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Österreichische
Nationalagentur
Erasmus+ Jugend in Aktion &
Europäisches Solidaritätskorps



BE PART – FEEL YOUR PART

Unit 5: Overvågning og dokumentering

jugend am werk _

_vielfalt wirkt



VOLUNTEERING MATTERS



AT UDVIKLE EFFEKTIVITET

- Effektive og velledede projekter vil miste deres relevans hvis det ikke ser ud til at de fører til forbedring for folk.

Detaljer

For at understøtte det ovenstående er der behov for stærke Overvågnings- og Dokumenteringsrammer

Detaljer

Til Social Handling for sårbare unge mennesker:

Der er brug for forenkede processer og procedurer

Der er brug for at fremme viden og læring

Der er brug for et resultatsorienteret produkt der har en direkte effekt for derigennem at ramme emner der kræver opmærksomhed fra adskillige agenturer med stor indflydelse i lokalområdet.



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SAMARBEJDE I LEVERANCEN

Et ungt menneske må forstå, at der er mange projekter og programmer som arrangeres af forskellige enkeltpersoner, organisationer, offentlige instanser og andre 3. sektor parter.

Detaljer

Langt de fleste som yder et økonomisk bidrag ønsker se, at der kommer noget ud af investeringen. Dette kan påvirke fremtidig finansiering, skabe nye finansieringskilder eller indentificere og fremhæve nye investeringmuligheder.



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YSA DESIGNET TIL UNGE MENNESKER

- Uden støtte eller in-put fra et eksternt organ, både fra den offentlige eller ikke-offentlige sektor, er der mindre behov for at skulle vise en effekt.

Men der er stadig behov for en stærk overvågning og evaluering -

Der er behov for at vise en proces, både professionelt og etisk, som gør at projektet kan gentages hvis det ønskes.

Men også hvis YSA vil søge eksterne midler i fremtiden.



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ANERKENDEDE SPØRGETILGANG

- Anerkende spørgetilgang er en model der har til formål at involvere interessenterne i en forandring de selv har bestemt
- En tilgang til organisatorisk forandring som fokuserer på styrker fremfor svagheder – ret forskellig fra mange andre tilgange til evaluering som fokuserer på mangler og problemer.
- Ofte bliver den præsenteret i form af en 4-trins process omkring et positivt emnevalg:



ANERKENDEDE SPØRGETILGANG

1. **OPDAG**: Kollektivt – Eksisterende styrker? Høje point? Hvad er vigtigt/det bedste? Forstå og identificere processer der vil fungere godt.
2. **DRØM**: At se det for sig – Hvad kan der ske? Hvad kræver projektet? At forestille sig resultater, og hvordan ting måske kan fungere godt i fremtiden.
3. **DESIGN**: Planlægning, første trin – Hvad ville være det ideelle? At lave det sammen – planlægning og prioritering af hvad der vil fungere godt. At opbygge en fælles fremtidsvision
4. **SKÆBNE (eller LEVERE)**: Læringen - Hvordan man giver styrke, lærer og tilpasser/improviserer? At fastholde forandringen.

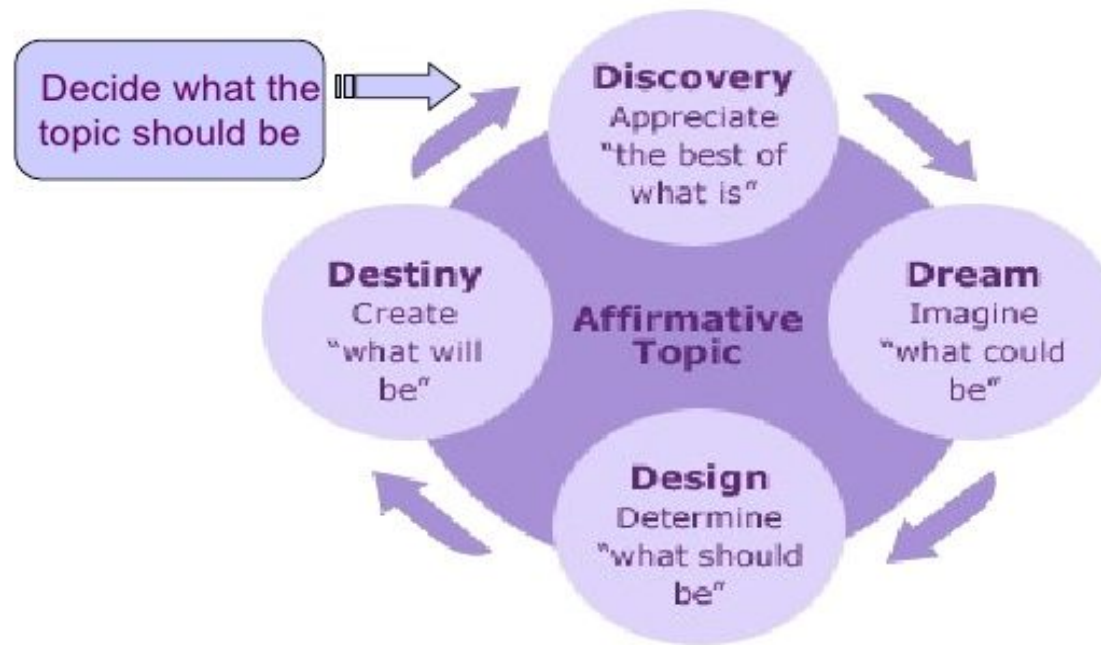


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ANERKENNENDE SPØRGETILGANG

The 4D Appreciative Inquiry Model



BILAG I: RISKOVURDERING

Risk Assessment

PEOPLE AT RISK (with approx. no. if known) INVOLVED IN VOLUNTEERING ACTIVITY										
Volunteers:		<input type="checkbox"/>	Members of the public:		<input type="checkbox"/>	Older people:		<input type="checkbox"/>		
Vulnerable persons (please specify):		<input type="checkbox"/>	Children / young people:		<input type="checkbox"/>	Clients / service users:		<input type="checkbox"/>		
Expectant mothers:		<input type="checkbox"/>	Disabled persons:		<input type="checkbox"/>	External staff:		<input type="checkbox"/>		
Others (please specify):		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

HAZARDS											
Workplace				Work Equipment		Occupational Health				Specific work Activities / Situations	
Fire & Explosion	<input type="checkbox"/>	Storage	<input type="checkbox"/>	Mechanical (hand tools)	<input type="checkbox"/>	Manual handling	<input type="checkbox"/>	Violence & Aggression	<input type="checkbox"/>	Working alone	<input type="checkbox"/>
Security	<input type="checkbox"/>	Temperature	<input type="checkbox"/>	Lifting / carrying aids	<input type="checkbox"/>	Noise	<input type="checkbox"/>	Stress	<input type="checkbox"/>	Height	<input type="checkbox"/>
Access / Egress	<input type="checkbox"/>	Lighting	<input type="checkbox"/>	Electrical equipment / tools	<input type="checkbox"/>	Chemical Agents	<input type="checkbox"/>	Dusts & Particles	<input type="checkbox"/>	Time constraints	<input type="checkbox"/>
Housekeeping	<input type="checkbox"/>	Ventilation	<input type="checkbox"/>	Pressure based tools	<input type="checkbox"/>	Biological agents /Living Organisms	<input type="checkbox"/>	Others – specify	<input type="checkbox"/>	Water – working in, near or over	<input type="checkbox"/>
Slips, trips & falls	<input type="checkbox"/>	Public places	<input type="checkbox"/>	Petrol powered tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Driving	<input type="checkbox"/>
Sharp Materials	<input type="checkbox"/>	Others – specify	<input type="checkbox"/>	Vehicles on site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	People at Risk	<input type="checkbox"/>
Major incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Others-specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Others – specify	<input type="checkbox"/>



BILAG I: INDLEDENDE SKEMA

This form will be used for monitoring purposes only.

Discrimination on grounds of gender, age, race or any other factor by any member of staff or volunteer is unacceptable.

Gender			
Please tick to indicate			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

Do you have a disability or any additional support needs?			
Please tick to indicate			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Please state your ethnicity:

Please tick to indicate					
White		Asian or Asian British		Mixed	
British:	<input type="checkbox"/>	Indian:	<input type="checkbox"/>	White and Black Caribbean:	<input type="checkbox"/>
Irish:	<input type="checkbox"/>	Pakistani:	<input type="checkbox"/>	White and Black African:	<input type="checkbox"/>
Other:	<input type="checkbox"/>	Bangladeshi:	<input type="checkbox"/>	White and Asian:	<input type="checkbox"/>
		Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>
Black or Black British		Other Ethnic Group			
Caribbean	<input type="checkbox"/>	Please specify:			
African	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				

**Et Lige Muligheder
Overvårnings-skema bruges til
indsamle vigtig demografisk data for
at sikre at projektets udbredelse
nåes.**

Please state your religion, faith or belief:

Please tick to indicate					
Christianity	<input type="checkbox"/>	Sikhism	<input type="checkbox"/>	Islam	<input type="checkbox"/>
Buddhism	<input type="checkbox"/>	Jewish	<input type="checkbox"/>	No Religion	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>	Hinduism	<input type="checkbox"/>	Other: *please specify	<input type="checkbox"/>

If you are over 16

Please state your sexuality:

Please tick to indicate					
Bisexual	<input type="checkbox"/>	Gay Man	<input type="checkbox"/>	Gay Woman / Lesbian	<input type="checkbox"/>
Heterosexual	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>	Other: *please specify	<input type="checkbox"/>



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BILAG 2: SKEMA FORUD FOR FRIVILLIGT ARBEJDE

PFL Pre-volunteering Form

Full name	
Gender	Female / Male
Age	<input type="checkbox"/> 13-16 <input type="checkbox"/> 17-19 <input type="checkbox"/> 20-22 <input type="checkbox"/> 23+
Date	

You are happy with your employment and life skills (e.g. communication, time management & organisational skills)

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You are confident when working with others as part of a team

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You have regular contact with your local community

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You know a lot about what's going on in your community and feel well connected

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You like to take part in things that help others and make a difference

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You would like to know more people in the community i.e. different culture groups and ages

VOLUNTEERING MATTERS FOR YOUNG PEOPLE © PFL 2018

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You feel satisfied with yourself and your personal development

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

You are proud of your work achievements and have identified a clear direction or employment pathway

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly agree Strongly disagree

Set yourself a goal you would like to achieve whilst volunteering.

Positive Futures London - Photograph Consent Form

As a member of the Positive Futures London project there may be times when we want to take or use photos of you.

Can we take photos of you?

Yes No

If we take photos of you we may want to use them, for example in advertising (e.g. on the website, on our social media platforms and in a newsletter or leaflet).

Is it OK to use your photos?

Yes No

Signed: _____ Date: _____

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BILAG 3: KONTAKT / DAGBOGSSKEMA

Individual Diary / Activity Sheet		
Your name	Date of activity	Time spent
Activities today:		
High points / low points:		
Progress towards goals:		
Plan and Date for next meeting(s):		
How are you feeling about the PROJECT? Any concerns or issues?:		
If you have any concerns from this session you would like to discuss, please contact your project Manager.		



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BILAG 4: SKEMA EFTER FRIVILLIGT ARBEJDE

PFL Post-volunteering Form

Full name	
Gender	Female / Male
Age	<input type="checkbox"/> 13-16 <input type="checkbox"/> 17-19 <input type="checkbox"/> 20-22 <input type="checkbox"/> 23+
Date	

Volunteering has helped improve your employment and life skills (e.g. communication, time management & organisation skills)

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has improved your confidence working with others as part of a team

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has increased your contact with your local community

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has supported you to feel better connected to your community

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has made a positive difference

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has allowed you to meet new people and friends from different cultures and ages

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has made you think more about yourself and your personal development

5 4 3 2 1
Strongly agree Strongly disagree

Volunteering has supported your education or employment pathway

5 4 3 2 1
Strongly agree Strongly disagree

***Did you achieve your goal whilst volunteering?**

***What were your highlights of your volunteering experience?**

***What could have made it better?**

***What are your plans post volunteering?**

***Would you like to hear more about other volunteering and/or training opportunities?**

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FORANDRINGSTEORI

- Forandringsteori beskriver hvordan din organisation eller projekt har til formål at skabe social effekt. Det er et multi-formåls værktøj der hjælper dig med at sætte ord på din mission, forfiner din strategi, og giver en plan til effektmåling. Det giver dig mulighed for at beskrive det behov du vil sætte i fokus.
- Det er stort set altid bedre at involvere en vifte af folk når man udvikler en forandringsteori. Processen i sig selv begynder med, at man identificerer gruppen man arbejder med, optegner deres behov, og gør de endelige mål klart.
- Når du har defineret dit mål, skal du arbejde dig bagud gennem trin og delmål der skal til for at opnå det. Derefter skal du overveje hvordan dine aktiviteter får denne forandring til at ske. Gennem hele processen skal du overveje ting der bidrager—forhold der skal være i orden for at projektet fungerer—og hvilket bevis der allerede findes som er relevant for din forandringsteori.



FORANDRINGSTEORI

En god forandringsteori kan afsløre:

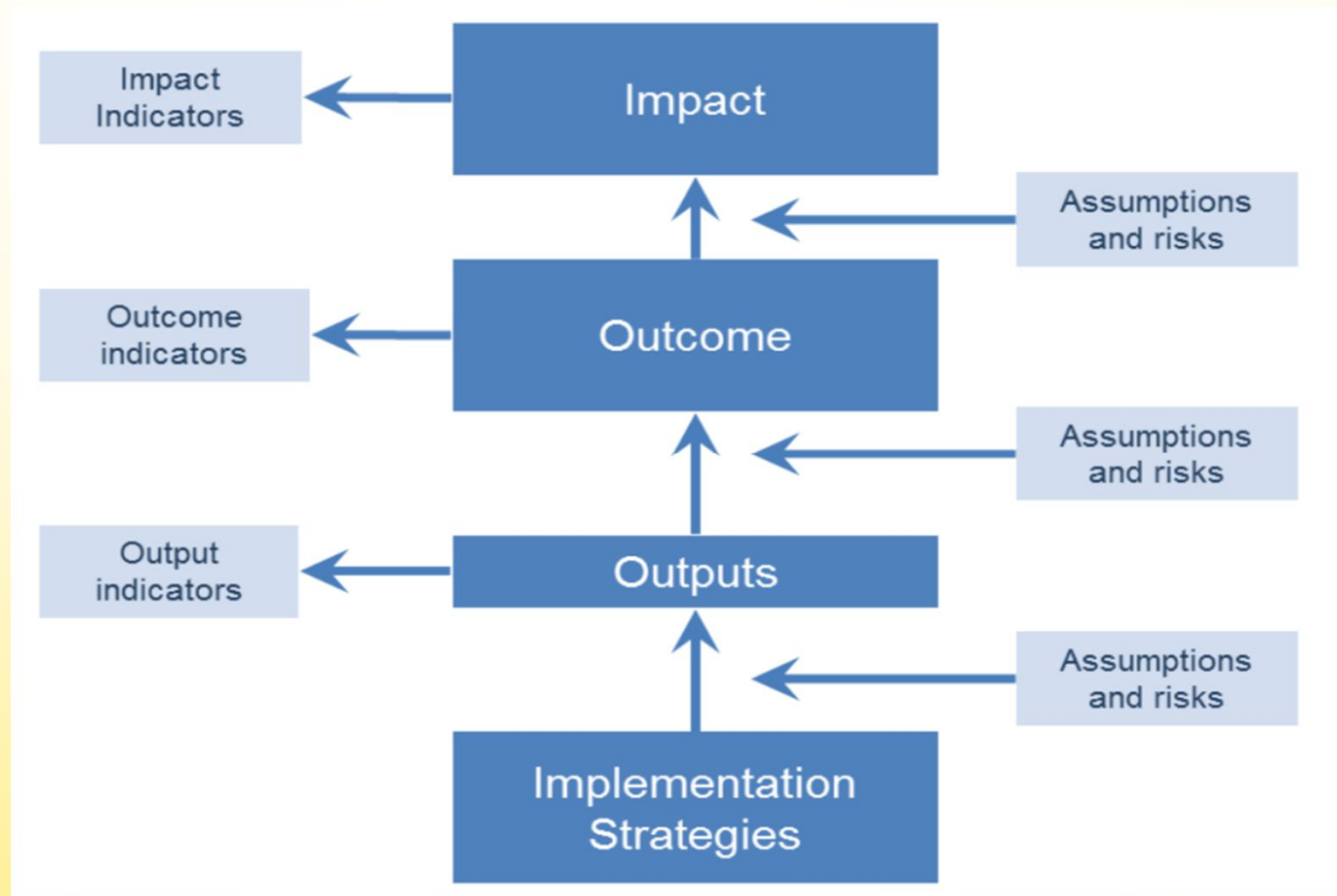
- Om du foretager de rette aktiviteter for at opnå dine mål;
- Om der er ting du foretager dig som ikke hjælper dig med at opnå dine mål;
- Hvilke aktiviteter og effekter du kan opnå alene, og hvilke du ikke kan opnå alene; og
- Hvordan man måler ens effekt.



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FORANDRINGSTEORI



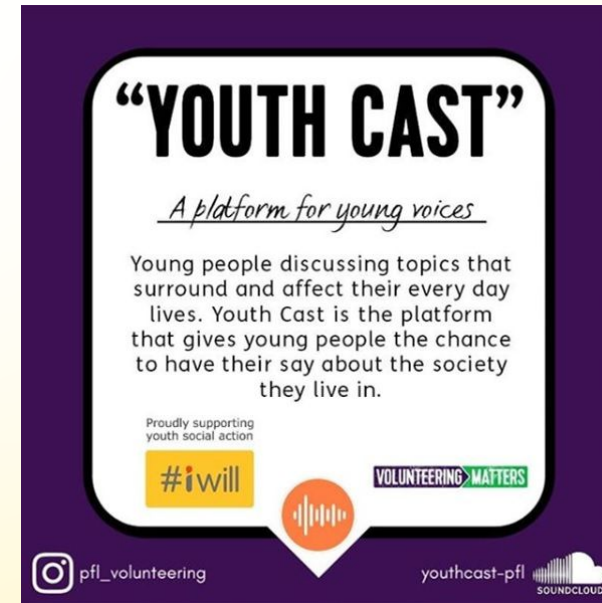
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EKSEMPLER PÅ DELTAGELSESPROJEKTER FRA U.K.



Problem: Misbrug af og vold mod kvinder
Løsning: Opmærksomheds-pige-gruppe.



Problem: Unge mennesker bliver ikke hørt
Løsning: Podcast med unge menneskers syn.



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OVERVÅGNING OG DOKUMENTATION UDFØRT AF UNGE MENNESKER

Case STUDIE: Rhianydd's Frivillighedsoplevelse - SAFE

<https://volunteeringmatters.org.uk/casestudy/safe-rhianydds-story/>

Podcast: Ungdomscast - Positiv Fremtid London

<https://soundcloud.com/youthcast-pfl/powerofstopandsearch>

Kortfilm: Trap House – WASSUP

<https://vimeo.com/261124320>



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EVALUERING

- Case Studier, Feedback Skemaer, Effketreferater er hovedsagelig forbundet til et projekts hovedformål som kan være forskellige fra hvad individuelle personer opnår.
- Derfor skal Effekt og Formål tage to elementer i betragtning:
 - 1) Projektets mål og formål, og om de er blevet opnået.
 - 2) Den unges egne præstationer og mål som måske ikke nødvendigvis er identificeret som effekt til en start.
- Derfor er evalueringen processen af alle effekter et hvilket som helst projekt har haft. Disse kan være organisatoriske mål, individuelle mål eller projektmål.
- Det er vigtigt at få evalueringen fra ungdomsarbejderen og den unge.





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TAK FOR DIN DELTAGELSE

