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Österreichische
Nationalagentur
Erasmus+ Jugend in Aktion &
Europäisches Solidaritätskorps



BE PART – FEEL YOUR PART

Unit 5: Monitoring and documentation

jugend am werk _

_vielfalt wirkt



VOLUNTEERING MATTERS



DEVELOPING EFFECTIVENESS

- Efficient and well-managed projects will lose their relevance if they are not seen to produce improvements in people's lives.

Details

To support the above, there needs to be a strong Monitoring and Documentation framework

Details

For Youth Social Action for vulnerable young people:

We need simplified processes and procedures

We need to promote knowledge and learning

We need a results-based outcome that can have immediate impact, thus seeking issues that command the attention of multiple agencies that have a high profile influence in the local community.



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FOR A COOPERATIVE DELIVERY

A young person needs to understand that many projects and programs are organized by various individuals, organizations, public agencies and other third sector parties.

Details

The vast majority who provide a financial contribution want to see a return on that investment. This could determine future funding proposals, create new funding streams, or identify and highlight new investment opportunities.



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FOR YSA DESIGNED FOR YOUNG PEOPLE

- Without the support or input of an external body, whether from the statutory or non-statutory sector, there is less requirement to demonstrate impact.

But the need for robust monitoring and evaluation is still needed -

There must be a need to show a process, both professional and ethical, that allows the project to be replicated if desired.

But also if YSA is looking for external funding in the future.



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APPRECIATIVE ENQUIRY APPROACH

- Appreciative inquiry is a model that seeks to engage stakeholders in self-determined change
- An approach to organisational change which focuses on strengths rather than on weaknesses - quite different to many approaches to evaluation which focus on deficits and problems.
- Often presented in terms of a 4 step process around an affirmative topic choice:



APPRECIATIVE ENQUIRY APPROACH

1. **DISCOVER**: Collectively - Existing strengths? High Points? What is important/the best? Appreciating and identifying processes that work well.
2. **DREAM**: Visioning - What might be? What is the project calling for? Envisioning results, and how things might work well in the future.
3. **DESIGN**: Planning, first steps - What should be the ideal? Co-constructing - planning and prioritising processes that would work well. Building a collective vision of the future
4. **DESTINY (or DELIVER)**: The learning - How to empower, learn and adjust/improvise? Sustaining the change



APPRECIATIVE ENQUIRY APPROACH

The 4D Appreciative Inquiry Model



APPENDIX I: RISK ASSESSMENT

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"/> |



| 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"/> |



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APPENDIX I: INITIAL FORM

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"/> | | | | |

An Equal Opportunities Monitoring form is used to gather key demographic data to ensure that the project's reach is captured.

Please state your religion, faith or belief:

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



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APPENDIX 2: PRE-VOLUNTEERING FORM

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 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

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 current achievements and have identified a clear education 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: _____

VOLUNTEERING MATTERS FOR YOUNG PEOPLE © PFL 2016



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APPENDIX 3: CONTACT / DIARY FORM

| 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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APPENDIX 4: POST-VOLUNTEERING FORM

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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THEORY OF CHANGE

- Theory of change describes how your organisation or project aims to bring about social impact. It is a multi-purpose tool, helping to articulate your mission, refine your strategy, and provide a roadmap for impact measurement. It allows you to describe the need you want to address.
- It is nearly always better to engage a range of people when developing a theory of change. The process itself begins by identifying the group you are working with, setting out their needs, and clarifying the final goal that you want to achieve.
- Once you have defined your goal, you need to work backwards through the steps or intermediate outcomes needed to achieve it. You then need to consider how your activities will make this change happen. Throughout this process, you need to think about enablers—conditions that need to be in place for the project to work—and what evidence already exists that is relevant to your theory of change.



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THEORY OF CHANGE

A good theory of change can reveal:

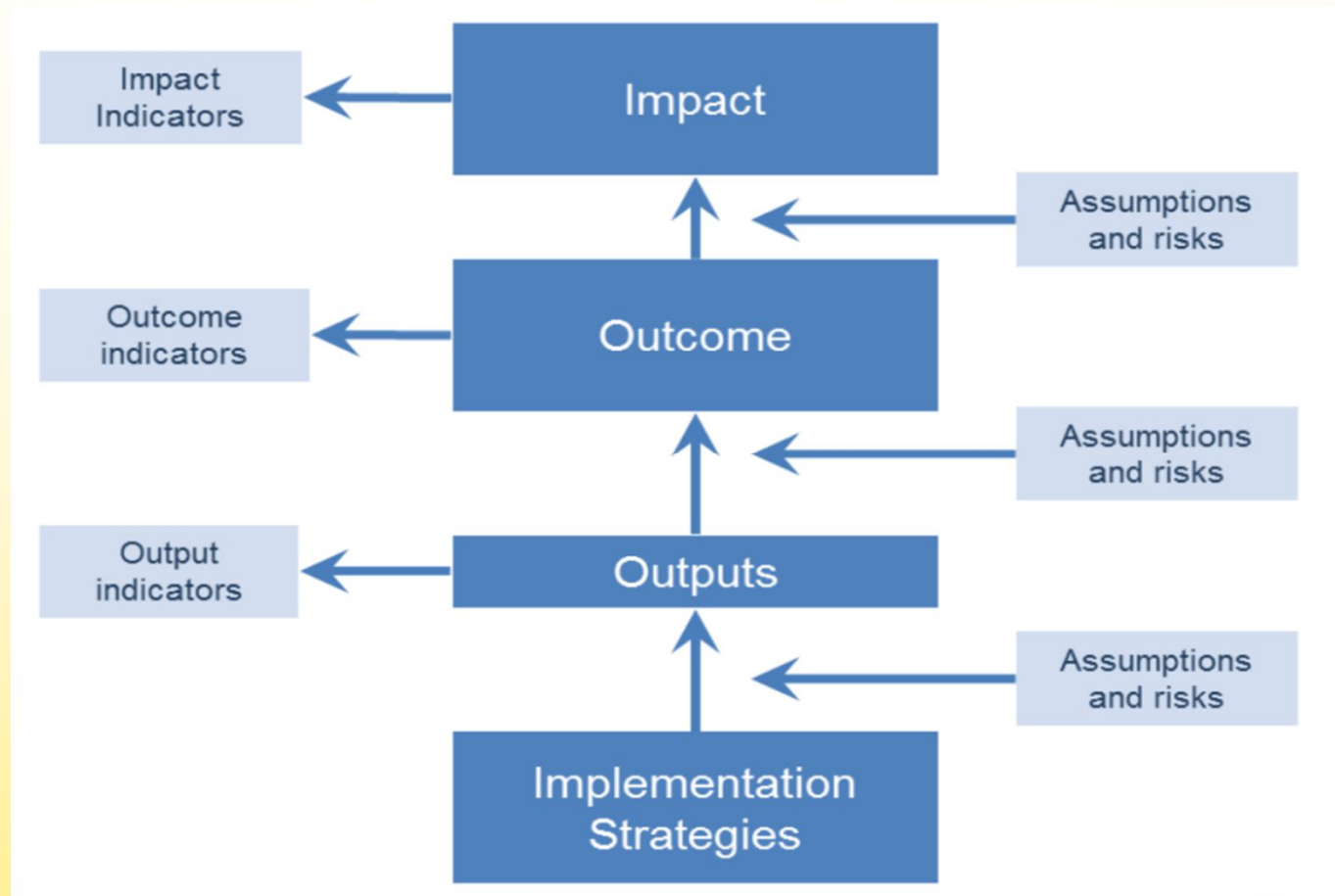
- Whether you are doing the right activities to meet your goals;
- Whether there are things you do that do not help you achieve your goals;
- Which activities and outcomes you can achieve alone and which you cannot achieve alone; and
- How to measure your impact.



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THEORY OF CHANGE



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EXAMPLES OF PARTICIPATION PROJECTS FROM THE U.K.



Issue: Abuse and violence against women
Solution: Awareness girls group.

“YOUTH CAST”
A platform for young voices

Young people discussing topics that surround and affect their every day lives. Youth Cast is the platform that gives young people the chance to have their say about the society they live in.

Proudly supporting youth social action

#iwill VOLUNTEERING MATTERS

pfl_volunteering youthcast-pfl SOUNDCLOUD

Issue: Young people not heard
Solution: Podcast recording young people’s view.



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MONITORING AND DOCUMENTATION BY YOUNG PEOPLE

Case Study: Rhianydd's Volunteering Experience - SAFE

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

Podcast: Youthcast - Positive Futures London

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

Short Film: Trap House – WASSUP

<https://vimeo.com/261124320>



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EVALUATION

- Case Studies, Feedback Forms, Impact Summaries are primarily linked to an Project's main objectives, which may be different from the individuals achieved outcomes.
- Therefore Outcomes and Objectives need to take into account two elements:
 - 1) The Projects aims and objectives and whether they have been achieved.
 - 2) The Young Person's own achievements and targets that may not necessarily be the initial identified outcomes.
- Therefore the evaluation is the process of all outcomes from any given project. These can be organisational goals, individual goals, or project goals.
- It is important to capture the evaluation from the youth worker and the young person.



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THANK YOU FOR YOUR PARTICIPATION

