



Department  
for Environment  
Food & Rural Affairs



Llywodraeth Cymru  
Welsh Government



Cyfoeth  
Naturiol  
Cymru  
Natural  
Resources  
Wales



Environment  
Agency

# delivering benefits through evidence



## Developing an FCRM evaluation framework

Report – SC120013/R2

We are the Environment Agency. We protect and improve the environment and make it a better place for people and wildlife.

We operate at the place where environmental change has its greatest impact on people's lives. We reduce the risks to people and properties from flooding; make sure there is enough water for people and wildlife; protect and improve air, land and water quality and apply the environmental standards within which industry can operate.

Acting to reduce climate change and helping people and wildlife adapt to its consequences are at the heart of all that we do.

We cannot do this alone. We work closely with a wide range of partners including government, business, local authorities, other agencies, civil society groups and the communities we serve.

This report is the result of research commissioned by the Environment Agency's Evidence Directorate and funded by the joint Flood and Coastal Erosion Risk Management Research and Development Programme.

**Published by:**

Environment Agency, Horison House, Deanery Road, Bristol, BS1 9AH

[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

ISBN: 978-1-84911-351-9

© Environment Agency – March 2015

All rights reserved. This document may be reproduced with prior permission of the Environment Agency.

The views and statements expressed in this report are those of the author alone. The views or statements expressed in this publication do not necessarily represent the views of the Environment Agency and the Environment Agency cannot accept any responsibility for such views or statements.

Email: [fcerm.evidence@environment-agency.gov.uk](mailto:fcerm.evidence@environment-agency.gov.uk)

Further copies of this report are available from our publications catalogue:

[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

or our National Customer Contact Centre:

T: 03708 506506

Email: [enquiries@environment-agency.gov.uk](mailto:enquiries@environment-agency.gov.uk)

**Author(s):**

Jake Morris, Ruth Williams, Liz O'Brien, Bianca Ambrose-Oji

**Dissemination Status:**

Publicly available

**Keywords:**

Evaluation framework, impacts, benefits, volunteering

**Research Contractor:**

Forest Research, Alice Holt Lodge, Farnham, Surrey

**Environment Agency's Project Manager:**

Katherine Grose, Evidence Directorate

**Theme Manager:**

Jacqui Cotton, Incident Management and Community Engagement

**Project Number:**

SC120013/R2

# Evidence at the Environment Agency

Evidence underpins the work of the Environment Agency. It provides an up-to-date understanding of the world about us, helps us to develop tools and techniques to monitor and manage our environment as efficiently and effectively as possible. It also helps us to understand how the environment is changing and to identify what the future pressures may be.

The work of the Environment Agency's Evidence Directorate is a key ingredient in the partnership between research, guidance and operations that enables the Environment Agency to protect and restore our environment.

This report was produced by the Scientific and Evidence Services team within Evidence. The team focuses on four main areas of activity:

- **Setting the agenda**, by providing the evidence for decisions;
- **Maintaining scientific credibility**, by ensuring that our programmes and projects are fit for purpose and executed according to international standards;
- **Carrying out research**, either by contracting it out to research organisations and consultancies or by doing it ourselves;
- **Delivering information, advice, tools and techniques**, by making appropriate products available.

Miranda Kavanagh  
**Director of Evidence**

# Executive summary

This report describes the development of an evaluation framework for investigating and appraising the involvement of volunteers in flood and coastal risk management (FCRM) activities.

The evaluation framework used in this study consists of a set of criteria and indicators (input, output, outcome and process) and accompanying evaluation protocols. It is intended as a resource for the Environment Agency to:

- Evaluate future FCRM volunteering initiatives
- Demonstrate the range of benefits they deliver

It draws on the findings of a review of existing evaluations and toolkits from web searches together with the outcomes of a workshop and interviews with Environment Agency FCRM staff.

The framework is intended as a resource for the Environment Agency to evaluate future FCRM volunteering initiatives, to demonstrate the range of benefits they deliver, and to identify success factors and areas for improvement.

# Acknowledgements

Thanks are due to Environment Agency staff who participated in a workshop in London and to Environment Agency staff who could not attend the workshop but were interviewed by telephone.

# Contents

|   |   |           |
|---|---|-----------|
| <b>1</b>  | <b>Introduction</b>   | <b>7</b>  |
| <b>2</b>  | <b>Objectives</b>   | <b>9</b>  |
| <b>3</b>  | <b>Method</b>   | <b>10</b> |
| 3.1   | Collection and collation of evaluative evidence   | 10        |
| 3.2   | Coding and characterising the evidence  | 12        |
| <b>4</b>  | <b>Findings</b>   | <b>14</b> |
| 4.1   | What does the evaluative evidence on environmental volunteering tell us?  | 14        |
| 4.2   | What types of toolkits are available to help guide the development of an evaluation framework?                  | 17        |
| 4.3   | What came out of the workshop and interview discussions?  | 19        |
| <b>5</b>  | <b>A prototype FCRM evaluation framework for volunteering</b>   | <b>23</b> |
| 5.1   | Overview of evaluation methods  | 24        |
| <b>6</b>  | <b>Next steps</b>   | <b>26</b> |
| <b>7</b>  | <b>References</b>   | <b>27</b> |
| 7.1   | Evaluations and reviews   | 27        |
| 7.2   | Toolkits  | 28        |
| 7.3   | Other   | 29        |
| <b>Appendix A: Protocols</b>                              |   | <b>30</b> |
| A1.1  | Volunteer survey protocol   | 30        |
| A1.2  | Interview protocol: Environment Agency staff  | 40        |
| A1.3  | Interview protocol: partner organisation staff  | 44        |
| A1.4  | Interview protocol: FCRM volunteer  | 48        |
| A1.5  | Volunteer diary protocol  | 53        |
| A1.6  | Value for money protocol comparative analysis   | 58        |
| <b>Appendix B: Spreadsheet of criteria and indicators</b> |   | <b>64</b> |
| Table 4.1   | Summary of indicators of impacts of volunteering found in review of evaluations, by impact type and beneficiary | 16        |
| Table 4.2   | Indicators for five types of capital, by beneficiary, used in the Volunteer Impact Assessment Toolkit           | 18        |
| Box 2.1   | Search terms used for evidence gathering  | 10        |
| Box 3.1   | Workshop and telephone interview questions  | 11        |
| Figure 5.1  | Development of a prototype evaluation framework   | 24        |

# 1 Introduction

This document describes Work Package 2 of the Environment Agency project, 'Investigating and appraising the involvement of volunteers in achieving FCRM outcomes', being carried out on its behalf by Forest Research.

Work Package 2 involved the development of an evaluation framework for investigating and appraising the involvement of volunteers.

A review of existing evaluative evidence and toolkits was made to draw on experience and insights from other evaluations of volunteer initiatives. In addition, a workshop and a number of interviews with Environment Agency Flood Resilience and Partnership Overview Teams who had responsibility for community engagement were held to discuss the objectives, management, decision making and evidence gathering relating to flood and coastal risk management (FCRM) volunteering initiatives.

The findings of the review, workshop and interviews are presented in Section 4. These provided the basis for evaluation framework design, including methods for data collection (Appendix A) and the selection of key evaluation criteria and indicators (Appendix B).

The objectives of the overall research project were to:

1. Establish a common and up-to-date understanding of volunteer involvement in flood and coastal risk management (FCRM) activities. This baseline information will be used to identify FCRM activities delivered by volunteers.
2. Develop a consistent evaluation framework that enables the Environment Agency and others to consider the benefits of involving volunteers in the delivery of FCRM activities.
3. Understand why people are motivated to get involved in FCRM activities in their communities, the capabilities they need and their capacity to help deliver a range of FCRM outcomes. Using the evaluation framework developed to meet Objective 2, this analysis will include whether volunteers working on FCRM activities may be willing to help bring about other environmental outcomes.
4. Develop a strong evidence base (including case studies) that explores the effectiveness of involving others in the delivery of FCRM activities and assesses the efficiencies a range of approaches may realise. This includes whether working through other organisations would enable the Environment Agency to achieve more outcomes in communities at risk of flooding.
5. Enable the Environment Agency and other flood risk management authorities to take evidence based decisions on how and when to engage, develop and sustain volunteer participation in FCRM activities.
6. Inform the development of operational guidance that equips Environment Agency staff to target their efforts effectively and to maximise the benefits of involving volunteers in the delivery of FCRM outcomes.
7. Ensure both internal colleagues and external stakeholders are kept informed in an engaging way.

This report feeds into Objective 2. Other reports available from this research include:

- Work Package 1 Report: FCRM volunteering baseline data and typology development.

With supporting resource spreadsheet: 'Environment Agency volunteer case studies baseline dataset – 97 examples'.

- Work Package 3 Report: Case study, survey, diary and interview research on FCRM volunteering
- Work Package 4 Report: Issues and options concerning FCRM volunteering
- 'Volunteers' contribution to flood resilience', Research Note by Forest Research for the Environment Agency, March 2014



## 2 Objectives

The objectives of Work Package 2 (WP2) were to:

- review evaluative evidence and toolkits on volunteering to draw up indicative lists of criteria, indicators and methods on volunteering
- run a number of workshops with Environment Agency staff to develop lists of the most important criteria and indicators
- develop a draft evaluation framework for discussion with the project board and as a framework to be utilised in the case study research

This work package is a crucial step in the development of a unifying framework for understanding and evaluating FCRM volunteering. WP2 has close links to the development of other work packages. This work meets project objective 2 of developing a framework that enables the Environment Agency and others to consider the benefits of involving volunteers in the delivery of FCRM activities.

The research questions guiding this work package included:

- What evaluative evidence exists on environmental volunteering and what does it tell us?
- What toolkits are available that provide indicators on volunteering and how useful might they be for the Environment Agency?
- How can an evaluation framework be developed that utilises the existing evaluative evidence, toolkits and discussions with Environment Agency staff through a number of workshops/interviews?

# 3 Method

The methodological approach taken was to:

- i. Collate and examine evaluative evidence gathered through web searches and data provided by the Environment Agency.
- ii. Collate and examine toolkits gathered through web searches.
- iii. Identify key criteria, indicators and inputs, outputs and outcomes from the above evidence.
- iv. Work with Environment Agency staff in a workshop and interviews to develop evaluation framework and key indicators.
- v. Present the evaluation framework to the project board and develop the methods to test the framework in the case study research (Work Package 3).

## 3.1 Collection and collation of evaluative evidence

### 3.1.1 Web-based evidence gathering

A web search was made of evidence that evaluated environmental volunteering and of toolkits that focused on how to evaluate volunteering, environmental volunteering or wider environmental activity.

The search terms used are listed in Box 2.1. The web search was not exhaustive, as a large part of this research project focused on primary data collection rather than an extensive review of existing literature. However, Forest Research also drew on a literature review of environmental volunteering made previously for the Forestry Commission for this project.

**Box 2.1 Search terms used for evidence gathering**

|            |  |   |
|------------|--|---|
| Volunteer* | Evaluation*<br>Assessment*<br>Monitoring*<br>Impact<br>outcome | Indicators<br>Framework<br>Criteria<br>Toolkit<br>Methods<br>Guidelines |
|------------|--|---|

A total of 25 papers and reports were gathered of evaluations of environmental volunteering, of which three focused on FCRM volunteering. Five toolkits were identified that were of particular relevance to evaluating environmental volunteering or broader environmental projects. Details of these papers, reports and toolkits are given in Section 7.

This evidence was reviewed and the results put into a Microsoft® Excel spreadsheet. This had the following headings:

- document type
- objectives

- evaluation criteria
- indicators by beneficiary type
- methods
- inputs
- outputs
- outcomes

### 3.1.2 Workshop and interviews

The initial aim had been to run a number of workshops with Environment Agency staff. On contacting relevant staff, however, it became clear it would be difficult to get people together from different parts of the country on a specific date. It was therefore decided to organise a workshop with Environment Agency FCRM community engagement staff in London on 27 August 2013. Nine staff attended the event and a further six, who could not attend the workshop, were interviewed by telephone.

The workshop and interviews were organised round the questions shown in Box 3.1, which were used to initiate discussion and debate.

#### Box 3.1 Workshop and telephone interview questions

1. Provide a brief overview of and background to the FCRM volunteering initiative you are involved with.
  - What is the context?
  - Why is volunteering needed?
  - What are the drivers?
2. What are the objectives of the initiative?
  - For the Environment Agency
  - For partner organisations
  - For the community
3. What activities (by you and the volunteers) are taking place in this initiative?
4. How is it managed?
  - Environment Agency managing
  - Partner organisation managing
  - Community led
5. What decisions were made by you, the Environment Agency or others that informed the design of the initiative and the way you engaged with volunteers?
6. Is any evaluation being done of the volunteering initiative?
  - What data are being gathered?
  - What methods are being used?
  - Who is gathering the data?

## 3.2 Coding and characterising the evidence

This section describes initial efforts to characterise the evidence. In the spreadsheet used to collate the web-based evaluative evidence (including toolkits), a worksheet was created that brought together the following:

- **Objectives** – the most important objectives of each evaluation
- **Evaluation criteria** – only the Environment Agency tender specification for the project identified specific criteria relevant to evaluating FCRM volunteering
- **Indicators** – the indicators from the evaluative evidence were grouped into the following categories:
  - social capital
  - natural capital
  - human capital
  - economic capital
  - individual well-being
  - inequality
  - behaviour change
  - retention

These categories were based on previous research by Forest Research on the social impacts and well-being of Environment Agency activities (Morris et al. 2013). Within each of category, the indicators were further categorised by beneficiary types (for example, organisation, community, volunteer and environment).

- **Methods** – outlines the methods used in the evaluations
- **Inputs** – any inputs to the project including costs and staff resources
- **Outputs** – any outputs identified such as number of leaflets distributed, extent of volunteering, surveys carried out and diversity of volunteers
- **Outcomes** – including satisfaction of volunteers and raising the profile of the organisation volunteers are assisting
- **Impacts** – longer term impacts, including forging stronger links with communities
- **Conclusions/learning** – any evidence given in the documents about the challenges of utilising the various toolkits or identification of success factors of involving volunteers in environmental activities and management

Data from the workshop and interviews were transcribed into tables in Microsoft® Word documents that covered the six questions outlined in Box 3.1.

Distinguishing between inputs, outputs, outcomes and impacts follows a ‘logic model’ approach. This is a recommended approach in the Magenta Book (HM Treasury 2011, p. 22) and focuses on how evaluation questions relate to the underlying logic of a particular intervention. In this case the intervention is FCRM volunteering. Logic models describe the relationship between an intervention’s inputs, outputs and outcomes.

Process indicators can also be critical to understanding how an intervention or policy was delivered.

# 4 Findings

## 4.1 What does the evaluative evidence on environmental volunteering tell us?

A review was carried out of 25 project evaluations, which were either identified during the research for Work Package 1 or through targeted web searches. These evaluations ranged from academic journal articles to practitioner project reports.

Some of the evaluations are general, for example, reviewing the current state of and potential for volunteering in Welsh forests (Ambrose-Oji 2011), with others evaluating specific projects such as the Green Gym project (Reynolds 2000).

All the evaluations are of projects within the environmental, heritage or social sectors. Three of the evaluations were of projects based around catchment management or flooding (Lancashire Wildlife Trust 2013a, Lancashire Wildlife Trust 2013b, WRVS 2002).

Most of the evaluations are based on surveys, interviews and focus groups with volunteers, service users and staff. Some use more specialist tools, for example, the Social Return on Investment or the Volunteer Investment and Value Audit for measuring impact in economic terms, or mental health scales and Work Star™ assessments<sup>1</sup> for measuring developmental impacts.

Although the toolkits reviewed emphasise the evaluation of inputs through to impact (Section 4.2), few of the evaluations reviewed seemed to take this approach and none explicitly reported in this way. The spreadsheet infers which of the reported impacts fit in with which stage of the process, that is, whether the evaluation reporting related to inputs, outputs or outcomes (see Table 4.1 and spreadsheet).

Only those evaluations that were reporting the economic impact of their projects measured the inputs used. Reported inputs include staff time, training and office supplies.

Outputs were not well documented. Where they were recorded, outputs included leaflets distributed, people engaged and surveys carried out.

Outcomes and impacts were most frequently measured in terms of the impact on the volunteers themselves, but some studies also considered the impact on the organisation, the wider community and service users, and the impact on the environment. For volunteers, these include increases in well-being, skills and social networks. For organisations, these include closer links with communities, staff development and raised profile. For the wider community, these include pride in the local area, improved access to green space and increased inclusion of minority groups. For the environment, these include improved habitat, improved biodiversity and increased regulation of hazards.

Recent research by Forest Research for the Environment Agency explores the social impact of the Environment Agency's wider work (Morris et al. 2013). This research used a capitals approach, deriving the categories of:

---

<sup>1</sup> Work Star™ (<http://www.outcomesstar.org.uk/work/>) is an assessment tool from Triangle Social Enterprise Limited. It is designed to measure changes in seven outcome areas related to employability including stability, job search skills and social skills for work. Participants score themselves on a Work Star chart before and after an intervention, enabling the project to demonstrate impact.

- social capital
- human capital
- economic capital
- natural capital
- individual well-being
- inequalities
- behaviour change

These categories were developed through a review of frameworks and indicators used in evaluating the impact of activities in the natural environment, with a particular focus on frameworks from UK government departments.

The seven categories, with the addition of a category of volunteer retention, provide a useful framework for grouping the indicators used in the evaluations reviewed (Table 4.1).

**Table 4.1 Summary of indicators of impacts of volunteering found in review of evaluations, by impact type and beneficiary**

|                     | <b>Social capital</b>   | <b>Natural capital</b>   | <b>Human capital</b>  | <b>Economic capital</b>  | <b>Individual well-being</b>  | <b>Inequalities</b>                                      | <b>Behaviour change</b>   | <b>Volunteer retention</b>        |
|---------------------|---|--|---|--|---|--|---|-----------------------------------|
| <b>Volunteers</b>   | Meeting new people<br>Friendships and trust in others<br>Feeling of being part of a community |  | Confidence<br>Skills<br>Health and well being                         | Employability  | Health<br>Enjoyment<br>Sense of fulfilment<br>Connectedness to nature |  | Environmental attitudes and behaviours – purchasing, resource use |                                   |
| <b>Organisation</b> | Engaging new audiences<br>Increase in understanding and support for organisation              | Conservation performance<br>Rivers cleared<br>Footpaths restored | Skills of paid staff and volunteers<br>Knowledge base of organisation | Value of volunteer hours<br>Costs to the organisation of managing volunteers |   | Diversity of volunteer base<br>Diversity of organisation |   | How long volunteers remain active |
| <b>Community</b>    | Trust<br>Reciprocity <sup>1</sup><br>Active citizenship<br>Community safety                   | Attractiveness of neighbourhood<br>Use of green space            |   |  |   |  |   |                                   |

Notes: <sup>1</sup> Reciprocity can be in terms of people giving something back to where they live or the places they value, or it could be giving something back to the community they live in and gaining recognition from that community or from the organisation the volunteer is connected to.



## 4.2 What types of toolkits are available to help guide the development of an evaluation framework?

The toolkits reviewed for this project were either known to Forest Research or came up in targeted web searches. The toolkits reviewed (see Section 7.2 for details) were:

- Institute for Volunteering Research's Volunteer Impact Assessment Toolkit
- Institute for Volunteering Research's Volunteer Investment and Value Audit
- Big Lottery Fund's Access to Nature
- Heritage Lottery Fund's evaluation toolkits
- nef's Prove It toolkit

All the toolkits are designed to be used by project teams to evaluate the impact of social, environmental and regeneration projects which can involve volunteers. They are all very practical, aimed at people with limited evaluation skills, and take the user through the evaluation process from start to finish. All the toolkits emphasise the difference between outputs, outcomes and impacts, and encourage the evaluation of the project from inputs through to impacts. They also all provide detailed guidance on the potential methods a project team could use to evaluate their work.

The Institute for Volunteering Research's Volunteer Investment and Value Audit is unique among the toolkits reviewed as it focuses on evaluating volunteering projects from a purely economic perspective. It guides the researcher through an audit to calculate costs and to put an economic value on the outcomes of the project to generate a cost–benefit ratio for project spend.

The Institute for Volunteering Research's Volunteer Impact Assessment Toolkit is the most relevant for this research. It takes a holistic approach to evaluating the impact of volunteering, on the volunteers themselves, the organisation they volunteer for, and the communities where they volunteer.

Several of the toolkits use the idea of capital, especially social capital, within their suggested evaluation process, with the Institute for Volunteering Research structuring its whole approach around capitals in the Volunteering Impact Assessment Toolkit. Although the boundaries between the capital types are at times blurred, they suggest focusing on:

- physical capital (goods and services received)
- economic capital (costs and benefits with a financial value)
- human capital (knowledge, skills and health of people)
- social capital (cooperative relationships between people)
- cultural capital (sense of self and others' identity)

Examples of indicators from this toolkit grouped by capital type and beneficiary type are presented in Table 4.2.

**Table 4.2 Indicators for the five types of capital, by beneficiary, used in the Volunteer Impact Assessment Toolkit**

|                      | <b>Physical capital</b>   | <b>Economic capital</b>  | <b>Human capital</b>  | <b>Social capital</b>  | <b>Cultural capital</b>  |
|----------------------|---|--|---|--|--|
| <b>Volunteers</b>    | Training courses<br>Mentoring sessions<br>Social events organised | Value of training received<br>Expenses spent<br>Change in earning power                              | Confidence and self-esteem<br>Transferable skills like public speaking, health and well-being | Range of friendships<br>Sense of trust in others<br>Participation in local activities                    | Understanding of own identity<br>Expression of cultural values<br>Appreciation of other cultures |
| <b>Organisation</b>  | Goods produced and services delivered by volunteers               | Income generated and costs saved by volunteers<br>Costs of managing volunteering                     | Personal development of staff<br>Skill level in the organisation                              | Ability to attract more staff and volunteers to the organisation<br>Level of connection to the community | Diversity of the organisation<br>Services more accurately reflect the diversity of the community |
| <b>Beneficiaries</b> | Goods and services received by the beneficiaries                  | Access to free services<br>Services helping beneficiaries improve their financial situation          | Personal development skills<br>Physical and mental well-being                                 | Friendships and contacts of beneficiaries<br>Greater involvement in local activities                     | Sense of belonging to a group<br>Understanding of others' cultures and values                    |
| <b>Community</b>     | Physical environment<br>Levels of service                         | Enhanced value for money in public services<br>Increased employment<br>Reduced anti-social behaviour | Improved skills and more productive workforce<br>Greater health and well-being of citizens    | Increased social networks<br>Enhanced participation<br>Organisations working together                    | Richer cultural life<br>Greater expression of individual identities and tolerance of others      |

Notes: Adapted from Institute for Volunteering Research (2010, p. 16).

## 4.3 What came out of the workshop and interview discussions?

The workshop held on 27 August 2013 was attended by FCRM community engagement officers from the Area offices. Six Environment Agency staff were interviewed by telephone after the workshop.

The workshop discussions and interviews were used to understand the current picture in terms of evaluations of FCRM volunteer initiatives within the Environment Agency. In addition, participants were asked to think about:

- evidence needs and how they would use evaluative evidence
- potential barriers to the uptake of an evaluation framework
- any other practical considerations that should be taken into account during the evaluation framework design phase

### 4.3.1 What evaluation is currently being done?

The workshop and interviews highlighted how the amount and type of evaluation being carried out by the Environment Agency varies across the organisation. Some staff were not aware of any formal evaluation of volunteering taking place in their Area.

Examples of the monitoring and evaluation work currently being done are given below.

- Most Environment Agency regions and areas keep an up-to-date record of the flood wardens active in their area, which provides an idea of volunteer numbers. However, Forest Research found it difficult to obtain an accurate figure for the number of volunteers (see discussion in Work Package 1 report; Environment Agency 2015).
- Where regions hold annual flood warden seminars, informal feedback is gathered – checking whether there are any issues, what training might be needed and whether people are happy to continue volunteering.
- More formal feedback on events and training for flood wardens is gathered by some regions through evaluation forms or occasional surveys.
- Informal feedback is provided by project partners on how a project is progressing.
- General information on engagement activities, including volunteering, is collated by some of the engagement advisors in FCRM teams.
- Quantitative information is collected on the number of households and businesses signed up for flood warnings.
- Some areas hold post-flood events in affected communities, where the Environment Agency can gather informal feedback on the success of the flood wardens' activities.

- Qualitative information is now being collected through the Local Measures reporting tool, with teams reporting on their work with priority communities based on the aims for the engagement work, what has been done and what has been achieved.

In some regions, more detailed information is being gathered by an individual member of staff or for a specific project. Some examples are given below.

- One member of a FCRM team is working to establish a quantitative measure of how many flood wardens there are in their area, what they do and the impact of what they do.
- Another FCRM team member is about to phone all of their flood wardens to ask what the local issues are and how the Environment Agency can support them in their voluntary activities.
- In another Area, pilot flood planning work with communities has been evaluated through interviews with community volunteers to inform future work. The team is looking to establish metrics for the future based on outcomes they are working to achieve such as community flood awareness and preparedness.

#### 4.3.2 How would evaluative evidence be used / be useful?

Participants at the workshop and in the interviews identified ways in which evaluative evidence could be used:

- **Quantifying costs** – measuring the cost to the Environment Agency to establish and run a flood warden group so there is an understanding of what resource would be needed.
- **Understanding benefits** – so the Environment Agency can see what they get out of engaging with communities. This could include estimating the prevented cost generated by flood wardens' activities. It could also include wider benefits such as health and well-being.
- **Demonstrating value** – Environment Agency staff felt it would be useful to be able to show how much benefit their work with, for example, flood wardens brings, potentially in a cost–benefit analysis model, to enable them to obtain approval to dedicate more time to this work. Being able to demonstrate the benefits of this work to senior managers in times of budget constraints was seen as very important.
- **Sharing learning** – gathering and sharing hints, tips and procedures for setting up and managing groups so staff can learn from others' experiences.
- **Building partnerships** – understanding the wider benefits of the engagement work of the Environment Agency could help the organisation recognise where its work overlaps with other organisations' aims, for example, benefits to communities such as trust, resilience and sense of community which is also a priority for local authorities.
- **To improve the volunteer offer** – using feedback from current volunteers to improve volunteer management so as to improve the volunteer experience and to recruit new volunteers.

- **Feedback to volunteers** – being able to show them how much they are achieving.
- **Quality assurance** – evaluating whether a project is effective, for example, obtaining an understanding of how well flood plans are working, if flood warden role profiles are being adhered to, whether health and safety procedures are being followed, how the project partnership is working out, and whether communication between partners and volunteers is effective.
- **Feedback from the community** – evaluation could provide the opportunity to reflect on progress with the community and to see if there are new issues which need tackling.

### 4.3.3 Barriers to evaluation and important practical considerations

The discussions during the workshop and interviews began to highlight a set of challenges and barriers around evaluation. These will need to be kept in mind in the preparation of the evaluation framework development.

- **Objectives** – it became clear that the objectives of working with volunteers were not always clearly understood. Objectives at a national level can be very broad, that is, increasing flood resilience. The translation of these to the local level within a particular local context is important. Clarifying objectives should be the first step in developing an evaluation.
- **Time** – staff were concerned that, when budgets are so constrained, there would not be enough time allowed for effective evaluation. It will be important to identify objectives at a relevant level, for example, local, regional and national.
- **Practical purpose** – for some staff there was a sense that, in the past, information had been recorded and sent to the national teams but that they did not make use of the information in their Area or hear back from national teams about how they were using the information. Any evaluation needs to be useful and have a clear purpose.
- **Measuring time** – current time coding processes do not easily allow staff to calculate the amount of time they have spent on volunteering.
- **Using economic measures or case studies** – some staff felt that being able to demonstrate benefit in economic terms would speak loudest within the organisation, but they were concerned that this was not the most appropriate way to measure engagement. Case studies were seen as more appropriate, but staff were concerned that case studies might not have as much impact as a cost–benefit analysis.
- **Finding the right metrics** – what are the best indicators to measure intangible outcomes like well-being.
- **Measuring outcomes rather than outputs** – need to measure the impact of engagement rather than just the engagement.
- **Survey fatigue** – staff were concerned about ‘over-researching’ volunteers and asking for their feedback and opinions too often.

#### **4.3.4 Indicators identified**

Although there was limited time within the workshop and interviews to discuss indicators, Environment Agency staff started to suggest indicators which could be useful to them to achieve the outcomes above. These included:

- time and resource spent by the Environment Agency on volunteering
- flooding costs prevented by flood wardens' actions
- impacts of flood wardens' activities on insurance
- impact of volunteering on the Environment Agency's reputation
- increase in take-up of flood warning service
- number of flood plans completed
- feelings of individual and community preparedness
- levels of trust within the community and the resulting actions by households after engagement by volunteers

# 5 A prototype FCRM evaluation framework for volunteering

This section presents a prototype evaluation framework for FCRM volunteering to be applied, tested and revised in the case study research to be carried out under Work Package 3. Figure 5.1 provides a diagrammatic representation of the process of prototype evaluation framework development.

The original Environment Agency tender specification for this research required the development of an evaluation framework early on in the project that would be approved by the project board before primary data were collected. However, due to various challenges such as difficulties in receiving timely comment from the board before undertaking primary research and the acknowledgement that primary research could usefully inform the evaluation framework, it was decided to develop a draft framework that could be adapted. The research team preferred this approach because it allowed the development of a prototype framework that can be utilised, tested and commented during the collection of primary data in the case studies, and revised in the light of the findings from this research.

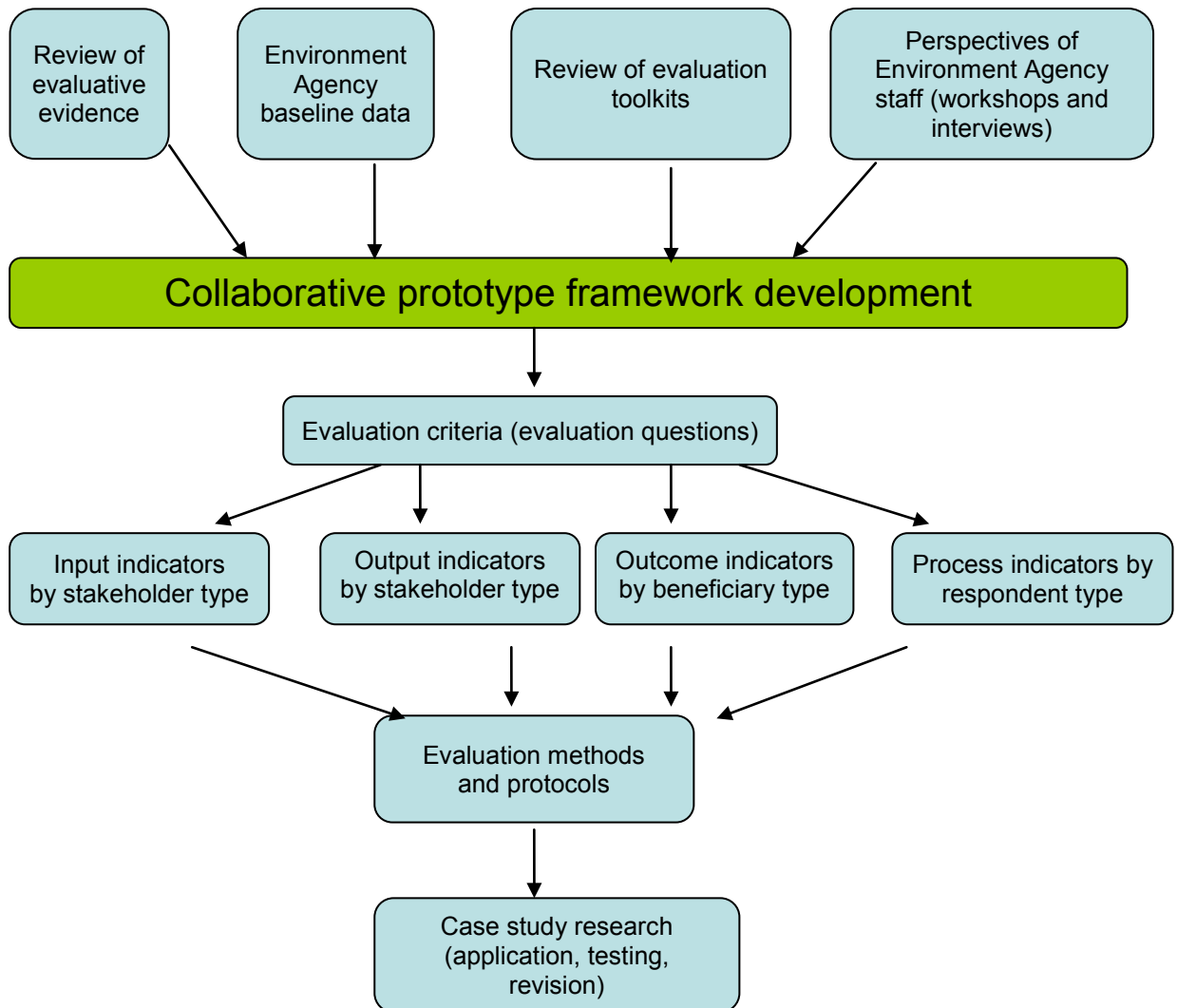
From the findings of this WP2, two key aspects of the framework have been developed:

- **Protocols for data collection.** These are the survey and interview protocol questions (Appendix A) developed for the primary data collection.
  - Questionnaire survey to be used with FCRM volunteers
  - Interview questions to be used with Environment Agency staff, staff of partner organisations and volunteers
  - Method of collecting data, via a volunteer diary, on the types of activities FCRM volunteers get involved in
- **Criteria and indicators.** A spreadsheet (Appendix B) has been developed that presents evaluative criteria expressed as evaluation questions and, for each evaluation question, associated input, output, outcome and process indicators. Indicators are identified by stakeholder (inputs and outputs), beneficiary (outcomes) or respondent (process) type. The spreadsheet also identifies the relevant method for each indicator.

A comprehensive list of indicators has been produced, many of which will be captured in the primary research work packages; not all are included as the scale of the research project does not allow this. However the list provides a resource for the Environment Agency to identify and prioritise which indicators are most important in terms of:

- its business need
- the objectives of individual FCRM volunteering initiatives

- the evidence required to make decisions about the planning and design of FCRM volunteering in the future



**Figure 5.1 Development of a prototype evaluation framework**

## 5.1 Overview of evaluation methods

The protocols (Appendix A) and the spreadsheet of criteria and indicators (Appendix B) outline the three most important methods of data collection for the evaluation framework on FCRM volunteering. As with any evaluation, being clear about what is to be evaluated is crucial.

The objectives of the research were to:

- help identify the benefits to the Environment Agency and other organisations of working with volunteers and thus be used as a decision support tool
- be used as a framework to gather reliable data to explore the effectiveness of involving others (for example, partners) and volunteers to achieve FCRM outcomes



- identify the motivations, benefits, capacity and capability for volunteers of getting involved delivering FCRM outcomes

A suite of crucial evaluation questions was developed to provide the basis for the design of the methods outlined below. These include questions on the value for money of volunteering in terms of relevance, efficiency and effectiveness.

Value for money questions (Appendix A1.6) to be used with strategic managers within the Environment Agency was also included to allow comparison of value for money across the governance types of:

- working directly for Environment Agency
- working through others
- working for themselves
- working in partnership

### **5.1.1 Volunteer survey**

The survey (Appendix A1.1) provides opportunities to collect quantitative data from FCRM volunteers, expressed through a range of closed questions with pre-defined response categories. The survey also includes a number of open questions where it is not clear what the range of responses might be.

The survey was carried out using SmartSurvey™ – an online survey facility – but could be adapted for use through a range of survey approaches (for example, telephone surveys).

### **5.1.2 Interviews**

Interviews have been designed to collect rich descriptive and qualitative data about FCRM volunteering from the perspective of:

- Environment Agency staff (Appendix A1.2)
- partner organisation staff (Appendix A1.3)
- volunteers (Appendix A1.4)

The interviews will allow respondents to identify any issues that they feel are relevant to the topic under discussion.

The protocols act as a guide to discussion, adopting the so-called semi-structured interview approach.

### **5.1.3 Volunteer diary**

The volunteer diary method is intended to gain a more detailed understanding of the day-to-day, routine activities of an FCRM volunteer. It contains data fields to elicit information about how they got involved in volunteering and the types of activities they carry out during average or busy periods (Appendix A1.5).

# 6 Next steps

The primary research with flood and coastal risk management (FCRM) volunteers in Work Package 3 of this project will provide the opportunity to reflect on:

- the criteria and indicators chosen to be explored in this study
- the methods used to gather data on these indicators

In the light of these reflections and comments from the project board, changes may be made to the evaluation framework, along with recommendations for its future use by the Environment Agency.

# 7 References

## 7.1 Evaluations and reviews

AMBROSE-OJI, B., 2011. *Volunteering and Forestry Commission Wales: Scope, Opportunities and Barriers*. Farnham: Forest Research.

EUROPEAN VOLUNTEER CENTRE, 2007. *Mutual Recognition of Skills and Competences Gained through Volunteering: Towards a European Debate. MOVE final report*. A conference report by the European Volunteer Centre in partnership with the European Commission and the European Economic and Social Committee. Brussels: European Volunteer Centre.

HAMILTON, S.F. AND FENZEL, L.M., 1988. The impact of volunteer experience on adolescent social development: evidence of program effects. *Journal of Adolescent Research*, 3 (1), 65-80.

HILL, M. AND STEVENS, D., 2010. *Measuring the Impossible? Scoping Study for Longitudinal Research on the Impact of Youth Volunteering*. London: Institute for Volunteering Research.

HINE, R., PEACOCK, J. AND PRETTY, J., 2008. *Evaluating the Impact of Environmental Volunteering on Behaviours and Attitudes to the Environment*. Report for BTCV Cymru by the University of Essex.

INSTITUTE FOR VOLUNTEERING RESEARCH, 2008. *The National Trust Working Holidays Programme: An Impact Evaluation. Executive Summary*. London: Institute for Volunteering Research.

LANCASHIRE WILDLIFE TRUST, 2013. *Report to evaluate the outcomes of IMPACT — a pilot project engaging NEET young people in environmental projects to improve their employability*. Preston: Lancashire Wildlife Trust.

LANCASHIRE WILDLIFE TRUST, 2013. *The Bradshaw Valley River Catchment Walkover Project: A report of the feasibility of undertaking river catchment walkovers with volunteers, with results from surveys along the Bradshaw Valley undertaken between December 2012 – February 2013*. Preston: Lancashire Wildlife Trust.

NATIONAL TRUST, 2007. *Volunteering Impact Assessment: Tarn Hows and Monk Coniston Project and Fix the Fells Project*. The National Trust

O'BRIEN, L. AND MARZANO, M., 2011. *Volunteering in and for Scotland's Forests*. Report to Forestry Commission Scotland. Fareham: Forest Research.

O'BRIEN, L., TOWNSEND, M. AND EBDEN, M., 2008. *Environmental Volunteering: Motivations, Barriers and Benefits*. Report to the Scottish Forestry Trust and Forestry Commission. Fareham: Forest Research.

OCKENDEN, N., 2007. *Volunteering in the Natural Outdoors in the UK and Ireland: A Literature Review*. London: Institute for Volunteering Research.

OVERDEVEST, C., ORR, C. H. AND STEPENUCK, K., 2004. Volunteer stream monitoring and local participation in natural resource issues, *Research in Human Ecology*, 11 (2), 177-185.

PAINE, A.E., 2006. *Unlocking the Potential? Reviewing The Wildlife Trusts' Project to Strengthen Volunteering*. Research Bulletin. London: Institute for Volunteering Research

REYNOLDS, V., 2000. The Green Gym. *Voluntary Action*, 2 (2), 15-25.

RUSSELL, J., 2009. *'Making Volunteering Easier': The Story of Environmental Volunteering in South West England*. London: Institute for Volunteering Research.

SCHMELLER, D. S., HENRY, P., JULLIARD, R., GRUBER, B., CLOBERT, J., DZIOCK, F., LENGYEL, S., NOWICKI, P., DERI, E., BUDRYS, E., KULL, T., TALI, K., BAUCH, B., SETTELE, J., VAN SWAAY, C., KOBLER, A., BABIJ, V., PAPASTERGIADOU, E. AND HENLE, K., 2008. Advantages of volunteer-based biodiversity monitoring in Europe. *Conservation Biology*, 23 (2), 307-316.

SMITH, K.A., 2002. Modelling the volunteer experience: findings from the heritage sector. *Voluntary Action*, 4 (2), 9-30.

STONE, B., 2007. The learning volunteer programme. In: Proceedings of the MOVE conference, *Mutual Recognition of Skills and Competences Gained through Volunteering: Towards a European Debate*, Brussels, 23–24 May 2007, pp. 44-47. Brussels: European Volunteer Centre.

TEASDALE, S., 2008. *In Good Health: Assessing the Impact of Volunteering in the NHS*. London: Volunteering England.

THOMAS, B., 2006. Assessing the impact of volunteering in a London Borough, *Voluntary Action* 8 (1), 92-103.

WALKER, D. HIRD, D. AND FINLEY, A., 2007. 'Skills for life' – social inclusion through volunteering in museums. In: Proceedings of the MOVE conference, *Mutual Recognition of Skills and Competences Gained through Volunteering: Towards a European Debate*, Brussels, 23–24 May 2007, pp. 39-43. Brussels: European Volunteer Centre.

WESTLAKE, J., 2013. Proof at last: this is good for you, *Natural World*, Summer, 12-13.

WHEELER, J. A., GOREY, K. M. AND GREENBLATT, B., 1998. The beneficial effects of volunteering for older volunteers and the people they serve: a meta-analysis, *International Journal of Aging and Human Development*, 47 (1), 69-79.

WRVS, 2012. *WRVS – Environment Agency Flood Action Pilot*. Women's Royal Voluntary Service.

## 7.2 Toolkits

GASKIN, K., 2011. *VIVA – The Volunteer Investment and Value Audit. A Self Help Guide*, 2nd edition. London: Institute for Volunteering Research.

HERITAGE LOTTERY FUND, 2008. *Evaluating your HLF Project*. London: Heritage Lottery Fund.

ICARUS AND NATURAL ENGLAND, 2009. *Access to Evaluation: Evaluation Workbook for Access to Nature Projects*. Icarus Collective and Natural England.

INSTITUTE FOR VOLUNTEERING RESEARCH, 2010. *Volunteering Impact Assessment Toolkit*, 2nd edition. London: Institute for Volunteering Research.

NEF, 2009. *Prove It Toolkit*. London: New Economics Foundation. Available from: <http://www.proveit.org.uk/>.

## 7.3 Other

ENVIRONMENT AGENCY, 2015. *Work Package 1 Report: FCRM Volunteering Baseline Data and Typology Development*. SC120013/R1. Bristol: Environment Agency.

HM TREASURY, 2011. *The Magenta Book: Guidance for Evaluation*. London: HM Treasury.

MORRIS, J., O'BRIEN, L. AND STEWART, A., 2013. *Social Impacts and Well-Being of Environment Agency Activities*. Report to the Environment Agency.

ROY, H.E., POCOCK, M.J.O., PRESTON, C.D., SAVAGE, J.C., TWEEDLE, J.C. AND ROBINSON, L.D, 2012. *Understanding Citizen Science and Environmental Monitoring*. Final report on behalf of UK Environmental Observation Framework. NERC Centre for Ecology and Hydrology, and Natural History Museum.

TWEEDLE, J. ROBINSON, L. POCOCK, M. AND ROY, H., 2012. *Guide to Citizen Science: Developing, Implementing and Evaluating Citizen Science to Study Biodiversity and the Environment in the UK*. Natural History Museum and NERC Centre for Ecology and Hydrology for UK Environmental Observation Framework.

# Appendix A: Protocols

The protocols in this appendix form an important key element of the FCRM evaluation framework. They provide a resource that can be used by the Environment Agency in any future evaluation of FCRM volunteering. There is also the potential in the future to focus on particular sets of question topics based on the purpose of the evaluation and the indicators identified that need to be reported on. For example, the value for money questions could be used as a standalone survey or questions could focus on benefits rather than motivations and guidance and support.

## A1.1 Volunteer survey protocol

*Welcome to this survey for the Environment Agency about volunteering on water and flooding issues. It will take approximately 20 minutes to fill in, and you can see how far you have got with progress bar in the XX corner of the page.*

*Thank you again for your help.*

### **Volunteer activity**

Q) What is your volunteering title?

For example 'volunteer flood warden', 'flood action group volunteer', 'habitat management volunteer'.

A) Open response

Q) Which water- or flooding-related project, group or community do you volunteer with?

For example 'Morpeth Flood Action Group', 'Living Waterways', 'Skinningrove Flood Wardens'.

A) Open response

Q) Where do you volunteer?

A) Dropdown menu, select one – English and Welsh counties

Q) Volunteers do a wide range of activities. What do you do as a volunteer on water and flooding issues?

A) Please select (from list below) all that apply, and add any others we have missed

- Clear blockages from waterway
- Remove invasive species
- Remove litter
- Monitor river or tide levels
- Survey wildlife

- Monitor pollution
- Monitor or maintain flood defences
- Report issues to the Environment Agency
- Work with organisations to develop flood prevention plans
- Fundraise for flood prevention measures
- Talk to community members about their flood risk
- Encourage people to sign up to Flood Warnings
- Help people develop personal flood plans
- Help the community develop a community flood plan
- Set up meetings or events for the community on flooding
- Participate in a Community Flood Action Group or Flood Forum
- Put information on a community website or newsletter
- Develop press and news items about flooding
- Engage with schools and other groups about water and flooding
- Operate flood gates or pumps
- Pass on flood warnings to the community
- Provide the Environment Agency with up to date information on flooding
- Distribute sandbags and other property defences
- Acting as a point of contact for the community and emergency services

Other, please write in.....

Q) What would you say is your MAIN volunteering activity – the one you spend the most amount of time on?

A) Select one from the list of selected activities (outlined above)

Q) How long have you been volunteering on water and flooding issues?

A) Options, tick one: less than 6 months, 6 months to a year, 1 to 2 years, 2 to 5 years, more than 5 years

Q) On average, how often do you do your volunteering activity?

A) Options, tick one: once a week or more, 1 to 3 times a month, every few months, once or twice a year, less often

Q) On average, how many hours a month do you spend doing your volunteering activity?

A) Options, tick one: 1–5, 6–10, 11–15, 16–20, 20+ hours

How much of this time is spent outdoors in the environment?

A) Options, tick one: 1–5, 6–10, 11–15, 16–20, 20+ hours

Q) How much of this time is spent with your community?

A) Options, tick one: 1–5, 6–10, 11–15, 16–20, 20+ hours

Q) When did you last experience flooding in your community?

A) Dropdown of years, plus Don't know, Haven't been flooded

Q) Is your home at risk of flooding?

A) Yes, No, Don't know

### **Motivations**

Q) How did you find out about opportunities for volunteering on water and flooding issues?

A) Options, tick one:

From the Environment Agency

From my county/district/city council

From my parish/town council

From my neighbours or local community

Other (please specify)

Q) Why did you decide to start volunteering on water and flooding issues?

A) Open response

Q) Why do you continue volunteering on water and flooding issues?

A) Open response

### **Benefits of volunteering**

Volunteering can have different impacts on people. Please tell us if the following have changed through your volunteering on water and flooding issues.



Select one for each from the following scale: Increased a lot, Increased, Neither increased or decreased, Decreased, Decreased a lot, Not applicable

*Social capital and cultural capital*

My opportunity to meet new people

My range of friendships

My trust in other people in the community

My participation in local activities

My sense of belonging to my community

My feeling that I am doing something useful

My trust in organisations like the Environment Agency

My willingness to look out for other people

My sense that my community is a safe place to live

My sense of having a say in local issues

*Natural capital*

My feeling that I am making a positive difference to my local environment

*Human capital*

My confidence and self-esteem

My skills and knowledge

*Individual well-being*

My physical health and fitness

My happiness and well-being

My sense of connection to my local environment

*Economic capital*

My employability

*Behaviour change / impact on understanding of flood risk/resilience*

My understanding of river or coastal processes and habitats

My understanding of my personal flood risk

My understanding my community's flood risk

My knowledge of what actions I can take to reduce my flood risk  
My knowledge of what to do in a flood emergency  
My feeling of being prepared for a flood emergency  
My taking actions to reduce my flood risk  
My taking actions to increase my ability to recover from flooding  
My understanding of which organisations are responsible for flooding issues  
My knowledge of who to turn to in a flood emergency

**Value for money question – Effectiveness (outputs)**

Overall, how far do you agree with the following statement:

‘I feel my volunteering achieves the tasks and activities it sets out to achieve’

Scale: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

**Value for money question – Relevance (outcomes)**

Overall, how far do you agree with the following statements:

‘I feel my volunteering has made a positive difference to the way in which the community responds to flooding’

‘I feel my volunteering has made a positive difference to me’

‘I feel my volunteering has met my expectations (in terms of why I started this volunteering)’

Scale: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

**Practicalities**

Q) How easy or difficult was it to start volunteering on water and flooding issues?

A) Scale – Very easy to Very difficult

Q) What made it easy or difficult?

A) Open response

Q) How easy or difficult is it to stay involved with volunteering on water and flooding issues?

A) Scale – Very easy to Very difficult

Q) What makes it easy or difficult?

A) Open Response

Q) Do you incur any financial costs when volunteering on flooding? For example, fuel/travel costs, buying equipment for the voluntary activity, hiring meeting rooms

A) Yes/No

Q) If you do incur costs, are you reimbursed for these costs?

A) Yes in full, Yes in part, No, Not Applicable

### **Volunteer management**

Q) Which organisation do you volunteer for?

A) Options, select one:

Environment Agency

Town/parish council

Community flood action group

County/district/city council

Other (please specify)

Not sure

Q) What support have you had for your volunteering?

A) Options, tick all that apply:

Induction

Health and safety briefing

Training

Equipment

Role profile

Information and leaflets

Insurance

Annual event

Feedback on your performance as a volunteer

Other (please specify)

Q) If you have received training, please tell us the name of the course (or what it was about)

A) Open response

Please tell us how much you agree or disagree with the following statements.

Scale: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree, Not applicable

I feel well supported with my volunteering.

I feel I have the right skills for my volunteering activities.

I feel I have the right equipment for my volunteering activities.

I feel I have the right information for my volunteering activities.

I know what is expected of me in my role as a volunteer.

I feel I have strong enough connections with my local community to carry out my role.

I feel able to reach all the people I need to, like the elderly and vulnerable, to carry out my role.

I feel valued by the organisation I volunteer for.

I feel valued by the community where I volunteer.

Q) How would you describe your relationship with the Environment Agency?

A) Very positive, Quite positive, Neither positive or negative, Quite negative, Very negative, Don't have a relationship with the Environment Agency

### **The future**

Q) How long do you think you will keep doing this water- or flooding-related volunteering activity?

A) Options, tick one: less than 6 months, 6 months to a year, 1 to 2 years, 2 to 5 years, more than 5 years

Q) Do you feel you have relevant skills and experience which you are not yet using in your volunteering on water and flooding issues?

A) Yes, No, Don't know

Q) Would you be interested in taking on more voluntary activity on water and flooding issues?

A) Yes/No

Q) If yes, what activities would you be interested in?

A) Options, tick all that apply:

Habitat management

Monitoring river levels

Working with your community to develop a flood plan

Sharing information on flooding with your community through a newsletter or website

Other (please specify)

Q) Is there anything which could be provided to make your volunteering experience better?

A) Options, tick all that apply:

Induction

Health and safety briefing

Training

Formal qualifications

Equipment

Role profile

Information and leaflets

Insurance

Annual event

Feedback on your performance as a volunteer

Social event

Other (please specify)

Q) What one thing would you change about your volunteering experience?

A) Open response

Q) Would you recommend the volunteering you do on water and flooding to friends and family?

A) Options: Definitely would, Probably would, Not sure, Probably wouldn't, Definitely wouldn't

Q) Overall, my level of satisfaction with my volunteering on water and flooding issues is

A) Very satisfied, Satisfied, Neither satisfied or unsatisfied, Unsatisfied, Very unsatisfied

### **Value for money question – Efficiency (inputs)**

Overall, how far do you agree with the following statements:

‘My volunteering was well managed’

‘I feel that my joining as a volunteer was well managed’

‘My volunteering fits in well with my lifestyle (that is, does it fit in well with the way you live your life and the time you have available)?’

‘My volunteering balanced what I put in as a volunteer with what I achieved’

Scale: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

### **About you**

This information will help us to understand who volunteers on water and flooding issues and how it fits with different lifestyles. All information will be used anonymously, but please leave this section blank if you prefer not to answer these questions.

Are you:

Male/Female

How old are you?

18–24, 25–34, 35–44, 45–54, 55–64, 65–74, 75+

How would you describe your ethnic group?

White

- English/Welsh/Scottish/Northern Irish/British
- Irish
- Gypsy or Irish traveller
- Any other white background, please write in

Mixed/multiple ethnic group

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed/multiple ethnic group, please write in

Asian/Asian British

- Indian

- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background, please write in

Black/African/Caribbean/Black British

- African
- Caribbean
- Any other Black/African/Caribbean background, please write in

Other ethnic group

- Arab
- Any other ethnic group, please write in

Do you consider yourself to have a disability?

Yes/No

If you answered yes, what type of disability do you have?

Sight

Hearing

Mobility

Other (please specify)

Which of the following best describes your current situation (select one)?

Working as an employee full time

Working as an employee part time

Self employed

Retired

In full time education or training

Looking after home and/or family

Not working and looking for work

Not working and not looking for work

Unable to work due to ill health or disability

What is (or was, if you are retired) your occupation, if you have one?

Please tell us your postcode.

Would you describe yourself as living in a rural or urban area?

Rural, Urban

### **Thank you for sharing your views on volunteering.**

If you have any questions about this research please contact:

*Add name of contact person*

## **A1.2 Interview protocol: Environment Agency staff**

This protocol is for Environment Agency staff involved in specific case studies. It could also be used to focus on specific projects or more general involvement in FCRM volunteering.

### **Introduction to research**

*Introduce self. Explain what the research is about, who is funding it and how the results will be used.*

*Seek permission to record the interview but state that the interviewee and what they say will remain anonymous. Outline that the research will use quotes from people but no names will go with these, so individuals will not be identifiable.*

### **Role**

I'd like to start by asking you to say a bit about your role and what it involves.

- What are the key Environment Agency objectives you are focused on? Are these national level objectives or translated from the national to area level or are they local objectives?
- Where does FCRM volunteering sit within what you have just described

### **Involvement with volunteering**

- What is your involvement with volunteers – how you recruit them, how you work with them, what the volunteers do, how it fits into your wider community engagement activity/or wider Environment Agency activity, how you retain volunteers
- How active and involved do FCRM volunteers need to be – active every week/month or mainly at times of flood risk
- What is the capacity for you/within your team to spend time on volunteering and developing FCRM volunteering? Do you need more time/capacity?
- Why does the Environment Agency work with volunteers?

**Partnership working – partners can be parish councils, NGOs, public agencies, local authorities or local community group**



- Partnership working – who if anyone are you working in partnership with concerning FCRM volunteering, how does this work, who is/was the initiator, what is Environment Agency's role in the partnership?
- Is the partnership meeting the objectives of Environment Agency? How do you go about developing new partnerships?
- Does volunteering enable you to develop new partnerships?
- Do partners bring skills, experience and tools for working with volunteers?
- Are there any barriers to working in partnership?

### **Decision making**

- Decision making connected to volunteering – how do you decide whether to directly manage volunteers, or work in partnership to do this, encourage other organisations to do this, or encourage communities to do undertake this for themselves?
- What decision making processes do you go through when working with volunteers?. How do you prioritise geographic areas or communities to focus on – is it based on levels of risk or interest of the community. Or the partners you might work with? Have you done any stakeholder mapping to help prioritise communities to work with?
- Do you feel you have sufficient links with communities to be able to deliver your FCRM work? Do you have regular contact with community representatives or take part in meetings for example, parish council or flood action groups?

### **Guidance and support**

- What guidance and support do you draw on in recruiting, managing or sustaining FCRM volunteering?
- Is there Environment Agency guidance for working with volunteers? Is it adequate for your needs?
- If not adequate – what areas should guidance cover?
- Do you feel there is support within Environment Agency for volunteering – how much is it a priority or given priority in the overall scheme of Environment Agency activity? Do you gain support from the community engagement mentors for FCRM volunteering or can you if needed?
- Have you had any training on volunteer management?
- Do you get support and guidance on volunteering from other organisations? Would you know who to ask? Have you done any stakeholder mapping to identify relevant organisations? Are you involved in any networks or groups focussed on volunteering?
- Do you feel well equipped to work with volunteers?
- Does working with volunteers impact on your skills – are you learning new skills through your work with volunteers?

### **Evidence**

- What data if any do you collect or your team on FCRM volunteering and about your work with volunteers and/or the activities of volunteers and their impacts?
- Do you have data that you can use to help you make decisions about how to manage volunteers? Or what areas or types of volunteers to focus on?
- Have you used/taken notice of any research evidence commissioned by Environment Agency on volunteering to date?
- If you do not have data, what type of data do you think you might need to make decisions about FCRM volunteering

### **Benefits**

- Can you talk about some of the benefits/value and difficulties of working with volunteers – is there increased status or improved reputation for Environment Agency from having and working with volunteers? Does it lead to increased networks for the Environment Agency and increased trust between the Environment Agency and communities, do volunteer projects achieve their objectives and do they deliver improvements in flood resilience, and improvements in flood warnings (if appropriate), do volunteer projects led to a decreased reliance on the Environment Agency?
- What are the costs in terms of your time, other staff time, resources you need to engage with volunteers or partners and so on (if known)?
- Are there any particular challenges or difficulties when working with volunteers?

### **Motivation**

- How do you maintain momentum and enthusiasm in FCRM volunteering both within Environment Agency in your area or with the volunteers themselves?
- How do you acknowledge or reward volunteers?
- Do you/how can you build capacity in the volunteer network?

### **Value for money questions**

Taking into account all that you have told me so far, I would like you to indicate what you feel about a series of statements connected with the different aspects of volunteering we have covered. I would like you to answer these related to a five-point scale from 'Strongly agree' to 'Strongly disagree' (Table 1).

**Table 1 Value for money questions (each questions to be asked and participant to agree or disagree with the statement on the five-point scale indicated)**

| <b>Outcome</b> | <b>Relevance</b>     | <b>Overall, how far do you agree with the following statements (tick or put an X in the relevant box for each question)</b>  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|----------------------|--|----------------|-------|----------------------------|----------|-------------------|
|                |                      | I feel the volunteers/volunteering project have/has made a positive contribution to achieving local level objectives.  |                |       |                            |          |                   |
|                |                      | I feel the volunteers/volunteering project have/has made a positive difference to the way in which the community responds to flooding.                               |                |       |                            |          |                   |
|                |                      | I feel the Environment Agency's objectives and those of partner organisations were jointly met working with volunteers.  |                |       |                            |          |                   |
|                |                      | I feel working with volunteers adds value in achieving the core business of the Environment Agency.  |                |       |                            |          |                   |
| <b>Output</b>  | <b>Effectiveness</b> | I feel the volunteering role/project achieves/ed the tasks and activities it set out to achieve.   |                |       |                            |          |                   |
|                |                      | I feel involving volunteers was a necessary part of the project ( <i>or a necessary way of getting the job done if talking about 'projects' isn't appropriate</i> ). |                |       |                            |          |                   |
| <b>Inputs</b>  | <b>Efficiency</b>    | I feel working with volunteers fitted in well with the working culture of the Environment Agency.  |                |       |                            |          |                   |
|                |                      | I feel the management of volunteers was properly resourced.  |                |       |                            |          |                   |
|                |                      | I feel the recruitment of volunteers was well managed.   |                |       |                            |          |                   |
|                |                      | The project balanced what the Environment Agency contributed in terms of resources with what the volunteers achieved.  |                |       |                            |          |                   |

**Thank you for taking the time for this interview and providing us with valuable information about how you engage with FCRM volunteering.**

## A1.3 Interview protocol: partner organisation staff

These might be NGO staff, local authorities, public bodies, parish councils

### **Introduction to the research**

*Introduce self. Explain what the research is about, who is funding it and how the results will be used.*

*Seek permission to record the interview but state that the interviewee and what they say will remain anonymous. Outline that the research will use quotes from people but no names will go with these, so individuals will not be identifiable.*

### **Role**

I'd like to start by asking you to say a bit about your role and what it involves.

- What are the objectives you are focused on related to FCRM volunteering?
- How much is volunteering a key component or peripheral part of your job?

### **Involvement with volunteering**

- What is your involvement with volunteers – how you recruit them, how you work with them, what the volunteers do, how you retain volunteers?
- Why did your organisation get involved with working with volunteers on FCRM issues?

### **Partnership working – partners can be parish councils, Environment Agency, to NGOs, public agencies, local authorities or with local community**

- Are there or has there been specific volunteering projects you have worked on focused on flood or coastal risk?
- Has this involved the Environment Agency? If so how, did the Environment Agency or your organisation initiate it? How did the partnership come about? Is this relationship with Environment Agency new or had you worked with them before?
- What is your organisation's role in the partnership? What is your understanding of the Environment Agency's role?
- Is the partnership meeting your organisation's objectives? How do you go about developing new partnerships?
- Does your organisation bring specific skills and tools to the partnership?
- Are there any barriers to developing partnerships on volunteering?

### **Decision making**

- Decision making connected to volunteering – how do you decide whether to directly manage, work in partnership, work through others, or encourage community to do undertake volunteering for themselves?
- What decision making process do you go through?

## **Guidance and support**

- What guidance and support do you draw on in recruiting, managing or sustaining FCRM volunteering?
- Is there guidance your organisation has for working with volunteers? What does it cover? Is it adequate for your needs?
- If not adequate or there is none – what areas should guidance cover?
- Have you had any training in working with volunteers?
- Do you feel you are developing new skills through your work with volunteers?

## **Evidence**

- What data if any do you collect or you team on FCRM volunteering and about your work with volunteers and/or the activities of volunteers and their impacts?
- Do you have data that you can use to help you make decisions about how to manage volunteers? Or what areas or types of volunteers to focus on?
- Have you used/taken notice of any research evidence on volunteering to date?
- If you do not have data, what type of data do you think you might need to make decisions about FCRM volunteering

## **Benefits**

- Can you talk about some of the benefits and difficulties of working with volunteers – is there increased status for your organisation from having and working with volunteers, does working with volunteers improve your relationship with the local community, do you think the volunteer projects are delivering well against their outcomes? Are they delivering increased flood resilience?
- What are the costs in terms of your time, other staff time, resources you need to engage with volunteers or partners and so on?
- What are the benefits/difficulties of working in partnership with an organisation such as the Environment Agency – has working with them on volunteering improved their image in your organisation's view?
- Have there been any problems/challenges of working with volunteers?

## **Motivation**

- How do you maintain momentum and enthusiasm in FCRM volunteering both within your organisation or with volunteers themselves?
- How do you acknowledge or reward volunteers?
- Do you/how do you build capacity in the volunteer network?

### **Value for money**

Taking into account all that you have told me so far, I would like you indicate what you feel about a series of statements connected with the different aspects of volunteering we have covered. I would like you to answer these related to a five-point scale from 'Strongly agree' to 'Strongly disagree' (Table 1).

**Table 1 Value for money questions (each questions to be asked and participant to agree or disagree with the statement on the five-point scale indicated)**

| <b>Outcome</b> | <b>Relevance</b>     | <b>Overall how far do you agree with the following statements (tick or put an X in the relevant box for each question)</b>             | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|----------------------|--|----------------|-------|----------------------------|----------|-------------------|
|                |                      | I feel the volunteers/volunteering project have/has made a positive contribution to achieving our objectives.                          |                |       |                            |          |                   |
|                |                      | I feel my organisation’s objectives and those of the Environment Agency were jointly met working with volunteers.                      |                |       |                            |          |                   |
|                |                      | I feel the volunteers/volunteering project have/has made a positive difference to the way in which the community responds to flooding. |                |       |                            |          |                   |
|                |                      | I feel the volunteers/volunteering project have/has added something extra to who we are and the work that we do.                       |                |       |                            |          |                   |
| <b>Output</b>  | <b>Effectiveness</b> | I feel the volunteering role/project achieves/ed the tasks and activities it set out to achieve.                                       |                |       |                            |          |                   |
|                |                      | I feel involving volunteers was a necessary part of the project.   |                |       |                            |          |                   |
| <b>Inputs</b>  | <b>Efficiency</b>    | I feel working with volunteers fitted in well with the working culture of my organisation.   |                |       |                            |          |                   |
|                |                      | I feel the management of volunteers was properly resourced.  |                |       |                            |          |                   |
|                |                      | I feel the recruitment of volunteers was well managed.   |                |       |                            |          |                   |
|                |                      | The project balanced what my organisation contributed in terms of resources with what the volunteers achieved.                         |                |       |                            |          |                   |

**Thank you for taking the time for this interview and providing us with valuable information about how you engage with FCRM volunteering**

## A1.4 Interview protocol: FCRM volunteer

### **Introduction**

*Explain purpose of research.*

*Explain anonymity/confidentiality – their name will not be used and the information they provide will only be used for the purposes of this research.*

*Ask for permission to record interview.*

### **Volunteering activity**

Please tell me a bit about what you do as a volunteer.

- What tasks do you perform?
- Who do you volunteer for?
- Are you part of a community flood action group, or other group?
- How often, and for how long?
- Do you volunteer regularly, or as and when needed?

### **Motivation and barriers**

Please tell me a bit about how you got involved in this volunteering.

- When did you start?
- How did you hear about the volunteering opportunity?
- Why did you get involved?
- How easy or difficult was it to start volunteering?
- Are you/your community in a flood risk area?
- When did flooding last happen?
- If part of community flood action group, how did this come about?
- Why do you stay involved in this volunteering?
- How easy or difficult is it to stay involved in this volunteering?

### **Benefits/impacts**

Could you tell me about how your volunteering has impacted on you in terms of the following?

- Skills and employability
- Health and well-being
- Confidence and social networking
- Understanding of personal flood risk and resilience
- Other impacts



Could you tell me about how you think your volunteering has impacted on your community?

- Reduced flood risk and increased resilience
- Sense of community and working together
- Relationship with organisations like the Environment Agency or your local council

Could you tell me about how you think your volunteering has impacted on the organisations you are involved with – Environment Agency, parish council, local authority and so on?

### **Volunteer management**

What support have you received with your volunteering?

- Induction, training, equipment, annual events, other?
- Do you feel clear about what your role is and what is expected of you?
- How satisfied are you with the support that you receive?
- Do you feel valued as a volunteer? By whom?
- Do you have regular contact with the Environment Agency?
- Do you incur any costs through volunteering? Are these reimbursed?

### **Capacity and capability**

How does your volunteering fit with your everyday life?

- How long do you think you will continue volunteering?
- Is it easy or difficult to fit it in to your everyday life?
- Do you do any other volunteering? If so what?
- Has your flooding volunteering led to other volunteering?
- Would you be interested in doing more or different voluntary activities – for example, wider emergency planning, being a flood warden, catchment/habitat monitoring?
- Would you have time/capacity to do anymore?

Would you recommend the volunteering that you do to friends and family?

Why?

### **Demographics**

Male/Female

How old are you?

18–24, 25–34, 35–44, 45–54, 55–64, 65–74, 75+

How would you describe your ethnic group?

- White
- Mixed/multiple ethnic group
- Asian/Asian British
- Black/African/Caribbean/Black British
- Other ethnic group

Do you consider yourself to have a disability?

Yes, No

If you answered yes to the above, what type of disability do you have?

Sight

Hearing

Mobility

Other (please specify)

Which of the following best describes your current situation (select one)?

- Working as an employee full time
- Working as an employee part time
- Self employed
- Retired
- In full time education or training
- Looking after home and/or family
- Not working and looking for work
- Not working and not looking for work
- Unable to work due to ill health or disability

What is (or was, if you are retired) your occupation, if you have one?

Please tell us your postcode

Would you describe yourself as living in a rural or urban area?

Rural, Urban

**Value for money questions**

Taking into account all that you have told me so far, I would like you to indicate what you feel about a series of statements connected with the different aspects of volunteering we have covered. I would like you to answer these related to a five-point scale from 'Strongly agree' to 'Strongly disagree' (Table 1).

**Table 1 Value for money questions (each questions to be asked and participant to agree or disagree with the statement on the five-point scale indicated)**

| <b>Outcome</b> | <b>Relevance</b>     | <b>Overall how far do you agree with the following statements (tick or put an X in the relevant box for each question)</b>                    | <b>Strongly agree</b> | <b>Agree</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|----------------|----------------------|---|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
|                |                      | I feel my volunteering has made a positive difference to the way in which the community responds to flooding.                                 |                       |              |                                   |                 |                          |
|                |                      | feel my volunteering has made a positive difference to me.  |                       |              |                                   |                 |                          |
|                |                      | I feel my volunteering has met my expectations (in terms of why I started this volunteering.  |                       |              |                                   |                 |                          |
| <b>Output</b>  | <b>Effectiveness</b> | I feel my volunteering achieves the tasks and activities it sets out to achieve.  |                       |              |                                   |                 |                          |
| <b>Inputs</b>  | <b>Efficiency</b>    | My volunteering was well managed.   |                       |              |                                   |                 |                          |
|                |                      | I feel that my joining as a volunteer was well managed.   |                       |              |                                   |                 |                          |
|                |                      | My volunteering fits in well with my lifestyle (that is, does it fit in well with the way you live your life and the time you have available. |                       |              |                                   |                 |                          |
|                |                      | My volunteering balanced what I put in as a volunteer with what I achieved.   |                       |              |                                   |                 |                          |

Is there any other feedback you would like to add?

**Close**

*Thank you very much for participating.*

*Offer contact information if they have any further questions they want to ask.*

*Ask would they like to receive a summary of the research findings.*

## A1.5 Volunteer diary protocol

Thank you for agreeing to fill in a diary about your volunteering activities.

We would like to know more about what it means to be a volunteer on water and flooding issues.

There are two tasks we would like you to complete:

1. Fill in a timeline to tell the story of your volunteer activity.
2. Fill a diary to show us the variety of voluntary activities that you do.

Full instructions are given on the following pages.

When you have completed your diary, please return it to: .....

By email: .....

OR

By post: .....

We need your diary back by .....

**Please provide the following:**

**Your name:**

**Your volunteer title:**

**The project or community group you volunteer with:**

## Task 1: Volunteering timeline

We would like you to fill in a timeline to show the story of your volunteer involvement in water and flooding issues. You could record:

- the key events that inspired you to get involved in your volunteering activity
- any flooding incidents and milestones which have happened along the way
- any key flood events in your community

Below is an example to give you an idea of what to include.

### *Example timeline*

#### **The beginning**

Nov 2007 – flooding in the village – affected seven houses and the community centre and play park.

Dec 2007 – Environment Agency held a drop-in session to talk about the recent flood.

Jan 2008 – Parish Council decided to recruit flood wardens and asked if I would like to be one.

March 2008 – Training session with Parish Council, Environment Agency and Fire Service on flood awareness.

Summer 2008 – Parish Council decided to do a flood plan for the village – each warden given a street to give flood warnings to and a stretch of the river to monitor.

Feb 2009 – Had a few days of really heavy rain, flood warning issued by Environment Agency, went to my street to tell the residents. In the end the river didn't rise as much as thought it would, so no flooding of property.

March 2009 – Environment Agency met with us to talk about flood scare last month.

August 2010 – Went to flood warden meeting for East Anglia – met wardens from other places, got some ideas for the flood plan which we added in at a Parish Council meeting.

March 2011 – Parish Council reviewed flood plan and made small changes.

August 2012 – Anglian flood warden event – saw talk by another project about personal flood plans, suggested to Parish Council we should do them, so started talking with people at flood risk on Market Street.

#### **Today**

Please provide 'Your Volunteering Timeline' below.

The beginning



Today

## Task 2: Volunteer activity diary

We would like you to think about a busy month in your time as a volunteer and to tell us what you did, with whom and how long it took. Unless you have an excellent memory, it will be a bit difficult to record everything 100% accurately! Just record what you can remember to give us an idea of the sort of activities you do. If you have any notes or a log of your activities, please do refer to that.

The example below shows the sort of information you might want to include.

### *Example diary*

| Day      | Activity – what did you do and who else was involved   | Time taken |
|----------|--|------------|
| Monday   | Took part in volunteer work party with the Wildlife Trust clearing vegetation from the river.  | 3.5 hours  |
| Thursday | Spoke at the Parish Council meeting to update them on recent flood warden activities.  | 2 hours    |
| Saturday | Heavy rain all day, so took the dog for a walk past the trash screen to check it was clear – looked like it might be a problem, so called the Environment Agency incident room to report it. | 30 mins    |

On the next two pages are sections to record your activity on a week by week basis.

**Please tell us which month and year you are referring to .....**

**‘Your busy month volunteering’** (please fill in with your details)

### **Week 1**

| Day | Activity – what did you do and who else was involved | Time taken |
|-----|--|------------|
|     |  |            |



**Week 2**

| Day | Activity – what did you do and who else was involved | Time taken |
|-----|--|------------|
|     |  |            |

**Week 3**

| Day | Activity – what did you do and who else was involved | Time taken |
|-----|--|------------|
|     |  |            |

**Week 4**

| Day | Activity – what did you do and who else was involved | Time taken |
|-----|--|------------|
|     |  |            |

## A1.6 Value for money protocol comparative analysis

This questionnaire survey is aimed at Environment Agency strategic managers.

### Respondent details and knowledge of volunteering

Name:

Current role:

Open

Region (if applicable):

Years within this role:

Open

Previous role:

Open

Do you have direct experience of working with volunteers?

Yes/No

If yes please describe this briefly.

Open

### Assessment of volunteering

Instruction: we have identified four governance types of volunteering. These are:

- **Working directly for Environment Agency** = where the Environment Agency specifically engages and manages volunteers to deliver outcomes directly for it, such as over 80 volunteers on its navigations, around 900 flood wardens and the 2,000 people who measure rainfall.
- **In partnership** = where the Environment Agency works in a partnership with one or more organisations to deliver shared outcomes. This is achieved totally, or in part, through volunteers.
- **Working through others** = where the Environment Agency asks another organisation to deliver outcomes for us and they are wholly responsible for the delivery through the volunteers they engage and manage. This may be through grants or contracts in the future.
- **Working for themselves** = the outcomes may benefit Environment Agency or it may use the information generated, but volunteers work independently of the Environment Agency and other agencies. Examples include: data

collected by individuals, put on to the National Biodiversity Network and then used by the Environment Agency; locally organised flood groups delivering activities that help protect their properties; and the Environment Agency allowing communities to operate its structures for themselves. The Environment Agency may offer advice to people wanting to do activities.

We want to ask you a series of questions about the types of volunteering you have some knowledge about.

Please confirm the kinds of volunteering you have knowledge of and will be using to answer the questions. Please tick all that apply.

Dropdown list of the four categories:

Working directly for Environment Agency

Working in partnership

Working for others

Working for themselves

We will now present a series of statements about each of these four kinds of volunteering. Please answer for those kinds of volunteering you are familiar with.

### Statements about volunteering – directly for the Environment Agency

Please mention one example you know of that is part of the knowledge you are drawing on.

Open

|  | Strongly agree | Disagree | Neither agree nor disagree | Agree | Strongly disagree |
|--|----------------|----------|----------------------------|-------|-------------------|
| <b>Questions about outcomes</b>  |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency national level policy objectives. |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency local level objectives.           |                |          |                            |       |                   |
| I feel this kind of volunteering meets the joint objectives of the Environment Agency and those of partner organisations.        |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive difference to the way in which the community responds to flooding.             |                |          |                            |       |                   |
| I feel this kind of volunteering adds value in achieving the core business of  |                |          |                            |       |                   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| the Environment Agency.   |  |  |  |  |  |
| <b>Questions about outputs</b>  |  |  |  |  |  |
| I feel this kind of volunteering generally achieves the tasks and activities it sets out to achieve.                                      |  |  |  |  |  |
| I feel involving volunteers in this way is a necessary way of getting critical tasks done.  |  |  |  |  |  |
| I feel this kind of volunteering is a necessary way of improving community resilience.  |  |  |  |  |  |
| <b>Questions about inputs</b>   |  |  |  |  |  |
| I feel this kind of working with volunteers fits in well with the working culture of the Environment Agency.                              |  |  |  |  |  |
| I feel the management of volunteers in this kind of volunteering is properly resourced.   |  |  |  |  |  |
| I feel the recruitment of volunteers in this kind of volunteering is well managed.  |  |  |  |  |  |
| I feel this kind of volunteering balances what the Environment Agency contributes in terms of resources with what the volunteers achieve. |  |  |  |  |  |

### Statements about volunteering – in partnership

Please mention one example you know of that is part of the knowledge you are drawing on.

Open

|  | Strongly agree | Disagree | Neither agree nor disagree | Agree | Strongly disagree |
|--|----------------|----------|----------------------------|-------|-------------------|
| <b>Questions about outcomes</b>  |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency national level policy objectives. |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency local level objectives.           |                |          |                            |       |                   |
| I feel this kind of volunteering meets the joint objectives of the Environment Agency and those of partner organisations.        |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive difference to the way in which the community responds to flooding.             |                |          |                            |       |                   |
| I feel this kind of volunteering adds value in achieving the core business of the Environment Agency.                            |                |          |                            |       |                   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Questions about outputs</b>  |  |  |  |  |  |
| I feel this kind of volunteering generally achieves the tasks and activities it sets out to achieve.                                      |  |  |  |  |  |
| I feel involving volunteers in this way is a necessary way of getting critical tasks done.  |  |  |  |  |  |
| I feel this kind of volunteering is a necessary way of improving community resilience.  |  |  |  |  |  |
| <b>Questions about inputs</b>   |  |  |  |  |  |
| I feel this kind of working with volunteers fits in well with the working culture of the Environment Agency.                              |  |  |  |  |  |
| I feel the management of volunteers in this kind of volunteering is properly resourced.   |  |  |  |  |  |
| I feel the recruitment of volunteers in this kind of volunteering is well managed.  |  |  |  |  |  |
| I feel this kind of volunteering balances what the Environment Agency contributes in terms of resources with what the volunteers achieve. |  |  |  |  |  |

**Statements about volunteering – working through others**

Please mention one example you know of that is part of the knowledge you are drawing on.

Open

|  | Strongly agree | Disagree | Neither agree nor disagree | Agree | Strongly disagree |
|--|----------------|----------|----------------------------|-------|-------------------|
| <b>Questions about outcomes</b>  |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency national level policy objectives. |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency local level objectives.           |                |          |                            |       |                   |
| I feel this kind of volunteering meets the joint objectives of the Environment Agency and those of partner organisations.        |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive difference to the way in which the community responds to flooding              |                |          |                            |       |                   |
| I feel this kind of volunteering adds value in achieving the core business of the Environment Agency.                            |                |          |                            |       |                   |
| <b>Questions about outputs</b>   |                |          |                            |       |                   |
| I feel this kind of volunteering generally achieves the tasks and activities it sets out to achieve.                             |                |          |                            |       |                   |
| I feel involving volunteers in this way is   |                |          |                            |       |                   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| a necessary way of getting critical tasks done.   |  |  |  |  |  |
| I feel this kind of volunteering is a necessary way of improving community resilience.  |  |  |  |  |  |
| <b>Questions about inputs</b>   |  |  |  |  |  |
| I feel this kind of working with volunteers fits in well with the working culture of the Environment Agency.                              |  |  |  |  |  |
| I feel the management of volunteers in this kind of volunteering is properly resourced.   |  |  |  |  |  |
| I feel the recruitment of volunteers in this kind of volunteering is well managed.  |  |  |  |  |  |
| I feel this kind of volunteering balances what the Environment Agency contributes in terms of resources with what the volunteers achieve. |  |  |  |  |  |

### Statements about volunteering – working for themselves

Please mention one example you know of that is part of the knowledge you are drawing on.

Open

|  | Strongly agree | Disagree | Neither agree nor disagree | Agree | Strongly disagree |
|--|----------------|----------|----------------------------|-------|-------------------|
| <b>Questions about outcomes</b>  |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency national level policy objectives. |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive contribution to achieving Environment Agency local level objectives.           |                |          |                            |       |                   |
| I feel this kind of volunteering meets the joint objectives of the Environment Agency and those of partner organisations.        |                |          |                            |       |                   |
| I feel this kind of volunteering makes a positive difference to the way in which the community responds to flooding.             |                |          |                            |       |                   |
| I feel this kind of volunteering adds value in achieving the core business of the Environment Agency.                            |                |          |                            |       |                   |
| <b>Questions about outputs</b>   |                |          |                            |       |                   |
| I feel this kind of volunteering generally achieves the tasks and activities it sets out to achieve.                             |                |          |                            |       |                   |
| I feel involving volunteers in this way is a necessary way of getting critical tasks done  |                |          |                            |       |                   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I feel this kind of volunteering is a necessary way of improving community resilience.  |  |  |  |  |  |
| <b>Questions about inputs</b>   |  |  |  |  |  |
| I feel this kind of working with volunteers fits in well with the working culture of the Environment Agency.                              |  |  |  |  |  |
| I feel the management of volunteers in this kind of volunteering is properly resourced.   |  |  |  |  |  |
| I feel the recruitment of volunteers in this kind of volunteering is well managed.  |  |  |  |  |  |
| I feel this kind of volunteering balances what the Environment Agency contributes in terms of resources with what the volunteers achieve. |  |  |  |  |  |

# Appendix B: Spreadsheet of criteria and indicators



**INPUTS SHEET e.g. project costs, staff resources etc.**

| Evaluation questions   | EA   | Indicators by stakeholder type                           |   | Community | Method(s)  |
|--|--|--|---|-----------|--|
|  |  | Volunteers   | Partner org.                                      |           |  |
| What resources are allocated to setting up and running volunteer initiatives? (Staff time) | Total EA staff time (annually / per project) | Total volunteer time (annually)                          | Total partner staff time (annually / per project) |           | Project documentation (EA + partner)<br>Survey (volunteers)  |
| What resources are allocated to setting up and running volunteer initiatives? (£)          | Other costs (annually / per project)         |  | Other costs (annually / per project)              |           | Project documentation (EA + partner)<br>Survey<br>Interviews |
| What activities are volunteers doing?  |  | Volunteer activities                                     |   |           | Interviews/Diary<br>Survey                                   |
| How much time are volunteers spending on each activity (monthly)?                          |  | volunteer hours per month / activity                     |   |           | Interviews<br>Interviews/Diary<br>Survey                     |
| How frequently/often do volunteers volunteer   |  | Frequency of volunteering                                |   |           | Interviews<br>Interviews/Diary                               |
| Are volunteers experiencing economic costs of volunteering                                 |  | Do volunteers incur costs<br>Are costs reimbursed or not |   |           | Survey   |

**OUTPUTS SHEET**

| Output category              | Evaluation questions  | Indicators by stakeholder type  |  |  |   | Method(s)                                 |
|------------------------------|---|---|--|--|---|---|
|                              |   | EA  | Volunteers   | Partner org.   | Community   |   |
| <b>Social capital</b>        | <b>Capabilities:</b><br>Does the EA have the necessary links with communities?  | Stakeholder mapping completed;<br>Regular contact with key community members;<br>Regular attendance at appropriate meetings (e.g. Parish Council, Flood Group);<br>Number of staff confident they have sufficient links with communities; |  |  | Regular contact with EA;<br>Communities feel they have sufficient links with EA / partner orgs;         | Interview                                 |
|                              | Are there the necessary networks / connections within communities?  | Number of staff confident they have sufficient links with communities;  | Volunteers feel confident they can access all relevant groups  |  |   | Interview<br>Survey                       |
| <b>Natural capital</b>       | <b>Improvements to natural environment:</b><br>What are the changes in the natural environment resulting from volunteers' activities? |   |  |  | Amount and type of environmental improvements made e.g. length of river maintained, area litter picked, | Interview (EA)<br>Diaries                 |
| <b>Human capital</b>         | <b>Capabilities / Capacity:</b><br>Is the appropriate training in place?  | Staff have received training in community / volunteer engagement  | Number and level of training courses received  | Staff have received training in community / volunteer engagement |   | Interviews<br>Survey                      |
|                              | Are volunteers provided with skills and tools to do the role?   |   | Number of volunteers stating they have the right skills and tools for the role   |  |   | Survey                                    |
| <b>Economic capital</b>      | <b>Efficiencies:</b>  |   |  |  |   |   |
| <b>Individual well-being</b> | <b>Volunteer Reward:</b><br>How much contact time do volunteers have with the natural environment through their voluntary activity?   |   | Amount of time spent volunteering in the environment/outdoors  |  |   | Survey<br>Diaries                         |
|                              | How much contact time do volunteers have with the community through their voluntary activity?   |   | Amount of time spent volunteering within their community   |  |   | Survey<br>Diaries                         |
| <b>Inequalities</b>          | <b>Make up of volunteer population:</b><br>Are volunteers representative of community?  |   | Demographic profile (gender, age, ethnicity, employment status, occupation)  |  |   | Survey                                    |
| <b>Behaviour change</b>      | <b>Positive changes in behaviour:</b><br>Are communities taking action to protect themselves / property?                              |   |  |  | Number of community flood plans completed   | EA<br>Interviews<br>Project documentation |
| <b>Reduced flood risk</b>    | <b>Effectiveness:</b><br><br>What measures are being delivered by volunteers to reduce community flood risk / vulnerability?          |   | Project specific outputs:<br>No. household flood plans completed;<br>No. flood warnings sign ups;<br>No. flood alleviation / protection schemes developed; |  |   | Interviews<br>Survey                      |

**OUTCOMES SHEET**

| Outcome category             | Evaluation questions   | Indicators by beneficiary type   |  |   |   | Method(s)            |
|------------------------------|--|--|--|---|---|----------------------|
|                              |  | EA   | Volunteers   | Partner org.  | Community Environment   |                      |
| <b>Social capital</b>        | <b>Capabilities:</b><br>Does the Environment Agency know the organisations who can help?   | Number of staff confident they know who to approach for help;<br>Stakeholder mapping completed   |  |   |   | Interview            |
|                              | Does the Environment Agency have the necessary links with organisations who can help?  | Number of staff confident they know who to approach for help;<br>Participation in appropriate networks;<br>Regular contact with support organisations; |  |   |   | Interview            |
|                              | Is volunteer work leading to enhanced EA reputation?   | Staff perception of impact of volunteering on EA reputation  |  | Partner perceptions of EA   | Community perception of EA  | Interviews           |
|                              | Is there evidence of new / stronger networks, reciprocity and trust?   | Staff stating increased networks, trust with community   | Volunteers stating increased trust with the EA / partner orgs  | Staff stating increased networks, trust with community                                      | Community stating increased trust with the EA / partner orgs          | Interviews<br>Survey |
|                              | Does volunteering enable the EA to develop new partnerships?   | Staff stating new partnerships through volunteering  |  | Staff stating new partnership with EA through volunteering                                  |   | Interview            |
| <b>Natural capital</b>       | <b>Improvements to natural environment:</b><br>Are volunteers improving the natural environment?                                 |  | Volunteer perception of env improvement  |   | Community perception of env improvement                               | Interview            |
| <b>Human capital</b>         | <b>Capabilities / capacity:</b><br>Can volunteers take on a variety of roles?  |  | Volunteers feel confident to take on a variety of roles  |   |   | Interviews           |
|                              | Are staff equipped / trained for working with volunteers?  | Staff reporting feeling equipped / trained to work with volunteers   |  |   |   | Interviews           |
|                              | Is there evidence of learning / upskilling / personal development?   | Staff feel they are learning / gaining necessary skills for successful volunteer engagement  | Volunteers report they are learning / gaining necessary skills to carry out range of tasks required; | Staff feel they are learning / gaining necessary skills for successful volunteer engagement | Community members feel they know how to protect themselves / property | Interviews<br>Survey |
| <b>Economic capital</b>      | <b>Efficiencies:</b><br>Are volunteers reducing the cost of flood warning / protection to the Environment Agency / partner orgs? | VfM indicator questions  |  |   |   | Interviews<br>Survey |
| <b>Individual well-being</b> | <b>Volunteer Reward:</b><br>Is there evidence of well-being benefits being realised (health, nature connections)?                |  | Volunteers report health and nature connection benefits  |   |   | Survey<br>Interview  |
|                              | How satisfied are volunteers with their experience?  |  | Volunteer satisfaction score   |   |   | Survey<br>Interview  |
|                              | Would volunteers recommend it to a friend?   |  | Number who would recommend volunteering to friend / family   |   |   | Survey<br>Interview  |

|                           |   |   |  |  |   |   |  |
|---------------------------|---|---|--|--|---|---|--|
|                           | Do volunteers feel valued by the org they volunteer for?  |   |  | Number of volunteers feel valued by their organisation   |   |   | Survey Interview   |
|                           | Do volunteers feel valued by their community?   |   |  | Number of volunteers feel valued by their community  |   | Community value volunteers  | Survey Interview   |
| <b>Inequalities</b>       | <b>Make up of volunteer population:</b><br>Are volunteers helping to address unequal distribution of flood risk / vulnerability within the community?   |   |  | Volunteers feel they are able to reach all target groups within community  |   |   | Interviews<br>Survey   |
| <b>Behaviour change</b>   | <b>Positive changes in behaviour:</b><br>Does FCRM volunteering lead to other forms of voluntary activity?<br>Does volunteering lead to positive changes in attitudes, values, behaviour?   |   |  | Volunteers reporting further voluntary activity<br>Volunteers reporting positive changes in attitudes, values, behaviour (e.g. pro-environmental behaviours) |   |   | Survey<br>Interview<br>Survey<br>Interview   |
| <b>Retention</b>          | <b>Volunteer Retention:</b><br>Are volunteers motivated to continue?  |   |  | Volunteers report intention to carry on with duties<br><br>Length of time volunteers plan to stay on   |   |   | Survey<br>Interview<br><br>Survey<br>Interview   |
| <b>Reduced flood risk</b> | <b>Effectiveness:</b><br>Do volunteers add value to flood resilience?<br><br>Are the volunteering projects delivering against their FCRM objectives?<br><br>Are volunteers leading to improvements in flood warning?<br><br>Is there evidence of problems / poor performance? | VfM indicator questions<br><br>Project objectives met<br>Staff reporting projects delivering<br>Staff report improvements in community resilience<br><br>Staff reporting improved flood warnings<br><br>Staff report problems | VfM indicator questions<br><br>Volunteers understand flood risk;<br>Volunteers know what to do in a flood; | VfM indicator questions<br><br>Volunteers understand flood risk;<br>Volunteers know what to do in a flood;   | Vfm Indicator questions<br><br>Staff report improvements in community resilience<br><br>Staff report problems | Community understand flood risk;<br>Community know what to do in a flood;<br>Community feel more resilient<br><br>Community report problems | Survey<br>Interviews<br>Project documentation<br>Interviews<br><br>Interview<br><br>Project documentation<br>Interviews<br>Survey<br>Diaries<br><br>Interviews |
|                           | <b>Efficiencies:</b><br>Are volunteers reducing reliance on the Environment Agency and/or others?   | Reduction in calls to EA  |  |  |   |   | Interviews   |

**PROCESS SHEET**

| Outcome category             | Evaluation questions  | Process questions   | Respondent type |            |              |           | Method(s)                           |
|------------------------------|---|---|-----------------|------------|--------------|-----------|-------------------------------------|
|                              |   |   | EA              | Volunteers | Partner org. | Community |                                     |
| <b>Social capital</b>        | <b>Capabilities:</b><br>Does the Environment Agency know the organisations who can help?  | How have EA staff found out about potential partners?                       | ✓               |            |              |           | Interviews                          |
|                              | Does the Environment Agency have the necessary links with organisations who can help?   | How has the EA developed partnership linkages?                              | ✓               |            |              |           | Interviews                          |
|                              | Is volunteer work leading to enhanced EA reputation?  | How is the EA's reputation being enhanced?                                  | ✓               | ✓          | ✓            | ✓         | Interviews                          |
|                              | Is there evidence of new / stronger networks, reciprocity and trust?  | How are networks formed, reciprocity and trust strengthened?                | ✓               | ✓          | ✓            | ✓         | Interviews<br>Survey                |
|                              | Does volunteering enable the EA to develop new partnerships?  | How has the EA developed partnership linkages?                              | ✓               |            |              |           | Interviews                          |
| <b>Natural capital</b>       | <b>Improvements to natural environment:</b><br>Are volunteers improving the natural environment?  | What are volunteers doing (activities) to improve the environment?          | ✓               | ✓          |              |           | Interviews<br>Survey                |
| <b>Human capital</b>         | <b>Capabilities / capacity:</b><br>Are staff equipped / trained for working with volunteers?  | What learning / upskilling has taken place?                                 | ✓               |            |              |           | Interviews                          |
|                              | Is there evidence of learning / upskilling / personal development?  | What learning / upskilling has taken place?                                 | ✓               | ✓          | ✓            | ✓         | Interviews<br>Survey                |
| <b>Economic capital</b>      |   |   |                 |            |              |           |                                     |
| <b>Individual well-being</b> | <b>Volunteer Reward:</b><br>Is there evidence of well-being benefits being realised (health, nature connections)?                                     | What activities are delivering well-being benefits?                         |                 | ✓          |              |           | Survey<br>Interviews                |
|                              | Do volunteers feel valued by the org they volunteer for?  | What positive feedback do volunteers receive from EA / partner orgs?        |                 | ✓          |              |           | Survey<br>Interviews                |
|                              | Do volunteers feel valued by their community?   | What positive feedback do volunteers receive from community?                |                 | ✓          |              |           | Survey<br>Interviews                |
|                              |   | How does EA reward volunteers?  | ✓               |            |              |           | Interviews<br>Survey                |
|                              |   | How do other organisations reward their volunteers?                         |                 |            | ✓            |           | Interviews                          |
| <b>Inequalities</b>          | <b>Make up of volunteer population:</b><br>Are volunteers helping to address unequal distribution of flood risk / vulnerability within the community? | How are volunteers targeting their community engagement activities?         |                 | ✓          |              |           | Interviews<br>Survey                |
| <b>Behaviour change</b>      | <b>Positive changes in behaviour:</b><br>Does FCRM volunteering lead to other forms of voluntary activity?  | What motivates volunteers to seek out other volunteering opportunities?     |                 | ✓          |              |           | Survey<br>Interviews                |
|                              | Does volunteering lead to positive changes in attitudes, values, behaviour?   | What motivates positive changes in attitudes, values, behaviour?            |                 | ✓          |              |           | Survey<br>Interviews                |
| <b>Retention</b>             | <b>Volunteer Retention:</b><br>Are volunteers motivated to continue?  | What motivates volunteers to continue their involvement?                    |                 | ✓          |              |           | Survey<br>Interviews                |
| <b>Reduced flood risk</b>    | <b>Effectiveness:</b><br>Do volunteers add value to flood resilience?   | How are volunteers helping to increase community resilience (activities)?   | ✓               | ✓          | ✓            |           | Survey<br>Interviews                |
|                              | Are the volunteering projects delivering against their FCRM objectives?   | How are volunteers supporting FCRM objectives (activities)?                 | ✓               | ✓          | ✓            | ✓         | Project documentation<br>Interviews |
|                              | Are volunteers leading to improvements in flood warning?  | How are volunteers improving the efficiency and efficacy of flood warnings? | ✓               | ✓          |              |           | Interviews                          |
|                              | <b>Efficiencies:</b><br>Are volunteers reducing reliance on the Environment Agency and/or others?   | How are volunteers reducing reliance on EA (activities)?                    | ✓               | ✓          |              |           | Interviews                          |

**Would you like to find out more about us  
or about your environment?**

**Then call us on**

**03708 506 506** (Monday to Friday, 8am to 6pm)

**email**

**enquiries@environment-agency.gov.uk**

**or visit our website**

**www.gov.uk/environment-agency**

**incident hotline 0800 807060** (24 hours)

**floodline 0345 988 1188 / 0845 988 1188** (24 hours)

Find out about call charges ([www.gov.uk/call-charges](http://www.gov.uk/call-charges))



**Environment first:** Are you viewing this on screen? Please consider the environment and only print if absolutely necessary. If you are reading a paper copy, please don't forget to reuse and recycle if possible.