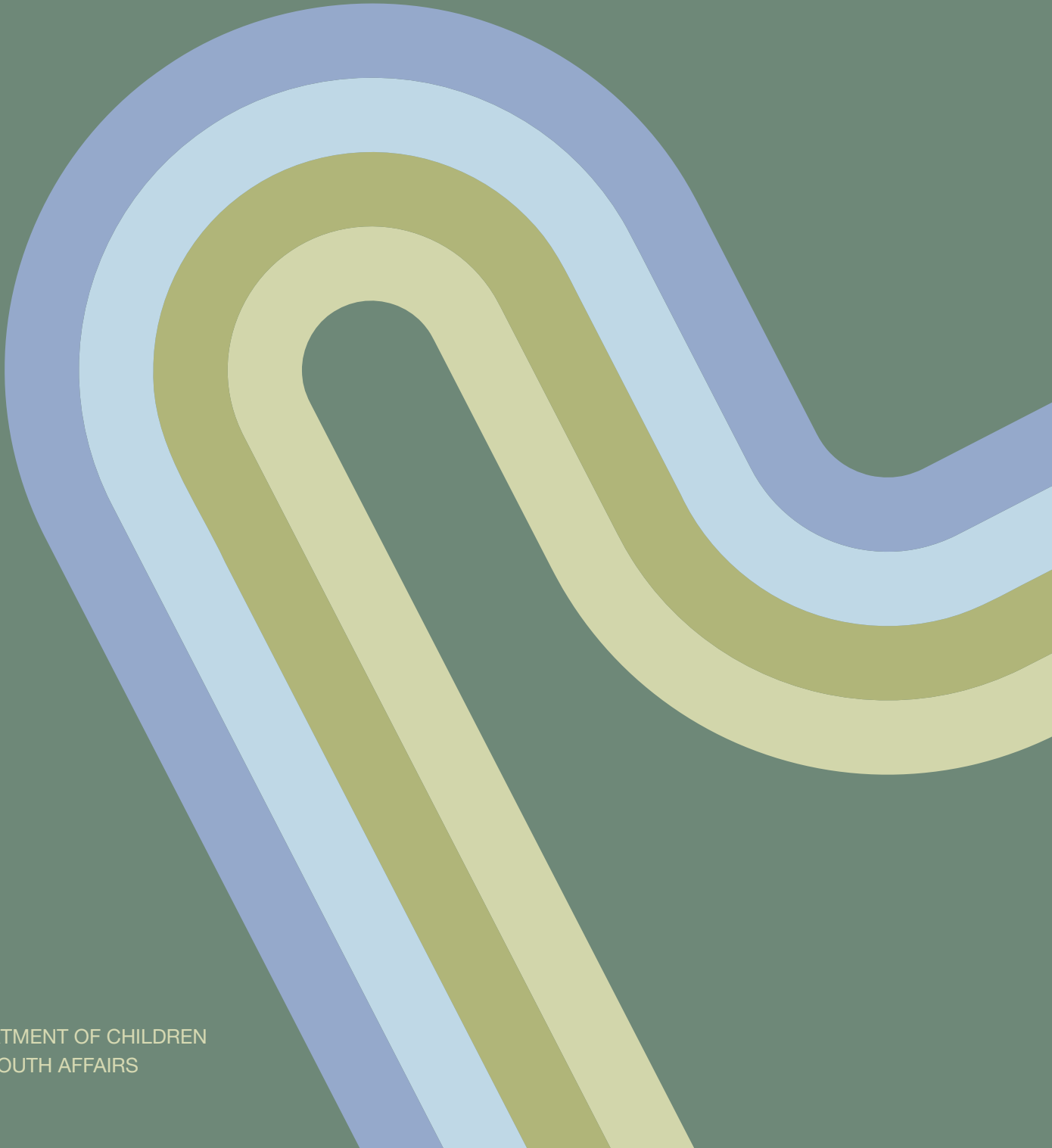
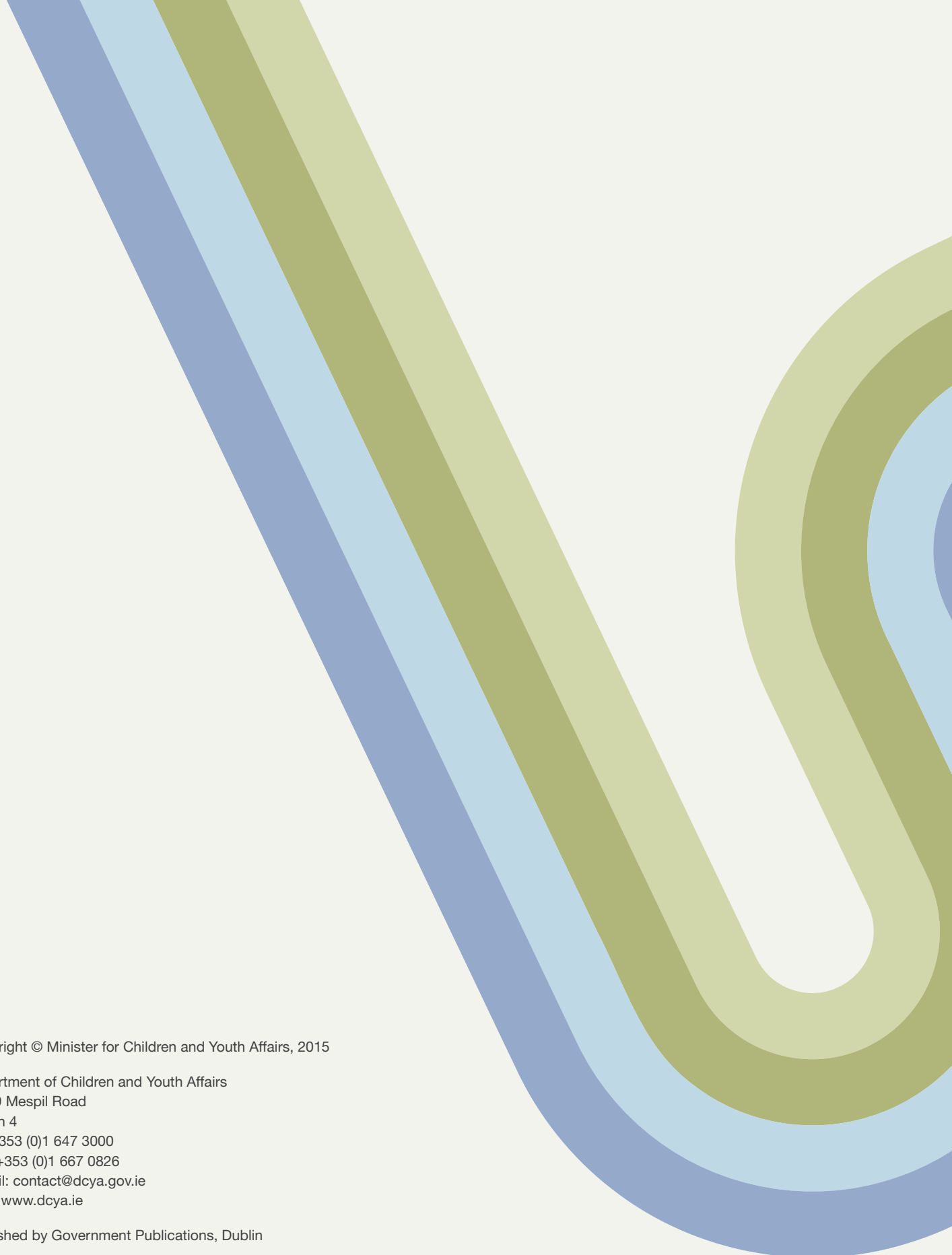


National Quality Standards Framework (NQSF) Resource Manual

Planning, Needs Assessment and Evaluation





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The Task Group was set up to ensure the provision of coordinated, relevant and quality training and resources to support the implementation of the DCYA's National Quality Standards initiatives for youth projects, services, voluntary youth clubs and groups.

This resource, on planning, needs assessment and evaluation, is one of a series to be produced by the Task Group. It combines a range of existing materials available to the youth work sector.

Glossary

Indicators: These act as an indication of whether you have achieved your outcomes in the short, medium and long term.

Inputs: Resources used to implement a project or programme. They can be staff, budget, premises, transport, materials.

Outcomes: Outcomes should focus on the ‘impact’ your youth service/project will have on a young person, and/or a group of young people, and/or an organisation, and/or the community. *Short and medium-term outcomes* can be measured in terms of changes in knowledge, skills, behaviours or attitudes of the young person/organisation/community as a result of a programme or activity run by the project/service. *Medium to long-term outcomes* can be measured in areas such as education, relationships with adults, health, social conditions, safety or service provision.

Outputs: The number and type of actions/activities you consider will be needed to achieve the outcomes.

Stakeholders: Individuals, groups or organisations having a significant interest in how well a programme or project functions (e.g. funders, staff, volunteers, community, participants or intended beneficiaries).

Source: Adapted from Rossi *et al* (2004)

Introduction

Aim of the resource

The aim of this resource is to provide guidance to youth organisations implementing the National Quality Standards Framework (NQSF). The resource is specifically designed to support the NQSF's Core Principle 1: Systematic needs assessment; Standard 3.3.1: Planning; and Standard 3.3.4: Monitoring and Assessment.

Guidance notes on the use of this resource

This resource is of relevance to staff and volunteers implementing the NQSF. Some sections of the document may be of greater relevance to Boards of Management and senior staff, while other sections may be more relevant to youth work practitioners who are delivering services or programmes directly to young people.

There are a number of existing resources which will both complement and support the present resource. These are currently available through the CES website (http://www.zinc.ie/ces-images/NQSF_and_NQSVLYG_Routemap.pdf) and in Foróige's youth work evaluation document entitled *How are we doing?* (http://www.foroige.ie/sites/default/files/evaluation_resource.pdf).

The 'References and Resources' section provides more information and suggested reading on planning, needs assessment and evaluation.

The Appendix provides blank templates for an Annual Plan and for a Programme, Contact, Planning and Recording System, plus completed samples of each. These are provided as a guide and are not prescriptive. (The blank templates are also available as Word documents.)

NQSF context

As a support and development tool for the youth work sector, the National Quality Standards Framework (NQSF) is now operational in both local and national services. The implementation process, which includes self-assessment and external assessment, has highlighted the requirement for a number of developmental resources to support services in their progression and development.

This resource has been developed following requests for support in response to:

- planning – strategic, operational, programme;
- needs assessment;
- evaluation.

This resource takes account of all these elements, which have been integrated to form an overall planning model to support youth work practitioners (see *Figure 1*). Ideally, youth projects and services will begin with the **Strategic Planning** process to take account of the wider context in which they operate. This then informs the **Annual Operational Planning** process, which in turn will inform the actual **Programme Planning**.

Needs assessment and **evaluation** take place at each level and inform the development of each process.

Figure 1: Overall Planning Model



Key fundamentals

A number of key fundamentals have informed the development of this resource, as follows:

A. NQSF Core Principles

1. Young person-centred: Recognising the rights of young people and holding as central their active and voluntary participation.
2. Committed to ensuring and promoting the safety and well-being of young people.
3. Educational and developmental.
4. Committed to ensuring and promoting equality and inclusiveness in all dealings with young people and adults.
5. Dedicated to the provision of quality youth work and committed to continuous improvement.

B. Evidence-informed practice

Evidence-informed practice can be defined as *'An approach that helps people and organisations make well-informed decisions by putting the best available evidence at the heart of practice development and service delivery'* (Nutley, 2010).

As we move towards more structured evidence-informed and outcomes-focused practice, it is essential to be aware and have a clear understanding of the theories that inform the youth work sector. These include (see *Section 2 for detailed discussion*):

- Resilience Theory;
- Bronfenbrenner's Ecological Model;
- Bradshaw's Types of Needs;
- Hardiker Model;
- Common Assessment Framework.

Section 1: Planning

This section is divided into three areas:

- strategic planning;
- annual operational planning;
- programme planning.

1.1 Strategic Planning

Definition

Strategic planning is a service's process of defining its strategy or direction and making decisions on allocating its resources to pursue this strategy. In order to determine the direction of the organisation, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action.

Strategy is a combination of the outcomes that the service is striving to achieve and the process by which it is seeking to get there. Generally, strategic planning deals with three key questions:

1. What we do?
2. Who we do it with?
3. How do we do it?

Rationale for strategic planning

There are a number of reasons for an organisation/service/project to undertake a strategic planning process, which results in the development of a strategic plan. A strategic plan:

- **Focuses the work and resources of the entire organisation.** Strategic planning can create a clear, compelling vision that staff, Board, volunteers and young people understand and wish to work towards achieving.
- **Identifies the real needs of young people.** A sound strategic planning process always involves getting input from young people to ensure that their actual needs are known and acted upon.
- **Enables the development and/or enhancement of programmes and services.** With the needs of young people being determined, staff and volunteers are in a better position to expand or enhance programmes and services that better meet young people's needs.
- **Reveals what should no longer be delivered.** Strategic planning should lead to recognition of what the organisation needs to 'stop doing'.
- **Legitimises the work of the organisation.** A well-articulated strategic plan demonstrates to the public, funders and key stakeholders that the organisation is making the best possible use of its resources for the benefit of the young people whom it serves.
- **Provides a 'roadmap' for the organisation to chart its progress.** The strategic plan should be utilised by an organisation's Board, staff, volunteers and young people on an ongoing basis to make decisions and measure progress toward achieving the plan's results or outcomes.

There are a number of steps in developing a strategic plan:

Step 1	Determine who should be involved in the process
Step 2	Where is the organisation now?
Step 3	Where are we going?
Step 4	How do we get there?
Step 5	Writing a strategic plan
Step 6	Monitoring and reviewing your strategic plan

Step 1: Determine who should be involved in the process

It is the responsibility of the Board and executive staff of an organisation to develop the strategic plan. In cases where there are no permanent staff, the Board of Management has this responsibility. It is recommended that all youth work services have a local/regional strategic plan in place and where relevant this is in keeping with the strategic plan of their national organisation.

Ideally, the process should involve the following:

- those who will be implementing the plan (e.g. management, staff, volunteers);
- those who will be affected (e.g. young people, parents, other related services);
- those who will monitor its implementation (e.g. Board of Management);
- others who can contribute to its development (e.g. community activists, funding bodies).

When the Board of Management has decided who will be involved, it is necessary to decide at what level and how different stakeholders will contribute to the organisation's planning for the future. There are many different ways stakeholders can be involved, such as:

- an open day with a number of workshops;
- a series of consultation meetings with specific groups;
- a call for written submissions;
- a questionnaire;
- a steering group made up of a range of stakeholders.

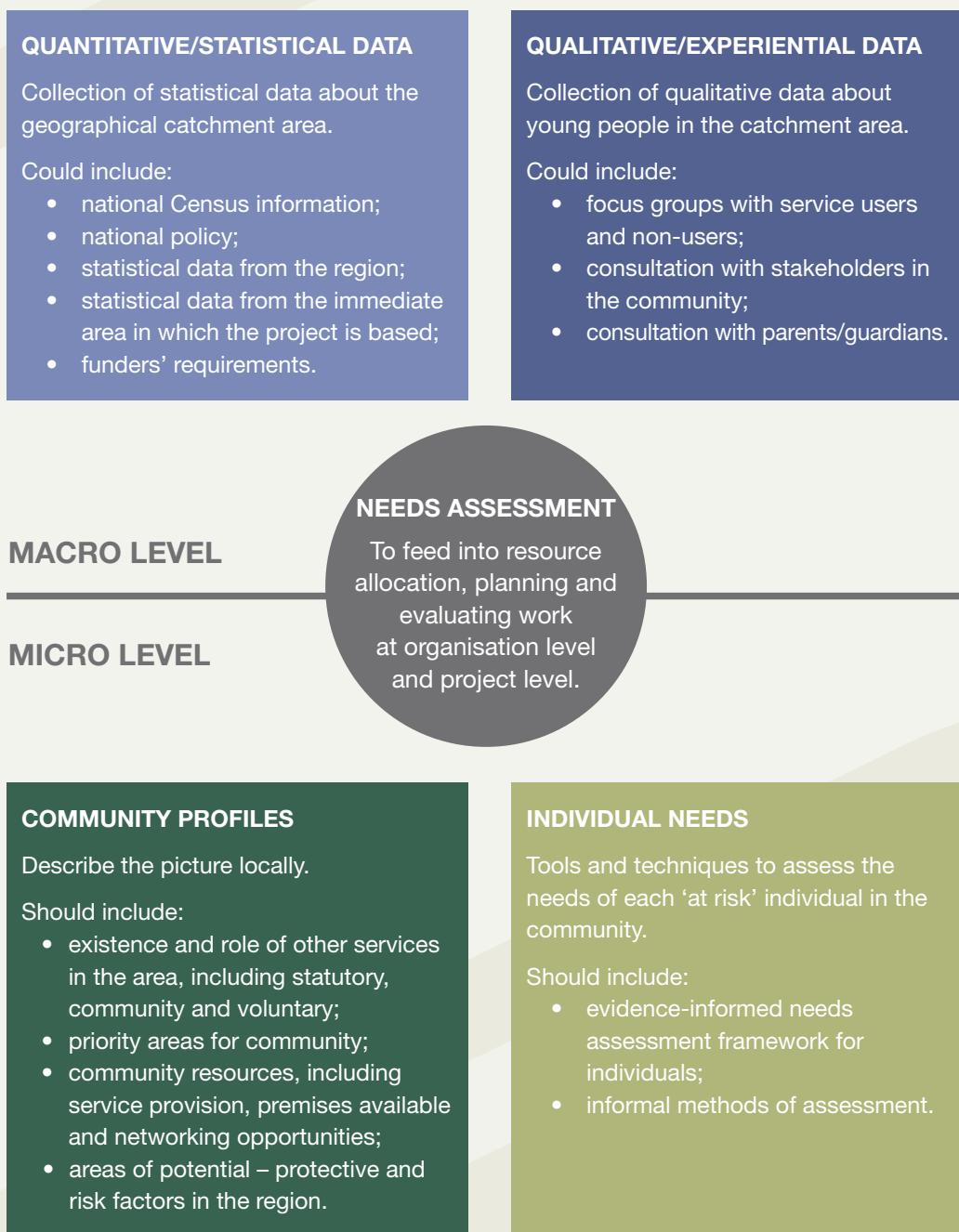
A combination of these approaches is likely to ensure that all groups/stakeholders have a say in developing the strategic plan.

However, only the Board of the organisation can approve the strategic plan. This is done through a formal motion and approval by a majority of the Board, following the development and refinement of the plan.

Step 2: Where is the organisation now?

In order to plan for the future of an organisation, you first need to reach a common understanding of the present circumstances. A useful way to do this is by conducting a **situational analysis**. This is a layered process that takes account of what the service is currently doing and how this is affected by a range of external factors at a range of levels, including national, regional and community, as well as internal factors (see *Figure 2*).

Figure 2: Situational analysis (adapted from Hibbert, 2006)



Strategic needs assessment

This stage involves consultation with key stakeholders and consideration of funding requirements in order to gather additional information about the current needs of the area as they relate to young people and the youth service. Judgements on needs are made on various levels – at a MACRO level across the whole service or organisation, and on a MICRO level within communities, youth groups or, in a limited number of cases, with individual young people.

The focus of this document is around assessing young people’s needs in the group context since youth work primarily takes place within a group work setting. In cases where a service is working with a young person on an individual basis, there should be a very clear rationale for that approach and an agreed protocol for individual assessment of needs as well as the accompanying response.

SCOT analysis

When planning strategically, an organisation needs to take account of internal and external factors. This involves conducting an assessment of the organisation’s current and future strengths, challenges, opportunities and threats (SCOT analysis – see *Figure 3*). Strengths and challenges primarily focus within the organisation, while opportunities and threats are primarily outside the organisation.

Figure 3: SCOT analysis

Helpful	Challenging
STRENGTHS	CHALLENGES
OPPORTUNITIES	THREATS

Context example

A population of 2,000 young people living in a rural area in Ireland. 500 of the young people are deemed to be ‘at risk’ from anti-social behaviours, such as substance misuse and/or early school-leaving. The local youth service currently works with 150 of these young people on a weekly basis.

Questions for the organisation to consider:

1. What information exists on the general needs of the total population of young people in the area?
2. What other organisations have a remit to work or are working with this population?
3. Who is the service resourced to work with (e.g. funding requirements/capacity/programmes)?
4. Who could the service work with from this population?
5. Who should the service work with from this population?
6. How will the vision/mission/values of the service guide and support the ‘selection’ of young people into the service?
7. Is there a risk of the service duplicating the work of others in this regard?
8. Are there opportunities for the service to collaborate with other organisations in this regard?
9. Which local service is best placed to deliver/lead on this piece of work?

Questions for external stakeholders based on clear parameters and context:

What evidence exists to validate the answers to the questions:

1. What is the nature of the involvement with the organisation?
2. What is the perception of the organisation and its services?
3. What are its strengths and challenges?
4. What are the needs of its various target groups?
5. Are there risks for duplication between services or what are the gaps in service delivery?
6. What should the priorities for the organisation be over the next 3 to 5 years?
7. Which local service is best placed to deliver/lead on this piece of work?

Step 3: Where are we going?

To answer this question, you will need to clarify:

- your priorities for the next 3 or 5 years;
- your strategic aims and long-term outcomes;
- how these will help achieve your mission.

Your priorities for the coming period

Identify and agree your main priorities (e.g. services and key areas of work) for the period of the strategic plan (usually 3 or 5 years). These priority areas should emerge from the work carried out in Steps 1 and 2.

Strategic aims

Identify and write strategic aims for the organisation. Strategic aims are broad statements of the outcomes that the organisation hopes to achieve. They should:

- help achieve your mission;
- be limited in numbers (e.g. 4 to 10);
- show clear direction;
- be measurable.

Step 4: How will we get there?

Creating a roadmap for achieving the strategic aims will include:

- a. setting short, medium and long-term outcomes;
- b. resourcing the organisation;
- c. agreeing or approving operational/work plans;
- d. ensuring appropriate systems and structures are in place.

a. Setting short, medium and long-term outcomes

Outcomes should focus on the 'impact' your youth service/project will have on a young person, and/or a group of young people, and/or an organisation, and/or the community.

Short and medium-term outcomes (also referred to as proximal outcomes) can be measured in terms of changes in knowledge, skills, behaviours or attitudes of the young people/organisation/community as a result of a programme or activity run by the project/service. *Medium to long-term outcomes* (also referred to as distal outcomes) can be

measured in changes in areas such as education, relationships with adults, health, social conditions, economic conditions, safety or service provision. There is a direct developmental link between short, medium and long-term outcomes.

Indicators

In addition, it is critical to identify indicators for your short, medium and long-term outcomes. Indicators describe what information could be collected that would indicate the progress of your service towards meeting its stated outcomes. For example:

Outcome	Indicators
Young people in the Garda Diversion Programme less likely to offend.	Youth who will not be charged with a new crime 1-6 months after successfully completing the programme. Youth who will not be charged with a new crime 7-12 months after successfully completing the programme.
Participants better able to manage conflict in relationships.	Participants demonstrate better knowledge of anger management in pre- and post-programme surveys.
Improved relationships and closer family ties.	Parents indicate improved communication at 3-month follow-up.

Your outcomes must relate to the strategic aims. It is important to check at this stage that all factors, internal and external, that have a bearing on the outcomes set for the future work have been taken into account.

b. Resourcing the strategic plan

The Board of Management and those involved in the planning process must take into account the resource implications of the plan. They must review what is possible within the organisation's available resources and where or how additional resources could be procured. This may also highlight gaps in resources, such as people required, equipment or facilities, as well as financial limitations.

c. Agreeing or approving operational/work plans

This is dealt with in Section 1.2 below on 'Annual Operational Planning'.

d. Ensuring appropriate systems and structures are in place

This is dealt with in Section 3 of this document on 'Evaluation'.

Step 5: Writing a strategic plan

The extent and detail of your written plan will depend on the nature and size of your group or organisation, but the following headings and notes will guide you in structuring your strategic plan.

Contents of a strategic plan

Executive Summary

This is a summary of the plan. You may wish to make this summary widely available in order to build support and keep stakeholders informed.

Section 1: Introduction

This section gives a broad overview of the organisation by describing its background, vision, mission and values. These four areas provide the backdrop for the strategic plan.

a. Background of organisation

Context: National policy; finance (available and requirements); standard terms of reference (purpose of the organisation).

Overview of organisation today: Structure; staffing; description of activities/ services provided by organisation.

b. Vision statement

Definition: A vision statement outlines what an organisation wants to be or how it wants the world in which it operates to be (an idealised view of the world). It is a long-term view and concentrates on the future. It can be emotive and is meant as a source of inspiration.

c. Mission statement

Definition: A mission statement defines the fundamental purpose of an organisation or service, succinctly describing why it exists and what it does to achieve its vision.

d. Values

Definition: Values are the beliefs that are shared among the stakeholders of an organisation. Values drive a service's culture and priorities, and provide a framework in which decisions are made. They are likely to include the NQSF core principles and may also include additional values specific to the organisation.

Section 2: Strategic aims for the next 3 or 5 years

This section should cover the main areas of work (strategic aims) that the organisation needs to focus on for the next 3 or 5 years.

Each aim should have key outcomes and tasks associated with it – from which you can develop annual operational plans and individual workers can develop their own work plans.

Step 6: Monitoring and reviewing your strategic plan (evaluation)

Why is this step identified within the planning process, rather than in the evaluation section? The answer is that this step should be built in at the planning stage so that you can monitor everything you do and be able to learn from and adjust every part of the process – including planning – to improve your work. The purpose of this process is to make your work as effective as possible.

Questions to be addressed at this stage include the following:

1. How often will we review the strategic plan? Who needs to be involved?
How will we communicate any changes to the plan?
2. How will we know that we are meeting our planned strategic aims?
3. What will we do if we are not meeting our planned strategic aims?
4. How will we record the unplanned-for outcomes?

Strategic plans should be regularly reviewed to ensure that the organisation is able to anticipate and adapt to challenges and changes in the internal and external environment.

Those responsible for monitoring and reviewing the plan should use reports against its annual operational plans to review progress towards meeting the strategic aims and outcomes. Therefore, they must ensure that whoever is doing the work is keeping appropriate records so that progress can be assessed. This will involve, at the implementation stage of your plan, being clear about what systems and structures are required (e.g. Programme Record). The indicators named in Step 4 above will inform the progress you are making in achieving your stated outcomes.

A useful reference here is the Volunteer Now document on *Strategic Plan Step 6: Monitor and review* (<http://www.diycommitteeguide.org/resource/strategic-plan-step-6-monitor-and-review>).

1.2 Annual Operational Planning

Definition

Operational planning is a subset of strategic planning. An operational plan describes ways of achieving an organisation's strategic outcomes by establishing the activities and budgets for each part of the organisation over the next 1-3 years. The operational plan links the strategic plan with the activities the organisation will deliver and the resources required to deliver them. Business plans, annual plans, project plans, action plans and individual work plans are all different types of operational plan. Some of these terms are commonly used interchangeably. There are a range of planning models, such as Classic Planning models and Logic Planning models, which organisations may opt to use.

It is important to note that no particular planning model is being prescribed. The important point for organisations is that they are working within a planning framework that takes account of a model or models of planning.

Rationale for annual operational planning

Having an operational plan enables the organisation to:

- be clear about its aims and outcomes, and how it will deliver on these;
- be clear about its ability and limitations;
- inform others about the organisation's planned outcomes and model of working;
- prepare the operational budget.

Like a strategic plan, an operational plan addresses the key questions of:

- Where are we now?
- Where do we want to be?
- How do we get there?
- How do we measure our progress?

Who should be involved in annual operational planning?

An operational plan should be prepared by the people who will be involved in its implementation.

Framework for an operational plan

Operational plans should contain:

- clear aims;
- activities to be delivered;
- quality standards;
- planned outcomes;
- staffing and resource requirements;
- implementation timetables;
- a process for monitoring and reviewing progress.

Steps in annual operational planning

Step 1: Operational aims

State the operational aims of the organisation.

Step 2: Operational resources

Describe the resources of the organisation under the following areas:

- personnel;
- budgetary.

Step 3: Operational Needs Analysis – Profile of young people

The following questions identify the needs your organisation can address:

- Who are we working with and why?
- Categories of ages and numbers engaged with the organisation. How does this link to the strategic aims?
- Why are we working with these young people? Give the rationale.
- How can the youth service increase the identified protective factors and limit the risk factors within the youth population of the area?

Suggested factors to include: These may be either protective or risk-related, e.g. family, school, peers, immediate community, faith-based institutions, other organisations, etc.

Examining these factors will help identify the most appropriate ways of responding to this group of young people.

- How will we do this work?
- What resources have we available?
 - » personnel;
 - » financial;
 - » assets;
 - » other.
- What skills, knowledge and attitudes does the organisation have to offer?
- What evidence-informed responses does the organisation have to offer?
- What other services are available to us in relation to responding to identified needs?

Step 4: Operational Planned Outcomes

State the operational outcomes here with accompanying indicators.

1.3 Programme Planning

Definition

Programme planning is a subset of operational planning. A programme plan describes specific interventions to initiate change in individual or multiple circumstances to support young people to achieve their potential. A programme plan is a short-term piece of work, which has a specified timeframe with clear actions, inputs and planned-for outcomes.

Like all planning, programme planning should address the key questions of:

- Where are we now?
- Where do we want to be?
- How do we get there?
- How do we measure our progress?

Rationale for programme planning

- To devise a programme appropriate to the identified issue and the specific target group, which will result in the planned-for outcomes.
- To design and implement a programme that is targeted, efficient and cost-effective.
- To develop and adhere to identified good practice models and evidence-informed initiatives.
- To satisfy the requirements of relevant stakeholders.

Who should be involved in programme planning?

Programme plans should be prepared and developed by and with the people who will be involved in them. This includes young people.

Programme plans should contain:

- clear aims;
- activities to be delivered:
 - » prior to the start of the group/programme;
 - » during the group/programme;
 - » on completion of the group/programme.
- quality standards;
- planned-for outcomes;
- staffing and resource requirements;
- clear timeframe;
- a process for monitoring progress;
- evaluation methodology (or methodologies).

See Appendix for completed sample of Programme, Contact, Planning and Recording System.

Section 2: Systematic Needs Assessment

2.1 Definitions

Needs assessment is the examination of the varying needs that emerge from consultation with stakeholders. It is also defined as a systematic process to acquire an accurate, thorough picture of a project/service's programme of work in order to improve and meet existing and future challenges.

Needs analysis is defined as an examination of the existing strengths and deficits within a group, community or organisation. Usually this involves gathering views and opinions, and factual data, and should enable those concerned to make an informed judgement about what changes are required in order to achieve better outcomes (CES, 2011).

2.2 Rationale for systematic needs assessment

Assessing need is a vital step in any comprehensive planning process. It enables organisations to identify what services/programmes/interventions they should implement in order to best meet the needs and interests of their target group(s).

2.3 Theories of needs assessment

A number of theories have been identified as having relevance in relation to needs assessment in the youth work sector. The five theories presented below are:

- Resilience Theory;
- Bronfenbrenner's Ecological Model;
- Bradshaw's Types of Needs;
- Hardiker Model;
- Common Assessment Framework.

Resilience Theory

At its foundation, a resilience-based approach to youth development is based on the principle that all people have the ability to overcome adversity and to succeed despite the adversity. Resilience theory has strong links with strengths-based approaches, meaning its focus is on providing the supports and opportunities that promote life success, rather than trying only to eliminate the factors that promote failure. The relationship between resilience theory and the strengths-based approach is that of theory and practice. Resilience is a theory that identifies the importance of protective factors and competencies, and the strengths-based approach is in part the practical application of that theory (Hunter, 2012).

Resilience theory takes account of protective factors, including personal, social, familial and institutional safety nets, that address risk factors. Risk factors are causes of undesirable developmental outcomes that generate negative change in persistent poor behaviour of functioning. They are measurable characteristics of individuals, interpersonal relationships, contexts and institutions. Protective factors moderate the usual relationship between a risk factor and an undesirable outcome.

Adolescent behaviours are influenced by a variety of factors, which, in turn, are dependent on differences in relationships, settings, cultures and economic conditions. These factors are called 'determinants' since they determine, or influence, individual behaviours. Determinants can be either positive or negative, and, depending on their effect, they are often referred to as 'risk' or 'protective' factors. Risk factors are conditions or variables associated with a lower likelihood of positive outcomes and a higher likelihood of negative or socially undesirable outcomes. Protective factors have the reverse effect: they enhance the likelihood of positive outcomes and lessen the likelihood of negative consequences from exposure to risk (Jessor *et al*, 1998).

Bronfenbrenner's Ecological Model

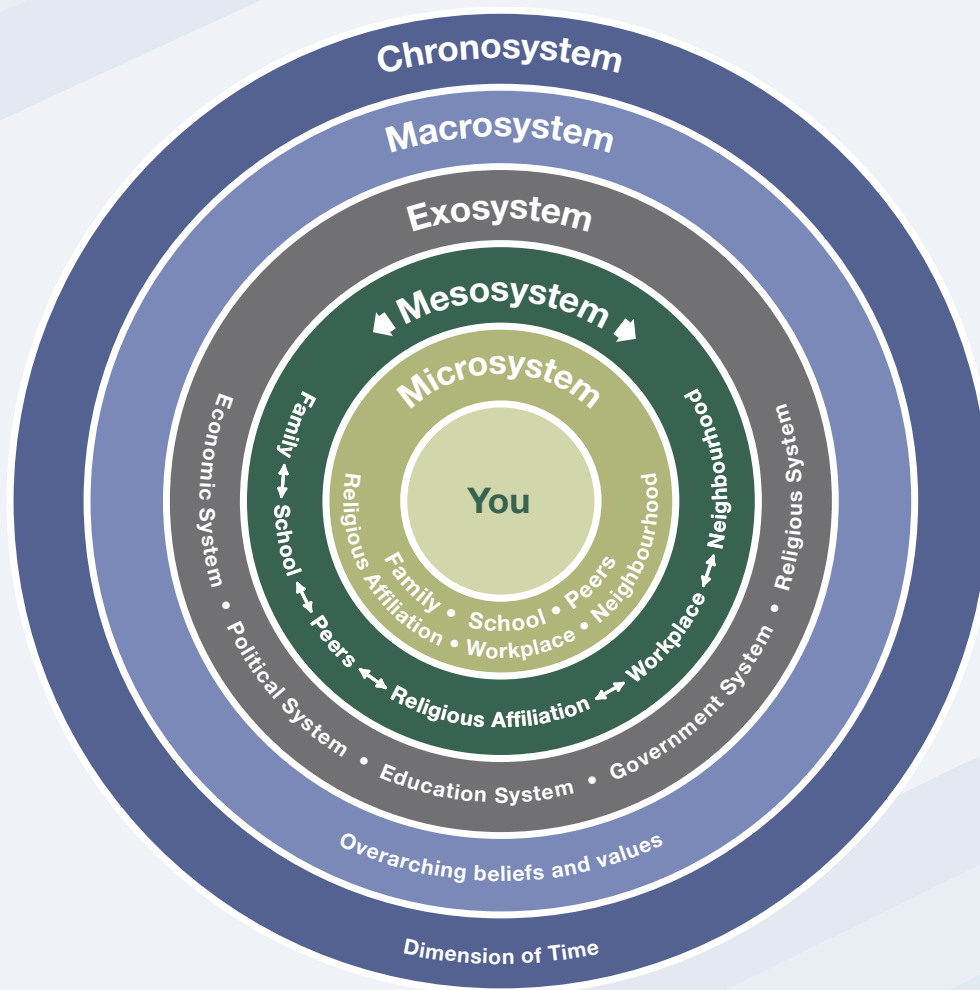
In developing this model, Bronfenbrenner analysed five systems that aid human development (see *Figure 4*). This model locates the child/young person at the centre, surrounded first by parents and family, then by other environmental influences such as peers and the school environment in the wider community, and finally by national and socio-cultural frameworks.

The five systems are:

- **Microsystem:** Refers to the institutions and groups that most immediately and directly impact the child or young person's development, including family, peers, school, neighbourhood and religious institutions.
- **Mesosystem:** Refers to '*a set of interrelations between two or more settings in which the developing person becomes an active participant*' (Bronfenbrenner, 1979, p. 209). These interactions include those at home and at school, and the relationships between parents and teachers.
- **Exosystem:** Refers to the external environment, which only indirectly influences a child or young person's development, including parents' workplace and extended family members.
- **Macrosystem:** Refers to the wider socio-cultural context that influences the child and young person, including the political system, economic context and cultural values.
- **Chronosystem:** Refers to the patterning of environmental events and transitions over the life course, as well as socio-historical circumstances. For example, divorces are one transition: researchers have found that the negative effects of divorce on children often peak in the first year after the divorce; two years after the divorce, family interaction is less chaotic and more stable. As an example of socio-historical circumstances, consider how the opportunities for women to pursue a career have increased during the last 30 years.

The person's own biology may be considered part of the microsystem; thus the theory has recently sometimes been called the 'Bio-Ecological Systems Theory'.

Figure 4: Bronfenbrenner's Ecological Theory (1979)



Bradshaw's Types of Needs

Bradshaw (1972) sets out four types of needs, as follows:

- **Normative needs:** Normative needs are based on opinions and experiences according to current research. These needs are presented as norms. For example, experts state that 1 in 4 young people will experience a mental health issue at some stage in their lives; therefore, there is a need to introduce mental health promotion programmes.
- **Felt needs:** These needs are what people really want. They are needs identified by individuals or groups in relation to what they perceive, feel or state. For example, a number of families in an urban area suggest that the waiting lists for mental health services are too long; therefore, there may be a need to introduce an outreach service in the area.
- **Expressed needs** arise from felt needs, but are literally expressed by the target group/service users. For example, a number of community groups have stated that they need 'some place for the young people to go in the evenings'; therefore, a youth service may adapt its plan to include a youth café.

- **Comparative needs:** These needs are clarified by comparing the needs of one group towards another. This may include exploring the transferability of certain initiatives from one group/location to another. For example, a healthy eating campaign in one service indicated very positive results; therefore, in exploring the contrasts and similarities between groups, a similar initiative is planned for a similar service.

Following on from these, we get a fifth type of need:

- **Emergent needs:** Emergent needs are those that arise or follow on from the initial specified needs during a needs assessment process. For example, a mixed gender health and fitness programme is established for the young people within the service; however, there is a low rate of female participation. Therefore, a separate programme specifically for young women is set up to address gender-specific health issues.

Hardiker Model

The Hardiker Model was developed in 1991 in the UK to help understand different levels of need within a population of children (Hardiker *et al*, 1991). This model is now widely used and has been found to be a useful planning framework by both the UK and Irish Governments.

The model outlines four levels of intervention, as follows:

- **Level 1:** Refers to those mainstream services that are **available to all children** — healthcare, education, leisure and a range of other services provided in communities. It also offers the potential for targeting resources through community development initiatives (such as parent and toddler groups, community houses and women’s groups), which may be available to the whole community but are particularly targeted at disadvantaged communities.
- **Level 2:** Represents services to children who have **some additional needs**. Services at Level 2 are characterised by referral, and full parental consent and negotiation. Examples would be behaviour support, parenting support, additional educational services, and support for children who are deemed vulnerable through an assessment of what their need is, and via targeted specific services provided by education, health, social services, law enforcement and the voluntary sector.
- **Level 3:** Represents support to families or individual children and young people where there are **chronic or serious problems**. Support is often provided through a complex mix of services that usually need to work together well in order to provide the best support. State intervention can have a high profile at this level. Examples would be children on the Child Protection Register or who have come before the Courts.
- **Level 4:** Represents support for families and individual children or young people where the family has **broken down temporarily or permanently**, where the child or young person may be looked after by social services. It can also include young people in youth custody or prison, or as an in-patient due to disability or mental health problems.

The study of prevention science has led to wide acknowledgement that early intervention (either early in the problem or early in the developmental life course) at Levels 1 and 2, through the provision of basic care such as Early Years services, produces positive outcomes and prevents the need for children needing specialist services at a later date. The aim of the higher levels of support (Levels 3 and 4) is to change the family circumstances positively, so that the family can once again be supported by Level 1 services (and therefore no longer need specialist services) alongside the mainstream population.

Therefore, good generic Level 1 services would be the preferred approach, supported with preventative services at Level 2, whereby all difficulties are dealt with in mainstream education, health and community. The more needs addressed at Levels 1 and 2 the better.

Level 2 services are essentially preventative, many provided by community and voluntary agencies. The effectiveness of Level 2 services will often determine the threshold for entry into Level 3. Similarly, effective, intensive, targeted services at Level 3 will affect thresholds for Level 4. But children at Level 4 (e.g. in care, in youth custody or in an acute hospital) are also dependent on access to effective services at Levels 3, 2 and 1, on their journey back to the community.

Common Assessment Framework

The Common Assessment Framework (CAF) is a 4-step process whereby practitioners can identify the needs of a child or young person early on, assess those needs holistically, deliver coordinated services and review progress (see *Figure 5*). The CAF is designed to be used when:

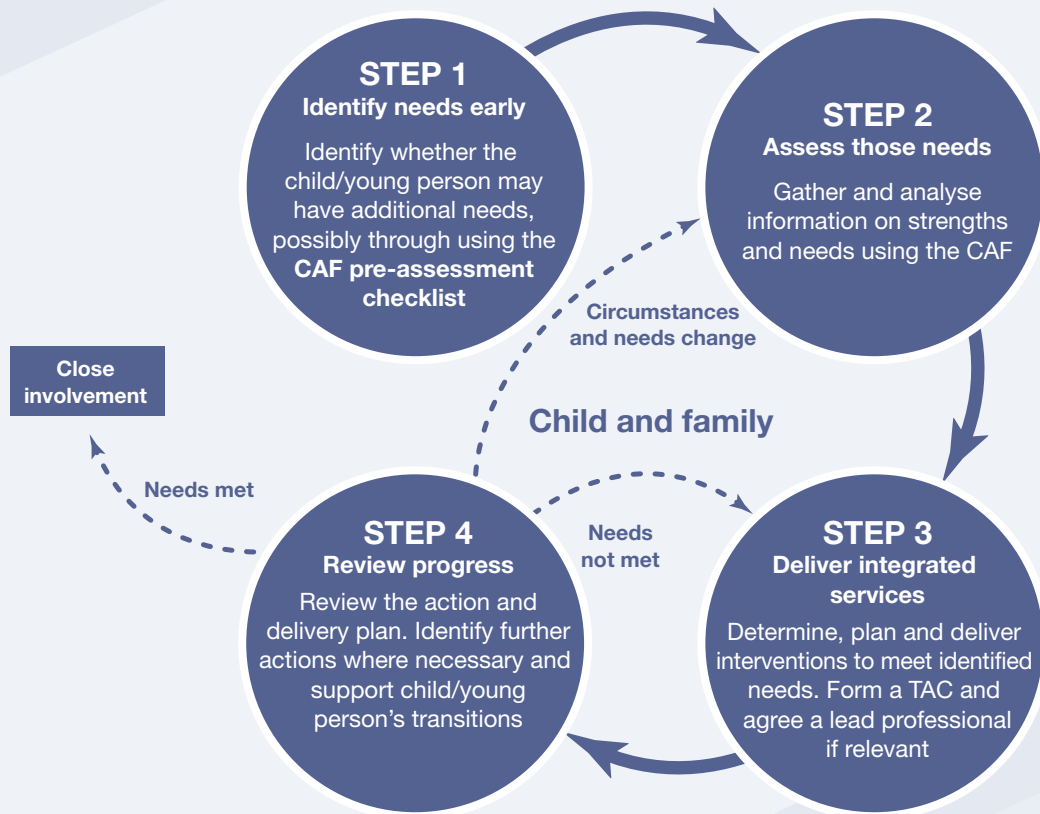
- a practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their well-being);
- a child or young person, or their parent/carer raises a concern with a practitioner;
- the needs of a child or young person are unclear or broader than the practitioner's service can address.

The CAF process is not a 'referral' process, but rather a 'request for services'. The process is entirely voluntary and informed consent is mandatory, so families do not have to engage. If they do, they can choose what information they want to share. Children and families should not feel stigmatised by the CAF; indeed, they can ask for a CAF to be initiated.

The CAF should be offered to children and young people who have additional needs to those being met by universal services. Unless a child or young person is presenting a need, it is unlikely that the CAF will be offered.

The practitioner assesses needs using the CAF. It is not a tool to assess risk. However, if a child or young person reveals during the CAF process that they are at risk, the practitioner should immediately follow the local safeguarding process (in line with *Children First: National Guidance for the Protection and Welfare of Children* (2011), see: <http://www.dcy.gov.ie/viewdoc.asp?fn=/documents/Publications/ChildrenFirst.pdf>).

Figure 5: 4-step process of the Common Assessment Framework



Source: Children's Workforce Development Council (2009)

Summary

Each of these needs assessment models has relevance and they are not mutually exclusive. Overall, these models can act as a backdrop to your needs assessment. Specifically, they can help to structure your needs assessment and facilitate you in seeing where your service is placed in terms of responding to need and how it might interface with other services. Some aspects of these models can also assist in profiling young people.

2.4 Methodologies for needs assessment

Table 1 provides a summary of a range of methodologies for carrying out needs assessment.

Table 1: Summary of methodologies suitable for needs assessment of children and young people

Needs Assessment methodologies	Description
Questionnaires/ Survey Monkey/ Google survey	Useful for collecting information from relatively large numbers of people. Questionnaires can be qualitative (i.e. ask 'open' questions that can be responded to in a variety of different ways; easy to design but harder to analyse) or quantitative (i.e. use 'closed questions' that require 'Yes/No' answers, ticking boxes or rating on a scale; harder to design but easier to analyse).
Telephone interviews	One-to-one structured or semi-structured interviews by telephone. Used for identifying expressed needs (which may or may not also be felt needs). Method is suitable for gathering qualitative data; allows for probing and expanding on key issues; relatively cost-effective; suitable when limited time is available; can be recorded.
Face-to-face interviews	Structured or semi-structured interviews by researcher. Method is suitable for small numbers, for gathering qualitative data and allows for probing and expanding on issues. However, is time-consuming, resource-intensive and dependent on skills of interviewer.
Focus groups	A qualitative method of needs assessment. A group interview that explicitly uses group interaction as part of the method to generate data (i.e. people are encouraged to talk to each other and ask questions, exchange anecdotes and comment on each other's experiences and points of view).
Rapid appraisal	A research method used to identify the health needs and priorities of the target population quickly and without great expense. Researchers interview key informants with knowledge of the area (e.g. professionals, including youth workers and health professionals; community leaders; informal network contacts).

Needs Assessment methodologies	Description
Consumer panels	Interviewing a group of people who are asked by a service or organisation to give their opinions and advice about products or services.
Field work and Observation	Involves researchers observing a particular group in their own environment and then making recommendations regarding needs based on their observations. Method is dependent on the skills of the researcher; can be subjective and open to interpretation; and may have ethical implications.
Draw and Write technique	Method is suitable for assessing the needs of children and young people by gathering qualitative information on sensitive subjects. Involves no or few literacy skills; involves drawing pictures on some aspect of health and then labelling or describing the drawing; non-intrusive; cost-effective; and can be used with individuals and groups.
Open Space technology	A method commonly used for conferences and large numbers, but also useful for assessing needs. Participants create and manage their own agenda of parallel working sessions on a central theme; all of the issues that are most important to participants can be raised and documented. Anyone who wants to identify a need writes it down on a large sheet of paper in big letters and then announces it to the group. All those who wish to discuss this need further form a group. As other needs are identified and similar groups established, participants are free to move from group to group, giving their input and moving on as appropriate. Key individuals or facilitators are responsible for documenting the process and feeding back the findings.

Section 3: Evaluation

3.1 Programme evaluation

Definition

Evaluation is a term that relates to assessing the extent to which certain outcomes have been achieved. It is the systematic and structured process of anticipating, appraising and reviewing a plan, programme, intervention or initiative. Evaluation tries to answer the questions:

- What difference has a particular programme/initiative/activity made?
- What changes has it produced?

Evaluation involves continuous monitoring, observing, documenting, measuring and assessing. It compares the actual results of the programme/initiative with what was expected to happen.

Rationale for evaluation

Evaluation is essential to ensure an effective appraisal of a plan, programme, intervention or initiative. However, evaluation in itself necessitates efficiency. Initiatives are sometimes not evaluated appropriately, and in some instances there can be a tendency to over-evaluate. In the latter case, the process can be more time-consuming and labour-intensive than the initiative itself. If this is the case, it points to an imbalance of interests and lack of clarity with regard to the subject/object of evaluation. It is therefore crucial that, prior to evaluation or at the pre-evaluation stage, active consideration is given to the rationale for evaluation. A number of key questions should be considered:

- Why are we evaluating?
- Who are we evaluating for?
- What do they want to know?
- What do we want to know?
- How are we going to find out?
- What does the information mean?
- What will we do with the findings?

Types of evaluation

There are a number of different types of evaluation. These include:

- **Process evaluation:** This type explores the process of how the initiative is organised, delivered and received, assessing inputs, activities and outputs. It tends to be more concerned with operational factors than outcomes.
- **Impact evaluation:** This measures the short-term effects of the initiative and examines whether objectives have been achieved.
- **Outcome evaluation:** This form of evaluation occurs at the final stages of an initiative. Outcomes are measured against the stated objectives and targets that were agreed at the outset.

Evaluation methodologies

In evaluation, a dual approach is often required, using both qualitative and quantitative methods:

- **Qualitative methods** are concerned with gathering information on the experience of the individual and the group about a specific programme/initiative. Methods can include creative evaluations, case studies, focus groups, content analysis, ethnography (i.e. description of an ethnic group) and unstructured interviews.
- **Quantitative methods** focus on the collection of measurable data to quantify aspects of a group or a programme/initiative. Like qualitative methods, quantitative methods place emphasis on the objective aspects of the study as opposed to the subjective ones. Examples of such methods include structured interviews, questionnaires and surveys.

Table 2 provides a checklist for assessment, planning, implementation and evaluation, adapted from the Community Toolbox (2013).

Table 2: Checklist for APIE Model of Good Practice (Assessment, Planning, Implementation and Evaluation)

	Yes/No/Comment
<p>Planning:</p> <ul style="list-style-type: none"> ■ Has the planning process identified and prioritised the issue(s) to be evaluated? ■ Have aims and objectives been formulated for the initiative/programme? ■ Have mechanisms for evaluation been developed? ■ Have the relevant stakeholders been consulted? ■ Have the necessary resources (including funding) been identified and accessed? 	
<p>Needs assessment:</p> <ul style="list-style-type: none"> ■ Are needs assessments conducted with the young people on a regular basis? ■ What methodologies are used? ■ Do the methodologies used take account of the young people's abilities, diversity? ■ Are the results of the needs assessment used to inform the development of programmes, initiatives, activities, etc? 	

Implementation: <ul style="list-style-type: none"> ■ What programme/activity/initiative will be implemented in response to the identified need and subsequent planning process? ■ How will we implement this response? ■ Who will be involved in the implementation? ■ Do those involved have the necessary skills/training to implement this response? ■ Where is this response going to take place? ■ When will the response start and (if applicable) when will it finish? 	Yes/No/Comment
Evaluation: <ul style="list-style-type: none"> ■ Has thorough consideration been given to the rationale for evaluation? ■ Have the relevant stakeholders been informed and included in the evaluation process? ■ Have those who are carrying out the evaluation received the necessary training to do so? ■ Are all the methodologies being used appropriate to the age, developmental stage and culture of the specific target group? ■ Is there an active and effective communication system between all stakeholders to ensure proactive participation in the evaluation process? ■ Are clear and consistent processes and procedures in place for the compilation, publication and dissemination of the evaluation's findings? ■ Have all stakeholders been informed on the composition, completion and outcomes of the evaluation? ■ Has sufficient organisational support been provided in terms of resource allocation to ensure appropriate responses to the evaluation's findings? ■ Has the evaluation process adhered to the agreed timetable? ■ Have the results of the evaluation been used to inform future work in this area? 	

Writing an evaluation report

When writing your evaluation report, the following headings will help in providing a structure for the information.

Evaluation

Description of evaluation methodologies:

Brief description of formal evaluation of programme:

Evidence of planned and unplanned-for learning:

Procedure for recording results of evaluation:

Details of changes made to programme on basis of evaluation results:

References and Resources

The key resources referenced in this pack are outlined below.

- Artz, S., Nicholson, D., Halsall, E. and Larke, S. (2002) *Guide to needs assessment for youth*. Victoria, Canada: School of Child and Youth Care, University of Victoria. Available at: <http://journals.uvic.ca/index.php/ijcyfs/article/download/671/506&rct=j&frm=1&q=&esrc=s&sa=U&ei=M4xcVlyjH6ze7AbdvYDoDA&ved=0CBIQFjAA&usg=AFQjCNESV8VwjJiFFZbHPKyGc1OUhokAw> (The purpose of this project, funded by the National Crime Prevention Centre, was to develop a gender-sensitive needs assessment tool for supporting at-risk girls and young women.)
- AVECO et al (2012) *Principles of Good Impact Reporting: For charities and social enterprises*. Available at: <http://www.thinknpc.org/wp-content/uploads/2012/09/Principles-of-good-impact-reporting-final.pdf>
- Centre for Parenting and Research [Australia] (2007) *Risk, protection and resilience in children and families*. Ashfield, New South Wales: Centre for Parenting and Research, Department of Community Services. Available at: http://www.community.nsw.gov.au/docswr/_assets/main/documents/researchnotes_resilience.pdf
- Children's Workforce Development Council (2009) *The Common Assessment Framework explained*. London: Children's Workforce Development Council. Available at: www.plymouth.gov.uk/caf_for_practitioners_national_guidance.pdf
- Fouché, C., Elliott, K., Mundy-McPherson, S., Jordan, V. and Bingham, T. (2010) *The Impact of Youth Work for Young People: A Systematic Review for the Health Council of New Zealand and the Ministry of Youth Development* (unpublished paper).
- Hibbert, T. (2006) *Firm Foundations: A Framework and Tools for Identifying and Acting on the Needs of Young People*. Leicester: The National Youth Agency. Available at: <http://www.learning-southwest.org.uk/asset/Firm%20Foundations%20by%20Tessa%20Hibbert.pdf>
- Innovation Network, *Logic Model Workbook*. Washington, DC: Innovation Network. Available at: <http://www.innonet.org>
- Owens, S. (2010) *An introductory guide to the key terms and interagency initiatives in use in the Children's Services Committees in Ireland*. Dublin: Centre for Effective Services. Available at: www.effectiveservices.org (This includes an explanation of the Hardiker Model.)
- Schmitz, C.C. and Parsons, B.A. (1999) *Everything you wanted to know about logic models but were afraid to ask* (unpublished).
- SIDA Civil Society Centre (2006) *Logical Framework Approach – with an appreciative approach*. Härnösand, Sweden: SIDA Civil Society Centre. Available at: http://arirusila.files.wordpress.com/2010/04/sida28355en_lfa_web.pdf&rct=j&frm=1&q=&esrc=s&sa=U&ei=abZcVNfdJo7A7AaXrYGoBg&ved=0CBcQFjAA&usg=AFQjCNEMO7tYum_z0vUp3wwTtdvi5fjQrg
- Youthreach, *Web Wheel Model*. Available at: <http://www.youthreach.ie/web-wheel/>
- YouthinMind, *Strengths and Difficulties Questionnaire*. Available at: www.sdqinfo.com

Section 1: Planning

- Disability Federation of Ireland, *Sample Business Plan for Voluntary Organisations*. Available at: <http://www.disability-federation.ie/index.php?uniqueID=62>
- Hibbert, T. (2006) *Firm Foundations: A Framework and Tools for Identifying and Acting on the Needs of Young People*. Leicester: The National Youth Agency. Available at: <http://www.learning-southwest.org.uk/asset/Firm%20Foundations%20by%20Tessa%20Hibbert.pdf>
- Nutley, S. (2010) *Evidence-informed practice: Using research to improve services for children and young people*. Dublin: Centre for Effective Services. Available at: <http://www.effectiveservices.org/images/uploads/file/projects/P012/Sandra%20Nutley%20-%20Paper%20for%20CES%20Practice%20Seminar%20Oct%202010.pdf>

Section 2: Needs Assessment

- Both Parents Matter, *Threshold Model for Assessing Needs and Separation*. Available at: <http://www.separatedfamiliesmatter.org.uk/tools-and-resources/threshold-model-and-separation>
- Bradshaw, J.R. (1972) 'The concept of social need', *New Society*, Vol. 496, pp. 640-43.
- Bronfenbrenner, U. (1979) *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- CES (2011) *The What Works Process. Evidence-informed Improvement for Child and Family Services. Version 1*. Dublin: Centre for Effective Services. Available at: www.effectiveservices.org
- Children's Workforce Development Council (2009) *The Common Assessment Framework for children and young people: A guide for practitioners*. Leeds: Children's Workforce Development Council. Available at: http://www.plymouth.gov.uk/caf_for_practitioners_national_guidance.pdf
- Hardiker, P., Exton K. and Barker, M. (1991) *Policies and Practices in Preventive Child Care*. Avebury: Aldershot.
- Hunter, C. (2012) *Is resilience still a useful concept when working with children and young people?*, CFCA Paper No. 2. Melbourne: Child Family Community Australia, Australian Institute of Family Studies. Available at: <https://www3.aifs.gov.au/cfca/publications/resilience-still-useful-concept-when-working-child>
- Jessor, R. Turbin, M.S. and Costa, F.M. (1998) 'Risk and Protection in Successful Outcomes among Disadvantaged Adolescents', *Applied Developmental Science*, Vol. 2, No. 4, pp. 194-208. Available at: http://www.colorado.edu/ibs/jessor/pubs/1998_Jessor_Turbin_Costa_ADS_Risk_ProtectionAmongDisadvantagedAdolescents.pdf

Section 3: Evaluation

- Community Toolbox (2013) *Introduction to Evaluation* (Chapter 36). Lawrence, KS: Work Group for Community Health and Development, University of Kansas. Available at: <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation> (The Community Toolbox offers practical, step-by-step guidance in community-building skills.)
- Rossi, P.H., Lipsey, M.W. and Freeman, H.E. (2004) *Evaluation: A Systematic Approach*. Thousand Oaks, CA: Sage.

Appendix: Templates for planning, needs assessment and evaluation, including completed samples

In the following pages, we provide:

- a blank template for Annual Plan for Year [xxxx];
- a completed sample of Annual Plan for Year 2014;
- a blank template for Programme, Contact, Planning and Recording System;
- a completed sample of Programme, Contact, Planning and Recording System.

The completed samples are provided as a guide and are not prescriptive, but it may be useful to see how some youth workers have filled in the details of their programme or activity, or given an outline of their annual plan in terms of inputs, outputs and outcomes.

The blank templates are also available as Word documents.

Blank template for Annual Plan for Year [xxxx]

Situation/Need:					
INPUTS	OUTPUTS			OUTCOMES	
	Activities	Measurables	Short term	Medium term	Long term

COMPLETED SAMPLE of Annual Plan for Year 2014

Situation/Need: To provide facilities and services for young people that will support their development and prevent their involvement with substance misuse and anti-social behaviour.		OUTCOMES			
INPUTS		OUTPUTS			
What we invest:	Activities	Measurables	Short term	Medium term	Long term
Purpose and philosophy of organisation Project Base Budget Training manuals and resource materials	Consultation and needs assessment with project participants, community members and representatives.	Consultation will take place with all young people involved in the Community Youth Project. Parents and families from the community engaged through meetings and house calls.	Participants will be able to: <ul style="list-style-type: none"> ■ identify their needs and interests and structured developmental programmes will be implemented based on those needs and interests; ■ develop positive and trustful relationships between the young people and youth officer, and other adults in their community. 	Participants will be able to: <ul style="list-style-type: none"> ■ investigate their values and beliefs which inform their own attitudes to anti-social behaviour. 	Young people will be able to: <ul style="list-style-type: none"> ■ assess the risks and consequences of their decisions in relation to substance use and other anti-social behaviour and make informed choices.
Equipment Research Manager support HR and Admin. support	Support and development of clubs Identify new clubs for development. Consultancy and support of clubs.	All members of voluntary youth clubs in area: 2 Foróige clubs 12 voluntary youth clubs 9 new volunteers 40 existing volunteers	Young people will be able to: <ul style="list-style-type: none"> ■ engage in positive activities and cultivate relationships. New volunteers will be recruited.	Young people will be able to: <ul style="list-style-type: none"> ■ develop essential life skills such as communication, relationships and decision-making skills. Volunteers will be able to: <ul style="list-style-type: none"> ■ work with young people to provide activities and learning opportunities within club time. 	Young people will be able to: <ul style="list-style-type: none"> ■ involve themselves consciously and actively in their own development and the development of society.
Staff experience and knowledge Staff time, energy and enthusiasm	Training of volunteers	20 volunteers 10 volunteers child protection and Level 1 training 5 volunteers NFTE training 5 volunteers Leadership training	Volunteers will be able to: <ul style="list-style-type: none"> ■ develop the skills necessary to engage young people in youth work programmes. 	Volunteers will be able to: <ul style="list-style-type: none"> ■ co-facilitate needs-based programmes that contribute to the development of young people in their clubs. 	Volunteers will be able to: <ul style="list-style-type: none"> ■ provide a space where young people will be engaged in pro-social behaviour and will have an increased capacity to consider risk and consequences.
	Youth Leadership Programme	14 young people aged 15-17, meet for 2 hours per week, January – May.	Young people will be able to: <ul style="list-style-type: none"> ■ demonstrate increased knowledge and competencies in relation to leadership, team work, communication and presentation skills. 	Young people will be able to: <ul style="list-style-type: none"> ■ develop the skills, inspiration, vision, confidence and action plans to be effective leaders. 	Young people will be empowered to make a positive difference to their society through the practice of effective leadership.

INPUTS	OUTPUTS			OUTCOMES		
	Activities	Measurables	Short term	Medium term	Long term	
	<p>Citizenship Programme – young people involved in awareness, action and evaluation</p> <p>Individual work – with one young person in relation to social skills.</p> <p>Direct work programmes: Drug/Alcohol Awareness Relationships and Sexuality Big Brother Big Sister (BBBS) Youth Café Drop-in Sports Drop-in</p> <p>Schools Programme Class Captaincy Training Restorative Practice</p>	<p>20 young people aged 12-17 in 2 groups, meet for 1.5 hours once a week for 11 weeks.</p> <p>6 young people aged 14-16, 2 per term, 30-minute meetings twice a week.</p> <p>16 young people, male and female, aged 15-18. 150 young people – 1st and 5th year Development Programme. 20 young people, male and female, aged 13-15 years. 40 young people, male and female, aged 15-18 attending drop-in youth café.</p> <p>25 young people, all years, male and female, aged 12-18years 20 young people – 4th year, male and female, aged 15-16 years</p>	<p>Young people will be able to:</p> <ul style="list-style-type: none"> demonstrate improved knowledge of the needs of their community, as well as ways to meet these needs. <p>Young people will be able to:</p> <ul style="list-style-type: none"> identify behaviour that they want to change. <p>Young people will participate in alternatives to anti-social behaviour and drug and alcohol misuse through engaging in social and educational programmes.</p> <p>Young people will develop their knowledge and understanding of relationships and sexuality.</p> <p>Young people feel supported through BBBS and drop-in facilities.</p> <p>Participants will be able to demonstrate that they can operate effectively within a group and work together as a team.</p> <p>Participants will be able to recognise positive and negative ways of dealing with conflict.</p>	<p>Young people will be able to:</p> <ul style="list-style-type: none"> consult with community members and take action to make improvements in their communities. <p>Young person will be able to:</p> <ul style="list-style-type: none"> demonstrate improved social skills with peers and adults. <p>Participants will be engaged in pro-social behaviour and will have an increased capacity to consider risk and consequences.</p> <p>Young people's knowledge, attitudes and behaviours increases in relation to sexual health, drugs and alcohol.</p> <p>Young people are able to access support when needed.</p> <p>Participants will be able to demonstrate leadership skills and work on behalf of young people in their school.</p> <p>Young people will be able to develop strategies to take responsibility for their behaviour and how to express their feelings about other people's behaviour in a constructive way.</p>	<p>Young people will be able to:</p> <ul style="list-style-type: none"> involve themselves consciously and actively in their own development and the development of their communities. <p>Participants will demonstrate an increased interest and desire to remain in school.</p> <p>Young people will recognise and develop strategies to cultivate positive relationships in their community.</p> <p>Young people will engage in positive decision-making and problem-solving techniques to ensure positive participation in the school community.</p>	

Name of Project/Service: Start and finish date:

Title/ID code: Lead staff:

This page to be completed during the planning stage, before the programme/action begins.

Value Statement (please outline the core values underpinning this programme/action):				
Group Profile (outline the numbers of young people involved, their age, issues, developmental potential, etc.):				
Needs/Potential Assessment (outline how the needs/potential were identified and assessed):				
Evidence-informed (describe how the programme was chosen and/or developed, e.g. did you carry out journal/Internet research, undertake training, consult with experts or peers):				
Planned-for outcomes: Long, medium and short term	INDICATORS OF PROGRESSION	YOUTH WORK METHODOLOGIES	OUTPUTS	RESOURCES
The outcomes should focus on the 'impact' your youth service/project will have on a young person, and/or a group of young people, and/or an organisation, and/or the community. Short and medium-term outcomes can be measured in terms of changes in knowledge, skills, behaviours or attitudes of the young people/organisation/community as a result of a programme or activity run by the project/service. Medium to long-term outcomes can be measured in changes in areas such as education, relationships with adults, health, social conditions, economic conditions, safety, or service provision. There is a direct developmental link between short, medium and long-term outcomes.	These should be an indication of when you have achieved your short, medium and long-time outcomes (How will we know?).	Outline the process or processes you will apply to achieve your stated outcomes.	List number and type of actions/activity you believe will be needed to achieve the outcomes (e.g. relationship development programmes, issue-based programmes, community action, street work, planned conversations, visits to parents, links to other organisations or professionals).	Resources available/required to do this programme, including budget, staffing, external inputs, space, programme partners.

Planned-for outcomes	Planned-for outcomes	INDICATORS OF PROGRESSION	YOUTH WORK METHODOLOGIES	OUTPUTS	RESOURCES
LONG TERM	MEDIUM TERM				
1.	1.				
	SHORT TERM				
	1.				

Register of Participants

Part 2 of 6

Year 20__

Insert date (day and month) of each session

* **'No. of contacts'** refers to the overall numbers of visits/contacts by all young people (e.g. if a young person attends a group weekly for 40 weeks, then they will have 40 contacts).

	Name of young person	Age	Gender	Day/month																	Total number of contacts*	
1.																						
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						
8.																						
9.																						
10.																						

TIP (for Word version): To add more lines, click on last box and press TAB.

Participant numbers, by age, gender and funding stream

Part 3 of 6

To address the funding line issue, if you have more than one funding line, base the numbers on the lead worker and the fund they are paid from.

* 'No. of contacts' refers to the overall numbers of visits/contacts by all young people (e.g. if a young person attends a group weekly for 40 weeks, then they will have 40 contacts).

M = male; F = female

Funding line	Age range												Total					
	<10 years		10-14 years		15-17 years		18-21 years		22-24 years		>25 years		No. of participants					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total			
Annually																		
SPY																		
YPFSF 1																		
YPFSF 2																		
LDTF (21 projects)																		
TOTAL																		
No. of contacts*																		

Record of Staff/Volunteer/Part-time Teacher

Part 4 of 6

Year 20__

Insert date (day and month) of each session

CE = Community Employment Scheme

	Type of staff: Paid, Volunteer, CE, Student	Gender	Day/month																	
	Name of staff (paid or unpaid)																			
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				

TIP (for Word version): To add more lines, click on last box and press TAB.

Tick appropriate Outcome boxes

Date	Detailed Action/ Activity Plan (Complete this section before the action/activity takes place) Detail the action/activity to be undertaken to achieve the stated outcome.	Critically reflect on the action/activity For example: What processes were used that were useful? What could be improved in the future? Did you change the plan? If so, why?	Follow-up/further needs identified What follow-up actions/activities need to take place from today's action/activity or what further needs/potential have been identified?	Identify outcomes achieved and highlight how these were evidenced For example: staff observations, feedback from young people or other stakeholders, reports, evaluations, etc.	Short-term outcome	Medium-term outcome	Long-term outcome

TIP (for Word version): To add more lines, click on last box and press TAB.

If the programme being delivered is short term (12 or less weeks duration), this section should be completed at the end of the programme. If the programme is being delivered over a longer period, this part should be completed after each 12-week period (approximately) to ensure that the planned-for outcomes are still relevant and achievable.

1. Did the programme/activities achieve all stated short, medium and long-term outcomes? If no, please discuss why they were not achieved.

2. Were there unexpected outcomes achieved? If yes, please state them and discuss how they came about.

3. Outline how this programme/activity was evaluated by young people and indicate their feedback accordingly.

continued

4. Please assess the following:

	Excellent	Good	Fair	Poor
Programme/activity planning				
Programme/activity reflection and analysis				
Attendance of participants				
Interest levels of participants				
Accommodation/premises				
Equipment/materials				
Skill level of staff involved				
Budget				
Timeframe				
State evidence for your assessment:				

5. If a young person(s) left the process, what follow-up took place/what changes were made to the approach to re-engage them or to respond to their presented needs?

6. What, if any, follow-up would you recommend for the young person(s) involved in this programme? Where relevant, refer to outcomes not yet achieved.

continued

7. Please describe what has been learned by staff (paid and unpaid) from the programme. What modifications would be made if it were to be repeated?

8. What professional development need/potential was identified for staff (paid or unpaid) as a result of this action/activity and how will this be addressed in the future?

9. Please outline what NQSF principle/standard this programme can be used as evidence for. Give reasons for your answer.

Youth Worker's Signature: Date: .. / .. / ..

Project Leader's Signature: Date: .. / .. / ..

Manager/Chairperson's Signature: Date: .. / .. / ..

Name of Project/Service: XXX Youth Service

Start and finish date: 1 February – 21 March 2014

Title/ID code: Body Image/001

Lead staff: A and B Other

This page to be completed during the planning stage, before the programme/action begins.

Value Statement *(please outline the core values underpinning this programme/action):*

A developmental programme aimed at educating young people around issues of body image, healthy lifestyle, healthy diet and attitude towards physical activity and well-being. This programme is educational and developmental, and is designed to challenge attitudes and create awareness about the specific issues relating to the above. This programme will be inclusive, challenging and goal-orientated, and has the potential for further development. All participation is voluntary.

Group Profile *(outline the numbers of young people involved, their age, issues, developmental potential, etc.):*

14-15 year-old females. 3rd year students. Issues include relationship issues, communication attitudes and beliefs, and a negative attitude towards female physical activity.

Needs/Potential Assessment *(outline how the needs/potential were identified and assessed):*

Consultation with young women and other leaders. Participants reported behaviour and appearance at school. Consultation with school. Lack of sport and health and fitness activities among female participants/groups in the youth project. Past research.

Evidence-informed *(describe how the programme was chosen and/or developed, e.g. did you carry out journal/Internet research, undertake training, consult with experts or peers):*

Consultation with past/present leaders. Examination of previous programmes aimed specifically at young women. Examination of popular culture depicting ideal image(s) for young women. Workshop on the portrayal of women in the media (television, Internet, music, etc). Consultation with health and fitness professionals (Shoreline Leisure Centre).

continued

For explanation of items, please refer to the blank template provided on page 32.

Planned-for outcomes	Planned-for outcomes	Planned-for outcomes	INDICATORS OF PROGRESSION	YOUTH WORK METHODOLOGIES	OUTPUTS	RESOURCES
LONG TERM	MEDIUM TERM	SHORT TERM				
<ol style="list-style-type: none"> 1. Influence policies at national level that impact directly on the lives of the young people in this community. 2. Capacity of our young people developed to influence and challenge at local and national level the policies and implementation of policies that impact directly on them. 3. Ethos of respect included in all of our work for the worth of self and others. 	<ol style="list-style-type: none"> 1. Improved physical and mental well-being. 2. Improved physical fitness. 3. Improved knowledge and application of healthy eating. 4. Increased awareness about body image. 5. Increased awareness of social ideals about these issues and to challenge these ideals. 6. Increased level of health and fitness among the participants. 	<ol style="list-style-type: none"> 1. Participants' attitudes to body image, health and well-being enhanced. 2. Participants' knowledge towards health, diet and exercise improved. 3. Young women physically active and moving out of their comfort zone. 4. Greater understanding of healthy eating among all participants. 	<ol style="list-style-type: none"> 1. Young people beginning to have an informed knowledge about health. 2. Young people starting to get involved in more regular exercise. 3. Young people starting to look for affordable access to Local Authority leisure facilities. 	<p>8-week health and fitness programme.</p> <p>Agency visit to Shoreline Leisure Centre.</p> <p>The programme will also include alternative health and fitness activities, mini arts project, media and nutrition workshops.</p>	<p>Link with Sports Promotion Unit.</p> <p>Link with Shoreline.</p> <p>Activity/issue-based programme.</p> <p>Link with nutritionist/health professionals.</p> <p>10 young people.</p> <p>8-week programme.</p>	<p>Leaders.</p> <p>Room 1 and Room 4.</p> <p>Relevant links.</p> <p>Bus.</p> <p>€550 (total programme budget cost).</p>

Year 2014

Insert date (day and month) of each session

* 'No. of contacts' refers to the overall numbers of visits/contacts by all young people (e.g. if a young person attends a group weekly for 40 weeks, then they will have 40 contacts).

X = absent; Y = present

	Name of young person	Age	Gender	Day/month	1/2	8/2	15/2	22/2	29/2	7/3	14/3	21/3							Total number of contacts*
1.	A. Other	15	F		X	Y	X	Y	Y	Y	Y	Y							6
2.	B. Other	15	F		X	Y	Y	Y	Y	Y	Y	Y							7
3.	C. Other	15	F		Y	Y	Y	X	Y	Y	Y	Y							7
4.	D. Other	15	F		Y	Y	X	X	X	Y	X	X							3
5.	E. Other	15	F		X	Y	Y	Y	Y	X	Y	Y							6
6.	F. Other	15	F		X	Y	Y	Y	X	Y	Y	Y							6
7.	G. Other	14	F		Y	Y	Y	Y	Y	Y	Y	Y							8
8.	H. Other	15	F		Y	Y	Y	Y	Y	Y	Y	Y							8
9.	I. Other	15	F		Y	Y	X	Y	Y	Y	Y	Y							7
10.	J. Other	14	F		Y	Y	Y	Y	Y	Y	Y	Y							8

Participant numbers, by age, gender and funding stream

Part 3 of 6

To address the funding line issue, if you have more than one funding line, base the numbers on the lead worker and the fund they are paid from.

* 'No. of contacts' refers to the overall numbers of visits/contacts by all young people (e.g. if a young person attends a group weekly for 40 weeks, then they will have 40 contacts).

M = male; F = female

Funding line	Age range										Total					
	<10 years		10-14 years		15-17 years		18-21 years		22-24 years		>25 years		No. of participants			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total	
Annually																
SPY																
YPFSF 1					2		8								10	10
YPFSF 2																
LDTF (21 projects)																
TOTAL																
															No. of contacts*	66

Record of Staff/Volunteer/Part-time Teacher

Part 4 of 6

Year 2014

Insert date (day and month) of each session

CE = Community Employment Scheme

X = absent; Y = present

	Type of staff: Paid, Volunteer, CE, Student	Gender	Day/month	1/2	8/2	15/2	22/2	29/2	7/3	14/3	21/3								
	Name of staff (paid or unpaid)																		
1.		M		Y	Y	Y	Y	Y	Y	Y	Y								
2.		M		Y	Y	Y	Y	Y	Y	Y	Y								
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			

Tick appropriate Outcome boxes

Date	Detailed Action/ Activity Plan (Complete this section before the action/activity takes place) Detail the action/activity to be undertaken to achieve the stated outcome.	Critically reflect on the action/activity For example: What processes were used that were useful? What could be improved in the future? Did you change the plan? If so, why?	Follow-up/further needs identified What follow-up actions/activities need to take place from today's action/activity or what further needs/potential have been identified?	Identify outcomes achieved and highlight how these were evidenced For example: staff observations, feedback from young people or other stakeholders, reports, evaluations, etc.	Short- term outcome	Medium- term outcome	Long- term outcome
1/2	<p>Media workshop and Introductory session</p>	<p>Introductory chat was a planned conversation, looked at the topic in general, positive response. Group opened up with some of their initial feelings and thoughts on the subject. Session progressed with the 'Mirror, Mirror' exercise, identifying negative portrayal(s) of young women in the media (glossy magazines and music videos). Activity went well and as planned.</p>	<p>Introductory session presents few 'follow-up' actions since everything within the plan went well. However, the programme will continue with some of the themes in later weeks (music videos). The addition of an 'expectations' exercise or a method to record initial thoughts that can be reflected upon at the end of the programme could only further develop the programme.</p>	<p>Participants' understanding and attitudes of body image through the 'Mirror, Mirror' exercise and in our planned conversation were challenged. Feedback from the participants and observations made by the youth workers evidence this fact.</p>	Y		

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
8/2	<p>Media workshop and Nutrition awareness workshop</p>	<p>Recap on last activity. Group looked at how music videos had changed in the last week and if more or less of these videos had images of young women that could be construed as negative. Activity continued with a nutrition awareness workshop. Highlighted key terms in nutrition and gave definitions for these terms. Highlighted three foods that carried little nutritional value and asked participants to guess the food. Good response. Good knowledge and capacity for learning displayed. Participants were challenged to find a product with little or no nutritional value and succeeded in this exercise. Very positive and productive session.</p>	<p>A potential for follow-up would be to do a workshop that identifies foods with good nutritional values and to teach the participants how to prepare a simple meal using these foods. We aim to do this in our Cookery/Healthy Eating workshop.</p>	<p>Participants' understanding of healthy eating was improved. The successful completion of the task set out at the end of the workshop (finding a product with as little nutritional value as possible) evidences this. At the beginning of the day, some participants had knowledge of the subject from their participation in Home Economics in school. At the end of the session, those who did not do Home Economics understood what we had discussed and were able to discuss it further with the rest of the group.</p>	Y		

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
15/2	<p>Agency visit and Gym or Swim</p>	<p>In order to increase the knowledge of healthy living supports and services in the area, participants were taken to the Shoreline Leisure Centre and given a tour of the facilities. The tour went extremely well and concluded with a questions and answers (Q&A) session with the personal trainer.</p> <p>After the tour, the group took part in an introductory 'spinning' class in order to show some of the things that are on offer in the centre.</p>	<p>Within the Q&A session, the group were informed of how many of the female members of the Leisure Centre take part in the mini-marathon. This really sparked interest in the girls, particularly when they heard that they could raise money for charity doing this mini-marathon. We spoke to girls after the session and again a few days later, and they are quite adamant that the mini-marathon is something that they would like to do. We will look at entering the girls in the mini-marathon and doing a training programme in conjunction with their body image programme as a result.</p>	<p>Participants moved out of their comfort zone and got physically active in their completion of the spinning class.</p> <p>Participants have an improved knowledge of healthy living and of the services and supports that can help them to live a healthier lifestyle.</p>	Y	Y	

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
22/2	<p>Cookery/Healthy Eating workshop and Media project</p>	<p>Developing from the nutritional awareness session, we used 'Quorn' as an identified healthy food option (high protein, low fat) and highlighted the easy preparation and cookery by cooking a quorn stir fry. All participants had a role in the preparation and cooking. All participants felt that they could reproduce the meal at home. All participants enjoyed the meal and it also suited the fact that the group has two vegetarians. For these reasons, the leaders were happy with the outcome and would not make changes to this particular session.</p>	<p>Potential for further development would be to look at more meals that could be prepared at home and also to look at snacks and small meals like lunches that could be made healthier. Participants seem to have a good knowledge of what is healthy and not healthy, but make bad choices on snacking and small meals. In addition, a session could be done in the future that addresses the importance of finding the time to eat – preparing in advance and setting a routine for eating, so as to avoid snacking on sugary or fatty foods and drinks.</p>	<p>Improved knowledge and application of healthy eating, evidence of which can be found in the group's successful preparation and cooking of a healthy dinner from scratch.</p>	Y	Y	

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
29/2	<p>Adventure Sports/ 1st walk</p>	<p>Activity began with a brief questionnaire reflecting back on the last few weeks. Questions included 'What are we doing?', 'Why are we doing it?', 'Is it worthwhile?' and so on. Questionnaires were completed in full and the group displayed a good, basic understanding of the idea of the programme. Group still seem motivated and interested in programme. Activity continued with our 1st 'training walk' for the mini-marathon. Walk went well and opened up the opportunity to talk to the girls in a different setting, away from the centre, and a continued unplanned, but productive conversation on healthy living and the mini-marathon, charity and some of the media topics that we have covered.</p> <p>This week's activity was changed from an adventure sports day due to the absence of an outdoor pursuits programme (maternity leave), but proved just as productive.</p>	<p>Girls are keen to get cracking on training for the mini-marathon and their registration in the marathon is the immediate follow-up that needs to be addressed.</p>	<p>Improvements in physical fitness are starting to come about with the completion of the first training walk and the spinning class.</p>	Y	Y	

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
7/3	<p>Healthy Eating Day (open to all)</p> <p>Activity took a dramatic change to what was planned. Original plan was to complete another Healthy Eating workshop and to share what we had learned with other young people in the project. However, due to the unexpected interest shown by national magazine 'Chic', we used this session to review what we had completed so far in the programme and to prepare for the interview and feature that 'Chic' will complete with the group next week.</p> <p>Honouring our original plan, we made fresh lemonade as a healthy alternative to fizzy drinks – the girls did not like the lemonade at all, but the leaders actually thought it went quite well and the end result was good. Participants were given their mini-marathon registration forms and permission slips, and asked to think about proposed benefactors (charities).</p> <p>Finally, we completed another blitz of a glossy magazine, singling out content that the girls felt portrayed young women negatively, which proved to be quite a large amount of content on our chosen magazine.</p>	<p>Girls now need to complete the interview with 'Chic' magazine and further conversations are needed on put into context what we are doing and why we are doing it.</p> <p>The girls also need to start thinking about how they can make changes to these accepted social ideals and how they can apply changes or challenge these ideas on different social levels (e.g. with their group of friends, within their school, within the youth project, within their town, county or country, or even internationally).</p>	<p>Increased awareness of social ideals evidenced by the fact that the participants were able to identify portions of the magazine that they felt presented women in a particular way – a way that the magazine, representing society, presents as 'ideal'.</p> <p>Improved knowledge of healthy eating demonstrated in participants being able to make lemonade from fresh lemons as a healthy alternative to fizzy drinks.</p>	Y	Y		

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
14/3	<p>Interview with 'Chic' magazine</p> <p>This week, participants met with journalist Eva from 'Chic' magazine. In preparation for the session, the girls were asked to complete an exercise in which they were to 'describe the perfect woman' using words or pictures. The group completed the exercise using words and chose to describe many different types of perfect or ideal – 'fat, skinny, black, white, tall, short, etc'. We then cross-compared their ideals with that of Google, where we used the same key words in a Google search. The result was a plethora of images depicting skinny ideals, perfect skin, airbrushing, model-esque appearance, etc. The 'Chic' interview itself lasted about half an hour and the girls were able to inform Eva of much of the work and material that has been covered in the programme. The girls also had the opportunity to be photographed for the magazine. At the end, we had a quick debrief and discussed the benefits of taking part in the interview. The girls were extremely happy with how it went and are very excited to see the end publication (due out week beginning 26/3/2012).</p> <p>The session concluded with a walk in preparation for the mini-marathon.</p>	<p>This week, participants met with journalist Eva from 'Chic' magazine. In preparation for the session, the girls were asked to complete an exercise in which they were to 'describe the perfect woman' using words or pictures. The group completed the exercise using words and chose to describe many different types of perfect or ideal – 'fat, skinny, black, white, tall, short, etc'. We then cross-compared their ideals with that of Google, where we used the same key words in a Google search. The result was a plethora of images depicting skinny ideals, perfect skin, airbrushing, model-esque appearance, etc. The 'Chic' interview itself lasted about half an hour and the girls were able to inform Eva of much of the work and material that has been covered in the programme. The girls also had the opportunity to be photographed for the magazine. At the end, we had a quick debrief and discussed the benefits of taking part in the interview. The girls were extremely happy with how it went and are very excited to see the end publication (due out week beginning 26/3/2012).</p> <p>The session concluded with a walk in preparation for the mini-marathon.</p>	<p>Presentation of final published interview could be an appropriate follow-up to this activity.</p>	<p>Participants displayed a better understanding of issues when relating to health and well-being in their conversations with the journalist from 'Chic' magazine.</p> <p>Participants also displaying signs that they would be less likely to follow the diet or fitness routines of a magazine, evidenced in their interview with the journalist from 'Chic' magazine.</p>	<p>Y</p> <p>Y</p>	<p>Y</p>	<p>Y</p>

Date	Detailed Action/ Activity Plan	Critically reflect on the action/activity	Follow-up/further needs identified	Identify outcomes achieved and highlight how these were evidenced	Short- term outcome	Medium- term outcome	Long- term outcome
21/3	<p>Review and evaluation</p> <p>In our final workshop, we reviewed everything that we have covered over the past weeks. The participants completed a short-term outcomes exercise to measure if they had learned what the leaders projected should be learned in the programme and as documented in the programme planning document. The girls passed this exercise with flying colours.</p> <p>Moving forward, the girls identified their interest in completing the mini-marathon and used an open planned conversation and a worksheet to identify future goals. Elements of 'Head to Toe', 'Up style' and more 'Body Image' workshops seemed appropriate and appealing to the group. Moreover, the idea of completing some peer leadership training was very much on the agenda for participants and the leaders will explore this in their next programme.</p> <p>Participants were certified for their participation in the programme.</p>	<p>The group may look at leadership as their next programme. Further work and preparation may go into the marathon/sponsored walk/charity idea and this will be fleshed out over the final weeks leading into the summer activity programme.</p>	<p>Participants completed at least 80% of the short-term knowledge statement aims as documented in the planning document, evidenced in their successful completion of the short-term outcomes exercise.</p>	Y			

If the programme being delivered is short term (12 or less weeks duration), this section should be completed at the end of the programme. If the programme is being delivered over a longer period, this part should be completed after each 12-week period (approximately) to ensure that the planned-for outcomes are still relevant and achievable.

1. Did the programme/activities achieve all stated short, medium and long-term outcomes? If no, please discuss why they were not achieved.

The programme has achieved all of the short and medium-term outcomes and two of the long-term outcomes.

2. Were there unexpected outcomes achieved? If yes, please state them and discuss how they came about.

Yes. Since there was no plan to involve a national newspaper/magazine, the interview with 'Chic' magazine and resulting article about the programme proved to be an unplanned outcome. In addition, through their agency visit to Shoreline Leisure, participants decided that they would like to participate in the women's mini-marathon and this again was an unexpected outcome. One developmental potential is that the participants can explore the social and personal differences between young people of their age in this country.

3. Outline how this programme/activity was evaluated by young people and indicate their feedback accordingly.

The programme was evaluated in an open planned conversation and with a short questionnaire. Participants seemed to be very happy with the programme and are eager to develop and branch out into further areas of interest.

continued

4. Please assess the following:

	Excellent	Good	Fair	Poor
Programme/activity planning		X		
Programme/activity reflection and analysis		X		
Attendance of participants	X			
Interest levels of participants	X			
Accommodation/premises		X		
Equipment/materials		X		
Skill level of staff involved		X		
Budget		X		
Timeframe			X	
State evidence for your assessment: Group register, feedback from young people and staff, and programme recording.				

5. If a young person(s) left the process, what follow-up took place/what changes were made to the approach to re-engage them or to respond to their presented needs?

Not applicable.

6. What, if any, follow-up would you recommend for the young person(s) involved in this programme? Where relevant, refer to outcomes not yet achieved.

Refresher workshops would be of benefit if and where participants are interested. The young people also showed a keen interest and motivation in leadership and learning how to become a leader.

7. Please describe what has been learned by staff (paid and unpaid) from the programme. What modifications would be made if it were to be repeated?

The staff have developed their knowledge of the key issues in the programme and particularly in the context of working with young women. The primary modification that would be made to the programme would be the addition of a consultation period with a nutritionist or similarly skilled person with expertise relating to the dietary aspects of the workshops.

continued

8. What professional development need/potential was identified for staff (paid or unpaid) as a result of this action/activity and how will this be addressed in the future?

None identified during this programme.

9. Please outline what NQSF principle/standard this programme can be used as evidence for. Give reasons for your answer.

The programme can be used to evidence **Core Principles 1, 2 and 3** of the NQSF, in that it was young person-centred, all young people participated voluntarily, child protection and appropriate insurance cover were in place, the programme was supportive, a range of methodologies were used, the programme was diverse, it was both theoretical and practical and the personal and social capacities and competencies of the young people were developed. **Standards 1, 2, 3, 4 and 5** can also be evidenced as a result of this programme, in that it was methodically planned in relation to need, it was delivered by youth workers and other relevant experts, the young people themselves were actively engaged in the development of the programme and further identified where they want to go next, the effectiveness and efficiency of the work was continuously assessed by the youth workers with the young people and was tweaked whenever necessary, and the health and safety policy and child protection policy were adhered to throughout the course of the programme.

Youth Worker's Signature: A. Other

Date: 27 / 3 / 2014

Project Leader's Signature: B. Other

Date: 30 / 3 / 2014

Manager/Chairperson's Signature: C. Other

Date: 8 / 4 / 2014