. trucks or automobiles, property or software)

What should you include in a budget specifically for your volunteer program? In short, any resources you need and use, including those that support you in becoming a better manager and leader. Here are a few things to consider including:

-  General Promotion (brochures, etc.)
-  Volunteer Recruitment (postings, spreading the word etc.)
-  Volunteer Appreciation recognition items, food/beverage, etc.)
-  Volunteer Support & Reimbursement (volunteer management software, transportation, phone, sim card top-ups, stationary, supplies, etc.)
-  Your Professional Development (trainings, certification, publications, coordination costs etc.)

To get started, use the following list to build a basic budget estimate, including all the items listed in the [Budgeting Checklists](#) section below.

## Budgeting table

Expense Category	Expense description	Unit Price	Quantity	Frequency of use (daily, weekly, monthly)
Transportation	Local transportation for volunteers (for the days of engagement)			
Transportation	Mahram costs for young women volunteers (including stipend, food/drink)			
Communication	Monthly mobile / sim-card top up			
Communication	IT support			
Communication	[Add description here]			
Branding and promotion	Design and printing of branding and promotional materials (cap, pens, vests, hoodies, umbrellas etc.)			
Branding and promotion	Fliers or other printed material			
Refreshment	Snacks, coffee, tea, or meal			
Refreshment	[Add description here]			
Protective equipment	Gloves, boots, hats etc.			
Stationary	Pens, paper, emergency cards etc.			
Volunteer Management Software	Dedicated software to collect and manage volunteers data			
Data collection	Tablets for data collection and awareness raising activities			
[Other]	[Add description here]			
[Other]	[Add description here]			



## Budgeting Checklists

The following checklists should help you budget for direct and indirect costs in volunteer network management

### Transportation expenses

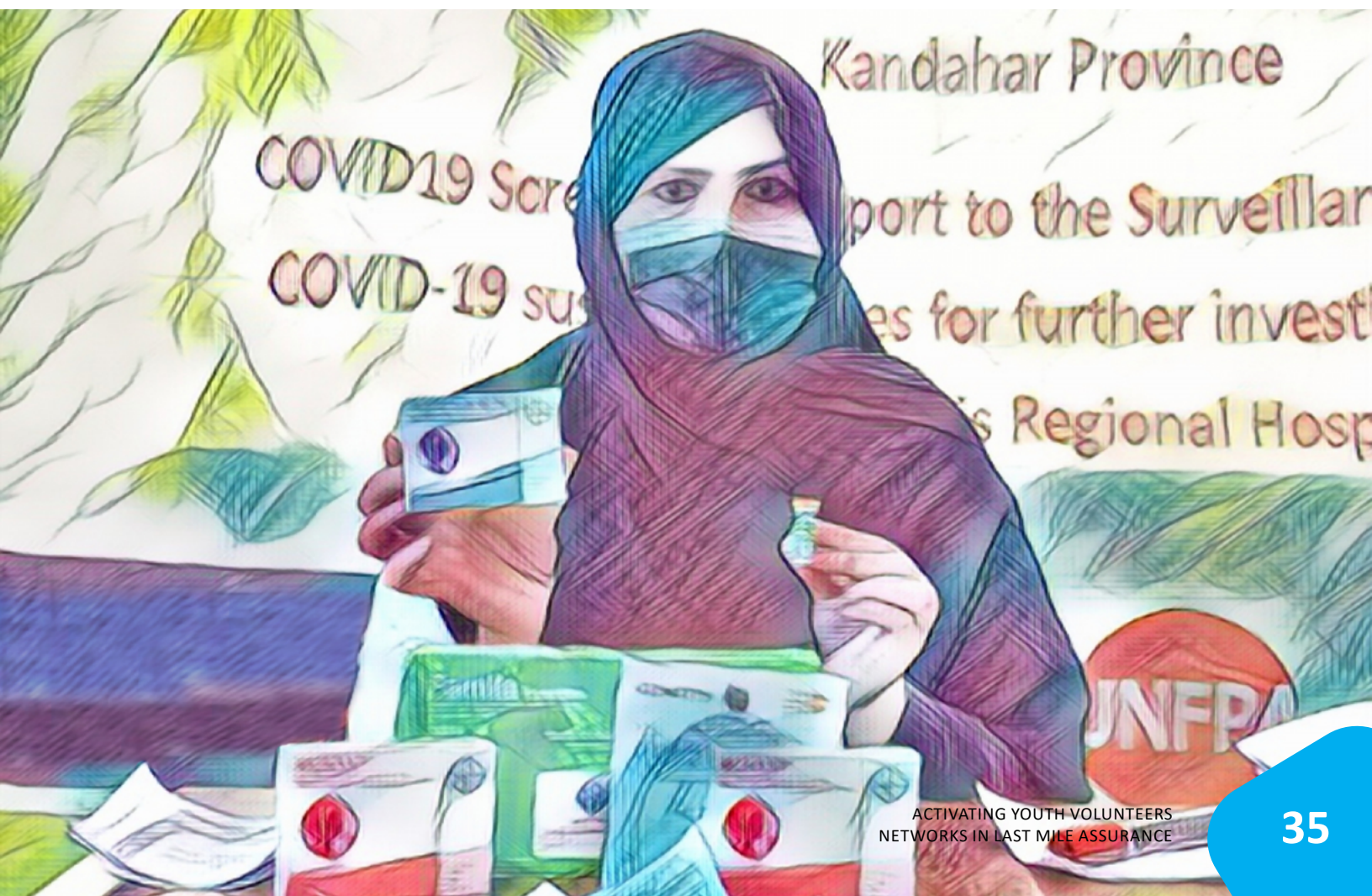
- ☐ travel expenses
- ☐ mahram costs for young women
- ☐ volunteers  
(including stipend, food/drink)

### Communication support

- ☐ IT hardware
- ☐ software
- ☐ connection costs

### Equipment

- ☐ branded clothing items
  - ☐ cap
  - ☐ pen
  - ☐ high-visibility vest
  - ☐ hoodies
  - ☐ umbrella
- ☐ protective equipment
  - ☐ gloves
  - ☐ boots
  - ☐ hat
- ☐ laminated card with phone numbers in case of emergency
- ☐ phone numbers of community members



**STEP 4: Orientation** - Once you have developed a budget to enumerate volunteers, use the section below to structure a day-long orientation for your volunteers. Providing them with as much information about your work as possible will ensure that they remain motivated, efficient and effective. Please find below a sample orientation agenda on how to deliver an effective orientation introducing volunteers to the projects they will be working on, setting expectations, and starting to build their capacity.

Not every session may be appropriate for each project or each volunteer cohort so tailor this basic orientation to your needs. The first day of any volunteer will likely feel a very important one for them. Usually, young people might feel excited, happy, or nervous. Therefore, as their manager, your responsibility is to make them feel comfortable and welcomed in the new environment.

## Template Orientation

Session topic	Description
<b>Introduction and Human Resources</b>	
<input type="checkbox"/> Foster an environment where the cohort of youth volunteers can get to know one another.	
Welcome, session objectives	Introduce senior management, project managers, project objectives. Help your volunteers imagine your workplace by giving them a heads up on your organizational culture and team.
	Allow volunteers to interact and get to know one another. Ensure space is set up to allow for movement, potentially segregated for female and male groups. Move through basic introductions and then consider the following icebreaker activities:
	<b>Two Truths and One Lie</b> - A simple and classic ice breaker game. Each volunteer shares three statements about themselves – two true, and one false. Then, everyone tries to guess which is the lie by asking questions. This team icebreaker helps the group learn about each other and gives both introverts and extroverts an equal chance to reveal themselves and discover others' assumptions.
Introductions, team-building exercises	<b>Quotes</b> - This fast-paced icebreaker activity allows participants to get acquainted with each other while also being inspired. Prepare a set of inspirational quotes prior to the session and the number of participants on individual slips of paper. Each participant picks up one quote, then picks a partner and begins to discuss what the quote says to them. Then after a minute or so the facilitator gives a signal and participants switch partners, and may switch quotes as well if they'd like. This can continue for 4-5 rounds for around 15 minutes
	<b>Have you ever?</b> - Prior to the session the facilitator prepares a list of questions which can only be answered with yes or no. The facilitator reads out the questions or statements. For each statement the participants stand up if they could answer the statement with yes. Possible topics can be places visited, dishes, games or sports tried.

Human resources debriefing

This section should include basic job responsibilities, organizational structure (relevant departments/ teams and what they do), team members and relevant policies at the IP. Go over matters like performance monitoring, security, dress codes, workplace health and safety, absenteeism, waste disposal and other relevant protocols.

Security and safeguarding debriefing

This section should cover basic emergency procedures and emergency contacts (emergency numbers should be given to all volunteers in hardcopy), complaint reporting processes, discrimination and harassment processes and safeguarding.

There are two safeguarding guidelines, the first for IP staff members and other adult stakeholders and the second for youth volunteers to help you structure this section attached below. You might consider printing both guidelines out and distributing these to staff and volunteers during the orientation.

Prevention of Sexual Exploitation and Abuse (PSEA) debriefing

Presenting the PSEA as a concept and covering the standard of professional behavior in the workplace (respecting female colleagues and preventing/ reporting forms of harassment, including sexual harassment). In addition to presenting your organization's PSEA training, scenarios are useful ways to structure this section.

### Programming and Commodities

☐ Please find a short powerpoint for the following sections attached in annex for your reference

Youth engagement and active participation

What does meaningful youth engagement mean? What are the benefits of youth volunteerism? What skills may be developed through the given project?

UNFPA's programmatic priorities

Inform the youth volunteer cohort about the broader programmatic objectives of UNFPA so they understand the big picture that they will be contributing to, focus on UNFPA reproductive health programming and its impact.

What commodities does UNFPA distribute in Afghanistan?

This section will expand upon those supplies which are appropriate for distribution by youth volunteers, dignity kits, adolescent MHM kits etc.

## Data

☐ This section may not be appropriate for many cohorts of volunteers, feel free to leave it out if it does not apply to you.

Data

Why is data collection important and what are the ethical considerations when collecting and recording data? Cover concepts like accuracy, reporting timelines and the platforms that volunteers might use in their daily work

Documentation of supply commodities

How does your organization document supply commodities at various points across storage and distribution?

Mapping supply chain infrastructure

Technical briefing on putting together a SCM

Overview on electronic Logistics Management Information System (eLMIS)

Introducing eLMIS and how to work on the platform, data entry and generation

## Emergency contact card for youth volunteers

Customize this own card to your own needs and organizations, add your logo and key numbers that volunteers can reach out to in case of emergency. Consider laminating the card.

### EMERGENCY CONTACT CARD



VOLUNTEER NAME AND NUMBER:

PROJECT MANAGER NAME:

PROJECT MANAGER NUMBER:

IN CASE OF HEALTH EMERGENCY:

IN CASE OF SECURITY SITUATION:





## Safeguarding Guidelines for Youth Volunteers<sup>13</sup>

### How to use these guidelines:

These guidelines can be printed out and used as a flier presented to youth volunteers, they explicitly set out expectations for youth volunteers in projects and offer some scenarios for reporting concerns.

We are excited to welcome you into this cohort of youth volunteers. We are committed to making sure that your participation is meaningful and safe. Please make sure to read this note in its entirety and take note of relevant points. We have prepared this note to help you understand:

- What you can expect from us;
- What is expected of you, and
- How to report any concerns.

### What you can expect from us:

- We will work under the guidance of UNFPA's Code of Conduct to Prevent Harassment, Including Sexual Harassment to make sure that working with [insert IP name] inclusive, respectful and safe environment for all volunteers, including those with vulnerabilities related to their age, gender, ethnicity, background or other personal characteristics
- We will listen to all your concerns and concerns raised by anyone about your safety, protection and wellbeing and deal with all such concerns seriously, promptly and appropriately.

### What we expect from you:

- We expect you to behave with integrity and respect towards all IP staff, beneficiaries, other stakeholders and one another
- We expect you to abide by the the *Code of Conduct to Prevent Harassment, Including Sexual Harassment*
- We expect you to be respectful of each other's differences and keep away from situations that could result in personal danger for you or others.

### How to report any concerns:

- If you think you are in danger in any way, or feel uneasy about something or someone, please speak to [your manager or designated focal point if your manager is part of your concern]

### What does harassment mean?

Harassment is any improper or unwelcome conduct that might reasonably be expected or be perceived to cause offense or humiliation to another person. Harassment as a form of violence can take gender or sexual forms related to physical ability, physical appearance, ethnicity, race, national origin, political affiliation, age, religion or any other reason is prohibited while you are volunteering.

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<sup>13</sup> These safeguarding notes have been adapted from the package prepared for safeguarding with youth participants at the Nairobi Conference celebrating ICPD25, 2019.

## What does harassment mean?

Harassment is any improper or unwelcome conduct that might reasonably be expected or be perceived to cause offense or humiliation to another person. Harassment as a form of violence can take gender or sexual forms related to physical ability, physical appearance, ethnicity, race, national origin, political affiliation, age, religion or any other reason is prohibited while you are volunteering.

## What is harassment?

Harassment is a specific type of prohibited conduct and forms of violence. Harassment is any unwelcome conduct that might reasonably be expected or be perceived to cause offense or humiliation. Harassment may involve any conduct of a verbal, nonverbal or physical nature, including written and electronic communications, and may occur between persons of the same or different genders.

### 1. Code of behavior towards other volunteers

You should:	You must not:
Cooperate with and listen to each other	Pick on or make fun of each other
Respect each other's difference	Bully or be abusive to each other
Be friendly, helpful and supportive	Yell or shout at others or each other
Treat each other and all staff and stakeholders with respect, both in person, in mobile communication and on digital platforms	Use digital platforms or mobile communication to be abusive or to cyberbully (for example sending negative messages, taking and sharing photos without permission)

### Key Points:

- ❑ Recognise your own power and privilege over other people in the group. This might be because of your gender, language, education, economic class, race/ethnicity, or something else.
- ❑ Be professional and appropriate in conversations and when using tools like WhatsApp or Facebook. What may be perceived as friendly to you, may be perceived as unwanted flirting or inappropriate harassment to someone else.
- ❑ Stick to discussing relevant topics. Do not ask personal questions and do not use language that may be perceived as inappropriate or impolite
- ❑ Protect others' identities. Don't share someone else's contact information unless they have explicitly asked you to.

### Personal tips for self-reflection:

Participating in a humanitarian project can be a stressful and overwhelming experience. Make sure that you are looking after yourself and reflecting on your own behavior.

- Check in with yourself: Ask yourself during spare moments how you are feeling, become self-aware of your level of comfort and act accordingly.
- If you find another person to be rude or offensive: Always consider your response from a place of empathy and kindness. You do not have to put up with poor behavior, but understanding that poor behavior often comes from difficulties in another is always a good place to start.




### Examples Scenario Considerations / Suggested Next Steps

Someone sends you personal Whatsapp messages to talk about your project	Think about whether you are comfortable with a 1:1 discussion. If so, continue chatting. If not, either block that person or tell them you would prefer to speak in the group chat only. If they persist or you feel uncomfortable, tell a trusted adult or peer.
You want to engage with someone 1:1 on a professional matter	Ask yourself if that level of privacy is really necessary. If so, kindly ask the other person if they are okay with speaking to you on a 1:1 basis, and explain to them the nature of what you wish to discuss.
Someone you are talking to (in-person or over the phone about professional topics asks you something you're not comfortable with	Block that person if you feel comfortable doing so or tell them over the phone that their language is unprofessional and you would prefer not to speak 1:1 anymore. Report the incident to a safe person or your chaperone.
You are having a professional conversation with another young person over WhatsApp and you want to become closer friends	Remember, they probably see you as a professional contact. You should respect this boundary.







## Safeguarding Guidelines for IP Staff and other Adult Stakeholders

### How to use these guidelines:



These guidelines can be printed out and used as a flier presented to staff, they explicitly set out expectations as well as responsibilities when reporting. We acknowledge that the youth volunteers working with [xx insert IP name] might be in a particularly vulnerable position and hence need additional measures for their safety and wellbeing. We have prepared [Safeguarding Guidelines for Youth Volunteers](#) which explains the safeguarding measures, please assist us in sharing it with youth participants. We have also prepared this note to help you understand:

-  The safeguarding measures that will be in place during their project,
-  What is expected of you as a staff member or UNFPA partner, and
-  How to report any concerns.

What is expected of you as an adult staff member and/ or partner

-  Familiarize yourself with the Code of Conduct and abide by it
-  Be aware of the underlying power differences when interacting with young people. Even if you might not personally find it important, the difference in age, experience and status might affect their behavior around you and make them more vulnerable
-  Avoid personal communication and behavior that might be perceived as inappropriate.
-  If you see something, say something. It is our collective duty of care to ensure the safety, protection and wellbeing of all youth volunteers, so if you are aware of any incidents make them known to a manager
-  Only share information with the relevant people and do not try to resolve issues yourself. When dealing with a safeguarding incident, share information only with the relevant manager
-  Spreading information about the incident among other staff members or youth volunteers impedes a swift resolution.

Additionally, if you are accompanying youth volunteers on a project:

-  Consider covering safeguarding guidelines with the volunteers you are accompanying and have a communication and coordination plan in place for any concerns they might have,
-  Share your contact information with the volunteers

### What does harassment mean?

Harassment is any improper or unwelcome conduct that might reasonably be expected or be perceived to cause offense or humiliation to another person. Harassment in any form because of gender, gender identity and expression, physical ability, physical appearance, ethnicity, race, national origin, political affiliation, age, religion or any other reason is prohibited while you are volunteering.





## 4. HOW TO MANAGE A YOUTH VOLUNTEER NETWORK

This chapter will outline how to coordinate a network of volunteers, manage their projects and ensure you drive accountability by measuring impact and reporting back to UNFPA. Section will be structured with daily, weekly and monthly checklists.

In this chapter you will:

- Get an overview of how to coordinate your volunteer cohort;
- Learn why and how to reward volunteers
- Stay accountable with UNFPA and other partners as relevant
- Ensure visibility for youth volunteers and LMA

### Coordinating and communicating with youth volunteers

Assign staff for volunteer management - The project manager in coordination with the youth office/focal point can assign youth educators in selected locations as the focal point for volunteer management. In case the project does not have youth educators, other relevant PSS counselors or workers can support this function.

What will volunteer focal points do in regards to volunteers? Supervise and communicate with volunteers, collect information on volunteers, write policies and job descriptions for volunteers, recognize activities, measure volunteer impact, coordinate training and professional development for volunteers, and train and sensitize paid staff in working with volunteers.

Support volunteers in daily work flows by holding check-ins - Daily or weekly check-ins are an important tool for volunteer managers and focal points to connect with their youth volunteer cohort, identify potential issues early, and adapt to changes or updates accordingly. The outline for a check-in can be as simple as:

1. What are you working on today?
2. What do you plan to do tomorrow?
3. What do you need help with?



When conducting a check-in meeting, it can be tempting to delve into lots of questions or provide more in-depth feedback, however, check-in meetings are intended to be brief and specific. It's an opportunity for focal points to quickly understand the needs of the day, and for volunteers to be accountable for their work. For further resources that may help you understand youth communication, please refer to the pink box below. Check-in calls with volunteers provide the following key benefits:

- Volunteers can confidently perform their work and get relevant feedback as they go.
- Managers can more easily direct projects and course-correct when needed.
- IPs can adapt to changing circumstances more quickly

#### Resources on understanding youth-friendly communication

[Spark training](#) pre-packaged mini-trainings for staff meetings, on topics including adolescent brain development, being youth-friendly, cultural responsiveness

Tools to assess youth-friendliness: [Youth-Friendly Services Assessment Tool](#); [Quality Assessment Guidebook](#).

Youth engagement resources: [Creating and Sustaining a Thriving Youth Advisory Council](#)

## Branding

Branding is a key element in the LMA process as it ensures visibility to UNFPA, IPs and donors. It is crucial to ensure that volunteers are provided with branded items and encouraged to wear and use them while they are on the clock and on site - this can include **branded** jackets, vests or other materials listed below under 'equipment.' IPs may want to consider taking photos of volunteers while they are conducting activities for further promotional use (provided that volunteers consent to their images being taken and used). Please find sample photos of what these items may look like below. Similar designs can be developed by UNFPA IPs by using both UNFPA and the relevant IPs logos.



*Delivering a world where  
every pregnancy is wanted  
every childbirth is safe and  
every young person's potential is fulfilled*
















## Rewarding Volunteers





Volunteer appreciation is important to show that you value a volunteer's commitment and effort. It plays a big part in increasing volunteer retention, builds trust, and strengthens staff-volunteer relations. It can come in many forms:

-  A simple verbal acknowledgment for great work
-  Formal thank-you note
-  An organized volunteer appreciation event
-  A volunteer awards ceremony
-  Or, promotions to volunteer leadership positions






When considering volunteer appreciation, IPs should understand both the intrinsic and extrinsic factors that motivate people. Examples of extrinsic factors include:

-  Earning a bonus
-  Receiving praise
-  Winning a contest
-  Getting a reward, such as a plaque, certificate, or gift

While extrinsic factors are often what the world relies most on, intrinsic factors are actually more effective and are longer lasting. They include:

-  Challenge – Being able to challenge yourself and accomplish new tasks, or reflect on why something did or did not work
-  Control – Having choice over what you do
-  Cooperation – Being able to work with and help others
-  Recognition – Receiving meaningful, positive acknowledgment for your work

For managers, it's important to offer a blend of both, while keeping in mind that greater volunteer satisfaction, engagement, and longer-term retention will ultimately be dependent on the mastery of the management of the volunteer program. Ideas for rewards include:

-  Individualized acknowledgments (cards, notes)
-  Asking for input on a proposed initiative
-  Training on topics of high interest to volunteers
-  Include time for reflection on the meaning of their work
-  Make space for socializing & “supported” networking



## Pathways for professionalization

When you observe standout performers in projects, consider pathways for professionalizing, such as staff members, interns or UNVs. Overall, young people have a widespread sense of exclusion, especially young professionals in the humanitarian context of Afghanistan, where their vulnerabilities are heightened, their concerns are hardly ever heard, and their needs rarely prioritized. Many institutions, including UNFPA IPs have often, perhaps unwittingly, contributed to the exclusion of young people by failing to involve them in decision-making and processes that affect their lives, as well as supporting their capacity building to become young experts. By creating platforms for youth in your organizations to engage in LMA implementation, you will enhance their social cohesion, positive engagement in successful implementation, and effective LMA delivery.

## Accountability and indicators

Your volunteer program is just like any other program in your organization in that it needs clear goals and ways of measuring success. Frequently measuring success will help your organization communicate the impact of your volunteers and fine-tune your volunteer program for success.

What indicators should my organization use to measure success - Use the following indicators to assess success and challenges in activating your volunteer network. Ensure that you keep track of changes on a quarterly basis, after the end of each quarter, update your reporting. The focal points managing youth volunteers or the youth educators within your organization are responsible for reporting against these indicators.

Indicator	Indicator definition	Count
Number of youth in LMA volunteers (male and female) added to the IP volunteer database	Count of volunteers added to the IP volunteer database	
Number of youth in LMA volunteers (male and female) recruited	Count of volunteers who have been recruited to participate in an activity/ project	
Number of youth in LMA volunteers (male and female) given an orientation/ training	Count of volunteers given an orientation/ induction training	
Number of IP staff who received training on	Count of youth educators who completed training on youth and LMA	















## ADDITIONAL RESOURCES

### I. UNFPA Afghanistan Commodities Supplies and Commodities Visuals

Powerpoint available for download [here](#).

### II. LMA UNV TOR

Description of tasks - Within the delegated authority and under the supervision of [IP's focal point], the volunteer, intern, UNVs, will person these tasks:

-  Support the [name of IP] team in mapping supply chain infrastructure in close coordination with the UNFPA;
-  Determine data that needs to be collected and the appropriate data resources for specific programme areas such as Reproductive Health, Family Planning and Psychosocial Support (PSS);
-  Monitor and compile data on humanitarian logistics and supplies for the region, stock availability and distribution report from both IPs and UNFPA where possible, in coordination with the logistics and supply chain teams;
-  Ensuring quality data collection techniques are established for reporting.
-  Regularly liaise with the regional/provincial coordination teams and service delivery points to provide necessary support and guidance on the LMA activities;
-  Actively participate in the training sessions on data entry to the electronic Logistics Management Information System (eLMIS);
-  Supporting the development, maintenance and enhancement of the LMA process and tools;
-  Engage in monitoring and evaluation personnel in data collection using eLMIS;
-  Manage the data entry to the eLMIS in collaboration with the IPs focal points;
-  Support the system update and enhancing functionality of the eLMIS platform;
-  Collect and share needed information with regional and service delivery points on UNFPA commodities types and methods of distribution, i.e., Dignity Kits, Mother and Baby Kits, Reproductive Health (RH) Kits, etc;
-  Produce data and information products in the forms of tailored map, infographic and others for internal and external purposes, if needed;
-  Maintain the office filing system and assist in archiving, maintain up-to date electronic data (google drive) and mailing list;
-  Any other related tasks as may be required or assigned by the supervisor.

### III. Orientation Powerpoint

Please find a short powerpoint for the following sections of the orientation linked here for your reference and download.

Youth engagement and active participation	What does meaningful youth engagement mean? What are the benefits of youth volunteerism? What skills may be developed through the given project?
UNFPA's programmatic priorities	Inform the youth volunteer cohort about the broader programmatic objectives of UNFPA so they understand the big picture that they will be contributing to, focus on UNFPA reproductive health programming and its impact.

- Powerpoint available for download [here](#).

### IV. UNV Progress Report Form

Monthly Progress Report - For volunteers working at the capital level, use the progress report below to track progress across key deliverables. create additional rows to add activities if needed.

Activity title	Progress updates	Challenges	Action points
Month, Year			
Month, Year			
Month, Year			
Month, Year			

## V. LMA in Focus

Definition	Value
<p><b>Supply Chain Mapping (SCM)</b></p> <p>SCM is the process of documenting information across UNFPA, IPs and beneficiaries who are involved in the supply chain to visualize the supply network. The SCM is then used to identify opportunities to mitigate risk in the supply chain.</p>	<ul style="list-style-type: none"> <li>● Identify where value is added or lost</li> <li>● mitigate impact of risk ahead of time</li> <li>● strengthen the supply chain by developing relationships between UNFPA, IPs and beneficiaries by helping each understand their place in the supply chain - including expectations and goals</li> <li>● Analyzing connections between entities in the supply chain to spot where delays and gaps originate</li> </ul>
<p><b>SCM Capacity Assessment</b></p> <p>UNFPA uses a supply chain capacity assessment questionnaire to ensure that IPs meet requirements to deliver supplies to the last mile - the questionnaire unpacks: governance, systems and data, operations and audit/ M&amp;E of IPs.</p>	<ul style="list-style-type: none"> <li>● Assessments ID organizational capacity gaps while providing UNFPA the opportunity to understand and address challenges</li> <li>● The outcome of the assessments will impact the IPs supply chain risk rating - which in turn influences future assurance activities in order to remain accountable to beneficiaries and donors</li> </ul>
<p><b>SCM Risk Assessment</b></p> <p>UNFPA measures risk exposure by taking into account the following 8 risk factors that feed into an IP SCM risk rating (low, medium, significant, high):</p> <p><u>External risk</u></p> <ol style="list-style-type: none"> <li>1. operating environment complexity</li> <li>2. corruption level</li> </ol> <p><u>Fiduciary risk</u></p> <ol style="list-style-type: none"> <li>3. value of supplies delivered</li> <li>4. fraud</li> <li>5. product waste</li> </ol> <p><u>Delivery risk</u></p> <ol style="list-style-type: none"> <li>6. supply chain complexity</li> <li>7. SCM capacity gaps</li> <li>8. stock-out levels</li> </ol>	<ul style="list-style-type: none"> <li>● Measuring risk exposure is important because it is critical to design and use a consistent scoring method in assessing risk - this allows UNFPA to identify areas of the SCM with the greatest potential for failure and/or raising risk</li> </ul>

<p><b>Programme Supplies Reports</b></p> <p>Submitted semi-annually or annually to UNFPA based on IP risk assessment and value delivered. The reports provide details of inventory, details of stock on hand at the end of the reporting period and details of inventory transactions during the reporting period</p>	<ul style="list-style-type: none"> <li>● Obtain information for monitoring the management, safeguarding and distribution of supplies</li> <li>● Helps identify programme supplies needs and gaps</li> <li>● Helps identify capacity development needs</li> <li>● Provides a starting point for spot-checks and audits</li> <li>● Identifies opportunities for return or reassignment to other partners for undistributed supplies</li> <li>● provides a basis for refund requests for supplies not managed as agreed</li> </ul>
<p><b>Spot-checks &amp; Audits</b></p> <p>Periodic on-site reviews, through the tracing of transactions, review of inventory records, measurement of waste and losses, inspection of facilities, assessment of the operating effectiveness of key SCM controls, and inquiries of IP personnel.</p>	<ul style="list-style-type: none"> <li>● Spot-checks are performed to assess the adequate management and safeguarding, and use for intended purposes, of programme supplies handed-over to IPs</li> <li>● Frequency of spot-checks will depend on the risk-level determined by risk assessments and the value of the inventory received by IPs</li> </ul>







ACTIVATING  
**YOUTH  
VOLUNTEER  
NETWORKS**  
IN LAST MILE  
ASSURANCE

**TOOLKIT**  
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