



A PARTICIPATORY METHODOLOGY for ASSESSING the IMPACT of VOLUNTEERING for DEVELOPMENT

Handbook for Volunteers and Programme Officers



As former volunteers ourselves, we found the experience of developing this impact assessment methodology was challenging, educational, frustrating and inspiring in equal measures but ultimately, transcendental. This work would not have been possible without the commitment of UNV country programme officers and volunteers in the field.

Patricia Daniel, Sarah French and Ella King

Cover photo by courtesy of UNV Indonesia: Level One Workshop in Banda Aceh.

A PARTICIPATORY METHODOLOGY FOR ASSESSING THE CONTRIBUTION OF VOLUNTEERING FOR DEVELOPMENT

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AT A GLANCE

A PARTICIPATORY METHODOLOGY FOR ASSESSING THE IMPACT OF VOLUNTEERING FOR DEVELOPMENT

Who is the methodology for?

The methodology has been designed for International Volunteering Organisations with long-term programmes in developing countries.

How does the methodology define impact assessment?

This is not a one-off summative evaluation aiming to prove the benefits of international volunteering (IV). It is an on-going process, based on an increasing understanding of IV among major partners, and aims to assess the process of IV itself.

The methodology addresses the effects of volunteering at three different levels:

- **concrete outputs** (products and services) – the effects that are directly attributable to the volunteer
- **wider outcomes or changes** (social capital and development of self-reliance) – the effects to which volunteers contribute through working with different stakeholders
- **longer-term impact** (how the outcomes contribute to national and international development goals) - the cumulative impact of volunteering programmes

What are the key questions?

The methodology aims to answer the following key questions:

- What contribution does volunteering make to development? What are the key results?
- How does volunteering achieve these results? What is the added value of volunteering? What factors help or hinder the volunteering contribution?
- What lessons can be learned from volunteering and how can they be used to enhance development planning?

What are the guiding principles?

The methodology

- Is a bottom-up driven process which relies on primary data from individual placement or project level
- Has a focus on qualitative data, which has greater explanatory power
- Fully involves stakeholders and beneficiaries in the assessment process
- Uses participatory workshops in a dynamic process which encourages reflective practice and shared learning as well as generating results
- Includes consideration of gender impact in analyses
- Provides a structure for results by using the logical framework as a basis for assessment
- Seeks to develop synergy by involving several volunteering organisations in the same process in the same country

How does the process work?

The methodology consists of:

- Orientation for volunteers, managers and stakeholders
- A series of participatory workshops at
 - 1) placement level
 - 2) programme level
 - 3) country level (across voluntary organisations)
- A handbook (participatory toolkit) for use by individual volunteers, country programme officers and workshop facilitators
- Electronic feedback sheets for data collection and aggregation at the different levels

What is the validity of the methodology?

The methodology uses the principle of **triangulation** of qualitative data through the involvement of a range of stakeholders in participatory data collection, analysis and recommendations for key lessons at different levels. This process ensures that the results are relatively objective, the findings are shared and validated by the participants themselves.

Validity can be strengthened further by the development of shared objectives at the beginning of each placement or programme, along with the establishment of baseline indicators, against which assessment can be made. The use of other documentation and quantitative studies can also complement the methodology.

What is the added value of the methodology?

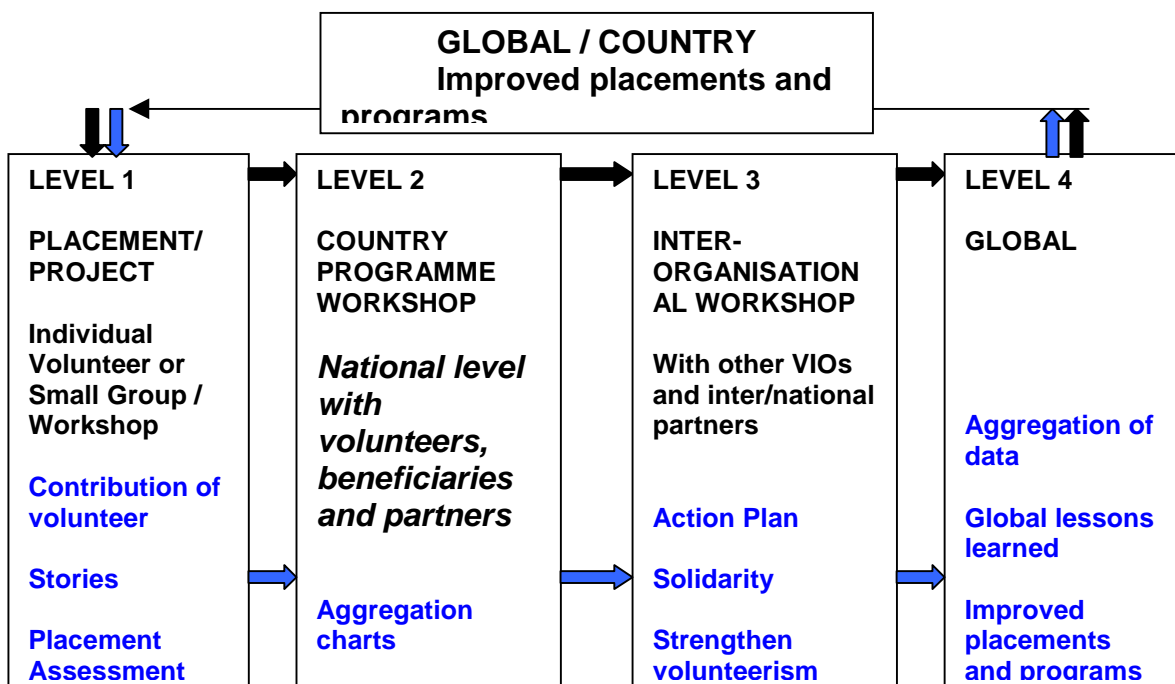
Unlike other methods of assessing volunteering, the methodology provides the following opportunities:

- Primary beneficiaries are included in the process: their voice can illuminate impact / changes as well as help to inform policy
- Individual volunteers will be able to gain wider recognition of their work and to see their contribution to the bigger picture
- Stakeholders and volunteers can reflect on the wider changes brought about through working in partnership
- Programme officers will be able to see the cumulative impact of volunteer work at national level and where programme changes might be made
- Lesson learning can be shared within and between volunteering organisations and with a range of partners
- The process will promote awareness about volunteering and its role in development

How else can you use the methodology?

The methodology can be used to support

- Monitoring and review systems
- Placement and programme development
- Longer-term strategic planning
- Evaluation studies



PART ONE

SETTING THE SCENE

1. INTRODUCTION

This methodology for impact assessment of volunteering was developed for UN Volunteers, in collaboration with other member organisations of FORUM¹. It was piloted in a series of participatory workshops in twelve countries during the period January to April 2006 and has been revised on the basis of comments from volunteers in the field. It has also been reviewed by programme managers and evaluation officers at headquarters level.

The fundamental principle of the methodology is that impact assessment should be a bottom-up process, which draws on the experiences and perceptions of volunteers themselves, their partners and the intended beneficiaries of volunteering placements and programmes.

The spirit in which the pilot exercise was carried out reflects even more eloquently than the written results what 'volunteering' is. We can now characterise this as follows: self-sufficiency; innovation; intrinsic motivation; adaptation to local circumstances; participation; partnership; commitment (going the extra mile); and added value. In refining the methodology, we have 'capitalised' on analyses from the field, but we have kept the bottom-up approach, leaving the process still open and flexible, rather than closing it down from above. This means that using the methodology will always involve challenges, unpredicted results and new learning.

The methodology is excellent if it's patiently done. Very comprehensive, detailed and time-consuming. But it's worth doing... A new learning.

National Volunteer (Secure Livelihoods/Business Management) Mongolia

Durante todos los ejercicios los participantes comentaron a cerca de lo interesante de las discusiones, ya que se abrían estos espacios que comúnmente no se hacía.
Guatemala National Workshop Report

Value-added outcomes of the methodology

Other assessment systems are focussed on the impact of volunteering on the individual volunteer, the host organisation and / or the placement community. This methodology also addresses these aspects but the added value includes the following:

- Individual volunteers will be able to gain wider recognition of their work and to see their contribution to the bigger picture
- Programme officers will be able to see the cumulative impact of volunteer work at national level and where programme changes might be made
- Lesson learning can be shared within and between volunteering organisations and with a range of partners
- The process will promote awareness about volunteering and its role in development.

The methodology constitutes:

- A capacity building process for volunteers, beneficiaries, partners and other stakeholders
- A method for aggregation of individual experiences
- An analysis of contribution to national and international development goals
- A model for impact assessment for other NGOs

¹ International FORUM on Development Service is a network of organisations engaged in international volunteering and personnel exchange. FORUM aims to share information, develop best practice and enhance co-operation between its members. See www.forum-ids.org

The Pilot Study

The aim of the pilot study was to test out whether the methodology could be used effectively in a range of contexts to:

- assess the impact of volunteering on development goals
- identify the particular characteristics of volunteering
- highlight the contribution of national versus international volunteers
- mainstream lesson learning into development planning

UN Volunteers piloted the methodology through twelve country programmes.² Other volunteering organisations (VIOs) participated in the piloting exercise in specific countries: Skillshare International (Botswana) Carrefour Canadien International (Mali) Australian Volunteers International (Indonesia) Voluntary Service Overseas (Mongolia). Japanese Overseas Cooperation Volunteers (JOCV) took part in UNV workshops in Bolivia, Botswana, Mongolia and Guatemala. Individual representatives from a range of other national and international volunteering organisations also took part across the world.

A total of 380 people took part in the pilot, 44% of them women, 33% national volunteers, more than 33% national stakeholders (including direct beneficiaries, partner organisations, government, national employees of international agencies) and rather less than 33% international volunteers and international stakeholders combined. This means that the exercise was informed by a range of perspectives, but with a very firm foundation of in-country interests.

The methodology was used flexibly at placement and programme level, depending on local circumstances, timing and resources available. It worked best where there was more time to prepare and the instructions were followed closely. However, despite various practical constraints, all the results were valuable, both in terms of what they tell us about volunteering and about the methodology itself.

Key lessons from the field have informed the revision of the materials, including:

- The desirability of orientation about the methodology for all participants
- Longer workshops to produce in-depth analysis
- Training for facilitators

In general, feedback indicated that the exercise was intrinsically motivating, that it generated a feeling of ownership of the assessment process and that volunteers saw the value of the future systematic, regular use of the methodology within the on-going volunteering programme.

Further information on the pilot study and some of the country level results can be found on the UNV website: www.unv.org/

² Bolivia, Botswana, Cambodia, Guatemala, Indonesia, Kenya, Kosovo, Kyrzygstan, Mali, Mongolia, Syria and Vietnam

Bonn Workshop

An international workshop was held by UN Volunteers in June 2006, where representatives from FORUM, participating VIOs and UNDP met to review the results of the pilot study and to discuss the use of the methodology for the future. This workshop helped to clarify the methodological framework and identify key criteria or conditions for ensuring validity in the implementation of the methodology.

Agreement was also reached on the following aspects:

The value added nature of the participatory approach

The approach includes primary beneficiaries at all levels and thus enables the voice of communities to be heard. Their involvement can help to illuminate changes as well as inform policy. Stakeholders and volunteers are also able to reflect together on the wider changes that can be brought about through working in partnership. This can help to strengthen relationships and programmes.

Compatibility

The participatory methodology is compatible with, and can be incorporated into and enhance, other Monitoring and Evaluation frameworks.

The implications for programming

Findings from the pilot study underline the need to have agreed objectives between stakeholders at placement level (VIO, volunteer, host organisation etc). The use of the Logical Framework Approach could be developed at placement and country programme level to include objectives, indicators (relating to baseline data) as well as risks and assumptions.

The implications for training

Involvement in the assessment constitutes a capacity building process for volunteers, beneficiaries, partners and other stakeholders. However, to ensure the effective and consistent use of the methodology across programmes, prior training / orientation is necessary for programme managers, volunteers and facilitators. This will help to place the volunteer and volunteering within the wider development context.

The implications for cross-organisational working

The Level 3 workshop, involving different VIOs and key stakeholders, is seen as a potentially powerful tool for mainstreaming volunteering in development planning at country level. There is a commitment among the different FORUM participants to moving forward with the use of a shared approach. This will involve consideration of consistency of use of the methodology between VIOs so that findings can be compared.

Continuing development of the methodology

It is important to emphasise that the methodology is still in a process of development, as different VIOs will use it to meet their own organisational needs and management systems.

2. A FRAMEWORK FOR THE ASSESSMENT METHODOLOGY

A. Key Questions for Assessment at all levels

- What contribution does volunteering make to development? What are the key results?
- How does volunteering achieve these results?
- What are the key recommendations and lessons?

What are the key results?

1. What are the primary outputs of the volunteer (as per ranked information)?
2. What are the key changes that have taken place (outcomes) associated with outputs?
3. What are the long term impacts on (a) national development goals and (b) MDGs?

How are these results attained? (Process factors)

4. How has volunteering contributed to the key changes and what is the role of the volunteer as a catalyst?
5. In what ways is the nature of volunteerism likely to affect sustainability of impact in relation to national development goals and MDGs?
6. What factors affected the results? What were facilitating factors, what were barriers and constraints, how well were challenges and risks addressed?
7. What opportunities were presented? How were they used? What were missed opportunities?
8. What differences exist among volunteers in the level and nature of contributions (male/female, national/international, age, mixed team etc)?

What are the recommendations and lessons?

9. What are the recommendations and lessons at various levels?
10. How does the VIO cross-organisational workshop enhance use of the assessment findings?

B. Guiding principles

The methodology

- Is a bottom-up driven process which relies on primary data from individual placement or project level
- Has a focus on qualitative data, which has greater explanatory power
- Fully involves stakeholders and beneficiaries in the assessment process
- Uses participatory workshops in a dynamic process which encourages reflective practice and shared learning as well as generating results
- Includes consideration of gender impact in analyses
- Provides a structure for results by using the logical framework as a basis for assessment
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C. Key Design Elements

1. The data collected is qualitative
2. The data-base is derived from stakeholders, beneficiaries and partners.
3. The data collection process is participatory through workshops and the use of a facilitator with well defined criteria
4. The data collection is well structured, based on an analysis of outputs, outcomes and impacts (the logical framework) stakeholder analysis and forcefields analysis
5. The primary data base is at the placement level and it is important to ensure the validity and reliability of the data at this level
6. Analysis is descriptive and based on aggregated / summarized data at three points in time (a) across placements/projects (b) across programmes or programme categories (c) across voluntary organizations
7. Analysis is carried out though reflective group decision.
8. The process can be complemented by the use of other documentation and quantitative methods.

D. An iterative process

The methodology is designed as a cyclical learning process, whereby lessons from the first cycle will feed into the next programme cycle and also underpin the development of the assessment methodology.

For example, lessons from the pilot study highlighted the need for:

- agreeing placement and programme objectives and
- establishing baseline indicators with stakeholders

The methodology has also provided criteria, which can be developed as benchmarks in the future for

- ranking outputs
- defining volunteering characteristics or the value of volunteering
- assessing key changes or outcomes
- involvement of peripheral stakeholders
- identifying risks and assumptions (from the forcefields analysis)

In addition, the qualitative data provides the variables (eg sustainability, cost) which can be used for a quantitative survey.

Table 1. Summary of the framework

Key Assessment Questions for All Levels What are the key results? How are these results attained? What are the recommendations and lessons?			
Level	Level 1 Placement Assessment	Level 2 Programme Assessment	Level 3 Cross- VIO Assessment
Process	Unit of analysis is at the level of the Volunteer i) Data derived from a workshop with beneficiaries and partners Data collection is supported and recorded by Facilitator ii) Or the Volunteer collects data and records it herself	Unit of analysis is data aggregated across volunteers Aggregation is done by mixed groups, based on Level 1 Feedback Forms (i) Stakeholders decision on key findings or themes or common elements (ii) Or systematic content analysis carried out by Programme Officer prior to stakeholder opinions about the data	Unit of analysis is data aggregated across volunteer organizations Focus is on information sharing, and collaborative planning
Outputs	Feedback Forms completed per volunteer	Aggregated data	Action Plan
Criteria or conditions for assessment validity, reliability and utility	Voice of beneficiaries Training / orientation for all facilitators and volunteers Agreed placement objectives and baseline indicators	Level 1 needs to have been carried out comprehensively and recorded objectively Orientation for participants Agreed programme objectives and baseline indicators	Level 2 needs to have been carried out fully and recorded objectively Key national and international stakeholders
Other important considerations	Appropriate use of language and methods (eg at community level)	Stakeholders from all levels (community, local, regional, national) to capture localized as well as national contribution	Follow-up strategic planning and targeted workshops

Intended Use of the Methodology

The materials are primarily designed for internal use in on-going volunteer programmes where volunteers are posted for two years.

They can also be used

- To assess one-year humanitarian programmes
- For placement assessment by the country programme officer in cases where a volunteer has left early or has particular difficulties
- For ex-post assessment by the host organisation and beneficiaries to reflect on longer-term impact
- As a basis for, or as part of, an external evaluation

The methodology may also be relevant to part-time volunteering in the North, but this will need to be tested.

***An atmosphere of openness and a participatory approach
helps to build a strong team working towards the same goal.***
International VSO volunteer (Education) Mongolia

Other uses of the methodology

- The methodology also provides a systems management tool. It can be used to support and inform placement and programme design, monitoring, and improvement
- The qualitative data can serve as input to larger-scale evaluation studies –where it will be complemented by other (quantitative) methods
- The participatory approach can be used by other (non-VIO) organisations to promote cross-agency collaboration in-country - for example, across UN agencies in reviewing the UNDAF (UN Development Assistance Framework)

Overview of the Workshops

The methodology comprises a series of participatory workshops at different levels in a two-year cycle.

Placement Level

Purpose = collaborative assessment and reflection on the placement
Outcome = recommendations for future of the placement, type of volunteer, finance etc
Timing = near end of Year 2 of the placement, for one and a half days
Stakeholders = volunteer, supervisor, host organisation, beneficiaries, local groups/ actors

We also recommend that there is a **Mid-term Review** against agreed objectives, near the end of Year 1, between the volunteer and their supervisor, which will help orientation to the use of the concepts and method for the Placement Level Workshop

Programme Level

Purpose = collective analysis of impact of the programme on national development
Outcomes = action points relevant to strategic planning at country level
= feedback to HQ on results and future needs / directions
Timing = every two years, a two-day workshop
Stakeholders = end of placement volunteers, national and regional stakeholders, other volunteers

National Inter-Organisational Level

Purpose = exchange, networking and collaboration between VIOs in country
Outcome = Action Plan for future harmonisation and coordination
Timing = every 2 years, for half a day / one day
Stakeholders = could be small or large scale:
either programme managers with a small number of volunteers or high profile including national and international stakeholders

Headquarter Level

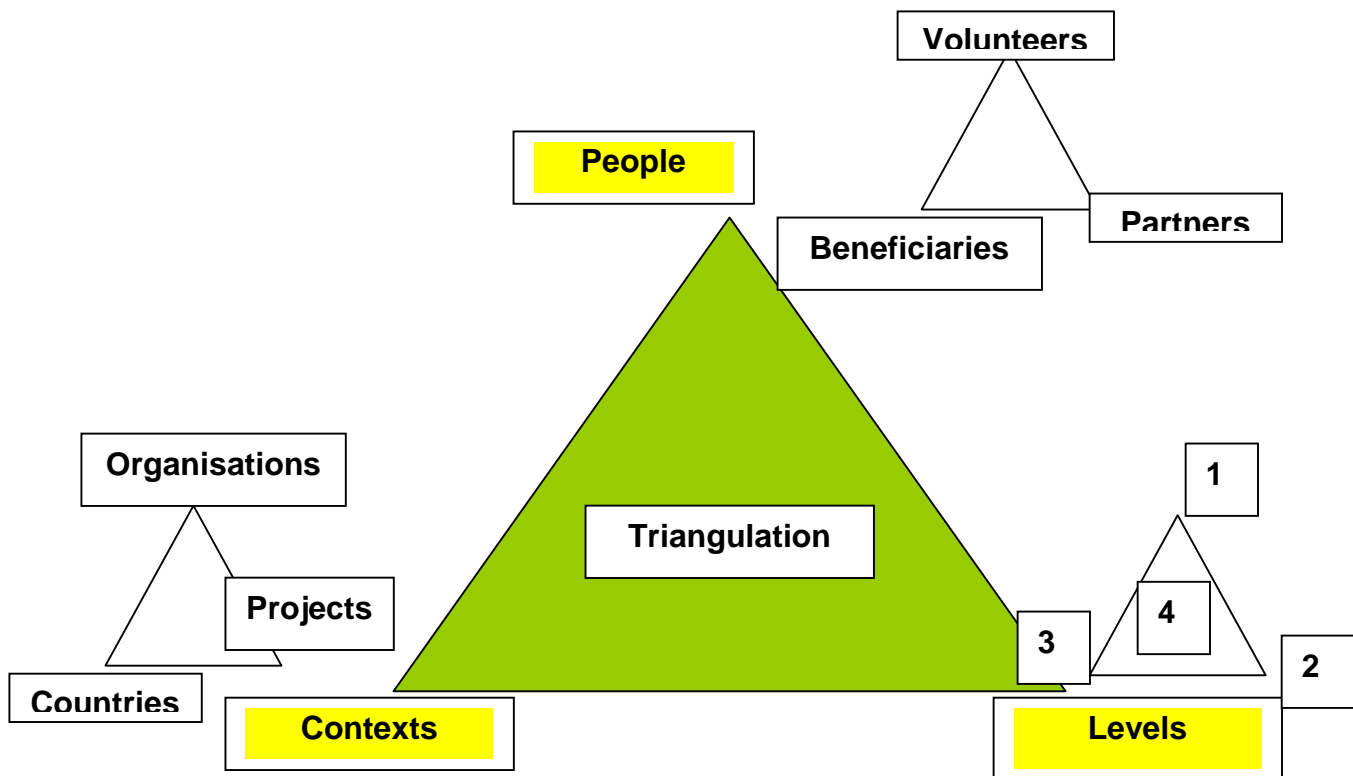
Purpose = aggregation of country programme level and inter-organisational outcomes
Outcome = Strategic Plan Review / revision
Timing = every 2 years, for 2 days
Stakeholders = senior programme managers at HQ level, evaluation officers, executive officers

Triangulation

The methodology is based on Participatory Appraisal (PA)³ which has been widely used at grassroots level in development projects. The validity of the findings relies on the process of triangulation. This involves the participatory collection, analysis and aggregation of qualitative data at different levels. It takes into account multiple perspectives through incorporating different tools, different stakeholders, different contexts and different sources of information. This provides constant cross-checking and ensures that the results are robust, unbiased and reliable.

Key aspects to ensure the PA approach is reliable include:

- Avoidance of bias in questioning and activities
- Cross-checking of information and findings with stakeholders
- Consistency in the data collection and analysis process between teams
- Involvement of stakeholders in the final report and future planning



³ See, for example, PRA: Analysis of Experiences, Robert Chambers, 1994, *World Development* 22(9):1253-1268

3. USER NOTES

Notes for the Volunteer

The basis of the methodology is your work in the field. It places importance on the development of assessment criteria from the base upwards, as opposed to the normal top-down driven process. This means that volunteers have been involved in shaping the process and helping to identify key aspects of volunteering and its impact.

During the pilot study, individual volunteers were able to see for the first time that they were making a difference, even if this was on a small scale. The methodology helps to identify the importance of the individual contribution itself and how this forms part of a wider contribution to development.

Volunteers found that this opportunity to reflect on their work was intrinsically motivating. Because it was carried out in collaboration with stakeholders, the assessment process helped volunteers receive constructive feedback, recognition for their own contribution and to raise the profile of volunteering in general.

The assessment also includes the opportunity for volunteers, their colleagues and beneficiaries to look at those factors which contribute, or pose obstacles, to the success of the placement itself. For example, volunteer recruitment and support; expectations of host organisation and stakeholders; project design; the wider political context.

Lessons learned from this process at placement level are taken to the national level workshop and can help to inform changes in policy and practice. This means that both your voice and that of your primary beneficiaries can be heard.

One of the most powerful methods of illustrating the impact of individual volunteers is the use of 'change stories' or case studies. Here is one from Guatemala, which shows the impact of mobilisation of volunteering on a wider scale. You can find other small or large-scale examples later on in this handbook.

CASE STUDY ONE

Working with the Coordinator of the Municipal Planning Office helped to build their capacity and active involvement in research, planning and project implementation and the organisation of 90 Community Development Councils. So, although the volunteer doesn't stay, the technical assistance continues. The integration of the local community councils means that they have taken ownership of the process and are now implementing their own projects. They have become unpaid volunteers in their own communities.

Notes for Country Programme Coordinators

The success of the methodology depends on systematic organisation, which means that Country Programme Coordinators have a key role to play.

Logistics

It is useful to draw up a **Timeline** to ensure that there is enough time for preparation and implementation at each stage, and that there is enough time *between* stages to look at the data collected so far.

Translation

Make sure you obtain the revised materials in the appropriate national language and, if possible, check them against the English version to make sure that key terms are translated adequately (see the Glossary at the end of this book).

It may also be necessary to translate the workshop materials into a local language, so this will take extra time.

It is desirable for the workshop materials to be circulated beforehand for all participants.

Jargon

We have tried to keep jargon to a minimum but there are some key terms related to monitoring and evaluation of international development projects and programmes which we think it is desirable for participants to be able to understand and use, not only in this context (see the Glossary).

Orientation

All volunteers will need orientation in the methodology. This can be provided in different ways, depending on circumstances, opportunities and the programme cycle, for example:

- Training course
- Mid-term review
- Participation / observation in level 2 workshop (mid-placement or new arrivals)
- Support from national ex-volunteer / local facilitator
- Participation / observation in end of placement assessment

Involvement of Stakeholders

The legitimacy of any voluntary action is the witness of those who are benefiting from it⁴

At **placement** level, it is important to select a group that will be representative of the stakeholders involved, although this does not need to be a large group. It is important that primary beneficiaries are included as this is the key stage for their input to be voiced.

Depending on the placement, the key stakeholders for volunteers may be very different. For example, working in ministries at policy level, working with decentralised officers at municipal level, working with communities or with local NGOs.

The methodology has been used successfully at community level. However, in some contexts, depending on language and culture, it may be less appropriate to run a workshop or to use the technical terminology involved. In this case it is possible to hold less formal discussions with beneficiaries and include the use of other participatory tools in the field. The volunteer can then complete the Feedback Form herself in collaboration with a colleague, to help maintain objectivity. *This approach will be developed and piloted by UN Volunteers in Mongolia.*

At **programme** level, focus on key government officials who have a national liaison role and regional officials who have close involvement with a particular project, as well as key partner organisations. Including regional stakeholders ensures that the regional or localised impact is not lost in aggregation of results at national level.

Including colleagues and community level beneficiaries at the national workshop has an important wider capacity building perspective, as well as ensuring that the grassroots voice is heard.

You can also be creative and cast your net a little more widely. This is a good opportunity to develop links with other (national) volunteer organisations or NGOs, the local media, social science researchers (during the field visits we found a number of existing evaluations of volunteering!)

The **cross-organisational** level workshop will involve key partners of each participating VIO and ideally *international donors*, so that the profile of volunteering can be raised and decision-makers can be influenced.

⁴ (TH Kane, UNV Burkina Faso Evaluation, 2004)

The Role of the Facilitator

Each workshop will require facilitation. Look for a skilled facilitator who may be

- A colleague from within your host organisation
- A colleague from a national volunteer organisation
- A volunteer from your own organisation
- A volunteer from a different international organisation

The role of the facilitator is key to the success of the methodology.

The facilitator's role is to ensure a) objectivity in the assessment process b) everyone has a voice and is able to participate equally c) decisions are agreed by all or disagreements are noted d) the report of the workshop reflects the views of the participants.

What profile of facilitator are we looking for?

Ideally these are the necessary characteristics, but as we recommend all facilitators are trained in the methodology, existing familiarity on points 3,4,5 will be less important.

1. Experience and confidence in facilitating multi-stakeholder workshops
2. Familiarity with basic participatory tools and techniques
3. A good understanding, and preferably experience, of volunteering
4. A good understanding of the purpose and nature of this exercise
5. Knowledge and experience in project planning and Monitoring & Evaluation
6. Effective communication skills in the language of the workshop
7. Effective communication skills in the language of the volunteer/s (or a shared language)
8. For the programme level and national level workshops, experience and confidence in working with senior representatives

How many facilitators will we need?

For Placement Level workshops, **one** facilitator should be sufficient. This is likely to be someone already involved in the project in some way, if not the volunteer themselves, and who is already familiar with the methodology.

For Programme Level or National Level workshops **two** co-facilitators will be necessary. In addition, it is useful to have support facilitators for group-work (**1 support facilitator per group of 6 participants**) especially if there are different languages represented in the workshop.

Orientation for facilitators

Whoever acts as facilitator, whether it is the volunteer, the supervisor or a national trainer, needs to have had the same orientation (see Part Two: Orientation). This will help to ensure **consistency** in applying the methodology and in reporting the findings. It may be useful to train up a small cadre of national facilitators who can then multiply the methodology on a rolling basis.

It helps if you have actually used the methodology yourself, completed the feedback sheet for Placement Level and been a participant in one of the Placement or Programme Level workshops.

Training can be very practically based. Firstly, working together to prepare a workshop, then coming back together to review the experience and make a note of improvements etc

Notes for Facilitators

As a key stakeholder in the process you have much to contribute to the discussion, but you will also have a separate facilitation role in which you will need to do a lot of listening to the group.

This means you will need to build rapport with the group and within the group, encourage all group members' participation and show interest in a wide range of views. Ice-breakers and introductions may be needed at the beginning.

Mixing the patterns of interaction through use of pair-work and small group-work may be useful in this respect. A venue where participants can be seated in a circle is also helpful.

Several tasks call for the participants to work together in larger groups and in this case additional Group Facilitators who have been briefed on the methodology will be useful.

For many tasks groups will be working to fill out a grid on a large piece of paper. Asking everyone to write down their own ideas first on separate pieces of coloured card or paper, before sharing with their group, makes sure that each person has time to think and can make a contribution which is used in group analysis.

The methodology builds in opportunities for groups to share and compare the results of their task-work. You may like to vary these feedback activities to include oral presentation, mixed pair feedback and poster display.

You may need to use open and probing questions to explore the issues and manage any conflict that may arise within the group. A participatory rather than directive training style will be effective, remembering that facilitation entails 'helping' rather than 'leading'.

It may not be possible to follow the methodology prescriptively, so be flexible and feel free to adapt the tools as necessary.

It will be vital to communicate the results arising from the workshop by recording data onto the feedback sheet provided. This may involve you or a colleague taking notes on discussions during the workshop, in particular noting points of strong agreement or disagreement. Group Recorders will also play a vital role in ensuring the key points of the group discussions are not lost.

It is important to note that the purpose of this workshop is to reflect in a depersonalised way on the impact of volunteering as a form of development assistance and not to assess or critique individual volunteers. It will be useful to reflect on previous as well as existing volunteers where relevant - that is, consider the cumulative impact of volunteer participation.

What materials will you need?

Flipchart paper and different coloured marker pens are the key resources for group-work, as well as masking tape so that you can stick group products on the wall for feedback and discussion.

Coloured card or coloured paper cut into A5 size is useful for classification tasks. Use a different colour for each column or category. This is easier for participants to manage and also for typing up.

There are some places in the methodology where it will be useful to transcribe some examples or guidelines onto a large piece of paper – these could also be distributed as handouts.

Please don't forget to circulate the **Workshop Participation Form** (on CD).

CASE STUDY TWO

The bridging role of the volunteer

Prior to the volunteer's arrival, there were very few common initiatives between UNFPA and other UN agencies (except from the formal common planning such as UNDAF). The reason for that was a lack of time from core staff to network with other agencies and compare plans and strategies. The volunteer was able to develop several partnerships. In part, because he is a UN volunteer, and thus not directly related to UNFPA, he enjoyed a more objective view both of the UNFPA programme and other agencies' programmes. He could see linkages, which had not been recognised before. Examples include a common information campaign on gender equality with UNIFEM, the marketing of a UNDP produced soap opera, common initiatives with UNICEF and UNV. Previous UNVs had also shown a particular skill in networking with other agencies and finding common initiatives and this has always been appreciated by management, especially in light of UN reform.

Krygz Republic, UNV Programme Level Workshop

CASE STUDY THREE

The Strengthening Local Volunteering Initiatives Project in Mongolia

Organised October 2003, the project arose as a partnership and joint collaboration between local and international VIOs: the Ministry Social Welfare & Labour, Mongolian Red Cross, Mongolian Women's fund (MWF), Mongolia Youth Development Centre, Mongolian Youth Federation, DED, JICA, UNV and VSO

Year One of the project falls under the auspices of MWF, and the project team consists of MWF staff, a VSO international volunteer and a NUNV. The theory behind the collaboration is that volunteerism cannot be promoted and 'sold' to government through small individual projects. There is a need to collaborate to gain recognition for advocacy and put volunteerism on the agenda, to strengthen and harmonize VIOs and national volunteering.

Year One has been a preparatory assistance project with needs analysis and organisational diagnosis of local VIOs, including mentoring, capacity building and information sharing support. There are 22 local VIO members of the network and they have benefited from study tours financed by VSO as well as working closely with VSO and NUNV volunteers.

Four working groups are addressing different issues: capacity building in volunteer management, government advocacy, developing multi-sectoral cooperation and public information campaign. Several events have been organized including a roundtable and a national volunteer forum. It is natural that the path of harmonization has not run completely smoothly between VIOs. There are still issues to resolve, such as difference in ideas over the role and sustainability of the network.

PART TWO

ORIENTATION

2.1. Definitions of volunteering

How does UNV define volunteerism?

For the purposes of the pilot exercise we used the UNV definition, since UNV have the international mandate to promote volunteerism. We believe this is compatible with the ethos of all the participating organisations.

Key principles of volunteerism:

- Actions are carried out freely and without coercion
- Financial gain is not the main motivating principle
- There is a beneficiary other than the volunteer

Key aspects of volunteerism:

- Mutual or self-help
- Philanthropy or service to others
- Participation
- Advocacy or campaigning

Key development outcomes

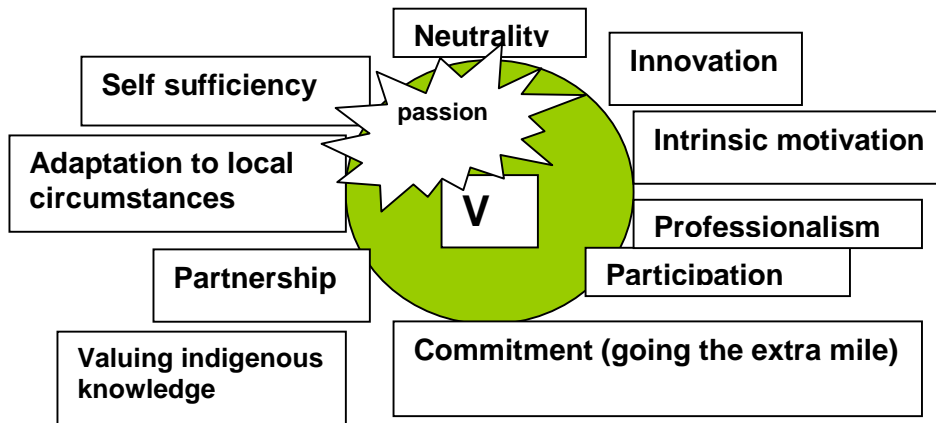
- Enhancement of service delivery and wider access to services by disadvantaged groups and communities through the mobilisation of volunteering
- Greater involvement of peripheral stakeholders in development and peace-building processes
- Wide-scale mobilisation of communities for collective action towards achieving the MDGs through volunteering

Key objectives

- Maximising citizen's involvement and contribution to the implementation of the MDGs and peace-building operations within and across national borders
- Mainstreaming volunteering in development programming and peace-building operations
- Widening international and national recognition of volunteerism as a valuable resource for development

How do volunteers define volunteering?

During the pilot study, volunteers and their partners helped to define the key characteristics of volunteering from their own experience. The most common characteristics are as follows:



It will always be debatable whether these characteristics are distinguishable from the characteristics of other development **workers**. However, the ethos of volunteering **organisations**, which tend to be less bureaucratic than other development agencies, means that volunteers also benefit from greater **independence**. They can be more pro-active, develop strategies appropriate to local circumstances and move things forward more quickly.

In addition, living as well as working in the field is an important factor:

*Le volontariat est bénéficiaire par une attitude positive et c'est cela qui amène le changement positif. Il faut se rappeler que la plupart des bénéficiaires n'ont pas été à l'école et ils ont de la difficulté pour accepter l'innovation. **Le seul moyen d'amener quelqu'un au changement, c'est par vivre avec lui dans le milieu.***

Association Malienne pour la Promotion des Jeunes (CCI Partner Organisation) Mali

*El Voluntario tiene **un gran valor agregado** siendo un ser humano dotado de la siguientes características y inculcando los siguientes valores: una vocación, una vida de servicio, actitud y espíritu de ser voluntariado, y buscar "ser útil".*

Bolivia National Workshop

72% of people feel that volunteering offers something that could never be provided by paid professionals

Volunteering Ireland 2006

Types of volunteer

It is important to remember that the term 'volunteer' can be used to denote a number of different people in different circumstances:

- The promotion of 'volunteerism' or **civil society self-help** implies the mobilisation of individual citizens in local activities for which they receive no *direct* financial gain whatsoever.
- Most *international* 'volunteers' are employed and paid as **professionals**, even though this may be less than other professional development workers.
- *National* 'volunteers' employed under schemes like UNV are also paid as professionals, even though this may be less than international volunteers.
- Some developing countries may have their own national volunteer schemes, which have different terms and conditions
- In **peacekeeping missions**, international 'volunteers' may be recruited to carry out very specific tasks (eg piloting aircraft, air traffic control), which do not necessarily include work with a wider group of stakeholders.

Diversity and Volunteering

As part of the impact assessment methodology, you are asked to reflect on the different contribution that different types of volunteer may bring either to a particular placement or to the programme as a whole. For example, this may be influenced by:

- Different terms and conditions
- The different perceptions that stakeholders have of national versus international volunteers
- The added value of national volunteers as regards language and culture
- The need for female volunteers who can work with women beneficiaries and to provide good role models for women
- Specific national or local needs

Traditional 'volunteerism'

It is also important to remember that all communities are likely to have a tradition of self-help. This will not be known as 'volunteering' but have its own local term. For example, in Mali, it is called 'solidarity' and includes activities such as:

- helping each other at harvest time
- loans in times of need
- conflict resolution
- discipline for children in the community

Often modernisation, conflict or emergency has led to a breakdown of traditional social capital but volunteering has been shown to help to revitalise this:

El voluntariado puede rescatar valores que se creían muertos
Guatemala Report

Comments from the field about diversity

One very welcome aspect of the methodology was the chance to discuss the influence on volunteer impact of certain variables in the profile of volunteers. We had good discussions on these topics, although I feel participants dismissed the gender issue too quickly, saying there is no difference between impact of male and female volunteers, without giving it further thought.
UNV Programme Officer, Kyrzyg Republic

Whether a team is gender mixed or not, in terms of office work the impact will be relatively similar. By contrast in a project the impact will certainly be different if you use a mixed team – both male and female – and in addition the impact will also be higher.
Vietnam National Workshop

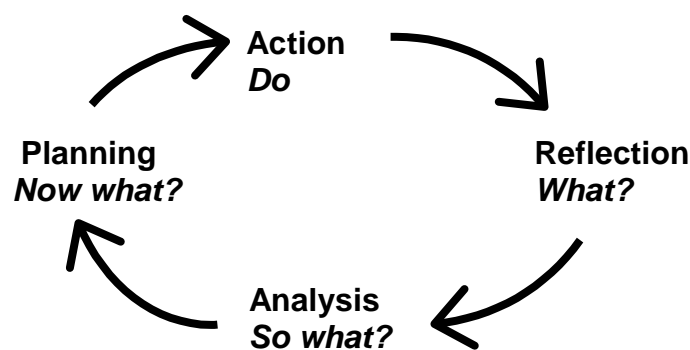
La voluntaria femenina da más buena impresión que el masculino, para las poblaciones cuando la situación esté complicada.
JOCV Level One, Bolivia

Algunas responsabilidades se asignan preferentemente a una mujer o hombre en base a “creencias culturales”. Por ejemplo, un supervisor de obras publicas (ingeniero civil) debe ser hombre. En este sentido, el Programa JCP ha roto, en muchas ocasiones, el esquema mental de las autoridades demandantes y/o comunitarios, asignando mujeres a funciones tradicionalmente dadas a hombres. El impacto fue muy positivo y resultó en una demanda mayor de mujeres para asumir dichas funciones. Depende también del area de trabajo por ejemplo si alguien vive con VIH preferiría tener un interlocutor de mismo sexo.
Bolivia National Workshop

It was observed that depending on the audience, national and international volunteers are received differently i.e, the people receive and turn up for meetings called by an international volunteer better than a local one, they seem to feel the local one is one of theirs and has nothing to offer. A white international volunteer is received even more readily than a black international one. On the other hand, because of the language barrier, a national volunteer tends to deliver a more accurate message than an international one, whose message is interpreted and the final version usually differs from the original. However both may experience the problem of the recipients not owning the projects started together and seem to regard them as belonging to the volunteer or the organization sending them.
Skillshare International Level One Workshop, Botswana

2.2. Reflective Practice

The methodology is based on the principle of reflective practice. This involves an on-going learning process of reflection, analysis, exchange of experiences, synthesis of results, drawing out lessons for the future and putting new plans into action on the basis of lessons learned. Reflective practice constitutes a cyclical or spiral approach to learning and action, which can happen at Individual, Placement, Programme or Organisation level. It is most effectively carried out in collaboration with other actors, and fits well with the cyclical approach to project and programme management. This self-reflective process can contribute both to professional development and improved programme delivery.⁵



The Action Learning Cycle

One Key Lesson to Share at the National Workshop

There is no substitute for good placement development: there must be substantial and enduring leadership support for the volunteer assignment; organisational capacity must be accurately assessed and the consequent implications must be clearly identified; the purpose of the placement and the role of the volunteer must be disseminated organisationally, not just to direct stakeholders; and open channels of communication must be maintained between the institutional leadership, the volunteer, and the volunteer sending agency.

AVI Level One Workshop Indonesia

⁵ See Masters, J. (1995) 'The History of Action Research' in I. Hughes (ed) *Action Research Electronic Reader*, The University of Sydney, on-line

2.3. The Logical Framework Approach

The methodology is also based on the Logical Framework Approach (LFA). This approach is used worldwide by national and international agencies for planning and evaluation of development activities. This can be at organisation, programme or project level. Increasingly, international volunteering organisations are using the LFA, in line with the methodology of their donor agencies. For example, DED provides a logical framework for each of its volunteer placements, and this serves as the basis for placement assessment.

The advantages of using the LFA for impact assessment include the following:

- The LFA aims to link individual activities with longer-term impact and to show direct and indirect cause and effect
- Using the same kind of approach and the same terms makes it easier to
 - locate volunteering within the wider development framework
 - discuss the impact of volunteering with partners and donors

The disadvantages of using the LFA are that:

- It uses jargon and is not immediately user-friendly
- It is not possible to neatly encapsulate the whole of human experience in boxes

We have tried to overcome the disadvantages by:

- explaining the essential terms
- highlighting the outcomes or **wider changes**, which particularly relate to the development of social capital and are a key contribution of volunteering
- including discussion questions and activities to examine other aspects of volunteering

The LFA has been successfully used at grassroots level by parents, volunteers, community leaders and civil society organisations in participatory workshops, to develop a shared vision and for implementing agreed plans.⁶

The Logical Framework for Volunteering

On the next page we have provided a skeleton logical framework for volunteering, based on participatory workshops in the pilot study. This 'logframe' is intended to be illuminative and to serve as a basis for programme development. It is not prescriptive but should be adapted to particular organisational and programme needs or circumstances.

It is also recommended that a full logframe be developed for the programme, which includes the **Indicators** for assessment and the **Risks** involved. This can be done on the basis of the findings from the first use of the methodology, from output ranking, outcome mapping, stakeholder analysis and forcefields analysis.

⁶ Neighbourhood Initiatives Enterprises (1999) **Planning For Real. A users guide**

A LOGICAL FRAMEWORK FOR VOLUNTEERING

	LEVEL	OBJECTIVES
This is the higher level impact to which all development workers contribute but which you do not have control over	GOAL	Contribution to the Millennium Development Goals In selected sectors or across sectors (eg good governance or gender equality)
This is the longer-term impact of the country programme, the cumulative impact of volunteering	PURPOSE	Contribution to National Development Goals In selected sectors or across sectors (eg good governance or gender equality) NB Impact may be localised
These are the wider changes that come about through carrying out activities in partnership with others and through the continued use by others of the outputs	OUTCOMES	<ul style="list-style-type: none"> -Ongoing participation, commitment and support of a wide range of stakeholders -Development of self-sufficiency / self-reliance among primary beneficiaries -Development of open dialogue and trust between civil society and government -Changes in attitude about the value of volunteering - Empowerment of women and recognition of women's contribution - Organisations strengthened - Enhanced service delivery - New systems embedded (eg in government programmes) - Pilot projects upscaled -Awareness raised about social and economic issues and pro-poor policies -Reduction of conflict
These are the direct concrete results of what you do	OUTPUTS	People trained Systems established Increased participation of women as well as men Partnerships developed Schools built Materials published
This is what you do	ACTIVITIES	Capacity building Technical advice Mobilisation Networking Advocacy Research

I feel like a drop in the ocean
Level One Feedback Sheet

How are we going to assess impact?⁷

The methodology helps you to reflect on the *effects of volunteering* at different levels within the logical framework.

In terms of **time**: short term, medium term and longer term

In terms of **scope**: local, organisational, national, international

Short term effects

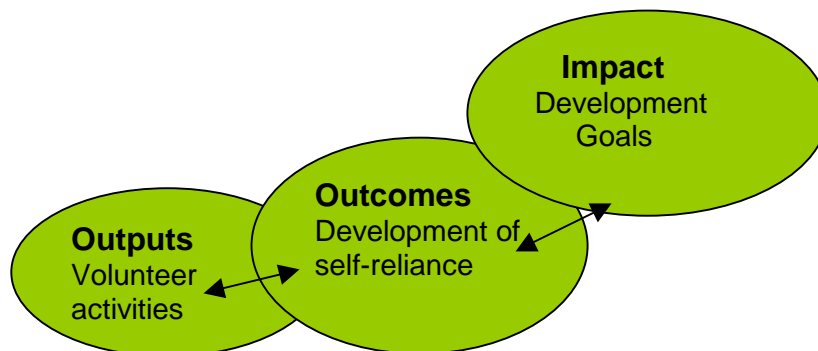
What are the concrete **outputs**? These are the effects that are directly attributable to the volunteer or the project / programme

Medium term effects

What **changes** have taken place? These are the **outcomes** to which volunteers contribute through working with different stakeholders.

Longer term effects

How do the outcomes contribute to sustainable development? This is the cumulative **impact** of the volunteer involvement (volunteering partnership) with other stakeholders



Directly, volunteers have served as an interface bridging the gap between communities and the government, by facilitating dialogue and the exchange of resources among communities especially in the conflict areas of Kenya. Enhanced community dialogue has led to increased Government participation in supporting community initiated development interventions and projects. Consequently this has enhanced collaborative efforts, trust and dialogue between the community and the government.

Kenya National Workshop

⁷ A more complex illustration of impact assessment from DED / GTZ can be found in **dedbrief 3** 2004 page 19 (in German)

2.4. Looking at Outputs

What are the concrete **outputs**? These are the effects that are directly attributable to the volunteer or the project / programme. They are clearly related to the activities the volunteer has carried out.

-
- **Human Capacity** eg. Number of people trained in conflict prevention
 - **Systems** eg Clean drinking water system established
 - **Knowledge, Information** eg Financial database set up
 - **Infrastructure** eg School built
 - **Materials, Documents,**
 - **Website** eg. Training materials published
 - **Awareness, Engagement** eg Participation of both male and female community members in drawing up an action plan
 - **Other** eg logistical back-up in a peace-keeping mission
-

During the Placement Level workshop, participants are asked to rank the most important outputs. There are a number of different criteria that one might use for this ranking exercise. They might relate specifically to the planned objectives of the project / placement. But they might also relate to wider objectives. Discussion around criteria is helpful in reaching consensus among stakeholders about key aspects of the volunteering contribution and this will also inform discussion of outcomes.

'Les produits ayant un impact direct ont été classés en premier, ensuite viennent les études et les communications dont les consignes peuvent être pris en compte ou pas par les décideurs'
International UN Volunteer, Mali

In Guatemala, the team developed a higher order classification within which individual outputs could be located:

a) Human Development b) Local Development c) Institutional Development

EXAMPLE FROM SKI PROJECT IN BOTSWANA

Kuru Family of Organizations

OUTPUTS

Effects directly relating to activities volunteers have carried out.

- Human Capacity: Many people trained in various areas (business, leadership, health issues, community mobilization, CBNRM), Skills based trainings, also employment of local counterparts and local project staff
- Systems: Financial controls, Human Relations enrichment, management, governance
- Knowledge/Information: Cultural exchange, networking, humanities, various skills
- Infrastructure: in the past buildings of preschool, etc would be built by volunteers
- Materials/Documents/Websites: KFO website, financial systems, curriculum materials (Bokamoso), CDF training manuals (sourcing existing materials and updating them), adult education and non-formal educational materials, health training manuals, BOOK "VOICES OF THE SAN"
- Awareness/Engagement: advocacy for minority groups rights based approaches, cultural exchanges

As far as gender impact, KFO is very balanced. Many staff are women and participation in some areas is dominated by women. There is usually a mix of men and women in most output areas.

IMPORTANCE OF OUTPUTS

It was very difficult for the participants to rank the order of importance of outputs because they felt all go together and they are all very crucial to the holistic development process. Yet they decided on the most important one being "human capacity", the second as "systems" and the third as "materials".

Factors/criteria used to rank include the mandate of KFO, participation and community impact. The reason stated for choosing 'human capacity' as the most important comes back to the financial benefit of volunteers.

2.5. Focus on wider changes (Outcome Mapping)⁸

What **changes** have taken place? These are the **outcomes** to which volunteers contribute through working with **different stakeholders** and which help to ensure the **sustainable use** of the outputs. They reflect the development of **self-reliance**.

For example, while systems might have been put in place by a volunteer, these might not be sustainable once the volunteer leaves - unless other changes have also taken place which mean that local stakeholders can and will maintain and develop the systems.

What sort of changes are we looking for?

Essentially we are looking at qualitative change (see diagram on CD)

- changes in attitudes, ideas, awareness or behaviour
- social, cultural, political or personal change
- individual, group, community, organisational or institutional change
- changes in practice, priorities, resources or systems
- changes in roles, relationships, responsibilities, communications
- changes at micro or macro level, in a specific sector or cross-sectoral

One key change we are looking for is the **sustainable inclusion** of **traditionally marginalized stakeholders: women, youth, ethnic and linguistic** minorities...

What changes can we see?

We have identified 12 categories of **stakeholders** in the chart on the opposite page. There may be more. We do not imagine that individual volunteers will have reached all these stakeholders in their work. But the chart provides a useful guide in reflecting on people and institutions who may be reached through the whole volunteer programme.

NB This chart provides **some examples** of changes. It is **not prescriptive**.

For instance, use of the stakeholder analysis chart in Guatemala highlighted **political changes** within the organisation, the community and government towards a more democratic bottom-up decision-making process.

What changes do we want to focus on?

Once key changes have been identified, it will be possible to use this analysis in **planning** and **evaluation** – either at the level of individual placements or at project or programme level. Changes can then be ‘measured’ by how widespread they are and how sustainable they prove to be.

⁸ See Sarah Earle et al (2001) Outcome Mapping- Building Learning and Reflection into Development Programs, IDRC, Ottawa

STAKEHOLDER	WHAT CHANGES CAN WE SEE?
Volunteer	Personal and Social change <i>Eg. Cross-cultural understanding</i> <i>Eg. Valuing traditional knowledge</i> <i>Eg. Development of skills</i> <i>Eg. Commitment to global education</i>
Host organisation	Attitudes and approach <i>Eg. Remarkable change of attitude among technicians (less top-down instructions and more participatory approach)</i> Organisational development <i>Eg. Change in working practices and culture</i>
Community members/ Civil Society	Self help <i>Eg. New ideas for partnership for local development plans are emerging among community associations</i> <i>Eg. New attitude of self-reliance and change of mentality whereby village groups are no longer waiting for the UNV to resolve problems encountered</i> Inclusion <i>Eg. Participation and public role of women in inter-village land management committees has been increased</i>
Local NGOs	Skills <i>Eg. Project planning especially among women's groups is now much better due to capacity reinforcement</i>
Local government	Relationships <i>Eg. greater trust and recognition between civil society and elected officials</i>
Private sector	Public-private sector partnership <i>Eg. Commitment of SME to provide training in computing skills for a village school</i> Responsibilities and Priorities <i>Eg. Drug company keeps pricing low for antiretroviral drugs</i>
Media	Communications <i>Eg. Local radio programmes promoting health education</i>
National government	Attitudes, Priorities and Institutional Development <i>Eg. Commitment to developing an enabling environment for civil society involvement in development (legislative framework)</i> <i>Eg. Recognition of national and local volunteering as means to develop solutions</i> <i>Eg. Valuing and building on traditional forms of voluntary service</i> <i>Eg. Taking stock of competences and needs of local volunteers</i> <i>Eg. Recognising the huge voluntary contribution made by women, especially in local health initiatives</i> <i>Eg. Setting up of national volunteer corps</i>
International partner organisations	Attitudes and approach <i>Eg. Mainstreaming volunteering into programmes</i>
Donors	Commitment <i>Eg. Recognition and additional support for volunteering</i>
The public in-country (South)	Relationships <i>Motivation to participate in development</i> <i>Feeling connected to the wider world</i>
The public (North)	Awareness and commitment <i>Motivation to participate in development</i> <i>Feeling connected to the wider world</i>

2.6. Contribution to national development goals

Many volunteer programmes are now aligned with the national development goals of the countries where they operate. This is in line with the current practice of donors and other development agencies.

In many countries the national development goals are to be found in the Poverty Reduction Strategy Paper (PRSP). However, different countries are in different stages of developing, implementing, evaluating and revising the PRSP. Some countries do not have a PRSP as such but do have another form of National Development Plan (NDP). Again, these plans may still be in the interim stage, especially in countries which have suffered conflict or emergency.

PRSPs or other NDPs are usually lengthy documents, which analyse the key national problems and provide detailed plans for addressing these, in collaboration with donors, over a specified 5 year period. Most plans identify a limited number of key strategic areas for development and these are likely to be more or less aligned to the MDGs.

For the pilot study, we used mainly the IMF and World Bank websites in order to provide **outline summaries** of national development goals for a number of countries. These are available on the CD. However, it is advisable for you to verify what is the latest PRSP or NDP in country. On the opposite page we provide an example of an outline summary. This doesn't need to include everything in the PRSP – for example, large construction projects which are not relevant to the volunteer programme.

The inclusion of government representatives in the Programme Assessment workshop should also help to highlight national priorities.

On page 37 we provide a worked example of the aggregation of outputs and outcomes leading to impact on national development goals in Cambodia. It's important to highlight that impact is cumulative, that is, it is not necessary (or possible) to identify an impact for each activity. There can also be some surprises as to where the impact is located. For example, in the pilot study a number of country workshops identified that grassroots development activities contributed to good governance and conflict prevention as well as poverty reduction. And in Cambodia, the work of a peace-keeping volunteer contributed to human rights education while the volunteer with UNCHR contributed to governance reforms.

NATIONAL DEVELOPMENT GOALS: EXAMPLE

These are the key areas as defined in Mali's Poverty Reduction Strategy Framework.

MALI

1. Development of infrastructure and the productive sector

- Transport infrastructure
- Communications infrastructure
- Development of the rural sector and natural resources
- Food security through diversification
- Environmental protection through sustainable use of natural resources
- Development of the private sector, including support to industry, the crafts sector and SMEs

2. Development of human resources and increased access to basic social services

- Health, nutrition, population
- Tackling HIV/AIDS
- Education and literacy
- Employment and professional training
- Employment rights and conditions
- Clean drinking water and sanitation in rural and peri-urban communities
- Housing

3. Ensure institutional development, governance and participation

- Decentralisation / deconcentration
- Improvement of performance of public administration
- Consolidation of the democratic process
- Culture, religion, peace and security
- Addressing corruption
- Strengthening capacity and credibility of the justice sector
- Strengthening of civil society
- Increased participation of women (last but not least!)

**AGGREGATED CHART:
VOLUNTEERING CONTRIBUTION TO CAMBODIA NATIONAL DEVELOPMENT GOALS**

GOALS	OUTPUTS	OUTCOMES	LONGER TERM IMPACT
1. Eradicate poverty and hunger	System for the establishment of small irrigation schemes was set up Involvement of communities including women	Increase in food production Commitment of communities including women to ensure sustainability of benefits from the small irrigation schemes	Reduction in poverty
2. Enhance agricultural production and productivity	- Same as above -	- Same as above-	- Same as above-
3. Improvements in health	The principle of GIPA (greater involvement of people with AIDS) promoted in different sectors of society	Greater involvement of PLHAs in improving their access to basic social services Significant reduction in stigma and discrimination of PLHAs	Social acceptance of PLHAs
4. Improvements in Education	Wide dissemination of information about the OHCHR and basic human rights	Awareness created among the public about basic human rights	More effort on the part of the government towards its commitment on protection of basic human rights of its citizens
5. Rural Development	(Same as in #1 and 2 above)	(Same as in #1 and 2 above)	(Same as in #1 and 2 above)
6. Environmental sustainability	Capacity and confidence built among members of selected communities in natural resource management and conservation	Awareness and involvement of communities in taking care of natural resources	Reduction in poverty and environmental protection
7. Gender Equity	Participation of women in project implementation/ community activities promoted Capacity built among selected women PLHAs	Change in perception about ability of women to be involved/ participate in development activities Greater involvement of women PLHAs in improving their access to care, treatment and other support services	Greater involvement of women in development activities
8. Governance Reforms	UNCHR mandate on refugee protection implemented	Awareness of government and the public about refugee rights	Establishment of national asylum system

2.6. Contribution to the Millennium Development Goals for 2015

The Millennium Development Goals and targets come from the Millennium Declaration, signed by 189 countries, including 147 heads of state and government, in September 2000. The goals and targets are interrelated and should be seen as a whole. They represent a **partnership** between the developed countries and the developing countries *“to create an environment – at the national and global levels alike – which is conducive to development and the elimination of poverty”*.

Democracy, governance and peace-building as well as humanitarian relief and recovery underpin the achievement of the MDGs.

The purpose of including the MDGs in the impact assessment is to enable volunteers and partners to look *in general terms* at how they make a contribution in the wider context of international development targets. This is intended to be positive, even though in individual projects or placements the contribution may seem quite small or specific. It's important to point out that *every little helps* and that the information here will be aggregated at national level to look at the cumulative contribution of volunteering.

While it is useful for volunteers to have a copy of the MDG targets for reference, we do not recommend getting caught up in details. One problem with the MDGs is that the targets are very much based on quantitative, rather than qualitative, data. (A detailed copy of MDG targets can be found on the CD).

However, it is possible to also have qualitative baseline indicators. What may be more relevant to assessing the wider contribution of volunteering are the **Values and Principles** of the MDGs (see page 36) which are much more in tune with the volunteering ethos and the development of social capital.

On pages 34-35 we provide a worked example of aggregation of outputs and impact towards MDGs. As with analysis of contribution to national development goals, there may be some surprises as to where the impact is located

AGGREGATION CHART FROM KENYA: VOLUNTEERING CONTRIBUTION TO MILLENNIUM DEVELOPMENT GOALS

MDGs	OUTPUTS	OUTCOMES	LONGER TERM IMPACT
Eradicate extreme poverty and hunger			
	Highlighting poverty issues in national policies	Enhanced policy impact on MDGs	Progress towards attainment of MDG indicators
	Capacities for vulnerable members to sustain themselves economically enhanced	Improved utilization of development assistance	Sustainable partnerships with communities
	<i>Dissemination of MDG information.</i>	Support to Needs assessment report- consequently, Kenya was the first country to produce a needs assessment	Guides policy on MDGs components
	Partnerships at District level between local and international NGOs localized.	Enhanced participatory development	Community involvement in project prioritization and planning.
	Localizing MDGs at district level	Local development partnerships established	Increased awareness of MDGs at local levels
	Capacity building programmes for vulnerable groups (women and children) developed	Enhanced utilization of development assistance	Improved and sustainable livelihoods
	Capacity building Training of focal points to facilitate achievement of MDGs.	Development of pro-poor policies	Participatory planning process- community decision making
Achieve universal primary education			
Promote gender equality and empower women	Gender economic empowerment Infrastructural development i.e. schools	Increased involvement of women in decision-making at the district level in arid areas and utilization of resources for development interventions.	Improved livelihoods and sustainable development
	Direct support to orphans education at the community level	Increased numbers of orphaned children attending school	Improving access to education for all children
Reduce child mortality			
Improve maternal health	Contribution to indicator development	Change indicators enhanced	Improved maternal health.

MDGs	OUTPUTS	OUTCOMES	LONGER TERM IMPACT
Combat HIV/AIDS, malaria and other diseases			
	Mobilize community groups / advocacy for HIV/AIDS	Development of strategic plans for constituencies	Increased awareness on HIV /AIDS
	Policy advocacy against stigmatization for HIV/AIDS	HIV/Maria advocacy increased in the workplace and stigma reduced	Policy change in HIV/AIDS awareness in the workplace.
	Analytic report on HIV AIDS produced Radio programming Setting up resource centers	Strengthening civil society links	Strengthening civil society to address HIV
	Capacity building on HIV/AIDS work place/policy development-	Reduced stigma & discrimination at workplaces	Attitude change in organizations in perception towards HIV/AIDS issues
	Free discussion on AIDS at workplaces.	Positive commitment by organizations on spearheading behavioral and attitude change in organizations	Heightened involvement of Government at policy level on HIV/AIDS
	Open dialogue by PLWHA at local level on HIV/AIDS	Active involvement of local authorities' HIV/AIDS programmes	Attitude and behavior change among PLWHA
Ensure environmental sustainability			
	Conservation capacity building Build capacity to build conservation efforts cognizance of indigenous efforts	Environmental strategies impacting positively in development	Reintegration of environment in development
	<i>Environmental assessment reports developed</i>	Enhanced awareness on environmental sustainability through assessments and responsive interventions	Environmental policies established to design programmes to reduce hunger.
	Preparation and dissemination of environmental reports	Increased awareness at all levels on environmental management	Sustainable environmental management practices
Develop a global partnership for development.			
	UNV s focal points in districts coordinating UN collaboration/ interventions	Enhanced development participation	Increase in development assistance
	Publications, popularizing MDGs and monitoring their impact on communities	Increased sharing of development information and initiatives	Increased prioritization on MDGs.
	Training of government departments on developing KENINFO as tool for monitoring MDGs	Use of websites to share information therefore building partnerships in development activities.	Increase in resource mobilization through partnerships.

THE VALUES AND PRINCIPLES OF THE MILLENNIUM DECLARATION

The 147 heads of State and government at the Millennium Summit (2000) agreed that certain fundamental values should underpin international relations in the 21st century, specifically:

Values and principles	Content
Freedom	Men and women have the right to live and bring up their children in dignity, free from hunger and fear of violence, oppression or injustice. It is democratic governance of public affairs, based on the will and the participation of the people, which best guarantees these rights .
Equality	No individual from any nation must be deprived of the benefits of development. Equal rights and opportunity for women and men must be ensured.
Solidarity	Global problems must be managed multilaterally and in such a way that the cost and the burden are fairly distributed, in conformity with the fundamental principles of equity and social justice. Those who suffer or are particularly disadvantaged deserve the help of those who are privileged.
Tolerance	There must be mutual respect between people in all the diversity of their beliefs, cultures and languages. The differences within and between societies should not be feared or repressed, but celebrated as the wealth of humanity . A culture of peace and dialogue needs to be promoted between all civilisations.
Respect for nature	We need to show wisdom in the management of all living species and all natural resources, in conformity with the precepts of sustainable development. Only on this condition will we be able to conserve and bequeath to our children the immeasurable wealth that nature offers. We must modify the current modes of production and consumption, which are not viable, in the interests of our future well-being and that of our children.
Sharing responsibilities	The responsibility of the management, at a global level, of economic and social development, as well as the threats to international peace and security, must be shared between all nations, and should be implemented in a multilateral framework. As the most universal and representative international organization in the world, the UN has a central role to play in this respect.

Source: Government of Mali, Ministry of Education, Secondary School Modules for the Education of Peace, Human Rights and Democracy, 2005

2.7. Contribution to gender equality

How have gender issues been integrated into volunteering placements, projects and programmes? **In each stage** of the impact assessment process, it's important to disaggregate gender impact, including consideration of the following aspects:

IMPACT	<p>Women's rights and equal participation promoted at different levels and in different sectors</p> <p>Increased number of women in decision-making positions</p>
OUTCOMES	<p>Empowerment of women (capacity, confidence, control)</p> <p>Official recognition of women's contribution to development</p> <p>Development of policies, structures, processes which enable women's empowerment</p> <p>Changes in gender attitudes, roles, relationships and behaviour</p> <p>Commitment to integrating women into development processes</p>
OUTPUTS	<p>Numbers of women benefiting from different activities (eg training, loans, employment)</p> <p>Awareness raised among men and women about gender inequality</p> <p>Women's groups / associations formed</p>
ACTIVITIES	<p>Developing ways to increase women's participation and increase access for women to benefits on offer</p> <p>Acting as a role model.</p> <p>Discussing the issues</p>

Please note that gender does not refer to women alone, for example projects may target out-of-school boys in some cultures. Certainly there are countries where women may appear to be equal to men or in the forefront of public life. However when a critical approach is taken and issues such as political representation, domestic violence, equality of domestic burdens, sexual empowerment, employment sectors are examined, women are still on the sinking end of the scales of gender equality.

On the next page we provide, as a basis for reflection and discussion, a list of criticisms of how gender has been included in the MDGs. This is from the World March of Women, an international network which unites nearly 6000 women's groups in 164 countries.

Criticisms regarding the consideration of women in the MDGs

- The MDGs have no gender-based analysis of poverty and other issues.
- Only one MDG specifically addresses women's unequal status when it should be integral to all the MDGs. Equality of the sexes is a condition for the achievement of all the other MDGs: education, health, food, housing, and access to economic resources. Women's rights go unmentioned.
- The MDGs represent women either as pregnant, mothers, or as victims, but not as active agents of development.
- The MDGs have no indicator for women's empowerment.
- The MDGs are silent when it comes to violence against women or the specific situation of women in armed conflict.
- The MDGs do not address reproductive and sexual rights.
- Some countries have achieved the MDG goals but women in these countries still suffer violence and are not guaranteed access to free and safe abortion.
- The issue of maternal mortality should be linked to women's access to quality health services and reproductive health care.
- The MDG on education is too narrow. Education should be a means of transforming attitudes and beliefs, and challenge social norms that perpetuate discrimination and inequality.
- Gender-disaggregated statistics are needed to assess MDG progress and should be included in the country reports.
- Budgets must be allocated for initiatives that concern women.
- Women must participate in the management of natural resources and maintenance of biodiversity.
- Many of these criticisms were incorporated into the Revised Draft Outcome Document for the September 2005 UN session, including the need to:
 - invest in infrastructures (safe water, transportation, access to energy sources)
 - implement measures to relieve women from household tasks and caring for intimates (children, the sick and the aged), tasks that continue to be considered as the natural and exclusive domain of women. Women and men should share unpaid work
 - respect women's rights to inheritance, property and land
 - end job discrimination, pay inequity and inequality in the informal labour sector.

PART THREE:

PLACEMENT LEVEL ASSESSMENT

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

INTRODUCTION

The purpose of this assessment is to:

- Reflect on the impact of volunteering at the level of individual placements or projects
- Share perspectives between different stakeholders on the impact of volunteering
- Generate findings on volunteering outputs and outcomes from individual placements or projects
- Identify how volunteering at the level of individual placements or projects can contribute to wider development goals
- Discuss good practice and lessons learned

The outcomes of the assessment will be:

- Completed set of feedback sheets
- Key lessons and recommendations for the future of the placement

The importance of the assessment

In addition to assessing the impact of the placement and your own contribution, this assessment will be used as the primary data for aggregation at national level, in order to assess the cumulative impact of the volunteering programme. It is important that the assessment is carried out objectively.

When should it take place and who should be involved:

The assessment should be conducted after 22 months in placement through an informal workshop with key stakeholders. These would include partners and beneficiaries for example: line manager, colleagues, community members, local government or NGOs as relevant. The workshop should be a representative, though not necessarily large, group. If a number of volunteers work on the same project a joint workshop can be held.

Preparation for the workshop

Convenient date/s and venue will need to be arranged. You may also wish to circulate the materials to participants in advance of the workshop. Participants should come ready to share a story that illustrates change brought about by the work of the volunteer (see task A.)

How to use this guide

On the left hand page you will see a copy of the relevant feedback sheet for each task. Completion of a full set of electronic feedback sheets is the expected outcome of the workshop. Please use the **electronic feedback form** (on CD) to record the proceeds of the workshop.

On the right hand page you will see the instructions for the workshop tasks and a 'what, how, why' box. This box includes tips on how to carry out the workshop and explains how each task fits into the overall programme.

Please use the **Workshop Participation Form** (on CD) to record who has taken part in the assessment. Send **both forms** to your Programme Coordinator, electronically if possible.

Alternative approach

If the placement is at community level, it may be more appropriate to collect data through informal discussions and participatory tools in the field. Then you can complete the electronic feedback form yourself, preferably in collaboration with 1 or 2 colleagues, to help ensure objectivity.

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TIMETABLE

See below a suggested timetable for a one and half day workshop programme.

If this is not appropriate, activities could be conducted one by one across a period of time e.g. one a week for 6 weeks. Please use the Workshop Participation form (on the CD) to record participation.

#	Activity
DAY 1	
A	Sharing stories about volunteer impact
BREAK	
B	Key outputs (activities) of the volunteer's work
	Ranking outputs
LUNCH	
C	Key outcomes (changes) of the volunteer's work
BREAK	
D	Different types of volunteer
E	Volunteer impact
DAY 2	
F	SWOT analysis
BREAK	
G	Recommendations

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK A. STORIES

WRITE YOUR CHOSEN STORY HERE:

Please give a heading which highlights what kind of contribution / impact / change it illustrates

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK A. STORIES

What?

Invite each stakeholder **in advance** of the workshop to think of a story or choose an example of how volunteerism has brought about change or impact

Why?

An icebreaker and a 'way into' the ensuing activities

How?

Stories could be tape-recorded if relevant / possible for purposes of transcription

1. Share stories of how volunteerism has brought about change or impact

Ask participants to tell and explain their story

E.g. give reasons for why they consider this change has occurred

Most Significant Change⁹ Method

Most Significant Change is a participatory monitoring system to collect and analyse stories that capture change and explain why change happens.

Participants are asked to consider: **What was the most significant change in the lives of people participating in the project?**

A panel of stakeholders selects the most significant stories in terms of project impact. These are filtered up through different levels of authority in the organisation.

See <http://www.healthcomms.org/pdf/mscjan2005.pdf> for a useful summary

2. Select the most significant of the stories

Use voting or group discussion to choose the story that best illustrates the impact of the volunteer

The beneficiaries should come up with the case study and write it with the volunteer or volunteers and specify what they did e.g. 'The volunteer developed trust in the community. They organized meetings ...' etc
Advice from Kyrzyg Republic

⁹ Rick Davies *An evolutionary approach to facilitating organisational learning: An experiment by the Christian Commission for Development in Bangladesh* <http://www.mande.co.uk/docs/ccdb.htm>

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK B. OUTPUT RANKING (1 is highest)

Remember to include gender impact

OUTPUT	PLANNED OR UNPLANNED?	NATIONAL OR INTERNATIONAL VOLUNTEER?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

What are the criteria you used for ranking? (Tick up to 5 or add other)

<input type="checkbox"/>	Participation	<input type="checkbox"/>	Relevance	<input type="checkbox"/>	Creativity	<input type="checkbox"/>	Spirit of volunteerism
<input type="checkbox"/>	Inclusiveness	<input type="checkbox"/>	Visibility	<input type="checkbox"/>	Level of support	<input type="checkbox"/>	Geographical impact
<input type="checkbox"/>	Efficiency	<input type="checkbox"/>	Sustainability	<input type="checkbox"/>	Acceptability	<input type="checkbox"/>	
<input type="checkbox"/>	Placement objectives	<input type="checkbox"/>	Partner / Host organisation objectives	<input type="checkbox"/>	VIO organisational objectives	<input type="checkbox"/>	

Any other comments?

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK B. OUTPUTS

What?

Identifying the effects of volunteerism in this placement

Why?

Building on the stories shared in Task A, to record concrete results of the volunteer work. Also to identify difference in outputs between international and national volunteers and identify planned vs. unplanned results

How?

Ensure all participants are clear about what an 'output' is. Text in the box below could be copied onto a large piece of paper to show the group some examples of outputs. Use the grid opposite to record the key volunteer outputs and then rank them in order of importance. Less than 10 outputs can be selected. Make a note of the criteria used for ranking on the feedback sheet.

1. List the key outputs of the volunteer work

What are the concrete **outputs**?

Outputs are the effects that are directly attributable to the volunteer or the project / programme. They are clearly related to the activities the volunteer has carried out.

- **Human Capacity** eg. Number of people trained in conflict prevention
- **Systems** eg Clean drinking water system established
- **Knowledge, Information** eg Financial database set up
- **Infrastructure** eg School built
- **Materials, Documents, Website** eg. Training materials published
- **Awareness, Engagement** eg Participation of both male and female community members in drawing up an action plan
- **Other** eg logistical back-up in a peace-keeping mission

2. Rank the outputs in order of importance / effectiveness

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK C. OUTCOME MAPPING

Remember to identify / disaggregate gender impact

STAKEHOLDER	WHAT CHANGES CAN WE SEE?	PLANNED OR NOT?	POSITIVE OR NEGATIVE?
Volunteer			
Host organisation			
Community members/ civil society			
Local / national NGOs			
Local government			
Private sector			
Media			
National government			
International organisations			
Donors			
The public in-country (South)			
The public in volunteer sending / donor country (North)			

PLACEMENT LEVEL PARTICIPATORY WORKSHOP

TASK C. OUTCOME MAPPING

What?

Identifying the changes brought about by volunteering in this placement. Refer to page 35 in the orientation section for examples

Why?

Connecting volunteer activities with the wider impact or result

How?

Ensure all participants are clear about what an 'outcome' is. Text in the box below could be copied onto a large piece of paper to show the group some examples of outcomes. Use the grid opposite to record the key volunteer outcomes relating to the different stakeholders. Not all stakeholders are likely to have been reached. Further examples are shown on p. X in the Orientation section to prompt reflection.

1. Identify 1 – 5 key outcomes

What **changes** have taken place?

Outcomes are the changes to which volunteers contribute through working with different stakeholders and which help to ensure the sustainable use of the outputs. They reflect the development of self-reliance.

What sort of changes are we looking for?

Essentially we are looking at qualitative change:

- changes in attitudes, ideas, awareness or behaviour
- social, cultural, political or personal change
- individual, group, community, organisational or institutional change
- changes in practice, priorities, resources or systems
- changes in roles, relationships, responsibilities, communications
- changes at micro or macro level, in a specific sector or cross-sectoral

One key change we are looking for is the **sustainable inclusion of traditionally marginalized stakeholders: women, youth, ethnic and linguistic minorities...**

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK C. OUTCOME MAPPING continued

WAYS IN WHICH VOLUNTEER ACTED AS A CATALYST FOR CHANGE
1.
2.
3.
4.
5.
Comment on any negative changes. Why or How did these occur?
Comment on any unplanned changes. Why or How did these occur?

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK C. OUTCOME MAPPING – CONTINUED

What?

Exploring *how* the volunteer was the spark for change in the context of specific changes that occurred in your placement.

Why?

Identifying the exact role of volunteerism within changes that are brought about

How?

Looking back at some of the outcomes identified, try to identify exactly how volunteering was able to contribute to change. Give up to 5 examples. This will mean backtracking to some of the outputs and activities: don't forget, more than one output may contribute to the same change.

Some changes may be negative as well as positive – it is a useful part of assessment to discuss these in a depersonalised way. Negative changes may have occurred through circumstances beyond the volunteer or project's control or as an unforeseen consequence of change. Some people may be beneficiaries of volunteerism whilst others may feel they have lost out. It will also be useful to identify which changes were intended and which were unplanned. This can be assessed according to agreed placement objectives.

2. Try to identify **HOW** volunteering has contributed to the key changes
3. Discuss whether each change was planned or unplanned, positive or negative. Discuss any negative or unplanned outcomes in more detail

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK D. TYPE OF VOLUNTEER

Key difference in contributions according to:
AGE
GENDER
INTER/NATIONAL
MIXED TEAMS
OTHER

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK D. TYPE OF VOLUNTEER

What?

Discussion about the impact and contribution of inter/national volunteers, men / women, older / younger volunteers. See page 20 in the Orientation section for further notes on diversity.

Why?

To reflect on the different contributions that different kinds of volunteers can bring to a placement

How?

A roundtable or pair-work discussion

1. Is there a difference in the contributions the following types of volunteer can make?

- Volunteers of different ages
- Male and female volunteers
- National and international volunteers
- Mixed teams of inter/national volunteers

Do these different types of volunteer have a different impact?

Do any of the above make a difference in different contexts?

When, why, how?

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK E. IMPACT

DEMOCRACY / GOVERNANCE / PEACE-BUILDING	
HUMANITARIAN RELIEF AND RECOVERY	
MILLENNIUM DEVELOPMENT GOALS <ol style="list-style-type: none"> 1. Eradicate extreme poverty and hunger 2. Achieve universal primary education 3. Promote gender equality and empower women 4. Reduce child mortality 5. Improve maternal health 6. Combat HIV/AIDs, malaria and other diseases 7. Ensure environmental sustainability 8. Develop a global partnership for development <ul style="list-style-type: none"> • <i>youth employment</i> • <i>ICT</i> • <i>advocacy around debt, trade and availability of affordable drugs</i> 	
PARTNERSHIP IN GENERAL	
OTHER	

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK E. IMPACT

What?

Identifying the longer-term impact of volunteerism. This might include the cumulative impact of a number of volunteers in placement or changes that continue after the volunteer has left

Why?

Having looked at what the volunteer does and what is achieved by volunteerism, this task links volunteerism upwards to higher level goals and connects volunteer activities with the wider development landscape

How?

Impacts can be set against specific goals. Alternatively volunteer outputs and outcomes can be shown to contribute to a number of goals in the table. Please refer to information included on MDGs in the Orientation section

1. Summarise the longer-term impact

What impact do you think the placement or project has had / or will have on any or all of the longer-term goals shown in the table?

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK F. SWOT ANALYSIS (Strengths, Weaknesses, Opportunities, Threats)

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS
STRATEGIES FOR DEVELOPMENT	

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK F. SWOT ANALYSIS

What?

This is a participatory tool that can be used to analyse strengths and weaknesses, opportunities and threats of the project or placement

Why?

Looks at factors that facilitate and constrain the success of volunteerism in your placement

How?

Use attached chart, post-its / coloured cards. You may find it easier to address all 4 factors simultaneously. SW factors are often used to refer to internal aspects of the placement while OT factors address issues external to the employing organisation

1. List the key strengths of the placement / project (internal)
2. List the key weaknesses of the placement / project (internal)
3. List the key threats to the placement / project (external)
4. List the key opportunities for the placement / project (external)
5. Take the most important factors of weakness and threat and look at how you can address or reduce them (strategies for development)
6. Take the most important factors of weakness and threat and look at how you can address or reduce them (strategies for development)

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

TASK G. RECOMMENDATIONS

PLACEMENT LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK G. RECOMMENDATIONS

What?

This could include recommendations for recruitment, placement development, and communication strategies

Why?

Builds on SWOT analysis strategies to prioritise key recommendations for the individual placement

How?

Include at least one recommendation that can be usefully shared at the national level workshop

List up to 5 recommendations, action points or key lessons for the future of the placement

PLACEMENT LEVEL ASSESSMENT: FEEDBACK SHEET

Please give the following basic information to help with collation

Name of Volunteering Organisation	
Country of placement	
Type of Project	
Is your placement one in a series of volunteers in this project?	
Does the project have	National volunteers
	International volunteers
Are you	A national volunteer
	An international volunteer
How long is your placement?	
How long have you been in the placement?	
Your age	Under 35
	35-50
	50+
Male or Female volunteer	Male
	Female

Please append a list of workshop participants

NO MORE SLEEPING!!

Working as an English Language Teacher Trainer in a pesantren (Islamic School) in East Java includes providing approximately 15 English teachers from four Junior High Schools with the professional development and teacher training they have never received formally. This includes demonstrating how to manage large, unruly classes of tired and sleepy students with virtually no resources or interesting material available to assist. Often, many of these factors still seem present in English classes and so, it was with some trepidation that I asked my teachers, 'What do you think has been the most significant change since I have been here?'

I expected the answer to be along the lines of 'What do you mean? Nothing has changed here' because sometimes this is a feeling one gets while working in a development capacity: 'What difference am I making?' 'What have I achieved since I arrived here?' 'I don't think I've made any changes let alone significant ones,' etc etc etc

I was, therefore pleasantly surprised, when the beneficiary teachers of the Islamic Schools English Language Project jumped at the chance to answer my question and they all immediately agreed that the most significant change since my arrival was that their motivation and confidence in teaching English had increased. Now they get more enjoyment from their teaching as they can see rewards for their efforts commenting "As a teacher I feel very satisfied and happy to see my students so enthusiastic in my classes". According to them, when students were previously asked what the most difficult subject was, they would answer 'English'. Now, the teachers say that "compared to 2-3 years ago the situation of learning is more enjoyable". This makes them "happy and enthusiastic in teaching".

They attribute this to the many hours we have spent together discussing how to "handle classes, prepare material and make classes more interesting" and thus make teaching easier and more enjoyable. They enjoy the individual attention they receive and advice relevant to their specific classes. Of course, not every time we have a meeting scheduled do we actually meet! Sometimes, it's raining, and for a nation whose main form of transportation is motorbikes, everything stops when it rains. Luckily, most people here, despite their small income, have a mobile phone and with a simple sms it is relatively easy to notify each other of the frequent last minute changes. However, cancellations tend to cause a break in continuity which can be frustrating.

When asked to nominate the most significant change, there can be an expectation to hear tales of huge, tangible and far-reaching achievements, for instance something of the magnitude of replacing a town's water supply. However, sometimes the most significant change is only small and intangible but not necessarily less far-reaching. In my time here the increase in teacher motivation and confidence is the most significant change because it has made a difference to the teachers' lives and their students' education. The effect that the enthusiasm these teachers now have for their job is reflected in the students' own new-found enthusiasm for English. Now no one sleeps in English class!

Communication and relationships

During my assignment, I created an email list to share information among members and stakeholders. This email list is very valuable as it is a person-to-person communication. I use the mailing list when I have any news about our field of concerns and I encourage our members to use this list to share all the lessons-learned and experience they have got during their work. I find that communicating through mail creates understanding and friendship, which enhances relationships and collaboration.

I also created the website for our group and this is also an effective means of communication, though as much as the mailing list. The web pages aim to make information available, freely and in forms that are easily accessible. I put on the web all the information about our group activities, materials relating to our concerns so that when people want to look for a certain thing, they can access the webpages easily.

A detailed database showing which member is doing what and where is also a valuable source of communication. It helps members quickly address who they need to look for.

With the communicating tools as the mailing list, the website and the database, I can do my work more efficiently and smoothly. Besides, our working group members seem to enjoy these tools to exchange information and experience, which is one of my main duties I have to accomplish.

Case Study, UN Volunteer, Vietnam

PART FOUR:

PROGRAMME LEVEL ASSESSMENT

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

INTRODUCTION

The purpose of this assessment is to:

- Aggregate findings from individual placements / projects
- Examine the cumulative contribution of volunteering on national and/ or international development goals
- Discuss key questions about a) the difference volunteerism makes and b) the different impact of national and international volunteers
- Exchange good practice and lessons learned

The outcomes of the assessment will be:

- Completed set of feedback sheets
- Action points relevant to strategic planning at country level

When should it take place and who should be involved:

The assessment should be conducted every 2 years through a workshop with volunteers who are nearing the end of their placements. Not every end of service volunteer needs to attend, but there should be a group that is representative of programme geography and sectors. National and regional stakeholders and partners should be invited, for example from NGOs or government, along with primary beneficiaries as appropriate. Volunteers at other stages in their placement could also attend, for example newly arrived volunteers can attend as part of their orientation to the methodology and programme.

Preparation for the workshop

Convenient date/s and venue will need to be arranged. *It is vital that volunteers complete the placement level assessment before attending the workshop.* Volunteers will need to receive placement level assessment materials at least a month in advance of the programme level workshop in order to allow time to conduct the placement level workshop, complete the Feedback Form and send it to the Programme Officer.

Volunteers should bring copies of their feedback sheets to the workshop, plus an extra copy of their selected 'Change Story'.

The orientation section of the document can be circulated to national stakeholders in advance of the workshop.

It will be useful for Programme Officers to carry out an **initial analysis** of the Placement Level feedback forms, especially the key **Outputs, Outcomes and MDG contribution**. These can be then verified by stakeholders at the Programme Level Workshop.

How to use this guide

On the left hand page you will see a copy of the relevant feedback sheet for each task. Completion of a full set of electronic feedback sheets is the expected outcome of the workshop. Please use the electronic feedback form (provided on CD) to record the proceeds of the workshop.

On the right hand page you will see the instructions for the workshop tasks and a 'what, how, why' box. This box includes tips on how to carry out the workshop and explains how each task fits into the overall programme.

Please use the **Workshop Participation Form** (on CD) to record who has taken part in the assessment.

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TIMETABLE

See below a suggested timetable for a one and half day workshop programme.
Please use the Workshop Participation form (orientation section) to record participation for each part of the process.

#	Activity
DAY 1	
A	Introductory presentation
B	Exchange of key lessons from placement level
C / D	Contribution to national development goals OR Contribution to and international development goals
BREAK	
C / D	Continuation: Contribution to national development goals OR Contribution to and international development goals
LUNCH	
C / D	Feedback on tasks B & C
BREAK	
E	The volunteer as a catalyst for change
E	Feedback on task E
DAY 2	
F / G	Force fields analysis OR Stakeholder analysis
BREAK	
F / G	Feedback tasks F / G
H	Action planning



Level One Workshop, Banda Aceh

We've seen a reduction in stigma and discrimination. On the one hand because the students, due to increased self confidence and self esteem, have become more actively involved and give the fight against HIV/AIDS a "human face". On the other hand, because volunteers act as peer educators towards society. So the public becomes more aware of HIV/AIDS and volunteerism. Many start to lose fear because they see others working with PLWHA. There's an increased desire to make a personal contribution. The public appreciated the involvement of international volunteers together with national volunteers.

UNV English Tutoring Scheme for People Living with HIV/AIDS, Vietnam

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK A: INTRODUCTORY PRESENTATION

(There is no feedback sheet for this task)

What?

Introduction to the workshop by the facilitator

Why?

To explain the purpose of the impact assessment exercise and set it in context

How?

*PowerPoint or other appropriate method
(eg Flip Chart)*

1. Introduce the workshop

Use the PowerPoint slides for the Programme Workshop (on the CD) as the basis for presentation, including:

- *Objectives*
- *Key questions*
- *Workshop levels*
- *Definition of volunteering*
- *Reflective Practice*

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK B: EXCHANGE OF KEY CHANGES AND KEY LESSONS FROM PLACEMENT LEVEL

Record the key points in the tables below. You will need to add into the tables your own sub-headings for the categories which emerge from the discussions and data provided.

(1) KEY CHANGES

Key Change 1	Key Change 2	Key Change 3	Key Change 4	Key Change 5
Add in the titles of relevant Change Stories	Add in the titles of relevant Change Stories	Add in the titles of relevant Change Stories	Add in the titles of relevant Change Stories	Add in the titles of relevant Change Stories

(2) KEY LESSONS

Key Lesson 1	Key Lesson 2	Key Lesson 3	Key Lesson 4	Key Lesson 5
Add in examples from the cards provided by volunteers	Add in examples from the cards provided by volunteers	Add in examples from the cards provided by volunteers	Add in examples from the cards provided by volunteers	Add in examples from the cards provided by volunteers

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK B: EXCHANGE OF KEY CHANGES AND KEY LESSONS FROM PLACEMENT LEVEL

What?

Sharing experiences and lessons from individual placements

Why?

An ice-breaker and a link from placement level workshop.

How?

In small groups of 3. The questions in the box below can be written up on flip-chart to structure discussion.

You will need 2 pin-boards, 1 for the stories and 1 for the lessons. Each group should agree on Type of Change (see pages 34-35) for each story and write that in marker pen at the top of the story. Each volunteer should also write up their key lesson on card.

There is no plenary session at this stage. Facilitators could classify the stories and lessons during the coffee break and give a quick summary of key categories before moving on to the next task. Leave the pin-boards for participants to read when they have time. The initial analysis can be cross-checked at later stages in the workshop.

1. Participants share stories and key lessons

(From placement level workshop)

2. Facilitator summary

Summarise the key categories emerging.

Exchange from Placement Assessment

Logistics: How did you organise the workshop / data collection and who was involved?

Process: What was enjoyable, interesting, challenging, surprising about the process?

Results:

1. Change Story: Share your selected story and identify what type of change it illustrates

2. Key Lesson: Share one key lesson and explain why

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK C: CONTRIBUTION TO NATIONAL DEVELOPMENT GOALS

NATIONAL DEVELOPMENT GOALS	OUTPUTS	OUTCOMES	LONGER TERM IMPACT

List any key points from the discussion here

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK C: IMPACT ON NATIONAL DEVELOPMENT GOALS

Half of the group should do task C while the other half of the group is doing task D.

NB if the NDGs are very similar to the MDGs, use the NDGs for both groups

What?

Aggregation of data from individual placements; see worked example on page 38

Why?

To show how volunteering has contributed to the Poverty Reduction Strategy Plan (or equivalent framework) in your country.

To justify volunteerism and demonstrate its wider impact

How?

Enter the national development goals for your country in column 1 of the chart on a large piece of paper. In large groups (about 10 people), amalgamate the information from placement level workshop tasks B, C & E against the goals. Use post-its or small coloured cards to record at each stage, with a different colour for each column.

If an initial analysis of Outputs and Outcomes has been carried out, these can be verified by stakeholders, before being plotted onto the NDG chart.

1. Aggregate your key OUTPUTS on the chart

Discuss: In which sectors is your organisation's country programme contributing and to what extent?

2. Aggregate your key OUTCOMES on the chart

Discuss: Which are the most common key outcomes or changes?

3. Identify longer-term IMPACT and plot results on the chart

Discuss: How do outcomes and outputs contribute to higher-level goals?

PLEASE NOTE

As you progress with the chart, you will find fewer outcomes than outputs and fewer impacts than outcomes.

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK D: CONTRIBUTION TO INTERNATIONAL DEVELOPMENT GOALS

MILLENNIUM DEVELOPMENT GOALS	OUTPUTS	OUTCOMES	LONGER TERM IMPACT
1.Eradicate extreme poverty and hunger			
2.Achieve universal primary education			
3.Promote gender equality and empower women			
4.Reduce child mortality			
5.Improve maternal health			
6.Combat HIV/AIDS, malaria and other diseases			
7. Ensure environmental sustainability			
8.Develop a global partnership for development			

List any key points from the discussion here

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK D. IMPACT ON INTERNATIONAL DEVELOPMENT GOALS

Half of the group to do task D while the other half of the group is doing task C.

NB If the MDGs are very similar to the MDGs, use the NDGs with both groups

What?

Aggregation of data from individual placements; see worked example on pages 40-41

Why?

To show how volunteering has contributed to Millennium Development Goals.

To justify volunteerism and demonstrate its wider impact

How?

In large groups (about 10 people), amalgamate the information from placement level workshop tasks B, C & E against the goals. Use post-its or small coloured cards to record at each stage, with a different colour for each column. If an initial analysis of Outputs and Outcomes has been carried out, these can be verified by stakeholders, before being plotted onto the MDG chart

1. **Aggregate your key OUTPUTS on the chart**

Discuss: In which sectors is your organisation's country programme contributing and to what extent?

2. **Aggregate your key OUTCOMES on the chart**

Discuss: Which are the most common key outcomes or changes?

3. **Discuss how the outcomes link to longer-term IMPACT and plot results on the chart**

Discuss: How do outcomes and outputs contribute to higher-level goals?

PLEASE NOTE

As you progress with the chart, you will find fewer outcomes than outputs and fewer impacts than outcomes.

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK C /D: IMPACT ON NATIONAL AND INTERNATIONAL DEVELOPMENT GOALS

List key points from the discussion here

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK C /D: IMPACT ON NATIONAL AND INTERNATIONAL DEVELOPMENT GOALS

What?

Feedback from group tasks to plenary or in mixed groups

Why?

To share information and views

How?

Presentation and discussion of charts and use of discussion questions

1. Discuss:

- The similarities and differences in the way national versus international goals have been addressed
- The cumulative effect of volunteers over time

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK E. THE VOLUNTEER AS A CATALYST FOR CHANGE

List key points from the discussion tasks

- **Underlying themes**
- **Planned - Unplanned / Conscious -Unconscious Contributions**
- **The contexts where volunteers may have had a negative impact**
- **What impact there would have been if volunteers had not been involved**
- **Different contributions from different profile of volunteer**
- **Diversity and level of impact, relating to specific contexts**

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK E. THE VOLUNTEER AS A CATALYST FOR CHANGE

What?

Four group discussion activities. Tasks can be written on card for each group

Why?

Tasks C & D have looked at what volunteerism does and what it achieves. This task looks at how.

How?

Group discussion working with a 'recorder' to capture key points on flip-chart for feedback. Tools such as spider diagram can be used. Group 2 may like to plot their contributions on the continuum shown below. As each group presents their key findings in plenary, other participants can add points, which should also be recorded.

Group 1

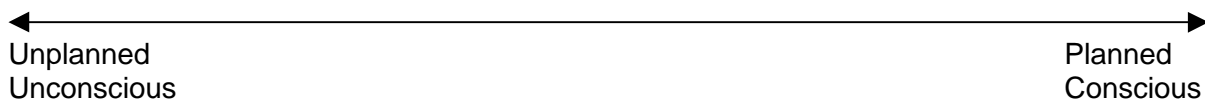
(Using data collected in Task C at placement level workshop)

Discuss the **common underlying themes** of how a volunteer acts as a catalyst for change

Group 2

(Using data collected in Task C at placement level workshop)

Discuss **planned/unplanned, conscious/unconscious contributions and changes**



Group 3

(Look back at the IMPACT columns from Task C and Task D earlier in [this workshop](#)) **Discuss:**

- Would impact have happened anyway, if volunteers had not been involved?
- Would it have happened differently? More slowly? Not at all?
- Would there have been negative impact without volunteer involvement?
For example, conflict, crisis...

Discuss contexts where volunteers may/could have had a **negative impact**

(Using data collected in task C at placement level workshop)

Group 4

(Using data collected in task D at Placement level workshop)

Discuss the **key differences in contribution and impact** between:

- Female and male volunteers
- Volunteers of different ages
- National and international volunteers (as relevant to project)
- Mixed teams and non-mixed teams

Discuss specific examples of diversity and level of impact, relating to specific contexts

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK F. FORCEFIELDS ANALYSIS

HELPING FORCES	HINDERING FORCES
STRATEGY DEVELOPMENT	STRATEGY DEVELOPMENT

Attach the completed forcefields analysis

List the key lessons for the organisation arising from this exercise

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK F: FORCEFIELDS ANALYSIS

Half of the group to do task F while the other half of the group is doing task G.

What?

This is a participatory tool to analyse helping (supporting) and hindering factors (barriers) to change and produces strategies that address the issues

Why?

Having examined the what and how of volunteering, the workshop now moves on to look at the factors that facilitate and constrain volunteerism and how to overcome them

How?

Use attached chart, post-its / coloured cards

1. Aggregate key findings from the Forcefields Analysis

(Use Task F in the placement level workshop)

Use the grid included on the opposite page

List the key factors which have positively affected the outcomes

Take the most important factors and look at how you can collectively build on them

List the key factors which have negatively affected the outcomes

Take the most important factors and look at how you can collectively address them

2. Exchange and summarise key points

3. Prepare 5 key points / lessons to feed back in the plenary session

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET
TASK G: STAKEHOLDER ANALYSIS

STAKEHOLDER	PERCEPTIONS OF AND INTERESTS IN VOLUNTEERISM
Volunteer	
Host organisation	
Community members/ Civil society	
Local / national NGOs	
Local government	
Private sector	
Media	
National government	
International organisations	
Donors	
The public in-country (South)	
The public (North)	

Attach the completed stakeholder analysis

List the key lessons for the organisation arising from this exercise

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK G: STAKEHOLDER ANALYSIS

Half of the group will do task G while the other half of the group is doing task F.

What?

This is a participatory tool used to analyse the interests and perceptions of groups connected to volunteerism

Why?

Having examined the what and how of volunteering, the workshop now moves on to look at the factors that facilitate and constrain volunteerism and how to overcome them

How?

Use attached chart, post-its / coloured cards

1. Discuss the views of selected stakeholders on volunteering

Use the grid included overleaf

2. Summarise key points

3. Prepare 5 key points / lessons to feed back in the plenary session

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

TASK H. ACTION PLANNING

LEVEL	KEY LESSONS	MAINSTREAMING ACTION	STAKEHOLDERS IN PARTNERSHIP
Local			
Organisational			
National			
International			

List the ways forward, suggestions and actions that emerge from the workshop here

PROGRAMME LEVEL ASSESSMENT: PARTICIPATORY WORKSHOP

TASK H: ACTION PLANNING

What?

Conclusion of the workshop and way forward for the organisation

Why?

Provides results from the workshop that the organisation can use in future strategic planning

How?

Drawing out recommendations from the data generated throughout the day

1. Discuss the following

- **Lesson learning and sharing:** how can we capitalise on our experience more strategically to influence development interventions and approaches?
- **What is the profile of volunteers we have / want to have in the future?**
Thinking about future recruitment policies and procedures
(How) is this profile different from other development workers?
- **What is the profile of placements that we have / want to have in the future?**
Thinking about project design; selection; response to requests; partners

2. Agree and record action points and ways forward for the organisation

Use the grid opposite as a prompt

PROGRAMME LEVEL ASSESSMENT: FEEDBACK SHEET

Please give the following basic information to help with collation

Name of Volunteering Organisation	
Country	
How many national volunteers participated?	
How many international volunteers participated?	
How many national stakeholders attended?	
How many international stakeholders attended?	

Please append a list of workshop participants

Key lessons for the organisation arising from this exercise

Effective communication with partner organizations crucial to success

Constructive attitude crucial to success

Follow the system / stick to existing mechanisms

Keep asking for support/ pushing for support

Work with mixed-teams

Team work vital for success

Positive attitude from partners is important

Strong support from host agency needed

Respect and understand other cultures/ local culture

Sense of professional ownership of volunteers is important

Don't forget to build your own capacity

Always be active in your work

Be open to share information

Motivate target audience/ help them see benefit

Vietnam Programme Level Workshop

BOLIVIA: PROGRAMA DE JÓVENES CON LA PARTICIPACIÓN POPULAR

Paralelamente al programa “tradicional”, VNU Bolivia ha desarrollado y implementado el Programa de Jóvenes con la Participación Popular (JCP) vigente en los 9 departamentos del país desde el año 2004. Dicho Programa JCP confiere a Bolivia la mención de “caso muy peculiar” en términos de Voluntariado.

El Programa JCP, impulsado por el Gobierno nacional y apoyado por ambos Programas VNU y PNUD, ha estado brindando asistencia técnica a 150 municipios y 10 mancomunidades vulnerables mediante la movilización de 1200 jóvenes voluntarios bolivianos.

Cabe destacar que estos 1200 JCPs, egresados del sistema universitario nacional, han estado sirviendo en “primera línea” y contacto directo con los municipios y comunidades más necesitados del país, logrando con ello catapultar a Bolivia al rango del país con mayor número de voluntarios nacionales a nivel regional (ARLAC) y/o mundial.

Este programa surgió de la necesidad de contar con RRHH capacitados en municipios participantes, que de otra manera no hubiesen podido acceder a ellos. En algunos municipios, el aporte de los jóvenes representa un ahorro significativo que puede ser asignado a otro tipo de necesidades básicas no necesariamente cubiertas.

El Programa JCP no se confina a las actividades tradicionales de UNV que consisten en prestar asistencia técnica a las comunidades. Al contrario, el Programa JCP busca crear una nueva generación de Jóvenes profesionales dotados de las habilidades y de la motivación necesarias para que querer cambiar la “cara” de Bolivia. Se trata de levantar la autoestima de esta juventud boliviana “marginada” para empoderar Voluntarios capaces de ser protagonistas del desarrollo. A su vez, dichos Voluntarios líderes pueden inducir un cambio positivo en las comunidades en las cuales trabajan transfiriendo sus capacidades y difundiendo los valores del Voluntariado a nivel local.

El Programa VNU ha contribuido ampliamente al proceso de institucionalización del Voluntariado en Bolivia tanto como en la difusión y consecución de los Objetivos de Desarrollo del Milenio (ODMs). En primer lugar, el Programa VNU impulsó la elaboración de la **Ley del Voluntariado** apoyando también su proceso de aprobación en ambas Cámaras de Diputados y Senadores en los meses de noviembre y diciembre del 2005.

En segundo lugar, el Programa VNU alentó y apoyó la conformación de **Asociaciones de voluntarios**, llamadas **VAMOS**, que han cumplido su asignación de 6 meses en el Programa JCP. Dichas asociaciones de “ex - alumni”, que se implementaron en 6 de los 9 departamentos del país, dan la oportunidad a los JCP de seguir su labor como Voluntarios. Finalmente, VNU Bolivia asignó un presupuesto al “**Fondo Semilla**” que busca contribuir al logro de los ODMs y viene ejecutándose desde el mes de abril 2005. El Fondo Semilla es una herramienta financiera del Programa JCP que permite la implementación de proyectos en respuesta a las necesidades identificadas por las comunidades junto a los Voluntarios.

Case Study: the promotion of national youth volunteering in Bolivia

Source: UNV Results Workshop, La Paz, December 2005

PART FIVE:

NATIONAL INTER-ORGANISATIONAL WORKSHOP

NATIONAL INTER-ORGANISATIONAL WORKSHOP

INTRODUCTION

The purpose of this assessment is to:

- Exchange findings between VIOs
- Strengthen relationships between different VIOs and different partners
- Promote networking and collaboration between VIOs
- Discuss mainstreaming into development programming
- Discuss planning of volunteerism and lesson learning from volunteerism
- Raise awareness about volunteering

The outcomes of the assessment will be:

- Completed set of feedback sheets
- Action Plan for future harmonisation and coordination

When should it take place and who should be involved:

The assessment could be conducted every 2 years. It could be small or large scale: either programme managers with a small number of volunteers or a higher profile event including national and international stakeholders.

Preparation for the workshop

Convenient date/s and venue will need to be arranged. You may wish to circulate the materials to participants in advance of the workshop.

How to use this guide

On the left hand page you will see a copy of the relevant feedback sheet for each task. Completion of a full set of electronic feedback sheets is the expected outcome of the workshop. Please use the electronic feedback form (on CD) to record the proceeds of the workshop.

On the right hand page you will see the instructions for the workshop tasks and a 'what, how, why' box. This box includes tips on how to carry out the workshop and explains how each task fits into the overall programme.

Please use the **Workshop Participation Form** to record who has taken part in the assessment

NATIONAL INTER-ORGANISATIONAL LEVEL WORKSHOP

TIMETABLE

See below a suggested timetable for a half or one day workshop programme.

Please use the Workshop Participation form (orientation section) to record participation.

#	Activity
A	Presentation from each VIO
B	Group Discussion
BREAK	
C	Stakeholder Analysis
D	Action Plan
LUNCH	
E	Final plenary

NATIONAL INTER-ORGANISATIONAL WORKSHOP: FEEDBACK SHEET

TASK A. PRESENTATIONS

Please append the summaries from each participating VIO

NATIONAL INTER-ORGANISATIONAL WORKSHOP

TASK A.

What?

Exchange of information by participating VIOs

Why?

To share findings of impact assessment between organisations

How?

PowerPoint or other method of presentation by Programme Manager or Country Officer.

It might be appropriate for presentations to include a general introduction to the organisation: how and where they work, in which sectors, how many volunteers etc.

It will also be useful to have handouts of key findings for the group discussions that follow.

1. Each VIO to present a summary of key findings from Programme Level Workshop, based on the key questions:

- What contribution has the volunteering programme made to national development? What are the key results? (outputs, outcomes, longer-term impact)
- How has volunteering achieved these results?
- What are the key recommendations and lessons?

NATIONAL INTER-ORGANISATIONAL WORKSHOP:FEEDBACK SHEET

TASK B (1): SIMILARITIES AND DIFFERENCES IN FINDINGS

Summarise the key similarities in findings between the VIOs

Summarise any key differences in findings between the VIOs

Give reasons for the differences in findings between the VIOs

NATIONAL INTER-ORGANISATIONAL WORKSHOP

Participants work in two groups to address different sets of discussion questions (1 and 2).

TASK B (1). Group Discussion

What?

Analysis of presentations

Why?

To compare findings of impact assessment between organisations

How?

Informal discussion in small group

- (1) Identify similarities and differences in findings
Identify reasons for differences**

TASK B: SHARE RESULTS BETWEEN GROUPS

Exchange of key discussion points between groups that worked on questions 1 and 2

NATIONAL INTER-ORGANISATIONAL: FEEDBACK SHEET

TASK B (2): HOW CAN WE DEFINE THE DIFFERENT CONTRIBUTION OF VOLUNTEERS AS OPPOSED TO OTHER DEVELOPMENT OR PEACEKEEPING WORKERS?

Summarise agreed key attributes of volunteers

Summarise any other key points from this discussion:

NATIONAL INTER-ORGANISATIONAL WORKSHOP

Participants work in two groups to address different sets of discussion questions (1 and 2).

TASK B (2). Group Discussion

What?

To identify the specific assets and attributes of volunteerism as opposed to other development interventions

Why?

To strategically build on findings of impact assessment of different organisations

How?

Informal discussion in small group

2. **Summarise:**
How can we define the different contribution of volunteers as opposed to other development or peacekeeping workers?

TASK B: SHARE RESULTS BETWEEN GROUPS

Exchange of key discussion points between groups that worked on questions 1 and 2

NATIONAL INTER-ORGANISATIONAL: FEEDBACK SHEET
TASK C. PERCEPTIONS OF VOLUNTEERING

STAKEHOLDER	PERCEPTIONS OF AND INTERESTS IN VOLUNTEERISM
Volunteer	
Host organisation	
Community members/ civil society	
Local / national NGOs	
Local government	
Private sector	
Media	
National government	
International organisations	
Donors	
The public in-country (South)	
The public (North)	

Append 1 –2 examples of the stakeholder analysis if appropriate

Summarise the key points made in the discussion

NATIONAL INTER-ORGANISATIONAL: WORKSHOP

TASK C: PERCEPTIONS OF VOLUNTEERING

What?

This is a participatory tool used to analyse the interests and perceptions of different stakeholders about volunteerism

Why?

Having completed this activity at programme level this is an opportunity for a more strategic approach at national level that could feed into advocacy for volunteering

How?

Use attached chart, post-its / coloured cards. You may like to use 3 columns in the grid and consider past vs. future interests/perceptions

Discuss and analyse:

What are the perceptions and interests of different stakeholders as regards volunteering?

NATIONAL INTER-ORGANISATIONAL:FEEDBACK SHEET

TASK D.

HOW CAN LESSON LEARNING BE MAINSTREAMED INTO DEVELOPMENT PLANNING?

Append 1 –2 examples of the action plan if appropriate

Summarise the key points made in the discussion

NATIONAL INTER-ORGANISATIONAL: WORKSHOP

Task D: ACTION PLAN

What?

Building on action plans from programme level

Why?

Taking lessons learnt throughout the workshop forward into action points for future collaboration and advocacy for volunteerism

How?

Drawing out recommendations from the discussions generated throughout the day, summarise using the chart below. In groups as appropriate to numbers

How can lessons learned from volunteering be mainstreamed into development planning?

LEVEL	KEY LESSONS	MAINSTREAMING ACTION	STAKEHOLDERS IN PARTNERSHIP
Local			
Organisational			
National			
International			

NATIONAL INTER-ORGANISATIONAL: FEEDBACK SHEET

ACTIVITY E. PLENARY

Make a note of any additional points made

NATIONAL INTER-ORGANISATIONAL: WORKSHOP

E. Final Plenary

1. Sharing action plans
2. Key points and final comments

NATIONAL INTER-ORGANISATIONAL: FEEDBACK SHEET

Please give the following basic information to help with collation

Names of participating Volunteering Organisations	
Country	
How many national volunteers participated?	
How many international volunteers participated?	
How many national stakeholders attended?	
How many international stakeholders attended?	

Please append a list of workshop participants

PART SIX

APPENDICES

GLOSSARY

Baseline Study	An analysis describing the situation prior to a development intervention, against which progress can be assessed or comparisons made
Benchmark	Reference point or standard against which performance or achievements can be assessed.
Beneficiaries	The individuals, groups or organisations, whether targeted or not that benefit directly or indirectly from a development intervention.
Catalyst	A cause of or spark for change
Effect	Intended or unintended change due directly or indirectly to an intervention
Force fields analysis	Participatory tool used to analyse supporting factors and barriers in a given context
Impact assessment	A qualitative process to assess the positive and negative, direct and indirect, long-term effects of development interventions
Harmonisation	Term used by donors to denote the process of coordinating international development assistance in country
Logical framework	Approach used for planning and monitoring development initiatives
MDGs	The United Nations Millennium Development Goals are eight goals that all 191 UN member states have agreed to try to achieve by the year 2015
Mainstreaming	Process that enables activities to impact on policy and practice. Includes identifying lessons, clarifying the approach that produced the results, and transfer of these to other parties
Most Significant Change	Participatory monitoring system to collect and analyse stories that capture change and explain why change happens
Outcome	Medium-term effects, qualitative sustainable changes, to which volunteer outputs contribute
Output	Concrete effect or result, closely linked to a volunteer activity
Participation	Procedures whereby members of a community participate directly in decision-making about developments that may affect their lives
PRSP	Poverty Reduction Strategy Paper is a country-led and written document that provides the basis for assistance from the World Bank and the International Monetary Fund, as well as debt relief under the Heavily Indebted Poor Country initiative. A Poverty Reduction Strategy Paper describes a country's macroeconomic, structural, and social policies and programs to promote growth

Self-sufficiency	Self-sufficiency refers to the state of not requiring any outside aid or support for survival
Stakeholders	Individuals, groups or organisations that are affected by and/or have an interest in a particular issue/project, who have a “stake” in its success
SWOT analysis	Participatory tool that can be used to analyse strengths and weaknesses, opportunities and threats of a project
Triangulation	Method of verifying qualitative data through cross-checking with different sources of information
VIO	Volunteer Involving Organisation

NB. The definitions above are based on the **Glossary of Key Terms in Evaluation and Results Based Management**, produced by the OECD Development Assistance Group Working Party on Aid Evaluation, 2002. A copy of the OECD glossary (in English, French and Spanish) is provided on the CD.

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