

DEVELOPING A METHODOLOGY FOR IMPACT ASSESSMENT OF VOLUNTEERING

GUIDANCE NOTE

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“I see volunteerism as having such a vital role to play in global, national and local agenda.”

Kofi Annan, December 2004, International Volunteer Day

In the **Year of the Volunteer 2001**, UNVolunteers were given the international mandate to promote volunteering. Now volunteering organisations would like to show the **added value** that they bring to development. We are now developing a methodology to assess wider impact.

This is your opportunity to take part in an exercise to develop and test and revise a methodology for impact assessment of volunteering work on development intervention.

1. INTRODUCTION

What is the nature of this exercise?

This is an exploratory exercise as we do not know all the answers. It is intended as a participatory self-assessment **not** an evaluation of individual or organisational effectiveness. This is a collaborative exercise coordinated by **UNVolunteers**, with the participation of AVI (Australia), CCI (Canada), DED (Germany), JOCV (Japan), Skillshare (UK) and VSA (New Zealand).¹

Why are we carrying out this exercise?

We want to make the international case: **Why volunteerism?**

Is it a cheap option of providing development workers or does it provide something different? Value-added? If so, what lessons can be learned that can be mainstreamed into decision-making about development?

We want to be able to answer these key questions:

- How does volunteering contribute to longer term national and international development goals?
- (How) can we define the different contribution of volunteers as opposed to other development or peacekeeping workers?
- What is the different contribution made by national as opposed to international volunteers in different contexts?
- How is volunteering perceived by other stakeholders and partner organisations, both national and international?

¹ Known as Volunteer Involving Organisations = VIOs.

What is the value of this exercise for you?

We hope that by taking part in the exercise you will see the following opportunities:

For individual volunteers

- to gain wider recognition for your work
- to reflect on the impact of your work in collaboration with stakeholders
- to share your experiences with other volunteers
- to identify how your work contributes to wider development goals
- to develop and strengthen relationships

For Managers / Coordinators at country level

- to hear different voices and perspectives from the field
- to be able to see the cumulative impact of volunteer work on national development goals
- to strengthen partnerships
- to raise awareness of volunteerism nationally
- to exchange and disseminate best practice and lessons learned
- to develop ideas on country programming

For Stakeholders

This is an opportunity for both national and international partners and beneficiaries

- to reflect on volunteering as a development modality
- to share their perspectives on volunteering
- to look at integrating volunteerism into their development programmes

'The legitimacy of any voluntary action is the witness of those who are benefiting from it'²

² (TH Kane, UNV Burkina Faso evaluation, 2004)

2. LOGISTICS

What is the time scale?

We are hoping that participating organisations can help to test out the methodology in November 2005. We know this depends on the size and nature of the programme and time constraints. But if only a sample of volunteers take part, this will be helpful. There will be a workshop in Bonn for the Steering Committee to review the findings in January 2006 and the final results will be presented to the UNV Executive Board.

Where will the exercise take place?

The following countries are likely to be included in the exercise. These have been chosen to provide a geographical spread, coverage by different VIOs and include countries reflecting different types of programmes and different contexts: stable democracies; post / conflict or humanitarian crisis; transitional states.

NB this list is still to be finalised (Brackets indicate a question)

DR Congo	UNV	Mali	UNV, DED, (CCI)
Indonesia	UNV, AVI (DED)	South Africa	(VSA, Skillshare)
Guatemala	UNV, DED, (JOCV)	Tanzania	(VSA, Skillshare) JOCV
Bolivia	UNV, JOCV	Timor l'Este	VSA (AVI)
Burkina Faso	JOCV	Sudan	UNV
Haiti	UNV	Kyrgyz Republic	UNV
Bosnia-Herzegovina	UNV	Zambia	UNV
Bangladesh	UNV (JOCV)	Namibia	UNV (Skillshare)

Who will be involved in the exercise?

This depends to some extent on the nature of your organisation's programme. We suggest:

- Long-term volunteers in their second (or third) year
- Short term volunteers nearing the end of their assignment
- On-going projects / programmes / partnerships involving a number of volunteers (either short or long term) over a longer period of time

Who else should be involved?

Relevant stakeholders (see suggestions in Section 3) need to be consulted in good time to check their availability to take part.

3. PARTICIPATORY WORKSHOPS

The exercise comprises participatory workshops (one day each) at different levels.

Level 1 Individual volunteers / individual projects

Individual volunteers will arrange an informal workshop with key stakeholders eg. line manager, national colleagues, community members, local government, local NGOs, as relevant.

It doesn't have to be a large group of people as long it is representative of the range of stakeholders.

If a number of volunteers are involved in the **same project**, it is recommended that you organise **one** workshop all together, with relevant stakeholders as above.

If you do this, it will still be useful for each volunteer to look at the tasks in advance, as regards their individual contribution, and bring their notes with them to the workshop.

Level 2 Country Team National workshop

Volunteers then come together with their country programme officers / coordinators to exchange and aggregate their findings from the individual workshops. Participation of key stakeholders at a national level may include representatives from relevant government ministries, donors, NGOs etc. This will be arranged by the individual VIO.

Level 3 Cross-organisational National Workshop

Representatives from the different volunteering organisations in country (AVI, CCI, DED, JOCV, Skillshare, UNV, VSA) come together to exchange and aggregate organisational findings, with the participation of key stakeholders at a national level. Arrangements will be made by UNV, in collaboration with other VIOs. **We do not envisage level 3 workshops in all countries.**

A wider group of stakeholders could be included, for example, representatives of both national and other international volunteering organisations, other donors etc

The arrangements can be flexible

- Not all volunteers need to take part, as long as there is a representative sample.
- Depending on the number of volunteers, local logistics and collaboration between the participation VIOs, you may decide to combine the 2 national workshops, especially if national stakeholders overlap:
 - Day 1 – individual organisations
 - Day 2 – cross-organisational / wider participation
- In some circumstances it may **not** be possible for volunteers to be mobilised to attend a national workshop. However, the individual assessment can be used in general aggregation of findings. You can send your feedback sheet to the Country / Programme Officer, who is asked to collate the findings and send to us.

Feedback Sheets

These will be provided for each level workshop.

4. FACILITATION FOR WORKSHOPS

Who will facilitate the workshops?

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 organisation

What profile of facilitator are we looking for?

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 M&E
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 national level workshop/s, experience and confidence in working with senior representatives

How many facilitators will we need?

Level 1 workshops: **one** facilitator should be sufficient.

Level 2 or 3 national workshops: **two** co-facilitators will be necessary

Guidelines for Facilitators

More detailed guidelines for facilitators will be provided as soon as possible

Field visits

We have planned to make field visits to co-facilitate the **level 3 national workshops** in the following countries:

Guatemala, Indonesia, (Mali)

Our time frame for this is last week in November / first week in December.

5. VOLUNTEERISM

How do we define volunteerism?

For the purposes of this exercise we are using 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

ISSUES TO BEAR IN MIND

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.

6. IMPACT ASSESSMENT

How are we going to assess impact?

For the purposes of this exercise we are going to look at the *effects of volunteering* at different levels.

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

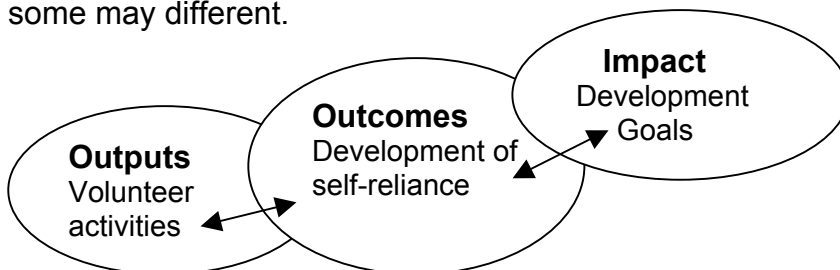
Medium term effects

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

This progression is based on the **logical framework approach**. Most organisations are using or developing this approach. Until now, assessment of volunteerism has largely focused on **outputs** rather than the other levels. We believe the generic indicators and analytical tools in this exercise are compatible with existing systems and will serve to enhance them. Some of the questions may be similar to those you already use and some may differ.



Gender impact

How have gender issues been integrated into volunteer work? We would like you to disaggregate gender impact, including consideration of the following aspects:

- Numbers of men and women participating in / benefiting from different activities
- Empowerment of women through association; education / capacity building; access to employment, loans...
- Changes in gender attitudes, roles and relationships, behaviour...
- Recognition of women's contribution to development
- Development of an enabling environment for women's involvement and empowerment – policies, structures, processes

7. LEVEL ONE PARTICIPATORY WORKSHOP

IMPACT OF INDIVIDUAL PLACEMENTS OR PROJECTS

The purpose of this workshop 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
- Review the methodology

INDICATIVE PROGRAMME

- | | |
|--|---|
| 1. What are the concrete outputs? | Ranking |
| 2. What sort of changes? | Outcome Mapping
Diversity and impact
Case Studies |
| 3. Helping and hindering forces | Forcefields Analysis |
| 4. Summarising Key Lessons | |
| 5. Review of Methodology | |

PLEASE NOTE

Depending on the nature of specific assignments, it may not be possible to answer all the questions. We don't want you to worry about this. We are asking for information about what is actually happening at present. Whatever analysis you can provide, it will be helpful in assessing what is realistic for the future.

LEVEL ONE PARTICIPATORY WORKSHOP

TASK A. 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

a) List the key outputs of the volunteer work

b) Include gender impact

(eg by number of women and men involved; content of training..)

c) Rank them in order of importance / effectiveness (1 is the highest)

d) Make a note of the criteria you used for ranking

e) Where both national and international volunteers have been involved, identify any differences in outputs

f) Discuss and make a note of the reasons

LEVEL ONE PARTICIPATORY WORKSHOP:

TASK B. OUTCOME MAPPING

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 page 12)

- 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...

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

Once key changes have been identified, it will be possible to use this analytical tool (see below) in **planning** and subsequently for **Monitoring & 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.

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

STAKEHOLDER	WHAT CHANGES CAN WE SEE?
Volunteer	<p>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></p>
Host organisation	<p>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></p>
Community members/ civil society	<p>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></p>
Local NGOs	<p>Skills <i>Eg. Project planning especially among women's groups is now much better due to capacity reinforcement</i></p>
Local government	<p>Relationships <i>Eg greater trust and recognition between civil society and elected officials</i></p>
Private sector	<p>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></p>
Media	<p>Communications <i>Eg. Local radio programmes promoting health education</i></p>
National government	<p>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 (self-help)</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></p>
International partner organisations	<p>Attitudes and approach <i>Eg. Mainstreaming volunteering into programmes</i></p>
Donors	<p>Commitment <i>Eg. Recognition and additional support for volunteering</i></p>
The public in-country (South)	<p>Relationships <i>Motivation to participate in development</i> <i>Feeling connected to the wider world</i></p>
The public (North)	<p>Awareness and commitment <i>Motivation to participate in development</i> <i>Feeling connected to the wider world</i></p>

VALUE – ADDED OUTCOMES



LEVEL ONE PARTICIPATORY WORKSHOP

OUTCOMES ANALYSIS

a) Identify 1 – 5 key changes that have taken place

b) 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 (North)		

c) Try to identify HOW volunteering has contributed to the key changes

KEY CHANGE	HOW DID VOLUNTEER /S ACT AS A CATALYST FOR CHANGE? (either positively or negatively)

d) Different impact

- What is the difference (if any) of the contribution made by volunteers (from VIOs) as compared to **other** development workers?
- (How) does age or gender make a difference in different contexts?

e) As appropriate (UNVolunteer programmes mainly)

- What impact do **national** versus **international** volunteers have? Higher impact? Different impact? Value added?
- **When / why / how** are national versus international volunteers more appropriate? (for example in humanitarian or conflict situations)
- What is the value of mixed teams of inter/national volunteers?

f) Decide on ONE case study to illustrate in more detail how sustainable change has taken place

LEVEL ONE PARTICIPATORY WORKSHOP

TASK C. IMPACT

Summarise the longer-term impact you think the placement or project has had / or will have on any of the following longer-term goals

<p>DEMOCRACY / GOVERNANCE / PEACE-BUILDING</p>	
<p>HUMANITARIAN RELIEF AND RECOVERY</p>	
<p>MILLENNIUM DEVELOPMENT GOALS</p> <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> 	
<p>PARTNERSHIP IN GENERAL</p>	
<p>OTHER</p>	

LEVEL ONE PARTICIPATORY WORKSHOP

TASK D. FORCEFIELDS ANALYSIS

HELPING FORCES	HINDERING FORCES
List the key factors which have positively affected the outcomes Rank them in order of importance	List the key factors which have negatively affected the outcomes Rank them in order of importance
STRATEGY DEVELOPMENT	STRATEGY DEVELOPMENT
Take the most important factors and look at how you can collectively build on them	Take the most important factors and look at how you can collectively address them

TASK E. ONE KEY LESSON TO SHARE AT THE NATIONAL WORKSHOP

TASK F. HOW EFFECTIVE WAS THE METHODOLOGY?

- Positive aspects
- Any suggestions for revision

8. LEVEL TWO PARTICIPATORY WORKSHOP: COUNTRY TEAM NATIONAL WORKSHOP

The purpose of this workshop is to:

- aggregate findings from individual placements / projects (level one workshops)
- examine the cumulative contribution of volunteering on
 - national development goals
 - international development goals
- discuss key questions about
 - the difference volunteerism makes
 - the different impact of national and international volunteers
- exchange good practice and lessons learned
- review the methodology

INDICATIVE PROGRAMME

1. Contribution to national and international development goals:

Groups work on either A or B and then exchange findings in mixed groups

Aggregation charts: A. Country Poverty Reduction Strategy
B. Millennium Development Goals

2. Added value

Small groups work on either C or D and then exchange findings (Gallery Walk)

C. The volunteer as a catalyst for change
D. Diversity and volunteering

3. Capitalisation of experience

Groupwork and exchange

4. Plenary

5. Evaluation of Methodology (Individual comments)

LEVEL TWO PARTICIPATORY WORKSHOP

TASK A. IMPACT ON NATIONAL DEVELOPMENT GOALS

How has volunteering contributed to national development goals?

These are the key areas as defined in the country's Poverty Reduction Strategy Framework (or equivalent document). Below is an example from Mali.

Use information from your Level One Workshop Feedback Sheets (pages 2 and 3)

- a) **Aggregate your key OUTPUTS on Chart A below**
- b) **Discuss** In which sectors is your organisation's country programme contributing and to what extent?
- c) **Aggregate your key OUTCOMES on Chart A**
- d) **Discuss** Which are the most common key outcomes or changes?
- e) **Discuss how the outcomes link to longer-term impact**

How does the promotion of self-reliance, and partnership between stakeholders, contribute to higher-level goals?

eg attracting investment / increasing absorption capacity

NATIONAL DEVELOPMENT GOALS	OUTPUTS	OUTCOMES	LONGER TERM IMPACT
Infrastructure and productive sector			
Human resources and access to basic social services			
Institutional development, governance and participation			

AGGREGATION CHART A: POVERTY REDUCTION STRATEGY

NATIONAL DEVELOPMENT GOALS: EXAMPLE

These are the key areas as defined in Mali's Poverty Reduction Strategy Framework. See Appendix for your country.

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!)

Remember to identify / disaggregate gender impact

LEVEL TWO PARTICIPATORY WORKSHOP

TASK B. IMPACT ON INTERNATIONAL DEVELOPMENT GOALS

How has volunteering contributed to international development goals?

Use information from Level One Workshop Feedback Sheets (pages 2 and 3)

- a) **Aggregate your key OUTPUTS on Chart A below**
- b) **Discuss** In which areas / sectors are VIOs in your country programme contributing and to what extent?
- c) **Aggregate your key OUTCOMES on Chart A**
- d) **Discuss** Which are the most common key outcomes or changes?
- e) **Discuss how the outcomes link to longer-term impact**
How does the promotion of self-reliance, and partnership between stakeholders, contribute to higher-level goals?
eg attracting investment / increasing absorption capacity

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			

AGGREGATION CHART B: MILLENIUM DEVELOPMENT GOALS

LEVEL TWO PARTICIPATORY WORKSHOP

IMPACT ON NATIONAL AND INTERNATIONAL DEVELOPMENT GOALS

Reconstitute groups to mix volunteers from TASK A and TASK B

Discuss

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

LEVEL TWO PARTICIPATORY WORKSHOP

TASK D. DIVERSITY AND VOLUNTEERING

Use information from Level One Workshop Feedback Sheets (page 3 (c) and Case Studies)

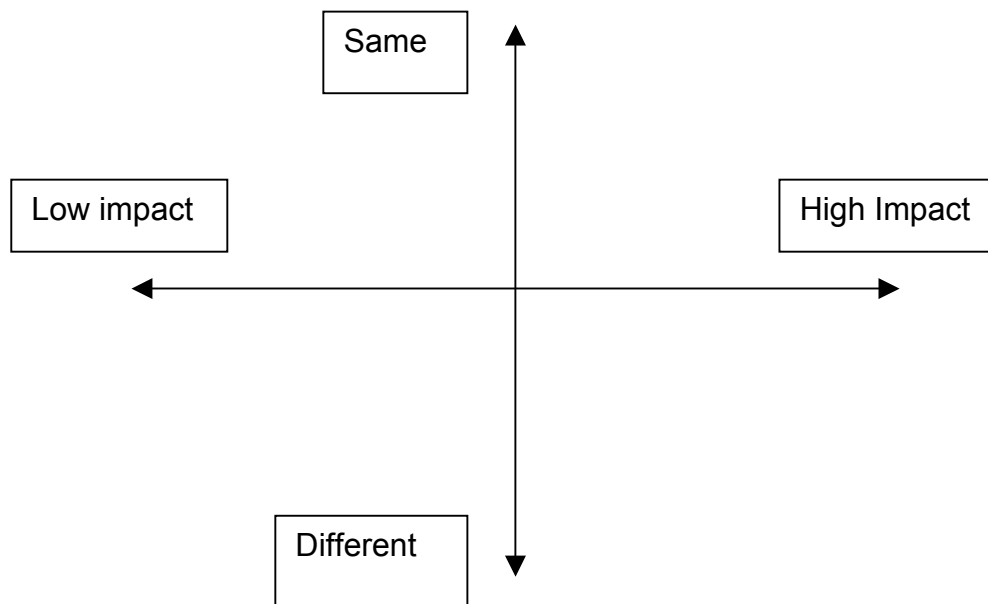
a) Exchange Case Studies

b) Exchange views from Level One workshops on the following questions:

What are the key differences in contribution between

- Volunteers and other development workers
- Female and male volunteers
- Volunteers of different ages (Beginning / Middle / End of Career)
- National and international volunteers (as relevant to project)?
- Mixed teams and non-mixed teams?

c) Use a **Matrix** like the one below to plot specific examples of diversity and level of impact, relating to specific contexts. **Summarise key points for feedback.**



LEVEL TWO PARTICIPATORY WORKSHOP

TASK E. CAPITALISATION OF EXPERIENCE

Use information from Level One Workshop Feedback Sheets (pages 6 and 7)

a) Aggregate key findings from the Forcefields Analysis

b) Exchange and summarise key lessons learned

c) 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, for example, 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, for example, about project design; selection; response to requests; the partners we work with...

d) Prepare 5 key points to feed back in the plenary session

TASK F. EVALUATION OF THE IMPACT ASSESSMENT METHODOLOGY

This can be done either individually or in a small group. Comment on:

- Positive aspects
- Suggestions for revision
- Suggestions for future use

9. LEVEL THREE PARTICIPATORY WORKSHOP

CROSS ORGANISATIONAL NATIONAL WORKSHOP

The purpose of this workshop is to:

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

INDICATIVE PROGRAMME

A. Presentation from each VIO

Summarising key findings from Level Two Country Team National Workshop

B. Group Discussion

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

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

C. Stakeholder Analysis Perceptions of Volunteering

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

D. Action Plan

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

E. Final Plenary

F. Review of Methodology

10. CONTACTS

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