Sample Outcomes Statements

Outcomes should focus on the **'impact'** or '**difference**' your youth service/project will have/have had 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 usually be measured in 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 like **education, relationships with adults, health, social conditions, economic conditions, safety, or service provision**.

Outcomes Statements for departmental documents

The Department of Children and Youth Affairs (DCYA) require two different types of outcome statements for their documentation. The first is planning type outcome statements (or outcomes you plan to achieve in the coming year/s), these are included in the in the DCYA funding application process. The second type of outcome statements is achieved outcome statements (or outcomes you have already achieved) these are included in the report section of the DCYA funding application process and in the self-assessment and end of year progress report sections of the NQSF process.

Many of the actions in the NQSF are in the area of improving the structure of the service with a view to enhancing the outcomes for young people. So the outcome statements are about, both organisational changes and differences in the lives of young people.

Outcome statements

Outcome planning is based on the idea that there is a developmental link between short, medium and long term change or that a long term change is achieved incremental steps, so examples of the kinds of words to be used for general outcomes statements are

Enhanced, reduced, increased, improved, more, better, fewer,

Specific short to medium term outcome statements (for example those relating to a single programme) can usually relate to specific causal changes in **Knowledge, Skills, Behaviours** or **Attitude**. Examples of the types of words associated with these outcome statements include, young people can/will be able to;

Name, discuss, play, write, research, put on, produce, and explain,...

These types of words are used in both planning type outcome statements and achieved outcomes statements.

Evidencing Claims in youth work and service provision

Measuring and evidencing medium to long term change can sometimes be difficult to do in youth work, partly because youth work is only one element involved in change for a young person, group of young people, an organisation or a community/society. While ideally it would be beneficial to indicate how youth work results in causal change (i.e. the action/programme is/will be fully responsible for the change), in many situations youth work offers indications of contributory change (i.e. the action/programme is/will be partially responsible for the change).

Using this support document

This document is broken into two sections, section one gives sample CIP actions for the five core principles and sample corresponding outcome statements. These are written in the present or past tense and are designed as a resource for projects/services in completing the end of year progress report.

Section two gives sample outcomes statements for actions relating to the general work of the project/service these can be used in outcome based programme planning and in the DCYA funding report/application process.

Section 1. Sample CIP Actions and their Corresponding Outcome Statements

Core Principle 1: **Young person-centred: recognising the rights of young people and holding as central their active and voluntary participation**

Prescribed Indicators taken from NQSF documentation	Sample CIP action (below are examples of CIP actions that a project/service might undertake as part of the Continuous Improvement Plan	Sample Outcome Statements – Below are sample outcome statements that could be used in the end of year progress report. All Outcome statements must relate to a CIP action undertake as part of the projects/services Continuous Improvement Plan
1. **Systematic need assessment**	1. Carry out area based needs assessment 2. Review current needs assessment processes within the project 3. Research needs assessment tool for groups of young people 4. Implement needs assessment process for individual young people in group 5. Revise registration form to gather information on the needs/potential of young people 6. Implement a CRM / database system	1. Project has enhanced information about young people in the area and the issues affecting them 2. Project has a more accurate understanding of the needs assessment processes used in the project including the strength and weaknesses of the current processes 3. Project has a greater understanding of needs assessment tools for groups of young people 4. Project has enhanced information about the needs/potential of individual young people involved in the service 5. Enhanced information about young people in the project and the issues affecting them 6. Project decisions are based on an enhanced level of information about YP and their needs
2. **Service responsive to the requirements of young people**	1. In light of completed needs assessment process, develop programmes to respond to issues arising 2. In light of needs assessment develop strategies to target foreign national young people living in the area 3. Restructure project timetable to offer a seven day per week service 4. Introduce YP inspection team	1. Programmes more responsive to the needs of community – interventions developed in line with identified needs 2. Project s strategies for targeting foreign national yp living in the area are based on identified needs 3. Enhanced level of access for young people based on revised timetable and seven day a week service 4. Increases information on how to appeal to the target group
3. **Service promotes the strengths of young people**	1. Revise programme record to include the strengths of young people 2. Redo registration form to include information on what skills/attributes young people are interested in developing 3. Investigate models of strength based youth work approaches	1. Enhanced concentration on programmes/interventions focusing on the strengths of YP 2. Improved information about the skills/attributes young people are interested in developing 3. Project has enhanced understanding of strengths based youth work approaches
4. **Young people involved in the design, delivery and evaluations of services**	1. Develop a youth work forum/YP forum 2. Introduce a 'planning and evaluation day' for young people 3. Investigate the introduction of a 360 staff appraisal system	1. Increased representation of young peoples voices in decision making structures locally 2. Increased YP participation in the planning and evaluation of services 3. Enhanced feedback to staff and committee on the performance of staff
5. **Clear examples of voluntary participation**	1. Increase depth of participation of targeted young people – example Jr leadership programme 2. Develop database / introduce CRM system	1. Enhanced local ownership of project 2. Enhanced information about who is attending services, how often they attend, what they are most interested in participating in

Core Principle 2: Committed to ensuring and promoting the safety and well-being of young people

Prescribed Indicators taken from NQSF documentation	Sample CIP action (below are examples of CIP actions that a project/service might undertake as part of the Continuous Improvement Plan	Sample Outcome Statements – Below are sample outcome statements that could be used in the end of year progress report. All Outcome statements must relate to a CIP action undertake as part of the projects/services Continuous Improvement Plan
1. **Provision of supportive environment and programme**	1. Develop an environment that is more supportive / inviting to foreign national y.p. 2. Ask YP for feedback on the project environment	1. Project is more welcoming and inviting to Polish and Central European young people services 2. Staff have a clearer understanding of the young peoples perception of the project
2. **Child protection policy and procedures**	1. Staff to update child protection training 2. Update child protection policy in relation to current legislation and guidelines	1. All staff are retrained in the most up to date child protection training 2. Project operating from the most up to date child protection guidelines
3. **Health and safety policy and procedures**	1. Implement all actions outlined in the health and safety policy 2. Add H & S to regular board agenda	1. Project is fully compliant with health and safety legislation 2. Board are more aware of their responsibilities under H & S legislation and structure in place to address issues on an ongoing basis
4. **Appropriate insurance cover**	1. Contact a broad range of insurance companies to get advice and quotes for projects various insurance needs	1. Project operating from best available insurance advice
5. **Compliant with relevant legislation**	1. Gather a list of relevant legislation 2. Proof projects policies and procedures in line with relevant legislation	1. Enhanced information on relevant legislation 2. Project policies fully compliant with relevant legislation and best practice in the field of youth work and voluntary sector management

Core principle 3: Educational and developmental

Prescribed Indicators taken from NQSF documentation	Sample CIP action (below are examples of CIP actions that a project/service might undertake as part of the Continuous Improvement Plan	Sample Outcome Statements – Below are sample outcome statements that could be used in the end of year progress report. All Outcome statements must relate to a CIP action undertake as part of the projects/services Continuous Improvement Plan
1. **Theoretical and practical foundation**	1. Place – 'theories underlying YW practice' on monthly agenda and have different staff members present different theories 2. Develop volunteer training programme based on projects vision, approach and practice 3. Write 'rationale and approach' statement for project	1. Practice based on a clearer understanding of the theories influencing the work 2. Volunteers are operating from a clearer theoretical and practical foundation 3. Project has an enhanced understanding of the rational and approach it is operating from
2. **Range of effective youth work methodologies**	1. Explore the use of manualised programmes 2. Staff to undertake 'squashy couch' or similar training 3. Explore the idea of 'international exchanges' for older participants	1. Project has identified a range of manualised programmes that have clearly documented outcomes for the young people involved 2. Enhanced programme provision: - Staff trained in 'squashy couch' training and project ready to add this to the suite of programmes offered to young people 3. Enhanced knowledge of international exchanges, including potential benefits for young people involved, how to go about organising one, and how to identify programme partners
3. **Relevant and diverse programme/curriculum provision**	1. Introduce a 'planning and evaluation day' for young people 2. Explore the inclusion of 'outreach and street work' as part of the projects suite of programmes and approaches 3. Develop forum with other local providers to reduce duplication/gaps of provision and provide young people with the complimentary range of supports and opportunities	1. Programme provision is more relevant to the needs and requirements of young people 2. Enhanced understanding of outreach and street work – project has clear definitions of both approaches, has identified a potential model for implementing an outreach programme in XXX 3. Enhanced cooperation with other providers leading to the development of an employment initiative across 3 projects in the area.
4. **Evidence of planned and unplanned learning.**	1. Develop Jr leadership programme 2. Open 'leaders club' for all young volunteers involved in the project	1. 10 new 'junior' leaders involved in delivering programmes to younger participants 2. Structured programme of activities supported young leaders to develop skills and gain support from peers
5. **Developing personal and social capacities and competencies**	1. Explore the use of the Presidents Awards for Jr volunteer leaders 2. Become a FETAC accredited provider 3. Become the lead partner in an international exchange programme on the theme of 'European culture'	1. Project has identified mechanism for recognising and rewarding the achievements of young leaders 2. Project has increased its understanding of formal accreditation process and completed the FETAC provider application process 3. 3 Young Volunteers developed a range of skills from public speaking to event organisation as a result of being the lead partner on an international exchange programme

Core Principle 4: Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults

Prescribed Indicators taken from NQSF documentation	Sample CIP action (below are examples of CIP actions that a project/service might undertake as part of the Continuous Improvement Plan	Sample Outcome Statements – Below are sample outcome statements that could be used in the end of year progress report. All Outcome statements must relate to a CIP action undertake as part of the projects/services Continuous Improvement Plan
1. **Accessible, inclusive and integrated services.**	1. Carry out audit of members/participants (does project membership reflect the target audience) 2. Establish if project environment is supportive and attractive to key target groups / young women / Travellers etc. 3. Ask Polish young people living in the local area for feedback on the project 4. Explore the hopes/fears of staff in relation to working with xxx young people 5. increase the number of young women participating in the service (seeking a 30/70 ratio of young women to young men)	1. Project has clearer picture of the current YP membership, and how this relates to local demographics. (95% of participants are native Irish, but only 31% of local residents are native Irish). This knowledge will inform planning and practice over the coming year. 2. Project has identified and addressed barriers to participation for Traveller young women, in the projects appearance and structures. These changes have resulted in increased involvement of Traveller young people in the project 3. Project has identified and addressed barriers to participation for Polish young people, in the projects appearance and structures. These changes have resulted in increased involvement of Polish young people in the project 4. Project has identified training/support needs for staff and volunteers as they undertake work with xxx young people 5. increased participation of young women in the project
2. **Policies, programmes and practices comply with equality legislation**	1. Equality proof all policies and procedures 2. Send Publications Officer on equality course to ensure projects literature is not un-intentionally excluding a particular group of young people 3. Develop a 'users charter'	1. Project operating from best practice/ project more aware of equality issues 2. Projects publications are accessible, inclusive and respectful to all young people regardless of race, colour, creed or sexual orientation 3. Enhanced tolerance and understanding of diversity among staff, volunteers and young people
3. **Polices, programmes and practices promote diversity, equality and inclusiveness.**	1. Explore the use of a single identity programme for work with Irish young people 2. Explore best practice approaches for working with young Muslim men 3. Develop and implement an equality and diversity policy for the project	1. Project has identified and adapted a single identity programme for use with young Irish people with a view to integrating foreign national young people into the service over the coming year. 2. Project has enhanced its knowledge of best practices for working with young Muslim men and will begin offering programmes to this target group in the coming year. 3. Enhanced tolerance and understanding of equality and diversity among staff, volunteers and young people

Core Principle 5 - **Dedicated to the provision of quality youth work and committed to continuous improvement**

Prescribed Indicators taken from NQSF documentation	Sample CIP action (below are examples of CIP actions that a project/service might undertake as part of the Continuous Improvement Plan	Sample Outcome Statements – Below are sample outcome statements that could be used in the end of year progress report. All Outcome statements must relate to a CIP action undertake as part of the projects/services Continuous Improvement Plan
1. **Culture and practice of innovation and critical reflection**	1. Introduce a 15 min wrap up for staff and volunteers at the end of every session to reflect on what happened and prepare for the next session with this group 2. Introduce the new programme record	1. Staff and volunteers more reflective on their work or as a result of more structured planning and reflection or 5 young people accessed courses, 2 accessed employment, 6 young people offered leadership training programmes, 5 young people referred to drugs counselling 2. Enhanced planning and evaluation practices which have led to better outcomes for young people
2. **Service provision underpinned by principles of good practice**	1. Research and implement best practice guidelines for dealing with xxxx	1. Project operating from the most up to date XXX guidelines
3. **Commitment to continuous development and quality assurance**	1. Actively participate in NQSF process 2. Carry out a skills audit of staff and volunteers 3. Develop training policy 4. Develop yearly 360 appraisal system	1. Project has developed more effective operating systems 2. Clear pictures of current skills/areas of strength and weakness among staff paid and unpaid 3. Project is operating a clearer and more transparent training policy which has led to 20% increase in staff/volunteer training 4. Project and all of its workers get clearer feedback on their performance over the last year and are offered more opportunities to develop skills and attributes
4. **Commitment to resource effectiveness**	1. Develop and implement a procurement policy 2. When needs assessment is complete project to write up the rational for level of service, size of groups, opening times, types of service offered, staff/yp ratios etc. 3. Help to establish interagency group to coordinate service to young people at risk in xxx	1. Project clearer that it is getting best value for money on its purchases 2. Project has a clear, evidenced rational for services offered 3. Project working in partnership with others to increase positive outcomes for YP. – developed forum, developed agreed protocols, targeted 20 young people for support,

Sample Outcomes Statements for the General work of a Youth Work Organisations

Many of the outcome statements in this section can be used when planning/recording specific pieces of work for a project/service. When producing outcome statements remember that outcome statements in the planning phase (application part of the DCYA document) are generally written in the future tense and achieved actions (report section of the DCYA document) are written in the present or past tense.

Proximal Outcomes – (Short to Medium term outcomes)

Knowledge statements

(What will they know at the end of the programme/activity that they don't know now?) or (what do they know as a result of your programme /activity)

You can pick specific outcomes like, young people
- Can name 5 drugs in use locally that cause physical and social harm.
- Can discuss the physical and social effects of alcohol use in young people.

Or more generic ones like, young people have an
- Increased knowledge about ….
- More informed about: health, sexuality, the law, careers, formal education etc.

Skills statements

(What will they be able to do at the end of the programme/activity that they don't do now?) or (what can they do as a result of your programme/activity)

You can pick specific outcomes like, young people
- Can put on a condom
- Can write a CV and cover letter
- Can play one song on the guitar
- Can research an issue or topic on the internet

Or more generic ones like, young people have an
- Enhanced capacity regarding: public speaking/ problem solving/self-efficacy, making decisions/critical thinking, chairing/facilitating meeting of a youth forum,
- Increased abilities in arts and creativity regarding: music/dance/drama/writing etc
- Increase in physical competence in relation to: sport/games/outdoor activities etc.
- Increased practical skills in planning/ organising/ budgeting/ cooking/ communications etc

Behaviour statements

(How will they act at the end of the programme/activity that is different to how they currently act?) or (how has their behaviour changed as a result of your programme/activity)

You can pick specific outcomes for example, young people will
- Turn up on time for school/training
- Reduce their drug and alcohol use
- Stop smoking

Or more generic ones for example, young people are /have
- Open to new and more diverse experiences an opportunities
- More engaged in structured and constructive activities
- Increased involvement in decision making
- Diminishing negative and anti-social behaviour
- Enhanced pro-social behaviour

Attitudes, belief statements

(How will their attitudes to xxx be different at the end of the programme/activity than they are now) or (how has their attitude changed as a result of your programme / activity)

Young people involved will be/have
- More ready to take on new and more diverse experiences
- Enhanced: confidence/self-esteem/awareness (personal and social)
- More open to young people from different backgrounds

Distal Outcomes (medium to long term outcomes)

Education
- Young people have a deeper engagement with formal education and alternative routes to qualifications
- Young people and their community see education as useful, valuable and attainable
- A Local School has adapted their practices in order to support young people to engage more fully in the education process

Relationships with adults
- Improved communication and relationship between young people and adults in the community
- Young people are seen positively locally
- Young people are clearer about the role of key authority figures in their area – gardai, teachers etc
- Young people see the 'human' side of key authority figures

Health
- Young people are involved in safer sexual practices
- Young people have reduced their consumption of alcohol and substance use
- Young people have improved their consumption of healthy foods
- Young people have reduced their consumption of processed and unhealthy foods
- Young people are involved in physical activities that improve their general health
- Young people have developed their ability to identify and articulate emotions, and seek support and help when needed

Social conditions
- There has been an improvement in local amenities – the development of xxx, the reduction in graffiti, destruction of property etc
- increased community cohesion
  - The youth project has brought different elements of the community together
  - Progammes and interventions have led to an increase in pro-social behaviour and a decrease in anti-social behaviour
  - Neighbours get to know each other better thus building trust and reducing fear of 'other'
- Project has developed local leadership (volunteers, board, young people)
- Young people are better informed regarding the political and economic system and democratic and representative processes
- Young people are active citizens in their local community and wider civil society

Economic Conditions
- Young people have developed skills that are attractive to employers
- Young people have increased their self-sufficiency through the development of key life skills – cooking, budgeting etc
- Young people have been supported to progress to formalised skills training programmes/courses

Safety
- Reduction in violence
- Reduction in vandalism
- Reduction in offending rates

Service Provision
- Increased support for homeless young people
- Increased support for families in crisis
- Increased support for young people experiencing mental health issues
- Improved cooperation and coordination between local services

This is not an exhaustive list it is designed to support workers to identify outcomes for their work with and on behalf of young people.