Demonstrating effectiveness.

DEMONSTRATING THE BENEFITS OF YOUR VOLUNTEERING AND MENTORING ACTIVITIES

A volunteering and mentoring guide

CLINKS
charities evaluation services

Here are just some of the roles that volunteers undertake within the Criminal Justice System...

Youth justice

- Appropriate adult
- Mentor
- Youth Offender Panel member

Restorative justice

- Victim-offender mediator
- Family group conference facilitator
- Community Justice Panel member

Victims

- Witness Service volunteers in Crown and Magistrates' Courts
- Victim Support volunteer
- Helpline advisor
- Counselling

Probation

- Probation Board member
- Teaching literacy and numeracy volunteer tutor
- Supporting training courses
- Mentor
- Probation volunteer

Prisons

- Official prison visitor
- Custody visitor
- Prison visitors' centre (support and advice, assisting with practical tasks)
- Play worker for children during prison visits
- Literacy, numeracy and basic skills volunteer tutor
- Chaplaincy (from the main world faiths)
- Volunteer orchestra leader

Police

- Special Constable
- Police Cadet
- Independent custody visitors
- Police support volunteer
- Crimestoppers volunteer
- Crime Prevention Panel member
- Diamond Initiative volunteer

Other

- Independent Monitoring Board member
- MAPPA (Multi-Agency Public Protection Arrangements) lay advisor
- Neighbourhood Watch co-ordinator
- Magistrate or Justice of the Peace
- Providing helpdesks in Magistrates' Courts
- Raising awareness of Prisons Week and Prisoners' Sunday
- Community Chaplain
- Circles of Support member (working with sex offenders to reduce the risk of re-offending)
- Fundraiser for charities and voluntary and community organisations that support offenders, ex-offenders, prisoners, those at risk of offending or the victims of crime
- Volunteer for charities and voluntary and community organisations that support offenders, ex-offenders, prisoners, those at risk of offending or the victims of crime
- Campaigner
- Hate Crime Scrutiny Panel member
- Educating young people and promoting preventative measures
- Courts Board member
- Community Justice Panel member
- LCJB (Local Criminal Justice Boards) Independent Advisory Group member
- Trustee

Volunteer roles for prisoners

- Participating in park regeneration schemes
- Providing Braille transcriptions for blind people
- Creating artworks for hospices
- Making wheelchairs
- Citizens' Advisor (in conjunction with Citizens Advice Bureau)
- Peer-advisers
- The Samaritans listeners
- Acting in plays
- Timebanking

Demonstrating effectiveness.

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Written by Sally Cupitt, Charities Evaluation Services | www.ces-vol.org.uk

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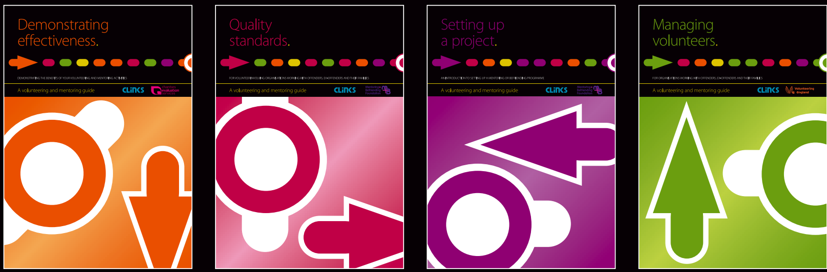

Clinks **Volunteering and Mentoring** guides

5. Identifying what information to collect

6. How to collect information

7. Using your monitoring information

8. Sources of help, further reading and glossary

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Foreword

The purpose of this guide is to help support organisations working with offenders and ex-offenders to demonstrate their effectiveness. The guide goes through the different steps that need to be considered when planning to demonstrate effectiveness with a particular focus on when volunteers are contributing to the delivery of a service.

This guide is part of a series commissioned by Clinks and funded by the Ministry of Justice. The others produced as part of this project are:

- Setting up a project
- Quality standards
- Managing volunteers

About Clinks

Clinks is a national organisation that supports the work that voluntary and community sector organisations undertake within the criminal justice system of England and Wales. Clinks' vision is of a vibrant and independent voluntary and community sector working with informed and engaged communities to enable the rehabilitation of offenders for the benefit of society.

About Charities Evaluation Services

Charities Evaluation Services works with third sector organisations and their funders to promote accessible monitoring and evaluation practice. We provide training, advice and technical help, and also carry out independent evaluations as part of our commitment to strengthening and improving the third sector. We produce a range of publications including PQASSO, the Practical Quality Assurance System for Small and medium sized Organisations.

Introduction. 1

in this section:

"Volunteers need to be treated well, like paid staff. Give them goals, a way to progress. Part of that is monitoring and evaluating their performance."
A volunteer-involving organisation explaining why it is important to evaluate volunteers' work

"It doesn't matter how good you are, you need to tell the world about it. If you don't monitor it, it's a lost activity. It's not enough to do the work, you need to monitor that you are doing it to the best quality you can."
A volunteer-involving organisation explaining why monitoring is vital for accountability

1.1 This guide

It is increasingly important for all third sector organisations to be able to demonstrate their effectiveness. 'Effectiveness' can mean a lot of different things, but often includes delivering quality services that achieve your intended results. One of the first steps in demonstrating effectiveness is putting basic monitoring and evaluation systems in place, capturing information on what services your volunteers offer, to whom, and the changes these services bring about.

There is good evidence that much of the third sector is engaged in monitoring and evaluating its work[1]. However, research has also shown that work undertaken by volunteers is not always monitored and evaluated to the same extent as work carried out by paid staff. They are also less likely to be participants in evaluation or an audience for the findings of evaluation[2].

Volunteers are involved in work with offenders and ex-offenders in a wide range of ways. Although their work may be different to that of paid staff, it is still important to be able to demonstrate that their work is effective.

This introductory guide is for trustees, staff and volunteers of third sector organisations. It offers a simple but systematic approach to monitoring and evaluating the work of volunteers working with offenders or ex-offenders. However, the approach described can be applied to all the work of a third sector organisation, and may also be adapted for volunteer programmes within the wider criminal justice system.

1. Ellis, J (2008) Accountability and Learning: Developing Monitoring and Evaluation in the Third Sector. Charities Evaluation Services
2. Grimshaw, R and Kilvington, A (2004) Evaluating Work with Offenders: Current Approaches to Evaluating the Voluntary and Community Sector's Contribution. Centre for Crime and Justice Studies, for the Home Office

1.2 Why monitor and evaluate?

Monitoring and evaluation can be helpful to your organisation for two main reasons:

It can help you make your work more effective, by helping you identify what works well and what you might change or improve. This will help you use your limited resources most efficiently to meet your service users' needs, and provide the best possible support to your volunteers.

The information you collect will help you report to your stakeholders, including your funders, and to attract further funding. It will also help demonstrate that your organisation is one that learns from its experience in order to develop and improve – that it is a learning organisation.

There are other benefits of a focus on monitoring and evaluation:

- **Role clarity and shared purpose.** A shared understanding of what you expect the project to achieve can contribute to a sense of team purpose.
- **Motivation for staff, volunteers and users.** It can be very motivating for staff and volunteers to see evidence of the outcomes of their work, and evaluating their own work can help volunteers see their work as 'professional'. It can also be encouraging for service users to see their own progress.
- **Ensuring the safety of volunteers and service users.** Monitoring work done by volunteers with users can help you assess any risks. It will also enable you to supervise work closely where required and ensure its quality.

- **Saving time.** Planning your work around what you know works could make it more effective and efficient in the long run. Also, focusing on the information you need to collect, rather than on what has always been collected, could reduce the time spent on monitoring.
- **More useful information systems.** You may be able to use methods of monitoring as an integral part of your routine work. For example, if you already keep case records of individual progress, you may be able to adapt these so they are useful both for casework and monitoring.
- **Helping quality assurance.** Many quality frameworks (for example, PQASSO[3]) require you to collect monitoring information.

REASONS TO EVALUATE: FOUNDATION 4 LIFE

Started in 2005, Foundation 4 Life (F4L) is a Community Interest Company (a form of social enterprise), based in Surrey. F4L offers community-based 'prevent and deter' services to young people at risk of offending or reoffending, including mentoring and training programmes. F4L has seven staff and a large team of sessional workers; the sessional workers all start as volunteers. F4L also has a number of young volunteer peer mentors.

Despite being a small organisation, F4L takes evaluation seriously. They have found it worthwhile to allocate resources specifically to evaluation, and have a full-time evaluation analyst on the staff team. F4L collects a range of information including:

- Self-assessments by young people involved in their programmes, looking at attitudes and behaviour as well as what they thought of the sessions.
- Parent/carer feedback via questionnaires.
- Reports by facilitators on every session run. Another staff member also does a formal observation of most sessions, looking at the quality of facilitation and outcomes for young people.
- 'Hard' data on the behaviour of the young people they work with, for example crime statistics and information from schools on behavioural issues.

F4L explains that evaluation is so important to them because:

1. This level of evaluation is one of the reasons they feel they have become successful in a field with many competitors. It gives them credibility and enables them to benchmark against other organisations.
2. They need the information to ensure the quality of their work and to find out what works and what doesn't. They have changed their services for the better in response to evaluation findings, and explain that the data keeps them up-to-date with what they need to be delivering.
3. The organisations purchasing F4L services feel comfortable doing so because the evaluation evidence shows that F4L programmes work.

3. PQASSO is CES' Practical Quality Assurance System for Small Organisations. See www.ces-vol.org.uk/index.cfm?pg=42 for details

1.3 The contents of this guide

There are six more chapters in this guide:

- Chapter 2 outlines some things for you to think about in **getting ready** to monitor and evaluate your work.
- Chapter 3 explains some common **evaluation terms**.
- Chapter 4 helps you to identify the **outputs and outcomes** of your work.
- Chapter 5 explores how to identify **what information** you need to collect.
- Chapter 6 describes some methods for **collecting information**.
- Chapter 7 discusses **using the information** you collect.

Getting ready.

2

in this section:

Planning is vital when starting to monitor and evaluate. To help you get ready to monitor and evaluate your work, think about the following issues...

2.1 Timing

- Allow a realistic amount of time to develop your monitoring and evaluation system, remembering also that some changes for users may take time to achieve.
- Build in time to test and review your methods, changing them if necessary.
- Collect information so that it can be ready in time to fit into your planning cycles.
- Remember this is an ongoing process; monitoring systems often need to change over time.

2.2 The resources you will need

You may need the following resources for monitoring and evaluation:

- Time, for staff and volunteer involvement.
- Money for staff time, and perhaps IT and other resources. Try to work monitoring and evaluation into your budgets and fundraising bids.
- Staff skills, for example in client work or managing information. Volunteers may also need additional skills. Consider how you will meet their training needs.
- A way of storing the information you collect – particularly sensitive information – safely and securely.
- An IT system capable of managing the information. For more information on IT software and monitoring and evaluation, go to the CES website (see Sources of help, p42).

2.3 People issues

- Try to ensure that those who lead your organisation are actively involved – the director or chief executive, senior managers, trustees or management committee members.
- Identify one person to lead the process. Consider including evaluation in their job description.
- Many volunteers are part-time, so time spent on monitoring may have a greater impact on them. Find ways to minimise the effect on volunteers while continuing to involve them.
- People need to see the tasks as worthwhile. Some volunteers may not want to spend their time monitoring. If this is the case, try and get them on board from the beginning, explaining why monitoring and evaluation are important.
- Staff and volunteers need to be willing to change.
- Systems should be as simple and user-friendly as possible.
- Reassure your staff and volunteers that the monitoring and evaluation exercise is not about 'checking up' on them.
- Tell users and volunteers what you are doing, and how the information will be used, so they can make an informed choice about their involvement. Reassure them that you will keep the information secure and that they will not be identified in any report.
- You may need to establish new ways of communicating with volunteers, to keep them informed about the evaluation process.

If you are recording information about people, you will need to comply with the Data Protection Act. For further information contact the Information Commissioner's Office at *www.ico.gov.uk* or on *08456 30 60 60*.

Understanding evaluation terms.

3

in this section:

Before you start work on monitoring and evaluation it can be helpful to understand some key evaluation terms.

3.1 Monitoring and evaluation

Monitoring is about collecting information that will help you answer questions about your project. It is important that this information is collected in a planned, organised and routine way. You can use the information you gather to report on your project and to help you evaluate.

Evaluation is about using monitoring and other information you collect to make judgements about your project. It is also about using the information to make changes and improvements to your work.

3.2 Describing your project

Before you can monitor your project, you need to be able to describe it in detail. To do this, it can be helpful to develop a theory of change. This can also be called a programme logic model or impact map. This is a way of describing the different aspects of a project, to help you evaluate all the parts. The most commonly used terms in a theory of change are 'inputs', 'outputs', 'outcomes' and 'impact'.

Inputs are all the resources you put into the project to enable you to deliver your outputs. Inputs may include time, money and premises.

Outputs are all the products and services you deliver as part of your work. Examples of outputs include:

- Training courses
- Mentoring, advice or support sessions
- Publications
- Referrals.

Outcomes are the changes, benefits, learning or other effects that happen as a result of your work. They can be wanted or unwanted, expected or unexpected. For example, the outcomes of work with young offenders might be:

- Improved self-esteem
- Improved motivation to change
- Reduced truancy or exclusions
- Reduced anti-social behaviour.

Whereas an outcome is the change occurring as a direct result of project outputs, **impact** is the effect of a project at a higher or broader level, in the longer term, after a range of outcomes has been achieved.

It often describes change in a wider user group than the original target, and many organisations may play a part in achieving impact. An example would be a reduction in offending in a community. It is more difficult to assess this level of change within the lifetime and resources of a small, time-limited project.

The relationship between these terms can be represented as a theory of change like this:

Inputs ➡ Outputs ➡ Outcomes ➡ Impact

The inputs to your project enable you to deliver outputs. These bring about outcomes, which may eventually lead to impact.

FROM INPUTS TO IMPACT: THE WOMEN'S PROJECT

The Women's Project (WP) works with female sex workers and with local healthcare services. The direct services to women are provided by a team of volunteers. The two paid staff support the volunteers and also work with healthcare providers.

Inputs ➡	Outputs ➡	Outcomes ➡	Impacts
✲ Staff and volunteers ✲ Budget ✲ Venue ✲ Advertising	✲ WP volunteers provide: • one-to-one support sessions • groupwork • outings	✲ Increase in women's: • confidence • awareness of alternative lifestyle options • access to education and training opportunities • ability to keep themselves safe and healthy	✲ Some women build new lives away from sex work
	✲ WP staff provide: • training for local healthcare providers	✲ Increase in healthcare providers' ability to work with sex workers	✲ Improved health care services for local sex workers

3.3 Outcomes in more detail

Outcomes can be more difficult to understand than outputs. This section gives more detail about outcomes.

Where do outcomes occur?

Depending on your project, outcomes can occur in many places, including in individuals, families, communities, organisations or policy. A single project may identify outcomes in several places. For example, a prison visiting scheme may identify outcomes for prisoners, their families and children, the volunteers on the project and for the prison itself.

Outcomes in service users

If you are a service delivery organisation, most of your outcomes for users are likely to be in individuals. Many may fall within the seven pathways to reducing reoffending as defined by the National Offender Management Service (NOMS)[4]. These pathways can also be seen as high-level outcome areas, each encompassing a range of outcomes, as described in the table below.

NOMS pathway	Example outcomes
1. Accommodation	✲ Ex-offender gains temporary accommodation ✲ Young offender moves back home ✲ Improved independent living skills
2. Education, training and employment	✲ Ex-offender starts volunteering ✲ Offender gains qualifications
3. Health	✲ Physical health is improved ✲ Reduction in self-harm
4. Drugs and alcohol	✲ Reduction in drug taking ✲ Less harmful methods used for drug taking
5. Finance, benefit and debt	✲ Ex-offender gets all benefit entitlements ✲ Debt reduced
6. Children and families	✲ Offender back in contact with children ✲ Increased contact with family and/or friends
7. Attitude, thinking and behaviour	✲ Increased motivation to change offending behaviour ✲ Increased time between reconvictions

4. http://noms.justice.gov.uk/managing-offenders/reducing_re-offending/reducing_re-offending_pathways/?version=2

Remember that not all outcomes will be appropriate for all service users. For example, it may not always be appropriate for an offender to be in contact with their family.

Outcomes in volunteers

Outcomes may also occur in volunteers, staff or trustees as well as service users. Outcomes for volunteers might include:

- Improved confidence
- Improved skills in their area of volunteering
- Getting paid work as a result of their volunteering experience.

This guide will focus on monitoring and evaluating outcomes in service users, although we will discuss outcomes for volunteers later (see p21).

Outcomes in other places

This table below shows examples of outcomes occurring in other places.

Target group or area[5]	Examples of outcomes
Organisations	More funding obtained Better strategic planning Better trained and supported volunteers
Families	Reduced isolation Reduced levels of conflict Improved relationships
Communities	Improved facilities for young people Less fear of crime Increased community involvement in volunteering Reduction in vandalism
Policy	Better mechanisms for user consultation in criminal justice system Improved awareness of gaps in services to offenders and their families Government funding obtained for innovative pilot project involving offenders as volunteers

5. Table adapted from Cupitt, S (2004) Measuring Up: Assessing Outcomes in the Voluntary Sector. Association of London Government (now London Councils), London.

Outcomes that do not describe a change

Some outcomes do not describe a change – they may involve keeping a situation the same or preventing something from happening. These outcomes still describe an effect of the activities of your project. If your project had not taken place, something else would have happened. For example, an outcome of a resettlement project could be enabling ex-offenders to maintain their own tenancies.

Intermediate outcomes

Intermediate outcomes describe the step changes that happen before a desired outcome is reached. For example, users of a drugs project are likely to undergo various changes before they stop using drugs (the desired outcome). They need to *want* to give up, be *confident* that they can, and *know* how to do so. In this case, increased motivation, confidence and knowledge are all intermediate outcomes.

Service users, or the project itself, may not always reach a particular outcome within the project's lifetime, so it is important that you keep note of the intermediate outcomes that do occur, in order to do justice to your project's work. Intermediate outcomes are especially important in some prevention work. For example, increased individual confidence or skills may be important for preventing reoffending.

Evaluation can focus on many things, including inputs, outputs, outcomes and impact. For simplicity, this guide will focus on identifying and assessing outcomes and outputs. The next chapter will help you do this for your own work.

EXAMPLE OF INTERMEDIATE OUTCOMES: THE TRAINING SERVICE

The Training Service is an employment project, working with ex-offenders. Supported by a volunteer coordinator, a team of volunteers provide training and support for ex-offenders. The service can describe a series of changes that its users often go through – their intermediate outcomes.

Intermediate outcomes	**Outcomes**	**Impacts**
Users have: ✲ Improved motivation and aspirations ✲ Improved confidence and self-esteem ✲ Increased communication and social skills ✲ Improved job-search skills ✲ Increased work skills	Users: ✲ Gain qualifications ✲ Access mainstream opportunities, such as education and employment	✲ Reduced offending behaviour

Identifying your outputs and outcomes.

4

in this section:

To help you decide what information you need to collect, it is important to be able to describe your work in detail. This chapter helps you clarify all the services you offer (outputs) and the changes you hope to achieve (outcomes).

4.1 Before you start

Before you start identifying outputs and outcomes, there are some good practice tips to consider.

Involve other people

People with an interest in your project may include staff, volunteers, management committee members, service users and funders. These groups may think differently about what it is important to monitor. For example, your users or volunteers may have a variety of views about what would make the project successful, and these may be different from management committee views. Users or volunteers may also come up with new ideas you hadn't thought of.

It can be helpful to consult a range of people before deciding what to monitor. By involving other people, you are also likely to increase their understanding of monitoring and evaluation and their commitment to giving you information or collecting information.

Consider the role of volunteers

The contribution of volunteering

If you wish to look specifically at your volunteers' contribution to your project's achievements, you will need to clarify which outputs they are responsible for. Where volunteers are entirely responsible for certain outputs, you may be able to indentify some of the outcomes achieved as a result of their work. However, if volunteers deliver outputs alongside staff, you may need to collect information on how much time they spend, relative to staff, on particular areas of activity.

Where staff and volunteers both contribute to outputs, it is unlikely that you will be able to say who is responsible for the outcomes achieved. However, you can demonstrate the amount of work volunteers have contributed towards the achievement of outputs, and put the resulting outcome information in that context. You might also ask users about the contributions of volunteers and what role they played in achieving outcomes.

Benefits to volunteers

Some projects may want to define and assess outputs and outcomes for volunteers as well as service users, seeing volunteers as another type of service user. This is likely to be the case if you:

- Aim to bring about changes for your volunteers
- Are funded to bring about changes for volunteers
- Have volunteers who are offenders or ex-offenders.

However, for other projects, making changes for their volunteers is not their main purpose. Of course they want their volunteers to be happy and benefit from their involvement: such projects would want the same for paid staff. But the main purpose of the organisation is to make changes for service users.

Link to planning

Identifying your expected outputs and outcomes is part of good project planning. When you are identifying outputs and outcomes, it may be helpful to look at the existing aims and objectives of your project to give you ideas. However, be careful. Your current aims and objectives may not reflect the project's main priorities, or might be out of date. For these reasons it may be helpful to set your aims and objectives again, as part of getting ready for evaluation.

See the companion guide 'Setting up a Project: An introduction to setting up a mentoring or befriending programme', Clinks and Mentoring and Befriending Foundation 2010.

4.2 Identifying your outputs

Identifying outputs is usually relatively straightforward. Many third sector organisations have some experience of monitoring their outputs.

List all the detailed activities, services and products your organisation actually does or provides. If you wish to look specifically at the work of volunteers, you will need to identify which outputs they are involved in.

When identifying outputs, try to focus on what your service users get. There will be other things that you do behind the scenes, like recruit staff, set up an evaluation system, find premises. These are all important activities, but are only done to enable you to deliver services to users. It is usually helpful to monitor outputs for users first.

4.3 Identifying your outcomes

Identifying outcomes can be more challenging than identifying outputs, in part because they are not always agreed or understood by all staff and volunteers.

When identifying user outcomes, it may help to imagine a 'typical' service user when they first come to your project. What are they like? What needs do they have? Then imagine that person leaving the project. If your work with them has gone well, what are they like now? How might their circumstances or behaviour be different? The key changes you identify are the outcomes you expect to achieve. This same process can be applied if you are looking for outcomes for volunteers.

Each outcome should represent a significant change or benefit for users or volunteers, even if the step does not seem very great. The change should also be at a level you would want to report on.

Think about whether there are any intermediate outcomes. What changes often happen before outcomes are reached? Remember also the different places in which outcomes can occur (see page 17). Have you covered all the outcomes that are important to your project?

Choosing appropriate outcomes

When you are developing outcomes, follow the three points below to help you choose the most appropriate outcomes for your project:

1. **Relate outcomes to your activities.** Think about your outcomes in relation to your outputs. The changes you wish to make must be reasonable

and likely to occur, given the activities of your project. A small project offering limited services is unlikely to have ambitious outcomes.

2. **Consider timescale.** Think about what outcomes are achievable within the lifetime of the project. For some projects, longer-term outcomes may be hard to achieve within the funding period. Such projects may need to identify intermediate outcomes that are achievable.

3. **Include unwanted or negative outcomes.** The outcomes you are working for will describe positive change. However, there may also be an outcome you don't want. For example, a third sector organisation may set up a peer literacy scheme in a prison. As a result, many prisoners may benefit, but the project may result in extra work for prison staff. However, by including prison staff in their evaluation and monitoring this potential negative outcome, the organisation could find out how the effect on prison staff could be minimised.

Identifying your outputs and outcomes in this way when you start your project will help you set up a system for monitoring them as you go along. The next chapter gives suggestions as to what information to collect.

Identifying what information to collect.

5

in this section:

> *"You don't have a second chance to go back and collect evidence ... we work really hard to get everything we need as we go along."*
> A volunteer-involving organisation explaining the importance of clarifying what you need in advance

It is a common mistake when setting up a monitoring system to start with methods of data collection. This misses out a vital step of deciding what information you need first. Only when you have done this can you choose appropriate methods. If you think through your information needs systematically first, you are also more likely to limit your monitoring to the collection of useful information.

As a third sector organisation working with offenders and involving volunteers you are likely to need to collect information on a range of things. Four key areas you should consider are:

- The services you offer (your outputs)
- The volunteers and users you work with (diversity)
- What your users and volunteers think of your work (user satisfaction)
- The changes you bring about (your outcomes).

5.1 Before you start

Keep it simple

There may be many outputs and outcomes of your work, but it is usually wise to limit the number you collect information on, and the amount of information you collect about them. The level of monitoring should be in proportion to the size of your project, and be manageable within your resources. Also, monitor in proportion to the service offered. For example, a one-off event would probably be monitored with a lighter touch than an eight-week training programme.

Also, you are more likely to succeed by starting with a very simple system, and extending it later, if necessary. To keep your monitoring system simple, you will need to prioritise key things – the ones that tell you most about your progress. Ensure also that you only collect information you need.

KEEPING IT IN PROPORTION: THE GRIFFINS SOCIETY

The Griffins Society (TGS) is a very small charity based in central London, with two main areas of work. They fund practitioner-led research and they produce the Women's Information Network (WIN) database. WIN provides information to women affected by the criminal justice system about the services available to them, as well as providing an online forum.

TGS has two paid staff and two or three volunteers at any one time, as part of a relatively new volunteering programme. Most of the volunteers work on maintaining WIN. They are usually women serving prison sentences, coming to TGS on day release. They usually do three to four days per week, for a few months.

Due to its size, TGS does not have a lot of resources for monitoring and evaluation. However, they do see evaluation as important. The volunteers get regular supervision and coaching from TGS staff, and every volunteer attends an exit interview. These interviews are designed to capture information on how the women found their placement and whether they benefitted from it. When the volunteers have been supported in finding work placements, TGS has also interviewed employers about the placement and its benefits.

The information collected is used for reporting and funding applications, and will be used to shape services in future. TGS reports that the emerging findings enable them to see that 'the value of the volunteering they do is more than just cheap labour to WIN and also more than just getting out of prison for a day.'

When resources permit, TGS would like to do a full evaluation of the WIN service, and in this way be able to fully evaluate the work of the volunteers.

Making best use of outcomes information

Even when you have convincing signs of change, you may find it difficult to provide 'proof' that the change was the result of your project. Perhaps change would have happened anyway, or other factors may have caused the change. And many organisations working in your area may have an effect on the situation.

Get information from more than one source if possible, to strengthen the case for your role in the change. You can also show how you have worked together with other agencies to obtain outcomes. Build up the best case possible by asking users and other professionals what helped to bring about the outcome, or what role they think the project played.

It may not be possible to link an outcome to a specific project activity. If you wish to look specifically at the work of volunteers, you may want to ask users about whether and how the volunteers helped to bring about changes for them.

5.2 Output information

Once you have identified your outputs and prioritised those you want to monitor, you will need to identify **output indicators**. You will collect information on these to help you assess the extent to which you have achieved your outputs.

Output indicators are usually quantitative; they count numbers of things that happen. They are normally set for things like:

- **Quantity:** the number of services you run or products you deliver
- **Take up:** the number of people who use your service or products
- **Timescale:** when you will deliver your services.

For example, if your volunteers are offering mentoring to offenders, the output indicators might include:

- Number of mentor/mentee pairs
- Frequency and length of mentoring contact
- What was discussed within the mentoring sessions.

You might also wish to monitor the amount of time your volunteers spend on your project. This would enable you to work out a financial value for their work[6]. This information could also be used to assess the different contributions of volunteers and staff on your project.

For more information on this, see 'Calculating Volunteering Value' on Volunteering England's website (see Sources of help, p42).

6. This is actually a measure of input, but we include it here for simplicity.

5.3 Diversity information

What is diversity?

Diversity is about all the ways in which people differ. These can include:

- Age
- Disability
- Gender
- Offending or sentencing history
- Race and ethnicity
- Religion or belief
- Sexual orientation.

Why monitor diversity?

It can be tempting to assume that you know who your users and volunteers are. However, monitoring diversity gives you good evidence as to who you work with, rather than working from your impressions. This is especially important if you need to monitor issues of diversity that may be less visible, like sexual orientation or religion[7].

Although volunteers are generally not covered by equal opportunities legislation in the same way as paid staff[8], it is good practice to monitor the diversity of your volunteer group as well as your service users. Monitoring diversity may help you:

- Be accountable to service users, volunteers, funders, partners and regulators.
- Apply for funding. For example, some funders need evidence of the geographical areas you serve and monitoring diversity will help you provide this information.
- Demonstrate that you are an open and inclusive organisation that takes diversity issues seriously.
- Be representative of the communities you serve.
- Meet the needs of your client group, and potential clients, as they change over time.
- Recruit a wide range of volunteers, able to meet the needs of your client group.
- Bring in new ideas and experiences to the project.

How to monitor diversity

Diversity information is often collected using monitoring forms given to users or volunteers when they start volunteering with an organisation. This means information can be collected anonymously, and kept separately from other information about the individual.

However, if you want to find out whether different groups of people are treated the same within your organisation, or what outcomes they achieve, you will need to collect information so that it can be analysed by individual, alongside information on the services they have received and their outcomes. In this case, to keep the information as safe as possible, give each user or volunteer a unique code, and record data against that code instead of their name. Keep the list of codes and names separate and locked away securely.

For more information on monitoring the diversity of volunteers, see 'Monitoring Volunteers: A Guide to Collecting and Using Data' (see Further reading, p42).

Many diversity categories are based on the last census (currently 2001) to facilitate comparisons, although the census does not collect data on all aspects of diversity. The Equality and Human Rights Commission gives advice on the monitoring of ethnic categories[9].

Bear in mind that you may not want or need to monitor all the issues on the form. You may also need to add in questions, for example about offending history.

An example diversity monitoring form is available from Volunteering England (see Sources of help, p42).

7. Institute for Volunteering Research (2009) Monitoring Volunteers: A Guide to Collecting and Using Data.
8. Volunteering England (2010) Guiding Principles for Volunteer-Involving Organisations Working with Offenders and Ex-Offenders (Clinks).
9. www.equalityhumanrights.com

5.4 Information on user satisfaction

It is important to ask people what they thought of your service, to help you identify ways to improve it. However, do not confuse this with whether or not the service changed anything for them – that is about their outcomes.

You will almost certainly want to collect some simple information from service users about what they thought of the services they received from you and your volunteers. For example, a volunteer befriending project might want to find out things like:

- Whether their users felt well matched to their befriender.
- Whether project staff kept users fully informed throughout the process.
- Whether users found weekly meetings with the befriender sufficient, too frequent or too infrequent.
- Whether it made a difference having services delivered by a volunteer, and why.

You might also want to collect feedback from volunteers too. This will help ensure your recruitment and support of volunteers is as good as it can be. This will, in turn, help you recruit and retain good quality volunteers in future. For example, a scheme in which volunteers offer art classes to serving prisoners might want to find out:

- How their volunteers heard about their project.
- Whether volunteer induction training gave them all they needed to start their volunteering.
- Whether volunteers feel adequately supported by staff.
- Which aspects of the volunteering role were most rewarding.

5.5 Information on outcomes

You now need to identify what information will show whether or not your outcomes are achieved. For this you will need to set **outcome indicators**. These show that the outcome has actually happened, or that progress is being made towards it.

Outcome indicators can be quantitative or qualitative.

- **Quantitative indicators** count numbers of things that happen.
- **Qualitative indicators** assess people's perceptions and experiences.

You are likely to find many possible indicators for each outcome. As with outcomes themselves, identify and use only the most important ones (see the table over the page).

By going through this process you will have identified a number of indicators and questions you want to collect information on. Once collected, this information will help you demonstrate:

- ***What services you deliver, and to whom***
- ***What those people thought of your services***
- ***What the benefits were to them of receiving your service.***

The next step, described in the following chapter, is to decide how to collect that information.

EXAMPLE OF OUTCOME INDICATORS: THE TRAINING SERVICE

The Training Service is an employment project, working with ex-offenders. It offers long-term training courses and individual support, some of which is provided by volunteers.

Outcomes	Outcome indicators
Increased work skills	✲ Level of punctuality ✲ How often users attend ✲ Ability to communicate appropriately with colleagues ✲ Ability to complete tasks
Users gain qualifications	✲ Number of users gaining qualifications ✲ What qualifications they gain
Improved motivation and aspirations	✲ Level of motivation in moving away from an offending lifestyle ✲ Level of interest in education or employment

How to collect information.

6

in this section:

Once you have identified what information to collect, you can decide how to collect it and when.

6.1 Before you start

Before you decide how to collect information, there are some good practice tips to be aware of.

Keep it manageable

You may not be able to collect information on all of your users, or even volunteers if your volunteer team is very large. You could collect information on a smaller number of people – a sample. The most common form of sampling is random sampling, which means that everyone has an equal chance of being chosen. Make a list of all your users or volunteers, perhaps alphabetically, or by the date they started with you, and then choose, for example, every tenth name on the list. This would be a 10% sample.

Remember that random sampling may mean that some very small groups have very little chance of being selected. For example, if you have very few users from ethnic minorities, a random sample may miss these people out, just by chance. If this is a concern to you, organise your users or volunteers into the important groups, and then sample randomly within those groups, so you can be sure of getting some from each group.

There are circumstances when it may be difficult to collect information on individuals over time, for example in services used anonymously such as a helpline. In this case, consider carrying out a snapshot exercise, for example, surveying all your users over two weeks of every year.

Capture unexpected outcomes

Most projects have some idea of their intended outcomes. This is because projects are set up to meet identified need and make changes. However, it is not always possible to know what all your outcomes will be, especially for very new or pilot projects. Some things will happen that you did not plan.

Make sure your monitoring system is flexible enough to let you record any significant unexpected outcomes as they occur. If they are outcomes you want, you may be able to repeat them. If they are outcomes you don't want, you may be able to reduce or stop them.

Getting third party information

It can be hard for third sector organisations to get information from third parties, for example prisons. These third parties may be under no pressure to share information. There may also be data protection issues or difficulties keeping track of prisoners who move a lot.

Maintaining healthy relationships with those third parties can help make them more inclined to share information. It is important also to keep working at these relationships – especially where there is high staff turnover. Other suggestions for getting information from third parties include:

- Explain clearly why you are collecting information and how it will be used.
- Ask only for what you are certain you can use.
- Give third parties a limited timescale during which you want them to collect information; telling them they need to do it indefinitely may be off-putting.
- When interviewing third parties, keep it short and send the questions in advance.
- Show how you have used the information. Feed back relevant information promptly so they can take action quickly where needed.
- Where possible, try and make the information useful to them. For example, one volunteer-

involving organisation shares their (anonymised) case studies with the organisation that purchases their services, and that purchaser uses the information in their own reporting.

Use existing systems wherever possible

In an existing project, it is likely that you will already have some monitoring systems and tools. Many organisations also find that they are collecting a lot of the information they need already. Try to use or adapt your existing methods wherever possible to collect your monitoring information. However, if other aspects of your monitoring are not up to scratch, you may need to work on these. You might use this as an opportunity to review existing systems and to identify information you collect but no longer use.

Look at the indicators and questions you have chosen, and identify:

- Those you are already collecting information on
- Which ones you can collect information on simply by adapting your current system
- Those which will need a new method for collecting the information.

There is no point in having two monitoring systems. Make sure that one system gives you all the information that you and your funders need.

6.2 Developing new methods

Where you cannot use your existing methods, you will need to find new ways to collect monitoring information. When you do develop new methods, remember to allow time for a pilot, to enable you to test them out first.

When choosing new methods, think about:

- The depth of information you need
- Whether you need to use the method repeatedly with different people in different situations
- What method is most likely to get accurate information
- How easy it will be for you to collect and analyse the information
- What methods would be appropriate to your service.

You may collect information in more than one way, particularly for outcomes. Projects often keep records and notes relating to outcomes, and also collect further information on the same outcome, for example through interviews or self-assessments. Collecting information in more than one way can strengthen your findings.

Below are some of the methods most frequently used for collecting information:

- Questionnaires
- Observation
- Interviews
- Keeping records and notes.

Questionnaires

Questionnaires are a good way of getting responses from a large number of users relatively quickly and easily. Self-assessment tools are a common form of questionnaire, in which the user or volunteer answers a series of questions about themselves, often giving themselves a 'score' on a range of criteria. For example, they may rate how confident they feel, or how much they know about something.

Using a scale can help you to measure change. You can use scales to assess someone's ability, attitude and satisfaction levels. You can also ask how good or bad something is, or how often someone does something, for example, giving them the following options:

Often | Quite often | Seldom | Never

When using scales, give enough scale points so that you can record a change as people move along the scale over time. A four-point scale is usually the minimum, with 10 points the maximum. It is helpful to define the scale points where possible. This makes it easier for people to fill in, and easier for you to analyse and present the information later.

Part of a self-assessment questionnaire, with a four-point scale, might look like this:

How good am I at:	Very good	Good	Not very good	I really need to work on this
Budgeting?	☐	☐	☐	☐
Cooking?	☐	☐	☐	☐
Paying my bills?	☐	☐	☐	☐

Although you may need to develop tools for your own organisation, it is worth looking at what data collection tools are already available, especially as getting the questions right in a questionnaire can be surprisingly difficult.

The Charities Evaluation Services website contains a free online guide to over 100 evaluation tools available (see Sources of help, p42). One of these tools, the Outcomes Star, is an outcomes tool used widely within the third sector to collect outcomes information; it is also used as a casework tool. It uses a range of scales represented visually in a star shape. Each scale has 10 points on it, and represents an outcome area, like 'offending' or social networks'.

For more information see www.outcomesstar.org.uk

DEVELOPING YOUR OWN METHODS: SWANSEA COMMUNITY CHAPLAINCY

Swansea Community Chaplaincy (SCC) is based in Swansea Prison. They have four staff members, and provide mentoring support for offenders from custody to the community. A team of about seven volunteers assists paid staff in mentoring.

SCC is very committed to evaluation. Since starting eight years ago, they have had two external evaluations done, and undertake a lot of ongoing self-evaluation.

About five years ago, SCC developed their own data collection tool, the SPIDER. Although it was developed independently, the SPIDER is similar to the Outcomes Star (see above) and other visual tools that ask users to self assess on scales for a range of outcome areas, arranged in a wheel-like shape. The SPIDER scales represent the seven NOMS pathways, and SCC has added an eighth called 'community chaplaincy', that measures engagement with their service. Each SPIDER leg has eight defined scale points. The SPIDER also allows prisoners to prioritise areas for work.

The SPIDER is completed by all the prisoners the chaplaincy work with, if they give consent. It is done three times at set intervals, in an informal way and takes about 30 mins to complete. Following piloting with three other community chaplaincies, it is now in its second version, SPIDER 2.

The data is inputted into the software package SPSS[10]. SCC finds SPSS worthwhile but time consuming; it is also relatively costly to purchase. SCC reports that Microsoft Excel can be used for this but is less good at manipulating the data.

SCC finds the tool works very well for them as it was tailored to their needs. That it is visual (including symbols for outcome areas) helps make it popular with prisoners. According to SCC, the best aspect of this tool is that prisoners begin to see how areas of their lives are interconnected. For example, a prisoner may re-establish a relationship with their parent, and move in with them on release. This might help them become more stable, increase their income, and make them less likely to reoffend.

SCC reports that the information collected by the SPIDER has been very useful to them. They report to funders with it, and have found it has given them credibility as an organisation. Most importantly, it has enabled them to access funding. The project is now funded by the EU Convergence Programme, funding they would not have been able to access without data from the SPIDER.

SCC has shared this tool with the other community chaplaincies in the UK, and have developed a training course for people wanting to use it. They are happy to discuss the tool with other organisations.

For more information contact David Emery at *david.emery@hmps.gsi.gov.uk*

10. Statistical Package for the Social Sciences. SPSS has recently been rebranded PASW (Predictive Analytics Software). See www.spss.com/UK

Observation

Staff can watch and make notes about how people behave. Sometimes this can be more accurate than recording how people think they behave. Done properly, this is quite a formal process, often involving scales against an indicator. For example, staff might watch a young person's communication skills when they are involved in groupwork. There are some drawbacks with observation. For example, the observer may affect what happens, simply by being there.

Interviews

Interviews involve going through a series of questions or topics with someone. They can be a good way of exploring difficult issues, especially with people who are not able or do not want to write things down. Interviews can be formal or informal, and may include the use of visual tools, such as pictures, to help communication and encourage people to take part.

Interviews can be a good way to collect information for case examples. These can help illustrate your findings and make them real, through describing the experiences of individual people or cases. If you do this, you will usually need to keep the cases anonymous.

USING INTERVIEWS: COMMUNITY SERVICE VOLUNTEERS

Community Service Volunteers (CSV) is the UK's largest volunteering and training organisation. The charity has a range of projects and services, including full and part-time training opportunities.

One of their newer projects, started in August 2008, is Intensive Alternative to Custody (IAC) in Bradford, run in partnership with probation. When appropriate, offenders are given the choice of an intensive community intervention as an alternative to custody.

CSV recruits and trains volunteer mentors to meet with the offender once a week for about four months, offering support, including accompanying to meetings. The project works with about 90 mentor/mentee pairs per year.

IAC is one of six similar pilot projects in the country, and the probation service will be organising an external evaluation of the work. CSV also collects a range of information internally to help them monitor and evaluate their work. They:

- Collect hard data from probation on reoffending and completion of the IAC order.
- Collect a range of information on the volunteer to assess risk and enable good matching with the mentee.
- Undertake case meetings with the mentor, mentee and probation at the start, middle and end of the relationship. These meetings are effectively group interviews, and focus on what needs to be achieved as part of the order and aspirations from the offender's perspective. The last meeting takes the form of an evaluation of what has been achieved.

The data is inputted into a bespoke database. CSV uses the data to demonstrate the quality of their work in regular reports to the probation service. The findings are also used to shape the work of Bradford's IAC programme, and CSV also use the findings in developing new work – it gives them 'credibility in the market place'.

Keeping records and notes

Many projects record changes and effects as they happen. This is a flexible and user-friendly way of collecting information. For example, you may keep notes on:

- The time volunteers spend with your project
- The level of welfare benefits users have received
- The progress of individual users.

Some projects have an actions and outcome sheet for each user or keep keyworking notes, or users or volunteers may keep diaries of their experiences.

Often many people are involved in record keeping, and they may not all keep records to the same quality. It helps to have a standardised monitoring sheet, as this will help you summarise the information later. For example, part of a very simple outcome-monitoring sheet could look like the one below.

Further information on collecting information can be found in the CES publication 'Practical Monitoring and Evaluation' (see Further reading, on p42).

OUTCOME: IMPROVED FINANCES				
Date	Name of user	Outcome indicator	Evidence	Staff member

OUTCOME: GETTING EMPLOYMENT				
Date	Name of user	Outcome indicator	Evidence	Staff member

6.3 When to collect information

Regular monitoring

Regular monitoring will help you to check your progress against your plans, and give you information for evaluation.

For many projects, information on expected outcomes should be collected more than once. It is important to make the first collection before the project starts or before you begin work with the user or volunteer. If this is not possible, do it as soon as possible. This is called **baseline data**, giving you a baseline against which to compare later information. The last collection will be at the end of the project or the work with the user or volunteer.

You may need to collect information more than twice, particularly if there is a long time between the first and last information collection. It is useful to collect outcome information at regular points throughout the project's lifetime. However, think carefully about how often you should interview users, volunteers or other stakeholders, or have them fill in questionnaires.

One-off information collection

Many organisations also collect one-off information, usually at the end of a project. This can be to gather information to supplement monitoring information. This may be simpler than more regular information collection. However, if you only collect information at the end of your project, you will have to rely on people's memories about what happened, and these are not always reliable.

After people have left

You may also consider contacting users or volunteers again some time after they have left the project, to see what has happened after a longer period. For example, collecting information on the outcomes of a training course will mean you have to carry out some follow-up, say six months later, to find out whether the training actually made a difference.

If you intend to collect information from people in the future, make sure you have their consent to contact them, and that you have mechanisms for recording contact details and tracking them. This can be particularly important with prisoners, who may be moved often and hard to track. This client group may require additional effort to maintain contact.

Identifying simple tools and processes will help you collect information. Once you have collected the monitoring information, it is important that you make the best use of it. This is covered in the next chapter.

Using your monitoring information.

7

in this section:

Having spent time collecting your monitoring information, it's important to make the best use of it. This chapter describes how to use the information you have collected.

7.1 Evaluation

The self-evaluation cycle

It can be helpful to remember that monitoring and evaluation are part of a cycle, a continuous process. Monitoring information is usually collected continuously. You can report on it regularly both internally and externally, and at regular intervals (often yearly) you can use it to evaluate. This involves bringing together your monitoring data, perhaps with other information, to make a judgement as to how well you are doing.

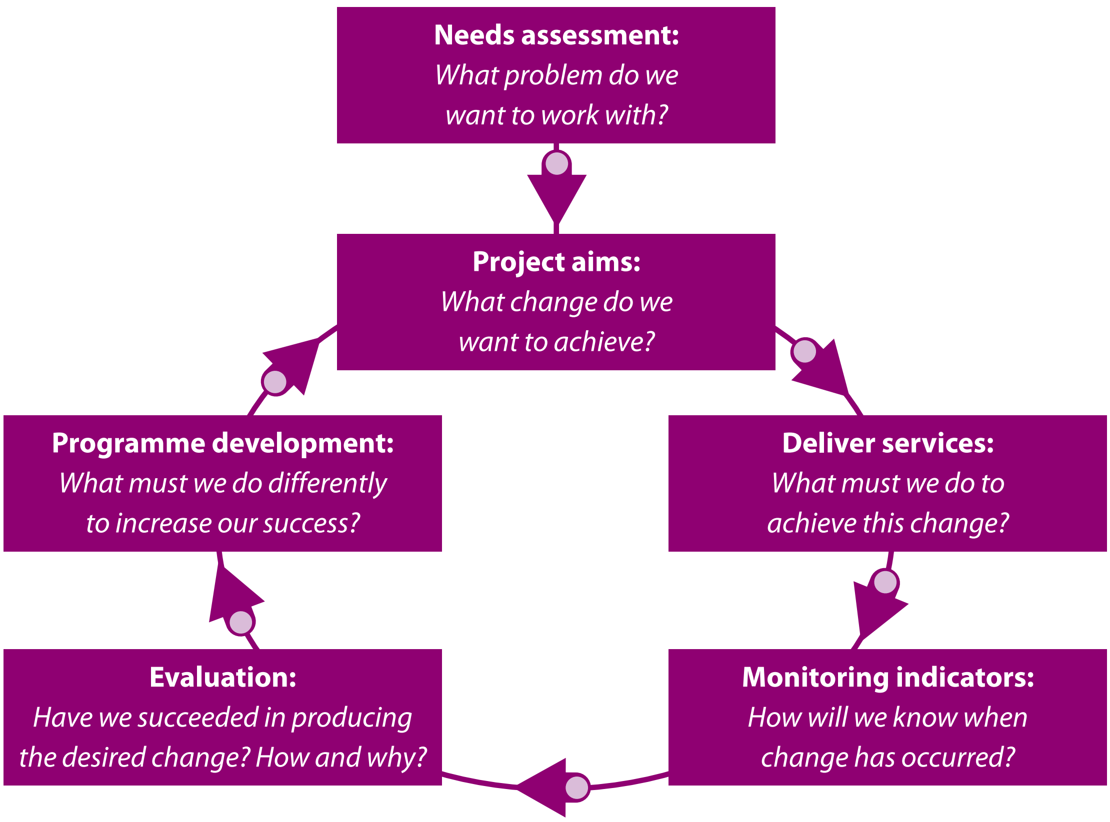
Evaluation questions

Use the information you collect to answer your evaluation questions. These may include:

- Did we achieve all our planned outputs? If not, why not? What's worked well and not so well?
- Did we reach the users and volunteers we hoped for? If not, why not? How could we reach them in future?
- What did users and volunteers think of our services? How can we improve them?
- Did we bring about the outcomes we planned? If not, why not? Did outcomes improve from the baseline? Who benefitted most, and why?
- What did volunteers add to our project? What was their effect on services delivered and outcomes achieved?

When answering these questions, you might wish to bring in information on the context affecting your work. For example, there might have been external events that influenced your ability to achieve your outcomes.

The answers to these questions will help you plan and deliver your services.



7.2 Using your findings

Using findings to plan and improve services

Information you collect can be used when developing strategy and to assess progress in achieving strategic and operational plans. Your findings can make your work more effective, by helping you identify what works well and what you might change or improve. For example, if you don't achieve the outcomes you expected, you may need to:

- Think about providing different services, or the same services in different ways, to achieve better outcomes
- Reconsider what your project outcomes should be, or the extent to which your project has the power to achieve them
- Reconsider the way in which you select your users – they may not have needed the service
- Seek further funding to enable you to deliver services better.

In this way, your findings will give you evidence to help you plan. This will help you develop services based on what you *know* works to meet your users' and volunteers' needs, rather than on what you think works. The information you collect is most likely to be used effectively if it is made available regularly, at times when decisions are being made about the project.

Other uses for your findings

You might also use your findings to:

- Report to funders and other stakeholders
- Motivate staff and volunteers in their work, and encourage users in their progress
- Provide information for quality assurance systems
- Market your service
- Apply for funding.

Remember also to learn about how your monitoring and evaluation systems worked. Think about how you might do it differently next time, if necessary.

7.3 Sharing your findings

After collecting your information, you may wish to share it. Summarise and order it logically to make it easy for people reading it. Think about the needs of the people you are reporting to – just tell them what they want and need to know, and keep it simple and brief.

You may want to present the information in different ways to different audiences. For example, you may choose to focus on quantitative information (like statistics) for commissioners and qualitative information, like case studies, for local press. Some people may like a formal report; others may prefer a verbal presentation or even something visual like a poster. You might also report in a newsletter.

Remember also to give feedback to the users, volunteers and third parties who gave you information and to the people who collected the monitoring information. This will show you value their time and input, and may encourage them to be involved in monitoring and evaluation in future.

Remember to carry staff and volunteers with you when you follow the steps in this guide. The system you have set up should then provide a simple but effective method of monitoring and reporting on the effectiveness of your work.

REPORTING AND USING EVALUATION FINDINGS: ST GILES TRUST

St Giles Trust (SGT) is a charity based in South London. They have about 125 staff, and aim to reduce crime and social exclusion. One of their projects is the Peer Advice Project (PAP), working in 20 prisons across the country.

PAP trains serving prisoners to NVQ level 3 in information, advice and guidance. The prisoners then act as peer advisers to other prisoners, working alongside paid SGT caseworkers[11]. Hundreds of prisoners have so far been trained. The peer advisers work approximately full-time, and see on average about 100 cases per month. SGT explains that the level of demand for advice in prisons is such that 'without prisoners to help us with the level of work we couldn't provide such effective and inclusive services.'

The peer advisors are closely monitored and supervised during their NVQ training. After they qualify, they have regular supervision with a SGT caseworker and attend group team meetings. The project manager also does regular spot checks of the work of all case workers, paid or unpaid. All PAP caseworkers have a range of forms they need to complete as part of their work on a case, including forms for initial enquiries, client contact, assessment, action taken and outcomes.

This information is then recorded on the project database and reported in three main ways:

1. The projects report to the host prison on a range of key performance indicators, including how many prisoners were released with accommodation to go to.
2. SGT produces an internal monthly performance report on all their projects that includes a comprehensive range of outcomes.
3. SGT is having the project externally evaluated and passes information as required to the evaluators.

The information is used in a wide range of ways beyond just reporting. The evidence is used in staff development and funding applications. It is also used to develop services. For example, SGT monitors what area prisoners go back to. Finding that many went to one borough, they developed a relationship with the local Homeless Person's Unit to help them get clients accommodated as quickly as possible.

11. The peer advisers are not technically volunteers, as they get prison wages. However, these wages are very low and we have considered the advisers to be very like volunteers for the sake of this guide.

Sources of help, further reading and glossary.

8

in this section:

8.1 Sources of help

Charities Evaluation Services (CES)
CES offers training and consultancy, and publishes a wide range of information on monitoring, evaluation and quality systems. The CES website has a wide range of resources on monitoring and evaluation.
4 Coldbath Square, London EC1R 5HL
020 7713 5722 www.ces-vol.org.uk

Clinks
Clinks is an umbrella organisation supporting voluntary organisations that work with offenders and their families.
25 Micklegate, York YO1 6JH
01904 673970 www.clinks.org

Evaluation Support Scotland (ESS)
ESS works with voluntary organisations and funders so they can measure the impact of their work. They produce a range of support guides on evaluation.
5 Rose Street, Edinburgh EH2 2PR
0131 243 2770 www.evaluationsupportscotland.org.uk

Mentoring and Befriending Foundation (MBF)
MBF provides guidance and support to organisations and practitioners involved in mentoring and befriending. As the national body, MBF also works to influence policy and practice in the sector and across government. MBF manages the Approved Provider Standard Quality Mark for mentoring and befriending services.
1st Floor, Charles House, Albert Street,
Eccles, Manchester M30 0PW
0161 787 8600 www.mandbf.org.uk

Volunteering England (VE)
VE is an independent voluntary agency committed to supporting, enabling and celebrating volunteering in all its diversity. They produce a range of resources on good practice in working with volunteers.
Regent's Wharf, 8 All Saints Street, London N1 9RL
0845 305 6979 www.volunteering.org.uk

8.2 Further reading

Ellis, J (2008): Practical Monitoring and Evaluation: A Guide for Voluntary Organisations (3rd edition)**.** Charities Evaluation Services, London. *From CES on 020 7713 5722 or www.ces-vol.org.uk*

Institute for Volunteering Research (2009): Monitoring Volunteers: A Guide to Collecting and Using Data. *www.ivr.org.uk/NR/rdonlyres/AFECEA72-44D5-4D75-A8F0-19F61541A06A/0/Monitoring_volunteers.pdf*

Kennedy, J, McKenzie, I, Wilson, H, (2007): Evaluation Resource Pack. *Evaluation Support Scotland. www.evaluationsupportscotland.org.uk/downloads/Evaluationresourcepack.pdf*

Mentoring and Befriending Foundation and Clinks (2010): Setting up a Project – An introduction to setting up a mentoring or befriending programme. *www.clinks.org*

Mentoring and Befriending Foundation and Clinks (2010): Quality Standards – External quality standards for volunteer involving organisations working with offenders, ex-offenders and their families.
www.clinks.org

Volunteering England and Clinks (2010): Managing Volunteers – Managing volunteers in organisations working with offenders, ex-offenders and their families. *www.clinks.org*

Volunteering England (undated): Calculating Volunteer Value.
www.volunteering.org.uk/NR/rdonlyres/0F4C3354-82C4-4306-907D-FBC31DCD0B04/0/Calculatingvolunteervalue.pdf

8.3 Glossary

Baseline data Facts about the characteristics of a target group or population and its context, ideally gathered before the start of a project.

Evaluation Using monitoring and other information you collect to make judgements about your project.

Impact Broader or longer-term effects of a project's activities, outputs and outcomes.

Inputs Resources put into a project to carry out an activity. Inputs may be human, material or financial, or can be expressed as time.

Intermediate outcomes Steps along the way to end outcomes. They are often smaller changes that need to happen before the final, desired outcome can be reached.

Monitoring The routine, systematic collection and recording of information about a project, mainly for the purpose of checking its progress against its plans.

Outcomes The changes, benefits, learning or other effects that happen as a result of your work.

Outcome indicators Things you can measure to show whether your desired outcomes have happened. They can be qualitative or quantitative.

Outputs All the detailed activities, services and products you do or provide.

Output indicators Things you can measure to show whether, and to what extent, your planned outputs have happened.

Qualitative Qualitative information is descriptive, and is presented in words.

Quantitative Quantitative information is given as numbers.

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York YO1 6JH

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info@clinks.org

www.clinks.org

Clinks is a registered charity no. 1074546 and a company limited by guarantee registered in England no. 3562176.

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