Measuring Up

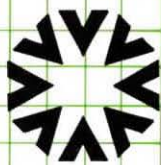## Guidelines on the Self-Evaluation of Volunteer Projects

COMMUNITY MATTERS NFCO

THE VOLUNTEER CENTRE UK

Lesley Turner & Elaine Willis

This guide focuses on two aspects of evaluation: firstly, the need to assess whether volunteers themselves benefit from their volunteer activity, and secondly, the role of evaluation in negotiating funding resources. The guide is based on experience, over a period of three years, with projects funded by the MSC's Voluntary Projects Programme (VPP) – which provides 52-week funding for projects involving unemployed people as voluntary participants in a range of activities.

It has become clear that project workers need evaluation in order (a) to negotiate funds, (b) to satisfy funders, and (c) to plan project development. But most important of all, evaluation can help to reveal the nature and extent of the benefits that volunteers themselves experience as a result of their participation. The need to find this out is not particular to those who organise projects funded by the Voluntary Projects Programme – it applies to everyone who involves volunteers, unemployed or not. As well as being important in the delivery of services or the management of facilities, the volunteer role affects the personal development and life chances of the individual who takes it on. This is the aspect on which the guide will focus, at a time when great pressure is being put on volunteer-involving agencies to deliver increased services with scant resources.

WHAT ABOUT THE VOLUNTEER?

People should be encouraged to ask :
With this in mind, the guide has been made as specific as possible, concentrating on the main issues and on the methods that work well. Its aim is to sketch the basic structures required for evaluation of the volunteer experience, and to suggest the formats that this might take – given that there are limited resources, amateur "expertise" and an urgent need to get everything done by yesterday!

ECONOMY EFFICIENCY EFFECTIVENESS

There is a growing demand for evaluation of the work done by organisations and volunteers. Central government has introduced a multitude of new funding sources[1], each of which speaks of the need for projects actively to demonstrate that they use this funding in ways that provide "value for money". The famous "Three Es" – Economy, Efficiency and Effectiveness – which have become the watchword for financial arrangements within government departments, are now as much a part of the language of project workers as of civil servants[2]. It may once have been thought that evaluation was of largely academic importance in assessing development work. Now, it is rather less so; indeed, in many cases evaluation plays an essential role in persuading funders to support voluntary work.

Further demands for evaluation come from the volunteers themselves, some of whom approach voluntary work with a certain wariness. They need to be convinced that the organisers of voluntary effort know what they are doing. Also, they have to be persuaded that there is something in it for them. The motivation behind involvement in volunteering, particularly where the people concerned are unemployed, also creates a different climate. The development of "new" forms of voluntary activity in response to the needs of unemployed people requires evaluation. Such activity may include the acquisition of new skills combined with community work or traditional volunteer tasks such as visiting the elderly. Everyone involved in project development, from funders and workers to volunteers and client groups, has an interest in knowing how a project is progressing, how far it will expand and what they can realistically expect from its work.

Definitions of Evaluation[3]
Unfortunately, evaluation tends to be held in low esteem. It is often regarded as something that can be handed over to so-called "outside experts", or that needs only to be done when circumstances or other people insist. To be most worthwhile, however, evaluation should be deliberately chosen, and the resources required to carry it out should be allowed for from the start of the project (for example, cash should be set aside in the budget and evaluation should be mentioned in job descriptions). It is quite probable that a lot of day-to-day evaluation is already being done – although it may seldom be called by that name!

In deciding how to review volunteer involvement, it is important to answer some basic questions:
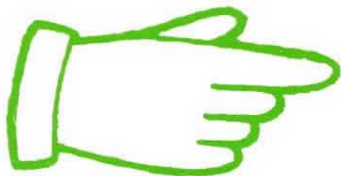

With whom will the results of the evaluation be used?

The results of your evaluation can be aimed at a variety of audiences: funders, users of facilities or services, workers (paid or unpaid), the wider community. It is important to know which of these groups you want to address, as this will influence the content and method of your review. If necessary, a separate report can be produced for each type of audience; people intending to imitate your project would, for example, appreciate frankness about the problems you encountered.

On what will your evaluation focus?

Various aspects of your work could be evaluated: for example, what the project **does** (activities) or **produces** (services or goods); ways of improving either of these outputs; the aims of the project (what should – and should not – come within its remit); identifying the resources you require; the processes of volunteer involvement (recruitment, selection, placement, supervision and support, benefits). But unless you have decided on a rigorous evaluation of the whole of your project, you will probably be content to concentrate on one or two areas only. As the project develops, however, the focus may change – which means that your evaluation procedures will have to be reviewed too.
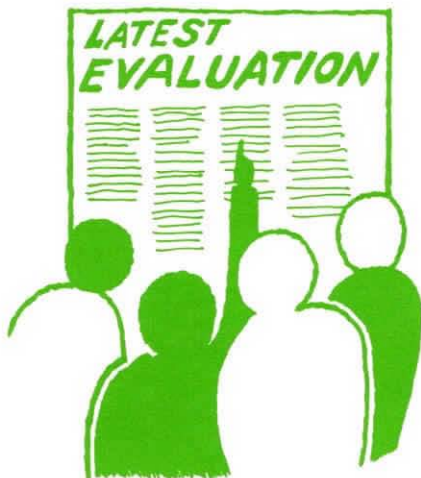
Why do you want to evaluate?

Whilst evaluation is important in providing answers to questions that others are entitled to ask – that is, it helps accountability – it also has a role in informing those involved in a project (management, workers, volunteers, clients) about its successes and failures. "Matter of course" evaluation undertaken as a part of everyday activities can support or question anecdotal evidence about a project, and provide the opportunity to draw comparisons over time.

Many people seem to consider that "inspired" hunches or well-worn legends about an organisation's work are a sufficient basis for planning. But evaluation can make a nonsense of this view by providing the facts, the figures and the accounts of personal experience that will dispel the myths. In this context, evaluation can reveal that what are thought to be major problems are in reality quite small ones – and that what are currently seen as minor difficulties

are in fact symptoms of much larger ones to come. For example, a detailed examination of the distribution and use of resources, financial or otherwise, can reveal startling accomplishments and growing needs alike. Most important perhaps, particularly where short-term funding is the dominant resource of a project or organisation, is the opportunity that continuous evaluation gives to review what is being done. Experience shows that an absence of information in this area allows external bodies to impose their own definitions of success and failure.

When is the best time to evaluate?
Where project development enjoys the luxury of a secure future, evaluation generally takes place only when change is needed. But short-term funding, and in particular MSC funding, forces development to be reviewed much more often, since the nature of the funding requires both detailed accountability and the capacity to implement change at a moment's notice should the funding not be renewed. The pressure of time in a twelve-month funded project means

EVERY
TWELVE MONTHS?
MARCH?
APRIL?
JUNE?
AUGUST?
OCTOBER?
DECEMBER?

that evaluation cannot be regarded as a mere luxury; it can make people who were hitherto sceptical about your work change their minds at a crucial point in funding negotiations. It can also provide the data that is needed to raise morale and improve motivation. From the first day of the project you should know the timescale for evaluating your work. The MSC knows it, so why not you too?[4] Self-evaluation need not contradict "official" evaluation; indeed, it may well complement or even illuminate the latter. It can also reveal that, in some cases, twelve months is simply too short a time in which to develop a project properly.

Some organisations want, and are able to provide, continuous assessment of work with volunteers. In this case, criteria must be agreed between management and workers and/or key volunteers from the outset.

Who should carry out the evaluation of your work?
A case can be made for "objective" evaluation, carried out by an outsider from, say, a national voluntary organisation or a university on your behalf. This method has its virtues, but it is not necessarily **better** than any other type of evaluation. The resources needed, both financial (an estimated 5 per cent of total-costs) and human, make outside evaluation perhaps more appropriate to 2/3 year projects with more long-term funding (e.g. Home Office, DHSS or Countryside Commission) than to those working to a 52-week timescale.

If you are involved in running a project or organisation, you may be able to do the evaluation yourself. What is required here is a scrupulous honesty

about what you find. If sheer numbers, whether in terms of the people you involve or the services you provide, are important, you should resist the temptation to deflate or inflate your evidence in order to "find" what you think others want you to discover. Develop consistent forms of measurement, appropriate procedures for the discussion of findings, and effective ways of presenting them. It is worth taking the time to explain fully to everyone involved, the methods and purpose of your evaluation. If you do not do this, you may find that other people become confused or suspicious, which can be a serious obstacle to evaluation. The purpose of evaluation is to assess progress, *not* to "police" your project (other developmental methods do this); open discussion of methods and aims helps to demonstrate this.

It is equally important to be clear about the value system you employ in your work. Every organisation has its ethos, which it uses to interpret what is going on within it. This ethos is an important asset and should be made explicit during the course of evaluation, as it will help you to be clearer about what you are doing and the direction in which you want to develop. For example, an organisation may have a "participatory" ethos, which will affect the way in which it provides services. It is not enough, in this instance, to look at the number of elderly people helped in this or that way; the procedures used in implementing these services will have to be examined, to see whether they promote a "participatory" ethos – a measurement of quality rather than quantity.

It has to be said that there is no point in tackling evaluation if you are not prepared to make changes based on what you find. To ignore the findings can only cause frustration, and even cynicism, about your work in others. From the outset, you must be clear about the resources you have available to make changes once evaluation is complete. Again, credibility is undermined if time and energy are spent identifying success or failures but the resources are not there to build on the strengths or eliminate the shortcomings.

Methods of Evaluation

"Hard" data

It is relatively easy to measure success in terms of quantity. If your aim is to double the number of people attending literacy classes, or to set up a luncheon club for 50 old age pensioners, or to provide playgroup places for 20 under-fives, you have a clear target and can assess at regular intervals how well you are doing. What the numbers cannot tell you, however, is what the literacy students or the volunteer tutors feel about their involvement, and whether they are learning relevant skills; whether the pensioners and volunteer helpers are enjoying their club, and are experiencing wider benefits than simply cheap meals; what the under-fives are actually doing in their playgroup sessions, and whether the mums and dads are involved with them. In other words, both "hard" (statistical) and "soft" (qualitative) data need to be collected.

Nor do numbers alone reveal anything about the characteristics of the people involved. Such information might be crucial; it may be important, for example, to know whether your volunteers are men or women, have paid employment, are from a variety of ethnic and cultural backgrounds, or have special needs.

"Hard" data, otherwise known as numerical information, can for example focus on:

- the number of "volunteer hours" within a given period.
- the number and type of tasks completed.
- the number of clients helped.
- the estimated cost of volunteer hours.
- the consequences (direct or indirect) of volunteer involvement.

The information can be presented in a variety of ways: graphs, histograms and pie charts are all easily-understood visual methods. For example, weekly attendance figures for volunteers could be illustrated thus:[5]
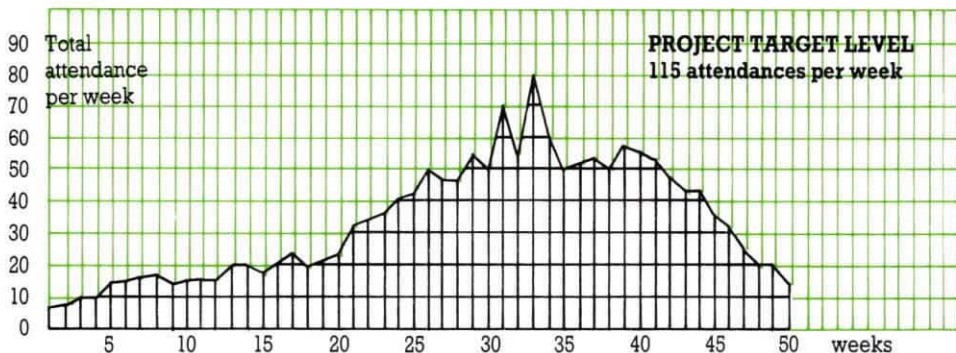

NOTE: It is important to be clear about what you mean by "attendance" of volunteers. Your definition may be different from that of external bodies – and you may have to take their definitions into account.

Although this graph presents information quantitatively (one of its uses is to provide

information for MSC census returns), it can also be interpreted qualitatively, raising such questions as: Do you need to provide additional incentives at certain times of the year? Do the peaks and troughs relate to the seasons, to the twelve-month funding cycle or to more localised factors?
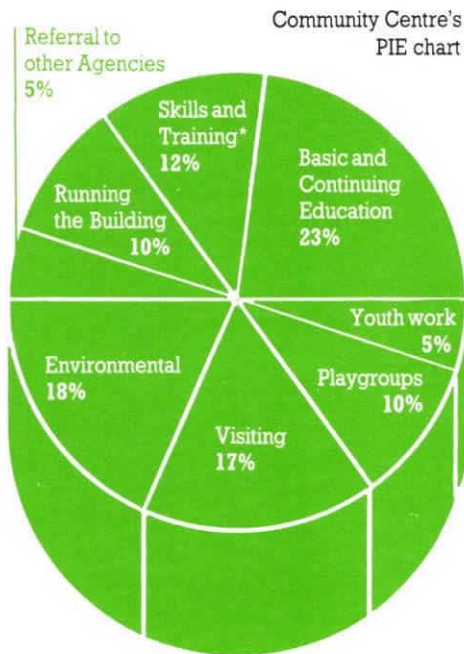
Weekly volunteer hours could best be shown as follows:
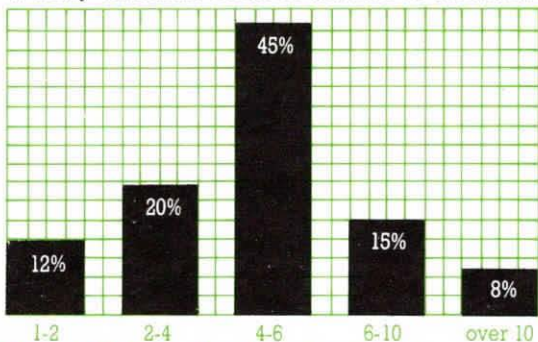
Hours of Volunteer Involvement bar chart

Hours of Volunteer Involvement (per week)

At regular intervals – say, each quarter – these figures could be compared with those for previous and subsequent weeks. However it is used, an agreed definition of volunteer work hours is important, and should be applied consistently over a period of time. A bar graph of this kind can, if necessary, be provided with overlays to show who gave what hours in terms of gender, age, ethnic origin, etc.

Pie charts are useful to illustrate the type of activity undertaken or services rendered by volunteers. Defining categories of work or involvement is always problematic. It is more helpful to choose categories that reflect the diversity of activity than to distort your definitions of that activity in order to fit a neat categorisation. A Community Centre's pie chart of volunteer involvement may look like this:

Community Centre's PIE chart

If necessary, each section can be broken down further, and colour-coding can be used to add impact.

skills training could include woodwork, computer and information technology, care skills, etc.

An organisation that provides only one kind of service – for example, the visiting of older people in the community – would, of course, analyse its activity differently from an organisation that exists to facilitate the use of a building by others. If you wish, you can compare any of these findings with your initial aims for the project, which can be presented in a comparable pictorial form. For further explanation of these methods, you should consult *Measuring Success* by Rodney Hedley (see Further Reading list).

Hard data can also be evaluated in terms of "outputs" or "outcomes". Some may resist this because it is the method required by many external, "official" evaluators; nevertheless, it is relatively simple to implement. Agreed outputs are set against a timescale. In the light of this, achievement (or otherwise) can be measured and targets reviewed.

Equal Opportunities Monitoring

In order to ensure equal opportunities for all, it is important to identify accurately the personal characteristics of volunteers involved in your organisation. It is **strongly recommended** that this is done by means of a questionnaire that can be completed by the volunteers themselves; the individual's right to select the information they wish to give about themselves must be protected. A questionnaire that meets these requirements might look like the following – but the final contents will, of course, depend on the aims of your work and the requirements of your funders:

Confidential form

(It is important to be clear about the **extent** of this confidentiality – that is, to whom will access be restricted? The ethos of your organisation may inform/dictate on this matter).

Confidential form

Age
Under 25 ☐
25 - 60 ☐
60 - 65 ☐
Over 65 ☐

Gender
Male ☐
Female ☐

Ethnic Origin[6]
Afro – Caribbean ☐
Asian ☐
White ☐
Other ☐

Ability
Have you a disability which needs to be taken into account when volunteering?
Yes/no
If yes, would you like to tell us what this is?
Are you registered disabled? ☐

The information can be readily collated and, if desired, presented in any of the pictorial forms mentioned above, such as pie charts or histograms.

"Soft" data

"Soft", or qualitative, data is less easy to collect and record. It tends to be undervalued because it is difficult to present in a simplified form; some experience is required to make such data consistent and comparable. Ultimately, though, soft data will tell you more about how you are doing, whether you are meeting the needs of the people involved in your project or organisation, and whether you are developing along the right lines.

Soft data can provide information about:

● how volunteers assess their own development in both social and practical skills

● the relationship between paid workers and volunteers

● how volunteers and others view the organisation within which they work.

Methods of collecting "soft data" include:

1. A 'can-do' check list' can be helpful at the outset of a volunteer's involvement. The volunteer can use it to assess his/her strengths and skills and to see where gaps exist. The same list should be used after a period of, say, four to six months to find out what development has taken place. The list can deal with practical skills, work experience, personal qualities and communication skills.

'Can – do' Check List

If you were applying for a job/voluntary work/ a course and you could write your own reference, which of these statements could you honestly make about yourself? At the side of each statement, write the letter that applies to you at the moment.

A – I can tackle this with confidence.

B – I can attempt this – but I am not very confident.

C – No, I cannot do this/have never done this.

1. I can meet and greet people with ease.

2. I can initiate a conversation with a stranger and ask questions to put them at ease.

3. I can take notes for a group.

4. I can work on my own without supervision when I understand the task.

5. I can arrange appointments over the telephone.

Further statements can be added according to requirements.

How do I **feel** about this ?

Do **they** think that I can **manage** this ?

Is there **support** here if I need it ?

2. **Opinion Surveys.** Once you have identified the questions to which you want answers, you can address those questions to specific people. Clarify your objectives by asking yourself whether you intend to ask about volunteer activity as such, or the effect it has on recipients/clients. You should use **comparative surveys,** carried out at intervals of about nine months, to assess the impact you are making on the community. One set of questions could be:[8]

Community Project Report

- What were the good points of the project for you, the volunteer?
- What were the difficulties from your point of view?
- Can you think of any ways in which the project could be improved for the next group of volunteers?
- What work did you carry out?

3. **Case studies.** A case study may examine in detail a project, one aspect of community development, or a small group of volunteers. The purpose of analysing one particular case is to illustrate a general point, so the study need not be complex or lengthy. As an example, we recommend any of the case studies published by NCVO's Employment Unit, which illustrate a range of project work (see Further Reading list).

4. **Written reports** from volunteers, paid staff or members of the client group. Reports may be unstructured – that is, people write whatever they wish to say – or written according to specific headings, such as "What I see as the successes of the project over the last 3 months"; "The most difficult things I had to deal with"; "How I feel about my involvement"; "How I'd like to see the project developing over the

next 6 months", etc. Depending on their format, some of these reports may be particularly useful to unemployed volunteers, who will want to use their volunteer experience to assist their search for a job. Some people do find printed forms rather intimidating, so make sure that the questions are clear and the language is simple. Below is one example:[9]

Recording Volunteer Experiences for Future Reference

A. Keep a record of your non-paid work experiences.

1. Record dates and times of each volunteer experience and exactly what you did.

2. Keep a copy of your volunteer job description.

3. Include all training course outlines and copies of your certificates of completion.

4. Include examples of work accomplished.

5. Describe clearly all skills learned and strength of the skill.

6. Keep copies of all awards received.

7. Obtain references from your volunteer supervisor.

B. Include your volunteer experience in your résumé:

1. Focus on the positive results of all paid and unpaid work.

2. Place special attention on your skills and accomplishments that qualify you for the job you are seeking.

3. Identify the machines or equipment you have operated. Include the name and description of the machine plus your speed and accuracy.

4. Do not apologize for being unemployed. Simply identify ways that you tried to keep busy and tried to use or improve your skills.

5. Identify all the skills you have obtained through your paid and unpaid work, education, and life experiences. It might be helpful to list them under specific categories such as basic performance skills, administrative skills, direct service skills and other skills not listed so far.*

* In the original, individual skills were listed with the various categories.

C. Use your volunteer experience in the job interview:

1. Be assertive and mention your volunteer experience during the interview.

2. Mention functional and transferable skills to relate volunteer background to the requirements of the job.

3. State a positive constructive reason for volunteering. Did you volunteer to learn new skills, improve your skills, to be productive, to be of service to your community, etc?

4. Talk confidently about your volunteering experiences. They can only help you as much as you let them.

Below is how one volunteer expressed feelings about the experience of unemployment and volunteering in response to a simple self-assessment form on motivation:[10]

NAME:

BACKGROUND:

COMMITMENT (time):

STATEMENT:

It's not exactly beneficial to one's dignity being classified as 'just another statistic' in the 3½ million jobless in Great Britain 1986. I hate being 'classed' as unemployed; perhaps it's as well that I was born with patience and tolerance – long term unemployment can lead to some very unhealthy states of mind.

I would consider being retrained, if the outcome was able to further my career prospects in the art field. I am not, however, willing to forfeit my artistic training and creative intuition for the sake of an underpaid job for which I have no inclination or ambition. Should the need arise, I will give freely of my talents, skill and time but I'll be damned if I'm going to 'spoil the suit for a ha'worth of cloth'.

It's depressing being out of work and a **waste of our abilities.** We are on this VPP Scheme because we are people who **WANT** to work; we are unable to find paid work, so rather than do nothing, we are prepared to work for free. So what are we getting out of it? Well, we keep active, we feel useful, we keep our skills up to scratch and hope that we will develop new ones, also doing something to help others and feeling needed is very good for morale, and probably helps in the search for work.

If reading and writing are felt to be too much of a chore for some volunteers, or are simply inappropriate for their purpose, you can record their comments during a personal interview, using tape machines or typewriter/computer combinations in the course of skills practice.

5. Visual material

(a) *Photographs* of the activities of volunteers can be taken. These can be kept in an album, displayed on the walls, or assembled into an exhibition for the purpose of publicising the project and recruiting new volunteers. Good photographs with informative captions can effectively communicate what happens in the project and how the community responds.

(b) *Video films* have been made by some projects to show their volunteers in action. Videos also give the volunteers a chance to speak directly to camera about their involvement.

Southwell Road Community Centre

Date of week ending:

Tasks undertaken by me this week at the Centre:
3 hours on reception/telephone – Tuesday pm.
Helped at Youth Club – Friday 7.00 - 10.00

Who was working with me:
Mr Kettlewell (caretaker) in the building on Tuesday.
Joan Wooley (Youth Club Leader) on Friday plus two
Youth Club members doing coffee and washing up.

People/groups using the Centre this week:
Citizens Advice Bureau – Tuesday.
Mums and Toddlers – Wednesday and Friday mornings.
Keep Fit – Thursday.
Youth Club – Friday.
Dance – Saturday.

Looking back: What I'm pleased with this week:
More confident on the 'phone.
I'm getting on better with Mr Kettlewell
– perhaps he's just shy, not bad tempered.

What I've learned/new contacts:
Chatted to Lucy from CAB and found out what they do.
Welcomed two new girls at Youth Club – bit nervous.

What I need more help with:
I still get worried about meeting new people.
I get in a panic if I don't know the answer when
people 'phone for information.

(The example given is for a fictitious Community Association).

6. **Diaries/Logbooks** can be kept by volunteers on a daily or weekly basis, not simply to record factual information, but to reflect on their involvement, their responses, how they were able to cope in a particular situation. They provide a way for an individual to assess his/her development on the project and serve a different purpose from written reports (No 4 above).

7. **Discussion** in groups or one-to-one. Some volunteers may be wary about expressing their views in writing, perhaps because they have literacy problems, or are apprehensive about who will see their reports or logbooks. Fortunately, similar information can instead be collected in the course of sensitive discussion. If the volunteer consents, other members of the group can record his/her views, but in a less personal way than a logbook requires: for example, "It was felt that there were tensions between paid staff and volunteers ..." Such group assessments are often more accurate than written ones as a way of obtaining soft data. It is worth spending some time to work out how they might best be carried out: for example, asking the group such questions as "Do you think any improvements could have been made?"

8. **Record cards.** Some of the information recorded on record cards will be "quantitative" – for example, the number of hours put in by the volunteer each week – but such cards can also indicate the **quality** of the involvement. They can record (with the consent of the individual and bearing in mind the importance of confidentiality) a volunteer's motives and expectations. If a time is regularly set aside for support or counselling, that is the moment for adding information to the record card. Any "positive outcomes" resulting from volunteer involvement can be recorded; for example, any training, social or personal development. It is helpful to clarify what type of information is being collected on record cards, and how it will be used and stored. If the information is kept on computer, the Data Protection Act applies.

As a rule of thumb, you should decide what information you need and when you need it, and you should resist the temptation to collect any that is unnecessary or irrelevant. It may be useful to attach a photograph of the volunteer to the record card in order to identify volunteers at a later date; for example, to jog your memory if you are asked for a job or study reference.

Making the Most of your Findings
This guide has attempted to demonstrate that "do-it-yourself" evaluation need not take up inordinate amounts of time or resources. Perhaps the most difficult part is selecting and designing the methods of evaluation best suited to your needs. Whatever your findings, capitalise on them. Clear presentation of the material in written or oral form is essential if you are to make the best use of it in project development. All forms of volunteering have a multitude of "audiences" – volunteers, clients, staff, community representatives, statutory services officers, other voluntary organisations, funding bodies – and the results of your evaluation can be shared in any number of settings with them for a variety of purposes; some people will want to know even more, so be prepared for follow-up. The most important thing is to be clear about which findings you are presenting to whom, and for what purpose – otherwise, you may find that you are disproving the case you want to prove, or are preaching to the converted!

Notes
1. Most government departments have control of funding for which the voluntary sector is entitled to apply: for example, the DHSS implements the Opportunities for Volunteering Scheme (via national voluntary sector agents) and the DOE the Local Development Agency Fund. Of all central government sources, the Manpower Services Commission, via its various employment and training programmes, is now the largest funder of the voluntary sector.

2. Jim Jackson, *Threat or Challenge? Financial Management Initiatives,* November 1985; published by The Scottish Council of Voluntary Organisations (SCVO), 18-19 Claremont Crescent, Edinburgh EH7 4QD.

3. Most of this section is adapted from a talk by Peter Stubbings, Deputy Director of The Volunteer Centre UK, to a London Regional Day of VPP projects in May 1986, and from the participants' discussion that followed.

4. The VPP Project Development Plan Pack, written by the National VPP Development Officers and published by the MSC, outlines the intention and method of MSC monitoring. This monitoring has subsequently been rationalised in the light of the Coopers & Lybrand Report (1986) to the

MSC about its use of resources. Further information is available from local MSC Community Programme Area Offices (CPAOs).

5. Acknowledgements for this "in action" to RAFT CENTRE, Macclesfield and Apex Trust, Haringey.

6. Categories of ethnic origin may be multiplied beyond these four. For example, volunteers may wish to distinguish between white European and non-European; African and Caribbean origin. The Community Relations Commission will give further advice if required.

7. Adapted from a check list used by Self-Start, Swindon.

8. Adapted from the Community Project Report forms used by the Voluntary Services Unit at Sevenoaks School, Kent.

9. Adapted from a "Clip and Save" report compiled by Mary Marte at the Voluntary Action Center, USA.

10. Extracted from *Motivation,* a booklet compiled by Shrewsbury Abbey Restoration Project to demonstrate what volunteers feel about their own volunteer involvement.

Further reading

This brief guide has to some extent over-simplified what are complex processes. Those who have the energy to pursue evaluative theory and methods further are recommended to read the following (the prices and sources given were correct at the time of going to press):

Measuring Success: A Guide to Evaluation for Voluntary and Community Groups by Rodney Hedley; published 1985 by Advance, 14 Bloomsbury Square, London WC1 (£3.00 plus p&p).

Counting with Care: The Report of the Kent VBx Self-Monitoring Project by Lillian Williams; published 1986 by The Volunteer Centre UK, 29 Lower Kings Road, Berkhamsted, Herts. HP4 2AB (£3.95 inc. p&p).

Measuring Change, Making Changes: An Approach to Evaluation by Lois Graessle and Su Kingsley; published 1986 by London Community Health Resource, 68 Chalton Street, London NW1 1JR (£2.00 plus p&p).

Monitoring Voluntary Action by E. Matilda Goldberg *et al;* published 1983 as "ARVAC Occasional Paper No 4" by ARVAC, 26 Queen's Road, Wivenhoe, Essex CO7 9DL (£2.25 p&p).

Bristol Women's Workshop: A Case Study by Joyce Connor; published 1985 by the Employment Unit, NCVO, 26 Bedford Square, London WC1B 3HU (£1.50).

London Basic Education Project: A Case Study by Joyce Connor; published 1986 by the Employment Unit, NCVO, 26 Bedford Square, London WC1B 3HU (£1.50).

The Carousel Skills Group: A Case Study by Joyce Connor; published 1987 by the Employment Unit, NCVO, 26 Bedford Square, London WC1B 3HU.

A comprehensive guide to measurement and evaluation material – books, pamphlets, examples of methods – is available as an information sheet from the Information Units of either The Volunteer Centre UK or The National Federation of Community Organisations. Please apply to the addresses below, enclosing an A4 size SAE:

The Volunteer Centre UK
29 Lower Kings Road
Berkhamsted
Herts. HP4 2AB
(telephone 04427-73311).

The National Federation of
** Community Organisations**
8-9 Upper Street
Islington
London N1 0PQ
(telephone 01-226 0189).