

BEYOND VOLUNTEERING: MEASURING THE SOCIAL IMPACT

CASE STUDY - VOLUNTEERING MATTERS

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at Volunteering Matters

 @VOLUNTEERING_UK

[VOLUNTEERINGMATTERS.ORG.UK](https://www.volunteermatters.org.uk)

INSPIRING PEOPLE, CHANGING COMMUNITIES

VOLUNTEERING  **MATTERS**

Aims and objectives

Aim: provide an overview of our impact and evaluation framework

Objectives:

1. Volunteering Matters
2. The steps taken to develop our framework
3. Making the case for evaluation and impact
4. Statement of purpose
5. Introduction to the framework: data collection across three levels
6. Preliminary results
7. What next?

Volunteering Matters

Volunteering Matters is a national charity leading UK volunteering in policy and practice.

Vision: a society in which everyone can participate in their community through volunteering.

Mission: to invest in people's ability to volunteer, thereby reducing inequalities and isolation, improving health and wellbeing and building a stronger and more inclusive society.

Our values:

- ▶ Honest and transparent
- ▶ Collaborative
- ▶ Ambitious
- ▶ Innovative
- ▶ Inclusive

Volunteering Matters



Volunteering Matters



Strategic priorities:

- To increase our reach and impact
- To provide the best possible experience for volunteers and ensure their voices are heard
- To provide leadership on effective volunteering, influencing public policy and public service design

The steps taken to develop our framework



Step 1 – Map your theory of change

Step 2 – Prioritise what you measure

Step 3 – Choose your level of evidence

Step 4 – Select your sources and tools

Source: NPC – Four Pillars Approach

The steps taken to develop our framework

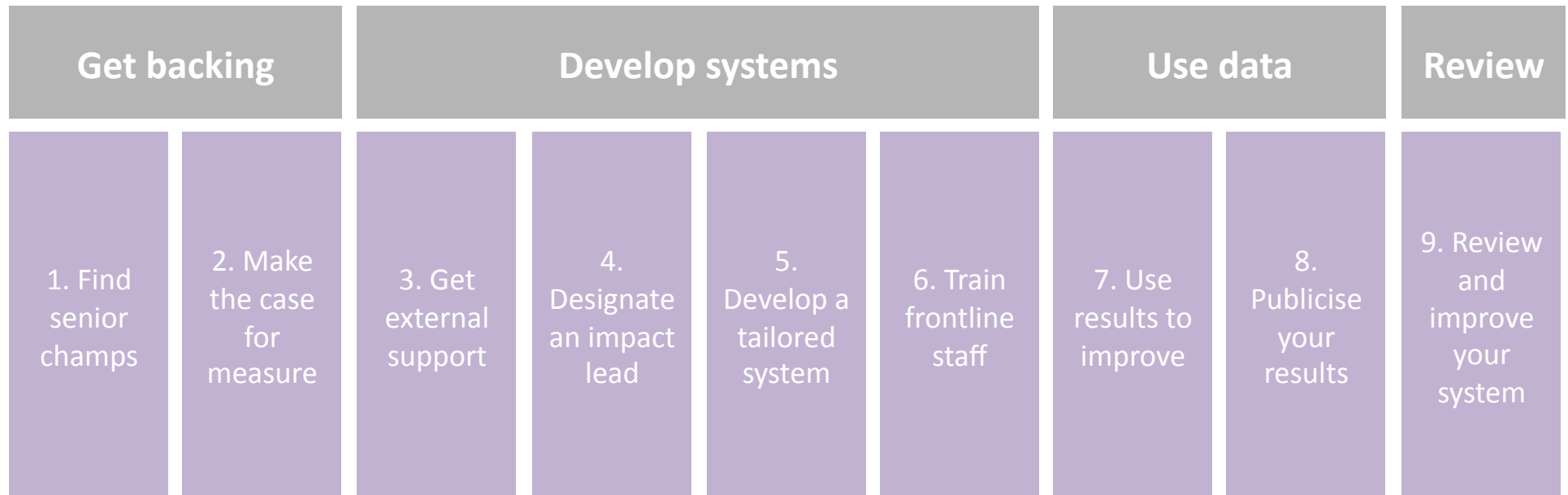


Source: Volunteer Impact Assessment Toolkit

	Human capital <i>People's knowledge, skills and health</i>	Economic capital <i>Benefits or costs with financial value</i>	Social capital <i>More cooperative relationships between people</i>	Cultural capital <i>A sense of one's own identity and understanding of others identity</i>
Volunteers	<ul style="list-style-type: none"> • Increased personal development, such as growth in confidence and self esteem • Increased skills such as digital • Improved health 	<ul style="list-style-type: none"> • Increased access to training • Increased employment prospects • Increased earning power 	<ul style="list-style-type: none"> • New friendships, contacts and networks • Greater involvement in activities • Enhanced sense of trust in others 	<ul style="list-style-type: none"> • Better understanding of own's own identity • Greater appreciation of other people's cultures
Organisations	<ul style="list-style-type: none"> • Increased personal development of staff • Increased levels of skills for the organisation 	<ul style="list-style-type: none"> • Increase in financial value / increased costs to organisation for involving volunteers • Greater income for the organisation 	<ul style="list-style-type: none"> • More volunteers and staff attracted to the organisation • Greater connection to community • Enhanced reputation 	<ul style="list-style-type: none"> • Services are more reflective of cultural diversity • Greater diversity of organisation
Beneficiaries	<ul style="list-style-type: none"> • Increase personal development • Increased skills • Improved physical or mental health • Greater sense of wellbeing among beneficiaries 	<ul style="list-style-type: none"> • Increase access to services that they would otherwise have to buy • Increased employability • Improved financial situation for beneficiaries through services and signpost provided 	<ul style="list-style-type: none"> • New friendships • Enhanced trust in others • Greater involvement in local activities 	<ul style="list-style-type: none"> • Greater sense of belonging to a group and taking part in culture and expressing values • Increased understanding of other people's cultures
Community	<ul style="list-style-type: none"> • Greater health and wellbeing of citizens • Improved skills – productive workforce 	<ul style="list-style-type: none"> • Enhanced value for money in public services • Increased employment • Reduced anti-social behaviour 	<ul style="list-style-type: none"> • Increase social networks • Enhanced trust and participation • More organisations working together 	<ul style="list-style-type: none"> • Richer cultural life • Greater tolerance of others

Source: Volunteer Impact Assessment Toolkit

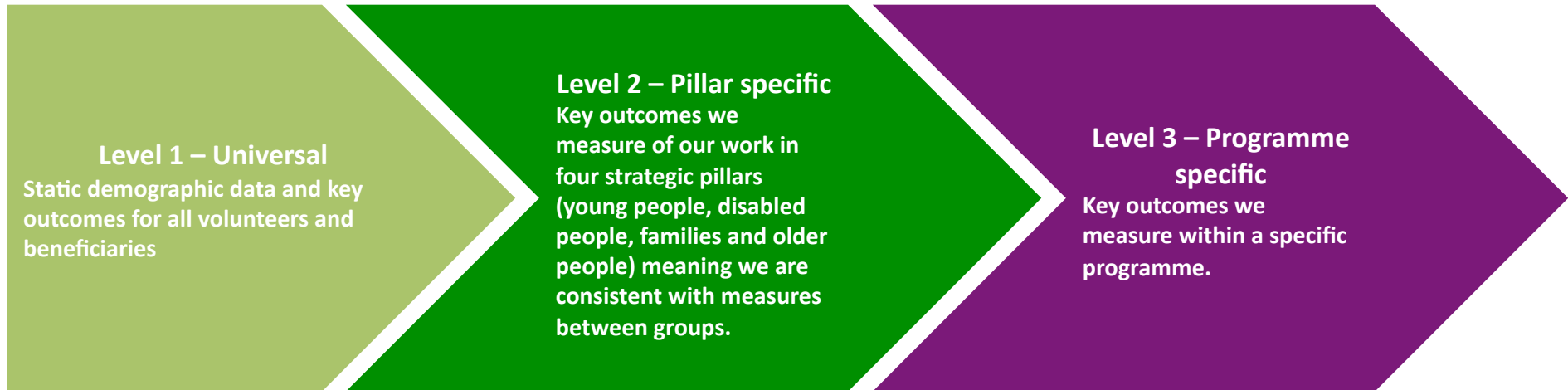
The steps taken to develop our framework



Making the case for data collection

To demonstrate our value	To showcase our achievements	To learn and improve	To facilitate income generation opportunities
To show we are high performing	To screen and demonstrate need	To raise our profile in the sector	To increase effectiveness and better results
To ask difficult questions of ourselves	To make reliable assessment about expansion and scale	To understand what works and what doesn't	Information readily available
To inform and influence policy	To assess progress towards targets	Useful information to aid decision-making	To allocate resources
To better allocate resources	To get the best results for beneficiaries	To understand unintended benefits and limitations	To determine success factors
To inform future priorities	To refine or make clear your mission and purpose	Creates accountability and transparency	To help funders make the right decisions

We collect information across three levels...



Level 1 Universal

LEVEL 1 UNIVERSAL – 5 CORE ‘ASKS’ FOR ALL PROGRAMMES – WHAT WE EXPECT TO COLLECT FROM ALL VOLUNTEERS AND BENEFICIARIES

Gender

Date of Birth (Age)

Postcode

Ethnicity

Disability

Religion

English as a second language

Place of birth / nationality

Sexuality

Economic activity

LEVEL 1 UNIVERSAL – 2 CORE OUTCOMES FOR ALL PROGRAMMES – BASELINE AND FOLLOW-UP (BEFORE AND AFTER) – WHAT WE EXPECT TO COLLECT FROM ALL VOLUNTEERS AND BENEFICIARIES

Citizenship and involvement in the community

Wellbeing

Level 2 Pillar Specific

LEVEL 2 PILLAR SPECIFIC – WE EXPECT ALL PROGRAMMES TO MEASURE AT LEAST TWO OF THEM (NOT ALL OF THEM)			
<p>YOUNG PEOPLE ARE BETTER PREPARED FOR ADULTLIFE</p> <p>(1) Access to education, employment and training / keeping in education, employment or training / economic activity</p> <p>(2) Better life and employability skills</p> <p>(3) Increased confidence and self esteem</p>	<p>DISABLED PEOPLE FULFILL THEIR POTENTIAL</p> <p>(1) Improved mental wellbeing</p> <p>(2) Better participation and inclusion / greater involvement</p> <p>(3) Increased independence and independent living skills</p>	<p>FAMILIES ARE LESS ISOLATED AND BETTER SOCIALLY ENGAGED</p> <p>(1) Improved family mental health / family functioning</p> <p>(2) Improved parental skills</p> <p>(3) Reduction in the number of children who come off a CPP / CiN plan reduced risk of being on a Child Protection Plan or moving into care</p>	<p>OLDER PEOPLE HAVE IMPROVED HEALTH AND WELLBEING</p> <p>(1) Reduced isolation and loneliness</p> <p>(2) Increased sense of purpose</p> <p>(3) Maintained health</p>

Level 3 Programme Specific

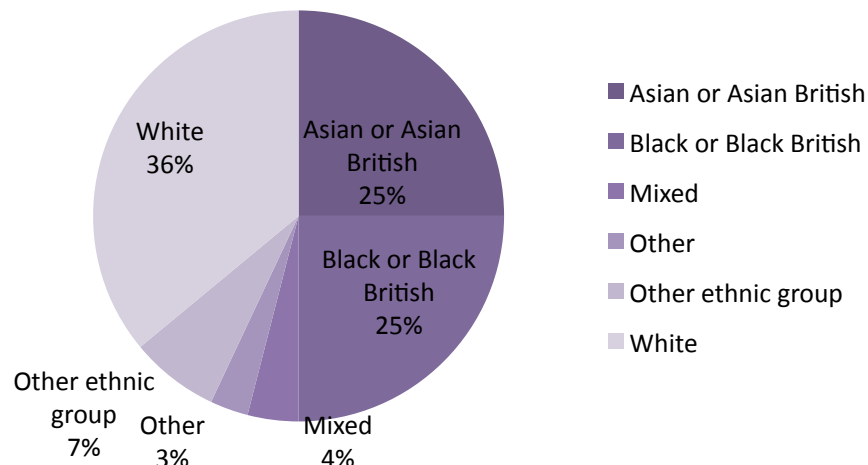
LEVEL 3 PROGRAMME SPECIFIC – THE KEY OUTCOMES WE MEASURE WITHIN A SPECIFIC PROJECT			
YOUNG PEOPLE ARE BETTER PREPARED FOR ADULTLIFE	DISABLED PEOPLE FULFILL THEIR POTENTIAL	FAMILIES ARE LESS ISOLATED AND BETTER SOCIALLY ENGAGED	OLDER PEOPLE HAVE IMPROVED HEALTH AND WELLBEING
<i>Examples...</i> <ul style="list-style-type: none">(1) Gain qualifications and accreditation(2) Better aspirations(3) Better knowledge about healthy relationships	<i>Examples...</i> <ul style="list-style-type: none">(1) Reduced reliance on state services(2) Less isolated(3) Improved attitudes or perceptions towards disabled people	<i>Examples...</i> <ul style="list-style-type: none">(1) Economic activity(2) Health eating – reducing child obesity(3) Reducing domestic violence	<i>Examples...</i> <ul style="list-style-type: none">(1) Improved physical health and mobility(2) Improved independence(3) Better quality of life / ageing better

Preliminary results – Level 1

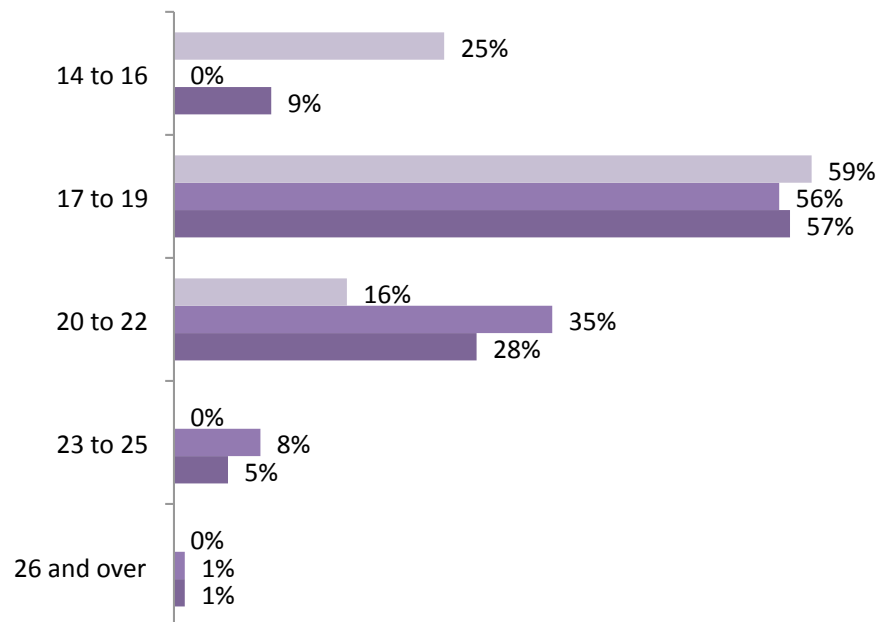
Gender

	Male	Female	Totals
Grandmentors A	82 (50%)	83 (50%)	166
Local authority A	210 (60%)	140 (40%)	355
Grandmentors B	48 (60%)	32 (40%)	80
Local authority B	160 (58%)	120 (42%)	280
Grantmentors Totals	130 (53%)	115 (47%)	245
England	39,670 (56%)	30,780 (44%)	70,440
London	5,830 (59%)	4,030 (41%)	9,860

Ethnicity

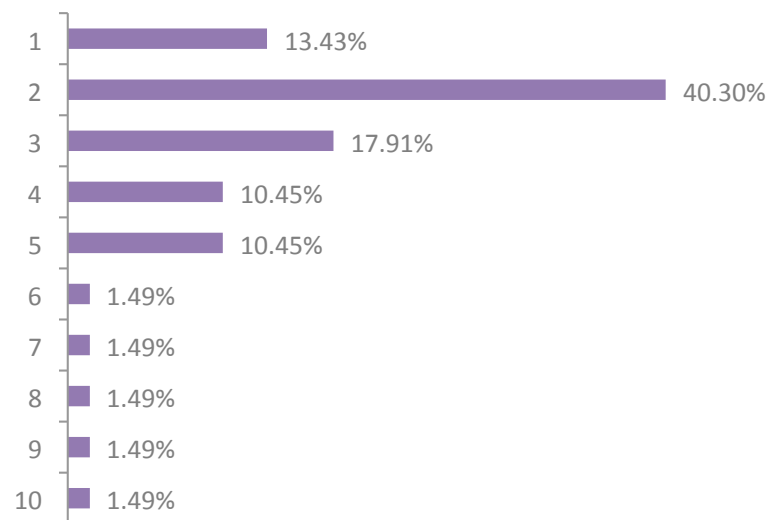


Age



Area by Index of Multiple Deprivation % of LSOAa by Decile

1 = most deprived, 10= least deprived



Preliminary results – Level 2

Analysis based on the most recent 40 cases where follow-up data is available shows that 43% moved from being NEET to EET.

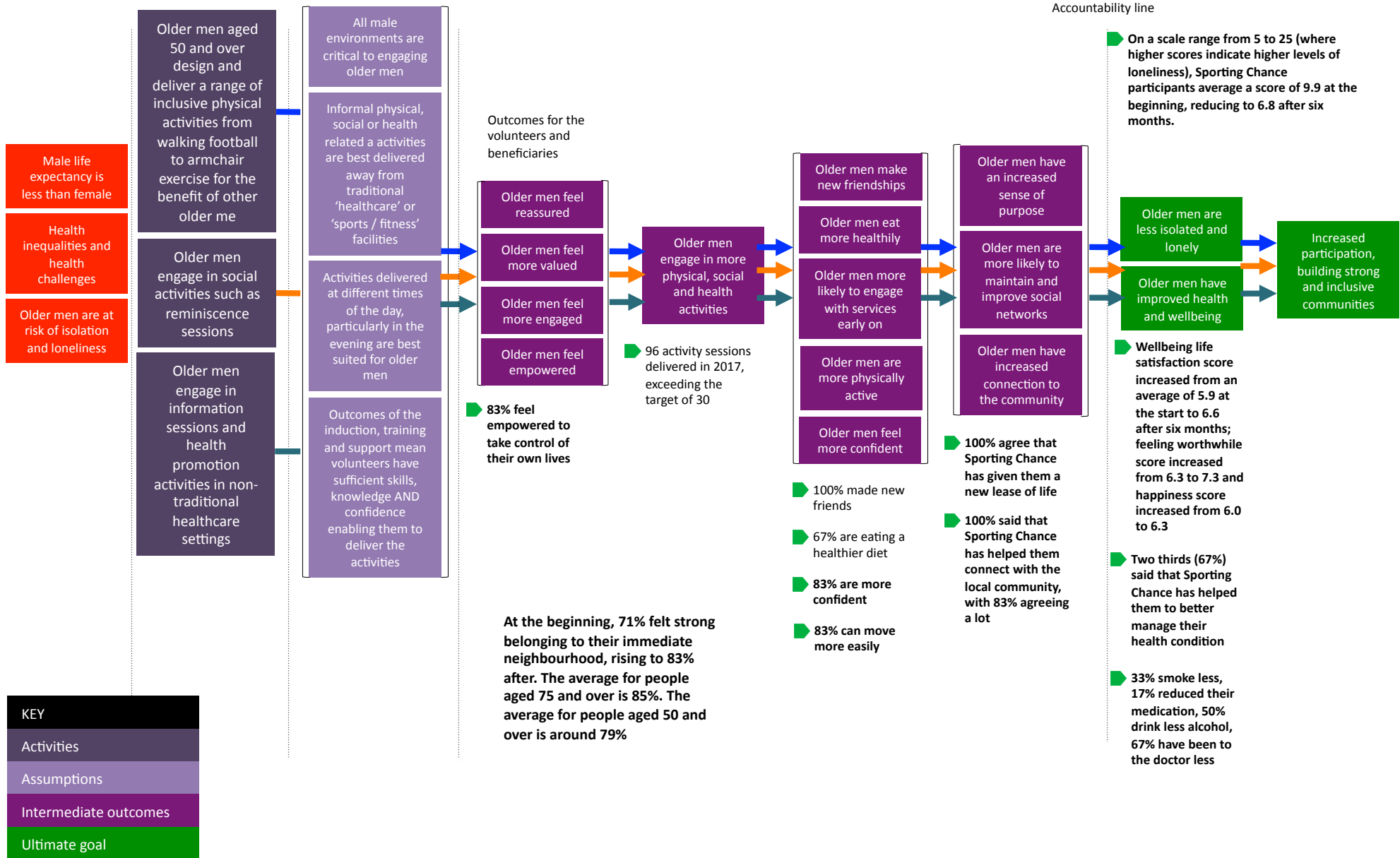
Data shows that Grandmentors have supported half (50%) of the mentees to remain in education, employment or training.

	Grandmentors Total	Local authority A	National rate*	Local authority A rate*
In education employment and training / volunteering (EET)	95%	96%	49%	59%
Not in education employment and training / volunteering (NEET)	5%	4%	40%	36%
Remained in education, employment, training / volunteering**	50%	38%	-	-
Moved from not in education, employment or training / volunteering to education, employment or training / volunteering (NEET to EET)	43%	58%	-	-
Remained NEET	5%	4%	-	-

As illustrated in the table above, the national rate at which care leavers aged 19, 20 and 21 are in education, employment or training is at 49% Compared to 95% of care leavers supported by Grandmentors.

*Source: HM Government & Office of National Statistics – ‘Children looked after in England including adoption: 2015 to 2016, published Feb 2017

VOLUNTEERING MATTERS MODEL OF INTERVENTION – SPORTING CHANCE THEORY OF CHANGE (LEVEL 3 & 4)



KEY

- Activities
- Assumptions
- Intermediate outcomes
- Ultimate goal

▶ Evidence from Sporting Chance Sheffield in 2017

What next?

Further information

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