



Education and Social
Support in the Community

Volunteers Perú Annual Report 2014 - 2015

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DIRECTOR'S INTRODUCTION

Dear friend of Volunteers Perú,

Volunteers Perú was founded with the aim of doing social good. On behalf of our organisation, I would like to thank all of our supporters and volunteers who have helped in our two projects this year. Thank you for helping us to care for the young girls in the Casa Hogar Torre Fuerte and to teach English and other skills in Colegio Honofre Benavides School. It has been a year of great progress for us, thanks to you all.



Lic. María de Los Angeles Bellido Zanabria, Director

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ANNUAL REPORT 2014

2014 has been a pivotal year for Volunteers Perú. Although the legal groundwork had been laid during 2013, our activities really started in January 2014 with the arrival of a full-time Project Manager. In this first year of our operations, 22 volunteers have touched the lives of almost 250 children, contributing to their education and wellbeing. We have built a network of supporters that is constantly growing, which will allow us to further develop the services that we offer to these children.

In 2014 we developed strong relationships with the staff and children at the two projects that we support; Casa Hogar Torre Fuerte in Arequipa which cares for abused and abandoned girls, and Colegio Honofre Benavides School in Tomepampa. We have worked hard to foster a culture of good practice and to develop procedures that support this approach. This in-depth review has allowed us to assess the success (or otherwise) of our work so far. It has also allowed us to examine the reality facing Peruvian children today, particularly those living in rural areas and girls and young women.

As Peru embraces a push towards modernisation, there is a risk that these disadvantaged groups face further marginalisation. For the coming year, we have outlined some key goals to ensure that we can continue to support members of the communities in which we work in their educational and personal development.

ACTIVITIES AND ACHIEVEMENTS

- Casa Hogar Torre Fuerte, Arequipa:
This year 18 volunteers have spent time at Casa Hogar Torre Fuerte. The majority were present between June and December 2014, and stayed for an average of 4 weeks
 - In the first quarter of 2014 during the school summer break, we organised and carried out educational and recreational activities and excursions with the girls, including a museum visit, local sightseeing, arts and crafts, games, and sports.
 - From the beginning of the school year in March, our volunteers have supported the girls to complete their homework on a daily basis, in particular the youngest who attend kindergarten
 - Volunteers have carried out repairs and maintenance in the Casa Hogar

- Colegio Honofre Benavides, Tomepampa:
This year 6 volunteers have spent time at Colegio Honofre Benavides, each staying for four weeks
 - At the beginning of the school year in March, the Project Manager and Project Coordinator spent three weeks working alongside the staff and students, completing a

diagnostic in order that volunteers effectively address the needs of the school throughout the year

- In the months of July, September and December, volunteers were present in the school supporting the teaching of English, carrying out educational activities in the primary school, and homework help and extra English in the afternoons
- In July our summer intern carried out leadership and self-esteem workshops with the 5th grade students. She also designed workshops for future volunteers to carry out with students

PARTNERSHIPS

- Local NGO network

There are several NGO/volunteer programmes based in Arequipa. We do not have any formal partnership agreements with these organisations, but make an effort to foster relationships of understanding and mutual support with them. This is important in order to more fully understand the social situation in the region of Arequipa and to avoid any duplication of services provided. We have received helpful donations from some of these NGOs and make an effort to support one another in fundraising activities.

- Bright Light Volunteers

In March we made contact with an organisation named Bright Light Volunteers. They are based in the USA and facilitate cultural exchanges between high school students and host communities. Students fundraise their trip and travel for a short visit (usually one or two weeks) to work on a specific project, bringing manpower and knowledge to support the local community. Bright Light Volunteers were looking for a project in Peru, and following some discussions agreed to partner with us. All of the required documentation has been exchanged and we are hoping to welcome our first Bright Light Volunteers groups in 2015.

- Dreambuilder

Dreambuilder is a business training programme developed by the Thunderbird school of global management in conjunction with the Freeport McMoRan mining corporation. It is specifically targeted at Latin American women and teaches complex business concepts through the form of *telenovela* (soap opera). At Casa Hogar Torre Fuerte, the staff are concerned that the older girls who are soon due to leave the home be prepared and educated for their later life. Following discussions with the in-country manager, we agreed to become a partner and facilitate the Dreambuilder programme with some of the older girls at Torre Fuerte starting in 2015.

VOLUNTEER ACTION

Volunteer work is vital to us and underpins everything that we do. While we do have full-time staff that plan and oversee our activities, volunteers undertake most of these activities themselves. Each volunteer brings with them their own skill set and can contribute something individual and personal to the children at the projects. This year we have worked with 22 volunteers from 7 different countries.

We try very hard to run an ethical and responsible volunteer programme. We give each volunteer a full and thorough induction, explaining the issues and complexities at each project. We also work hard to manage the expectations of both the volunteers and the children. For the volunteers, it is important that they are realistic about the impact that they will be able to make in a relatively short time. For the children, they need to know from the beginning how long a volunteer will stay and what their role will be. Volunteering should be a mutual exchange that is beneficial on both sides.

It is important to us to have a solid organisational structure behind the volunteers to ensure that they feel supported in their work, and also to ensure that their efforts are continued when they leave. Stability for the children is very important at both projects. For the girls at Torre Fuerte, it is very important to us to make sure that the girls do not feel that they are being abandoned again in any way when volunteers leave. At Colegio Honofre Benavides, keeping continuity in the students' education is vital.

RESEARCH AND DOCUMENTATION

This year we have produced the necessary documentation to run a professional and responsible volunteer programme. We have also carried out some extensive research to enable us to support our two partner projects in the most effective manner possible.

- Day-to-Day and HR Paperwork:

We have developed all documentation for our operations, including a comprehensive induction procedure, volunteer contracts (general and for each individual project) and a child protection policy.

- Stakeholder Analysis:

After spending several months working with Casa Hogar Torre Fuerte and Colegio Honofre Benavides, we put together a stakeholder analysis (a stakeholder is a person or group of people who are implicated in the projects and affected by our activities there). This allowed us to think clearly about what the pressing needs are in both locations and where exactly Volunteers Perú can make a positive contribution. It has also helped us to define our goals for the upcoming year. (See appendices for stakeholder analyses for both projects).

- Good practice and ethical volunteering

We have put a great deal of effort into researching and implementing good practice strategies and ensuring that our activities are ethically sound. There are many complex issues surrounding volunteering abroad. This is particularly true when working with children and vulnerable people. It is essential to not take advantage of or undermine those who should benefit from our activities. We ensure that our volunteers are aware of these issues and are able to leave a positive and lasting impression.

- 'Difference in the Right Direction'

In August the Anglo-Peruvian NGO SKIP and the volunteer platform Omprakash co-hosted a five day conference in northern Peru entitled 'Difference in the Right Direction'. Our proposal to present was accepted and the Project Coordinator delivered a presentation on linking theory and practice in NGO and volunteer work. The production of this presentation required research into theories of development, project planning and management. We applied this to our knowledge of working practice. Attending the conference also provided us with access to further information regarding good practice and management. (See appendices for full presentation).

- Unwritten Research

Although there is no tangible result of this, over the course of the year we have been able to learn a great deal through exposure to the community. This has been invaluable as it has allowed us to know what will and will not work at the projects and to plan for future interventions.

COMMUNICATIONS

Communications are very important to us. We have a network of former volunteers and supporters with whom we keep in contact via various social media platforms and volunteering websites.

- Weekly Blog

The Project Manager produces a weekly blog for volunteer platform Team Social Work. This covers a range of themes, from updates from the projects to issues such as ethics in volunteerism and NGO fundraising. This is shared via social media.

- Social Media

We are active on social media and are able to raise awareness and support for our projects and fundraising efforts through these platforms. Former volunteers are also able to keep in touch with our projects through social media. In 2014 we gained a total of 614 followers via our social media pages. We hope to improve on this during 2015.

- Volunteer Networks and recruitment

Volunteer recruitment and networking is almost exclusively done online, via email, social media, online volunteer databases and communications with universities. We are constantly updating our listings on all relevant volunteer platforms to ensure that potential volunteers and supporters have access to current and relevant information about our organisation.

HUMAN RESOURCES AND BUSINESS SUPPORT

Volunteers Perú comprises one paid member of staff (the Project Manager) and one unpaid member of staff (Project Coordinator). We also liaise closely with a senior teacher at Colegio Honofre Benavides who helps us to integrate and support volunteers at the school. We rely on the support of our volunteers to carry out our activities at the projects. We work alongside a qualified Spanish teacher who offers classes to our volunteers. We have also used the services of an accountant in order to help us with the process of the official NGO registration.

DEFINING KEY GOALS FOR 2015

We have defined several key goals that we will strive to achieve during the next year. These are broken down into two categories; strategic NGO development (to be carried out by staff) and project activities (to be carried out by volunteers).

NGO Development:

- Define a Vision and Mission

Having a clearly defined vision and mission statement is important for every NGO so that supporters and interested parties are aware of the aims of the organisation. Earlier in the year we settled on 'Education and Social Support in the Community' as a tagline for our documentation and promotional materials. We will possibly use this as the basis for our mission statement.

- Develop and Expand Fundraising Activities

This year our fundraising activities have been fairly limited as it has taken time to establish a presence locally and build support. In the next year we hope to increase our fundraising activities in order to complement and support our activities at Casa Hogar Torre Fuerte and Colegio Honofre Benavides.

- APCI Registration

When Volunteers Perú began it was functioning as a social enterprise. In December 2014 after several months we received our official registration as an NGO. This will open doors to us for fundraising and recruitment and will hopefully aid us greatly as we move forward as an organisation. The next step is to be registered with the APCI (Agencia Peruana de Cooperación Internacional) in order to be fully registered in the Peruvian NGO directory and have official recognition of our work from all government bodies.

- **Develop New Website**

We published a new website in early 2015 at a new domain (<http://www.volunteersperu.org>). Our original website provided us with a space to refer prospective volunteers to give them information about our projects. However, as we begin the next year of our organisational life, we were looking to create something more user-friendly and professional. We will be able to access page statistics for the new site, allowing us to see where our traffic comes from and further our reach.

- **Increase Volunteer Recruitment**

As we enter a new year we are aiming to recruit more volunteers to ensure a consistent flow of support for both projects, particularly in Tomepampa, which, due to its remote location, does not receive the same amount of volunteers. We hope that new website will aid us in this, as we will meet the requirements to appear on the popular volunteer database Volunteer South America.

- **Monitoring and Evaluation**

In 2015 we will develop tools to monitor and evaluate the impact of our presence at Casa Hogar Torre Fuerte and Colegio Honofre Benavides to be sure that we are working effectively and making a positive contribution at both project sites

- **Learning From Experience**

We ask all volunteers to complete an exit questionnaire on completion of their time at Volunteers Perú, and are using their feedback to ensure that the experience of both the volunteers and the children at the projects is positive and constantly improving.

Project Activities:

These are the activities that our volunteers will carry out at Casa Hogar Torre Fuerte and Colegio Honofre Benavides in the coming year

1st quarter (January – March):

Torre Fuerte:

- Holiday activities with the girls: excursions, games, activities in the home
- English games and activities with the girls to take advantage of the native English speakers to whom they have access
- Supporting the older girls who are interested to complete the Dreambuilder programme
- Helping the youngest girls to practice reading and writing before the beginning of the next school year

Colegio Honofre Benavides:

- During this period there are no classes in Colegio Honofre Benavides due to the summer break. However, we are planning to carry out painting and repairs in the primary school classrooms during the month of February

In the 2nd, 3rd and 4th quarters (April – December) our activities will continue as they have this year. We will evaluate the needs of the girls at Torre Fuerte and the students in Tomepampa on a continuous basis to ensure that we meet their needs as fully as possible. During the second, third and fourth quarters of 2015 our activities will include, but not be limited to:

Casa Hogar Torre Fuerte:

- Homework help, particularly with the girls aged 4-7
- Maintaining a safe and secure atmosphere in the home
- Supporting the local staff according to their needs
- Supporting the Casa Hogar in their goal of constructing an in-house training centre for the older girls

Colegio Honofre Benavides:

- Supporting the English teacher in the Secondary school with planning and teaching classes
- Supporting other secondary teachers as per the skills and interests of volunteers
- Carrying out one session per week in each primary grade of English, or other as per the skills and interests of the volunteer
- Carrying out afternoon homework help and learning support sessions with the students, especially those living in the Albergue Cristo Obrero (boarding house for students living too far from school to travel home every day).

RESOURCE GENERATION

We need to generate resources to cover administration costs, project activities and to grow as an organisation to further and improve our impact. In our first year in operation, we have generated resources in the following ways:

- Programme fee

All volunteers pay a one-off programme fee in order to participate. This is our main source of income. It is time-dependent. Volunteers staying for two weeks pay \$80. Volunteers staying for longer than two weeks pay \$150. There have been concerns expressed about the concept of paying to volunteer when individuals are already dedicating their time and effort. However at this stage, a programme fee is necessary for us to be able to continue as an organisation. This will be reviewed again in the future.

- Spanish school and Tours

We work alongside qualified Spanish teachers and are partnered with a tour agency to offer language classes and travel opportunities to volunteers. A percentage of the income from the classes and tours goes to Volunteers Perú.

- Donations

Several supporters, former volunteers and their families have given donations both of money and goods to further the advancement of our organisation and to help the projects.

- Fundraising

We have been able to generate resources via fundraising activities. These have included club nights and a T-shirt campaign. We hope to further these activities in the future.

Those wishing to see a full financial statement for 2014 should contact us directly.

HOW CAN YOU HELP VOLUNTEERS PERÚ

- Volunteer With Us

We are always looking for compassionate and enthusiastic volunteers to spend time at our projects. We ask that volunteers dedicate a minimum of two weeks at Casa Hogar Torre Fuerte and one month at Colegio Honofre Benavides, but of course, the longer you can spend, the better for the children at the projects.

- Raise Awareness and Help Recruit Volunteers

If you are unable to volunteer yourself but know somebody who might be interested, please refer them to us. We would also appreciate our supporters raising awareness of what we do by sharing news of our work, talking to schools, universities and community groups.

- Make a Donation

Help us to continue supporting our projects by making a donation. We will always inform you exactly where the funds have been directed and send pictures and feedback where appropriate.

If you feel that you can support us in one of the ways listed above, please contact us at volunteersperu@gmail.com

CONCLUDING STATEMENT

2014 was a year of great progress for Volunteers Perú. Between January and December we worked with 22 volunteers who between them dedicated over 2000 hours to the children at our projects. We learned a great deal not only about the positive effect that we can have as an organisation, but also about the great responsibility that comes with working with children and young people in vulnerable situations. We became especially aware of the ethical complexities of bringing in short-term international volunteers to partake in social interventions, and have tried hard to conduct our activities in a responsible and sustainable manner. Of course we are always striving to learn and to improve and hope that during 2015 we can continue our work to bring about a lasting and positive impact upon the lives of the children and young people at Casa Hogar Torre Fuerte and Colegio Honofre Benavides.

Ella Smyth, Project Manager. February 2015



APPENDICES

APPENDIX A: CASA HOGAR TORRE FUERTE STAKEHOLDER ANALYSIS

Overview

The Casa Hogar Torre Fuerte was established in 2004 by a local Pastor and his wife. There are generally between 30 and 40 girls living in the Casa Hogar aged between 3 and 18 years old. The home is run and funded independently, but the state sends the girls for a variety of reasons including neglect, abuse and abandonment. There is a gap in services for girls aged from 12-18, and Torre Fuerte aims to fill this gap.

The state sends girls to Torre Fuerte but provides minimal funding – they occasionally provide a food donation. A lot of their funding comes from churches abroad, particularly the US. A few of the girls have ‘padrinos’ who sponsor them monthly. The way that they run the home, they need \$250 per girl per month to cover costs such as accommodation, food, school supplies etc. They also try to give all the girls a birthday party on the first birthday that she has in the home.

The current goal of the Casa Hogar is to have more in house training and education facilities to support the older girls as they get ready to leave the home when they turn eighteen.

Stakeholders, Interests and Participation

The table below breaks down the various stakeholders involved in the home into primary and secondary groups, and notes the level of participation that they would have in any project or undertaking by Volunteers Perú.

The primary stakeholders consist of the girls and staff at the home. The secondary stakeholders are donors, members of the church, the organisation Volunteers Perú, and the volunteers working on behalf of Volunteers Perú. Their interests (needs/desires) are set out in the table below. The third column shows the level of participation (consult, partnership, inform) that each stakeholder would have in the case of projects or undertakings carried out by Volunteers Perú.

Stakeholders	Interests	Participation
<u>Primary Stakeholders</u>		
Younger Girls (3-12)	affection; psychological care; help with schoolwork; companionship; acceptance, love	Consult
Older Girls (13-18)	affection; psychological care; help with schoolwork; companionship; acceptance; love; skills training; education support; emotional support/preparation for transition out of home	Consult
Founders (Pastor & Pastora)	keep home funded; keep girls safe and happy; make sure girls are prepared to leave; expand buildings; expand training opportunities for girls; generate income for the home	Partnership
Hrna. Erica (Psychologist)	psychologically support the girls; girls' wellbeing; run workshops; safe environment for girls; skills training for girls; aid them with transition out	Partnership
Hrna. Maria Isabel (Admin/Social Assistant)	keep things running smoothly; keep home organised; safe environment for girls; good relationship with authorities	Partnership
Pastor Scott	safe environment for girls; expand studies and international opportunities for girls, particularly with English; maintenance of facilities; training for girls; expand building; keep home funded; generate own income for home (selling produces created by girls following training, business fronts etc.)	Partnership
Tutoras	day to day care; wellbeing of girls; food and nutrition; keeping girls in daily routine - homework, cleaning etc.	Partnership
<u>Secondary Stakeholders</u>		
Donors	seen to be doing good; corporate social responsibility; philanthropy; want updates and news	Inform
Church Congregation/Missionaries	servicing God; Christianity; 'openly Christian environment' for girls	Inform
Volunteers Perú	support girls and staff in above aims; run responsible volunteering programme; manage expectations of a) girls and b) volunteers regarding potential impact	N/A
Volunteers	give back; cultural experience; get to know the girls; help with tasks; share relevant skills and interest with girls	Consult

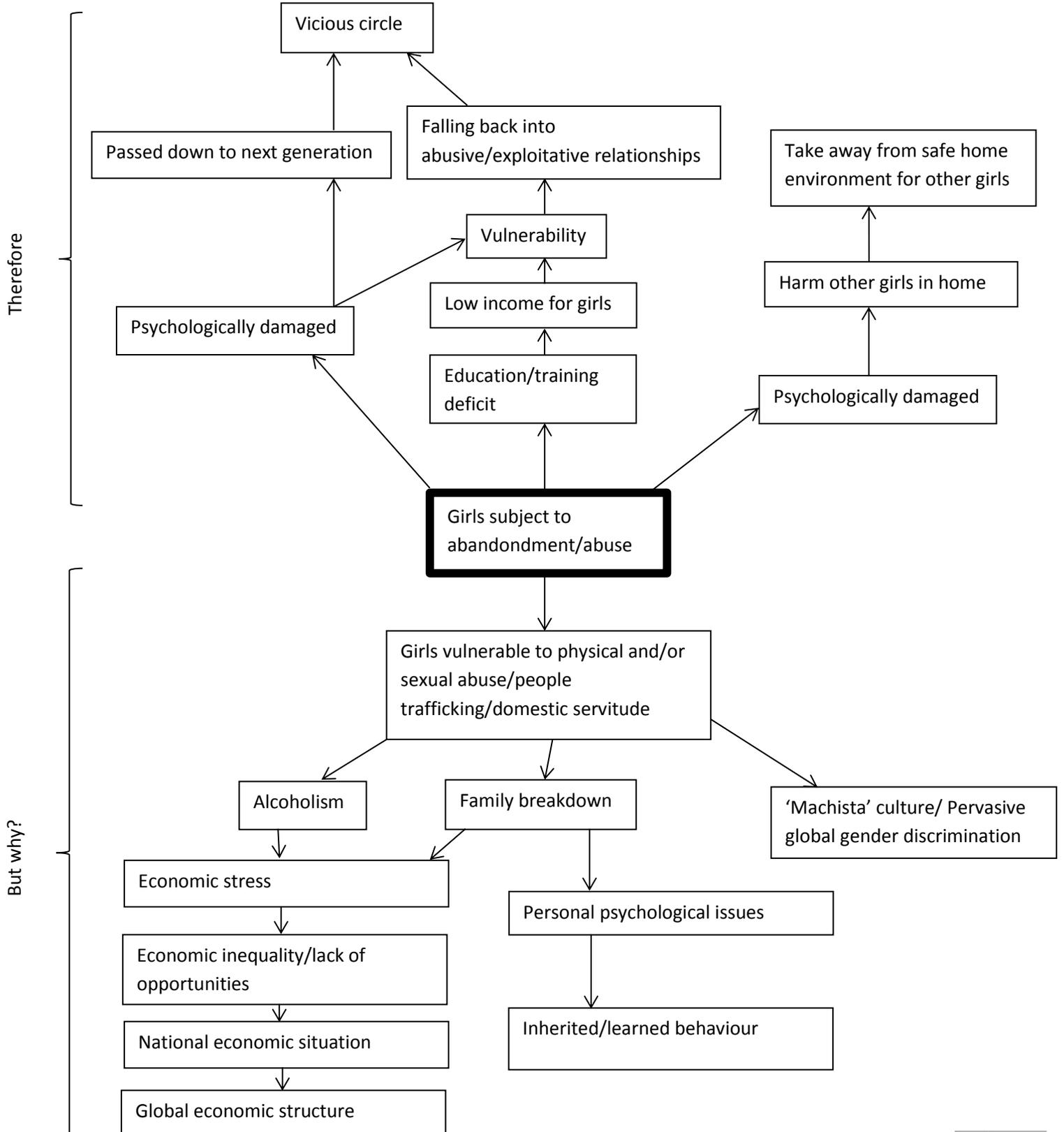
Stakeholder Needs and Capabilities

The table below shows the various assets that Casa Hogar Torre Fuerte has, as well as some of its limitations/needs. Volunteers Perú aims to help Casa Hogar Torre Fuerte to fill the gaps in its assets.

<u>Assets</u>	<u>Capabilities</u>	<u>Needs</u>
Human	staff; volunteers; girls	people that can teach/train skills, people that can spend time with girls
Social	church community; network of supporters via internet; personnel	community businesses to provide space for training and generate income
Natural	water; food, space; solar energy; land	vegetable patch; flowers; warmer water; repair of solar panels; more land for farming/gardening
Physical	building; supplies; clothes, books; furniture; medicines etc.	repair, maintenance and expansion of buildings; building to house workshops and community businesses
Economic	donations from businesses, churches and individuals; shop	generate own income through training and community businesses
Political	ties with state/courts	more financial support from state

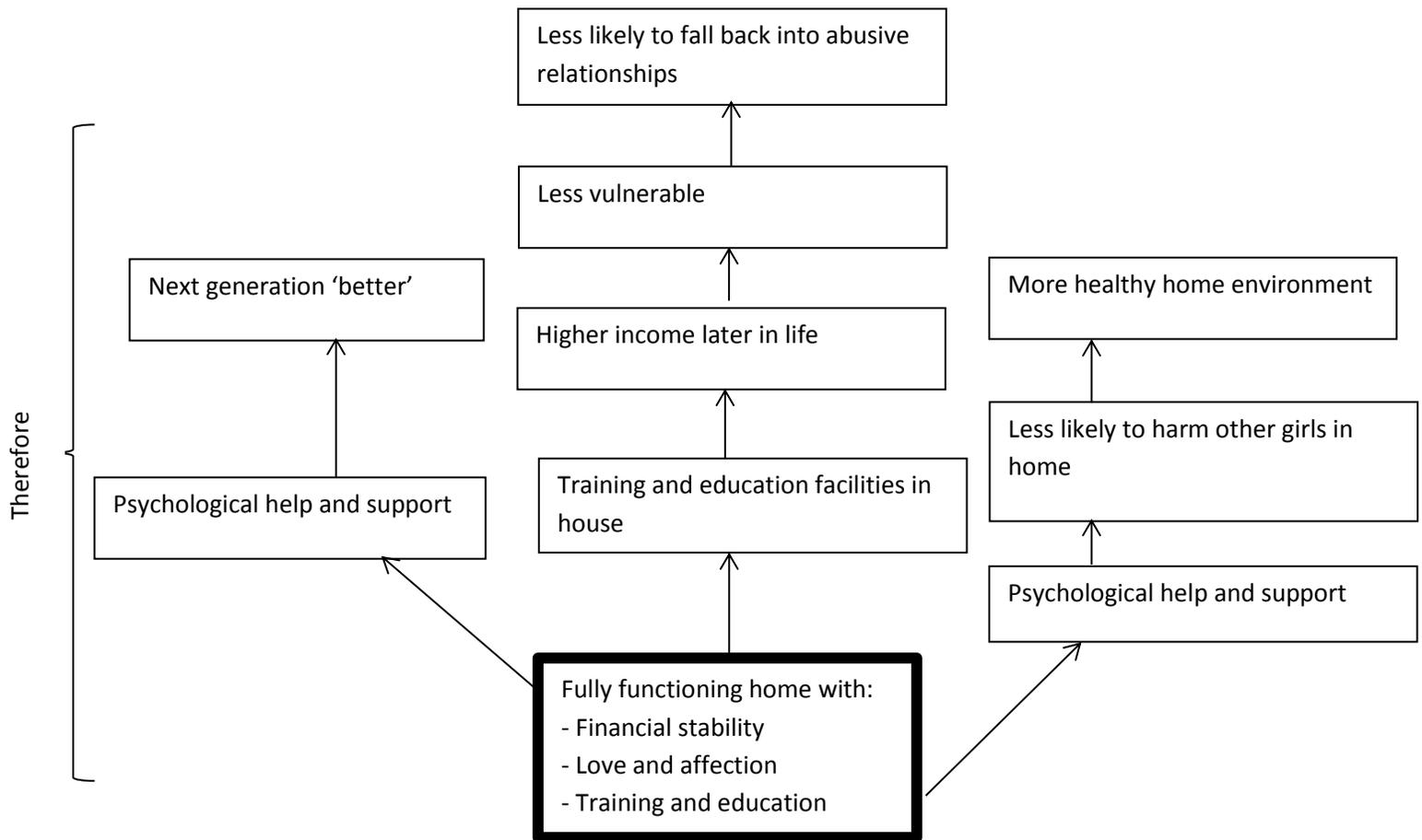
Problem Tree

The Problem Tree below displays the girls' home's current needs and how they stem from different economic, political, and social issues that need to be addressed in the area. As a result of these unaddressed issues, a vicious cycle continues to occur in society.



Objectives Tree

The purpose of the Objectives Tree is to show that with a fully functioning home with financial stability, love and affection, and training and education, the current issues and needs would be addressed. This would positively impact the lives of the girls living at the home and eventually break the current vicious cycle being experienced by young girls and women.



APPENDIX B: COLEGIO HONOFRE BENAVIDES STAKEHOLDER ANALYSIS

Overview

Colegio Honofre Benavides is a primary and secondary school in the rural town of Tomepampa, Cotahuasi. There are around 250 students in the school. In the primary school there are six classes, one for each grade. In the secondary school, there are five grades. Each grade has two classes with around twenty students each, with the exception of fifth grade. There is only one class for fifth grade, with around thirty students.

Some of the students come from Tomepampa itself. However, many more come from surrounding towns and villages. Some of them travel to and from school every day. Those whose families live very far away stay in a boarding house in Tomepampa during the week and travel home at weekends.

The school is on one site but split into two parts. Each building has its own sports court directly outside for the children to play on at their break time. There is also a large field behind the school which is used for sports and recreation.

Around the school there are gardens which are tended by the older students as part of their 'Educación para el Trabajo' (Education for work) studies. There are also bees, which the fifth graders tend and are learning to make and market honey.

There is a computer classroom and a science lab. The computer classroom is not used a great deal as many of the teachers are not confident with computer skills.

Stakeholders, Interests and Participation

The table below breaks down the various stakeholders involved in the school into primary and secondary groups, and notes the level of participation that they would have in any project or undertaking by Volunteers Perú.

The primary stakeholders consist of the teaching staff and the students. The secondary stakeholders are parents, members of the local community, the ministry of education, the organisation Volunteers Perú, and the volunteers working on behalf of Volunteers Perú. Their interests (needs/desires) are set out in the table below. The third column shows the level of participation (consult, partnership, inform) that each stakeholder would have in the case of projects or undertakings carried out by Volunteers Perú.

Stakeholders	Interests	Participation
Primary Stakeholders		
Primary School Students	learn; have fun; play sports; master the basics of education	Consult
Secondary School Students	learn, play sports, prepare for life after school (either career or further education)	Consult
Primary Teachers	early years education; child development, ensuring students' work is well-presented; fulfilling national standards; completing curriculum; preparing students for special events	Partnership
Secondary Teachers	teaching; preparing students for life after school; fulfilling national standards; completing curriculum; preparing students for special events	Partnership
Management Staff	maintain school standards and reputation; fulfil curriculum; manage staff; day-to-day running	Partnership
Secondary Stakeholders		
Parents	healthy, happy and well educated children; opportunities for children locally; help in fields	Inform
Local Community	healthy, happy and well educated children; opportunities for children locally; community survival; no delinquency or anti-social behaviour	Inform
Ministry of Education	curriculum completed; higher rating in international rankings	N/A
Volunteers Perú	support school, students and teachers in above aims; run responsible volunteering programme; facilitate cultural exchange and mutual learning	N/A
Volunteers	give back; cultural experience; get to know the students; support teachers and students; share relevant skills and interest with students	Consult

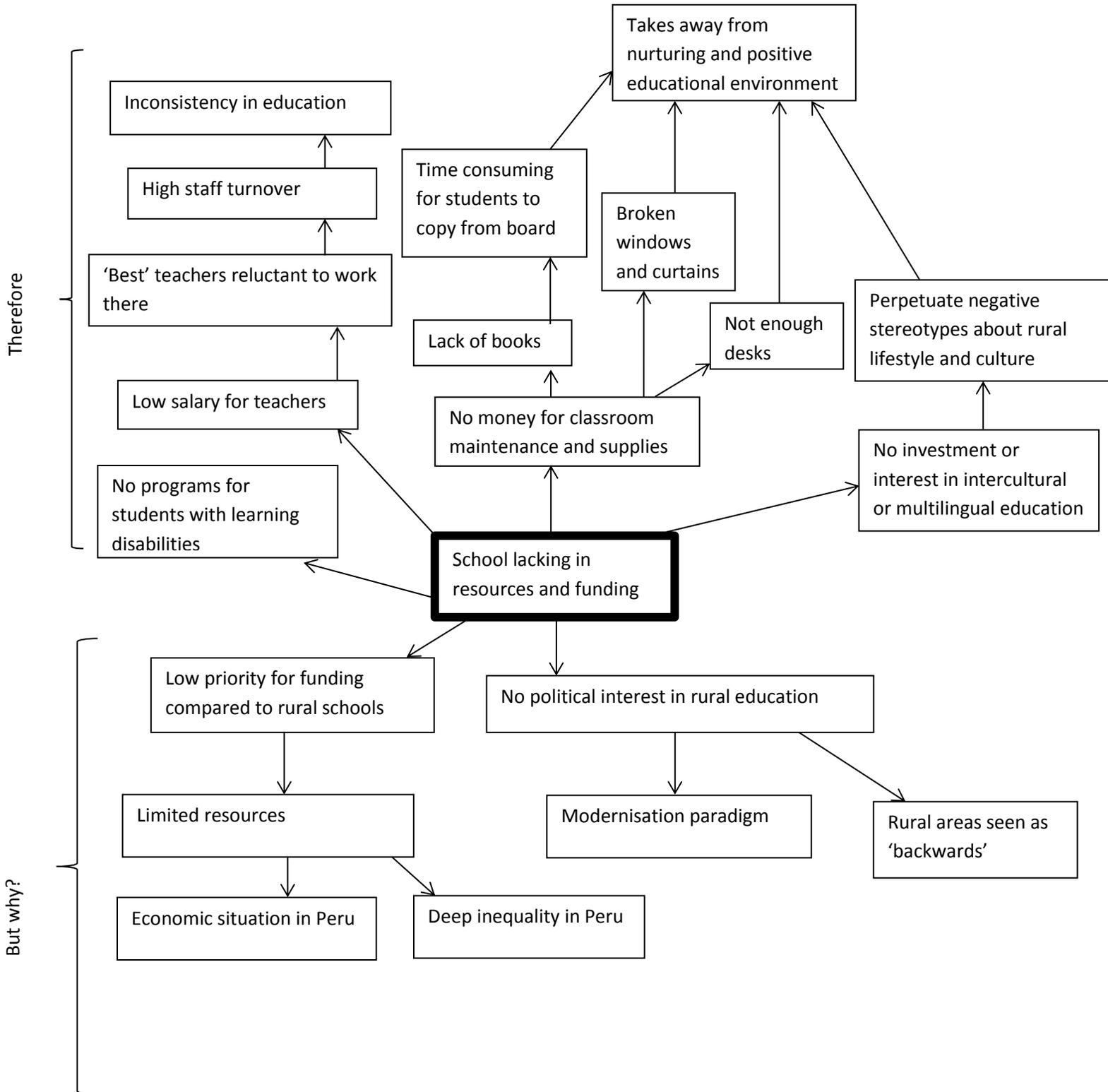
Stakeholder Needs and Capabilities

The table below shows the various assets that Colegio Honofre Benavides has, as well as some of its limitations/needs. Volunteers Perú aims to help Colegio Honofre Benavides to fill the gaps within its assets.

Assets	Capabilities	Needs
Human	teachers; students; other staff; support of community	teachers with specialist knowledge i.e. IT
Social	local community network; indigenous identity	external support; exposure to different world views; native language education; effort to made education fit with local culture and identity
Natural	bees; garden; clean air; good food; water	more space to grow food
Physical	school buildings; sports courts; field; computers; XO laptops	'comedor' (cafeteria); space for indoor activities; maintenance and repair of classrooms
Economic	government funding; provide breakfast for low-income students	lack resources for: more teaching staff; better teachers; maintenance and repair of facilities; 'comedor' space; investment in rural education generally
Political	links with state and ministry of education	political support for investment and interest in rural education

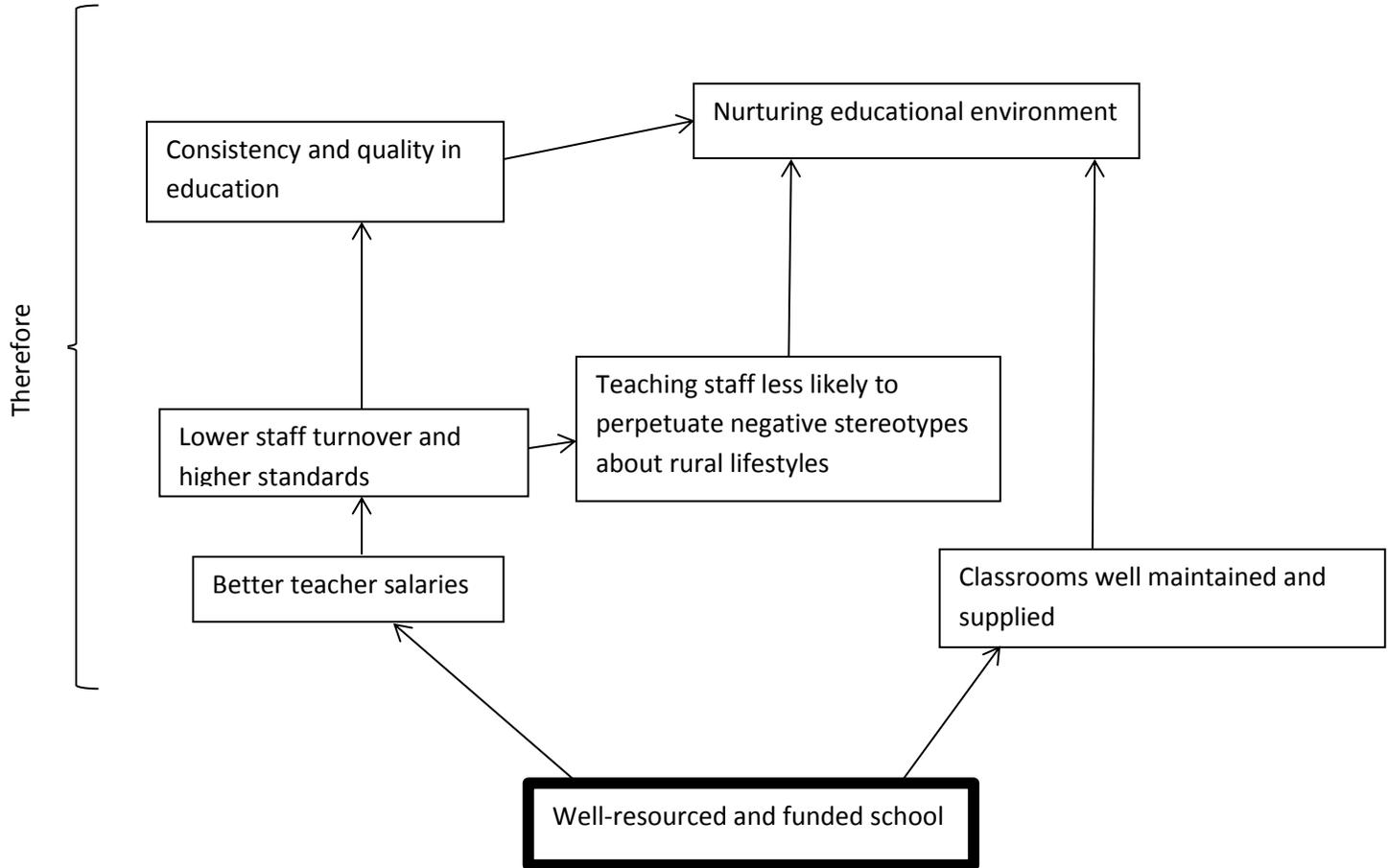
Problem Tree

The Problem Tree below displays the school’s current needs and how they stem from different economic, political, and social issues that need to be addressed in the area. As a result of these unaddressed issues, the educational experience of students is limited and in turn may have a negative impact on their futures.



Objectives Tree

The purpose of the Objectives Tree is to show that with a well-resourced and funded school, the current issues and needs would be addressed. This would result in a more positive and fulfilling educational experience for current and future students.



APPENDIX C: PRESENTATION GIVEN AT SKIP/OMPRAKASH CONFERENCE 6/08/2014

Bringing it All to Life:

Linking Theory and Practice in NGO and Volunteer Management

Eva Paterson, Project Coordinator, Volunteers Perú

Volunteers Perú

- We are a small organization based in Arequipa.
- We work with international volunteers to support two projects, a home for abandoned and abused girls in Arequipa, and a school in the village of Tomepampa in Cotahuasi canyon.
- Volunteers Perú was founded last year by Marita Bellido. Marita is originally from Tomepampa in the Cotahuasi Canyon and is now living in Arequipa. She began by sending tour groups to Cotahuasi, which is relatively little-visited, especially compared to its better-known neighbor Colca.
- After a while she began sending volunteers to the Colegio Honofre Benavides School in Tomepampa to support the education of the children there. It is a very rural and remote region, and she saw that volunteers could bring a new perspective to the classroom and give the students some exposure to other cultures that they would struggle to get otherwise.
- As she now lives in Arequipa, she started to search for a project in need of help. In November 2013 she made a link with the Casa Hogar Torre Fuerte. Volunteers work there to support the emotional and educational development of girls at risk.

Why talk about linking theory and Practice?

- When asked 'how to create a difference in the right direction' we thought back to studying international development.
- One of the biggest problems that came up time and time again was the lack of theory in project management.
- We think therefore in order to expand the impact of NGOs and have a more positive and lasting impact in the community NGOs and volunteer programs can use theory to link with their practice.
- This may not mean specifically following one theory as they can be very complex and are full of criticisms and debate. It is really up to each organization to decide what is appropriate for them.
- We are more talking about thinking critically about what we do and about our various goals and values.
- There are a lot of theories we could talk about but I want to focus on two that we have found particularly helpful for our organization (process planning and capability approach)

Defining NGO

- Although many of us say we work for an NGO, when asked what that means the answer can be very difficult to describe. Therefore I want to briefly discuss what we mean by NGO.
- NGOs are generally defined by what they are not: for example, non-state or not-for profit.
- But there is a large diversity of NGOs and therefore it is necessary to define NGOs not by what they are but by what they offer.
- NGOs offer an alternative approach to development (from that of governments and official aid donors) that can be more effective in addressing development issues such as

poverty and inequality.

- They can have an advantage over governments and official aid donors because they often have a more direct link with local issues. Therefore NGOs are said to have better insight into what kinds of programs are desired and needed by the communities themselves
- So by expanding impact of NGOs we therefore are referring to how NGOs can use their advantages to better help the beneficiaries.
- Two important strengths of NGOs are that they help to bridge the gap between citizens needs and existing services and that they are more in tune with local contexts.
- Therefore what we are all working on here together is how we can harness these strengths in order to expand NGO impact.
- So we are talking about NGOs and the impact they can have, lots of the organizations represented here use international volunteers to achieve their goals, our organization certainly does. We feel that an option open to NGOs to expand their impact is through their volunteers.
- This can be done by recruiting volunteers that have appropriate skills and that their expectations align with organizational goals.
- It is also important to make sure to carry out appropriate training and sensitization with any volunteers that come to work.

Introduction of Theories

Blueprint Planning versus Process Planning

- The two main approaches to development planning are blueprint planning and process planning.
- Blueprint planning is a technical exercise which includes detailed planning at the beginning of a project with little room for adjustments and often bypasses local institutions.
- Therefore it can be inappropriate for social development projects due to the fact that it is very rigid and leaves little room for local participation. Furthermore, the challenges of development projects are not tidy well-structured problems that can be solved but rather need to be “acted out” through experimentation and interaction.
- Process planning on the other hand sees planning as a process of trial and error and leaves much more room for flexibility and learning from experience. With this approach it is accepted that many things are unknown from the beginning and that outputs can change with changing circumstances.
- Process planning therefore emphasizes:
 - Experimentation and embracing error
 - Learning from experience
 - Flexible and phased implementation of projects (starting small and expanding organically)
 - Building local capacities
 - Beneficiary participation (intended beneficiaries are actors in their own rights and not just recipients)
 - Adaptation and flexibility
- Using the process planning approach within NGOs can therefore expand the impact of projects because of the adjustments that are made through experimentation and learning. Furthermore by having greater participation, local needs can be better met.

The Capability Approach

- The Capability Approach was pioneered by Nobel laureate Amartya Sen and is concerned

with the 'freedoms' available to people and represents a more 'people centered' approach to social development, moving away from the economic paradigm that has been so dominant in development.

- The Capability approach is quite complex and several academics have put their own spin on it, but essentially it is concerned with what it calls 'functionings' and 'capabilities'.
- 'Functionings' are the actual activities achieved, while 'capabilities' are the freedoms available to people so that they can realize these achievements.
- Achieving capabilities has been defined as 'the freedom to achieve various lifestyles'. Therefore 'meaningful impact' by volunteers and/or NGOs can be understood as enhancing the capabilities of project beneficiaries; that is to say, expanding their options so that they can achieve various lifestyles in the future.
- So for example if we look at education, if a person has a better education then they will have the capability in their later life to get a better job with a higher income which in turn can later improve the lives of their children and create a virtuous rather than a vicious cycle.
- We've found this approach useful for thinking about our projects, as there is not necessarily an easily quantifiable impact to what we do.
- To briefly put this in the context of our projects, this means that we're enhancing the capabilities of the children that we work with by contributing to a safe and stable environment for the girls at the Casa Hogar, and to the education of the students of our partner school in Cotahuasi.

So how do we ensure that we enhance the capabilities of the children that we work with in a positive and meaningful way?

Application of Theories

Stakeholder Analysis

- In order to ensure that NGOs and volunteer programs can help the people that they work with to 'achieve various lifestyles', it is absolutely vital to carry out a thorough stakeholder analysis before even starting to think about planning a project.
- This involves spending time getting to know the community and the issues that they face. Without this, there is no way that the organization can effectively meet the needs of their intended beneficiaries, even with the best intentions in the world.
- For organizations working with international volunteers, it is also vital to think about issues of sustainability. The nature of this way of working is that there will inevitably be a high turnover of people working on projects. One of the key components of process planning is ensuring that staff are able to stay for a significant period of time.
- Inevitably, volunteers coming from abroad as part of their travels or studies will generally not spend more than a few months working on any particular project. While this may seem like a long time to the visitor, to the people in the community it is no time at all.
- This does not mean that volunteers can't make a meaningful contribution, but that there absolutely must be long-term staff overseeing projects to ensure that the organization maintains a meaningful relationship with the community.

Managing Expectations

- Managing expectations is also vital for any organization in order to ensure a positive impact.

- This includes the expectation of the volunteers, so that they are aware of the reality of the projects and the contribution that they are able to make, and;
- Most importantly of the beneficiaries of the projects, so that they do not feel abandoned or forgotten. This is important at both of the projects that we work with, but particularly with the girls at the Casa Hogar as they are already so vulnerable. We have to be sure that volunteers understand and are sensitive to the fact that the girls have had a difficult past.
- In the school that we work with it is important that we work closely with the teachers and students to make sure that there is no disruption of their education, but rather that we are facilitating their learning.
- We do our best to manage expectations of the children by explaining to them why and for how long volunteers will stay. That way they can understand better what to expect from us and our volunteers.
- We also make it clear to them that volunteers do not leave because they don't want to be there but because of other commitments they have. Obviously we cannot control the emotions of the children but we do our best to ensure a positive experience for them and the volunteers.

Supporting Existing Projects (not running our own)

- At Volunteers Perú we support two existing organizations. This means that the issues that we need to consider with our volunteers vary slightly from organizations that run their own projects. In our case, there are several things that we need to bear in mind to ensure that the impact of our organization and volunteers is positive and lasting.
- As an organization that uses international volunteers we have to be sure to be culturally sensitive.
- The importance of employing cultural sensitivity and ensuring that volunteers are aware of cultural differences and do not let their own personal standards/points of view undermine the local staff at our partner organizations
- For example in our minds at the school in Tomepampa we can see them as being inefficient, we need to be flexible and not get frustrated and make judgments but rather see in what ways we can help things run more smoothly.
- We must also however be aware that there is a fine line between being sensitive to cultural differences, and bringing new knowledge and experiences in order to make a meaningful difference to the lives of the children at our projects
- Finally, nurturing a friendly environment between NGOs in a community can also be very helpful in expanding impact. Volunteer programs and NGOs exist to bring about meaningful change in the communities in which we work. Therefore, best practice sharing and mutual support is crucial in order for NGOs to successfully be agents for effective and sustainable community development.