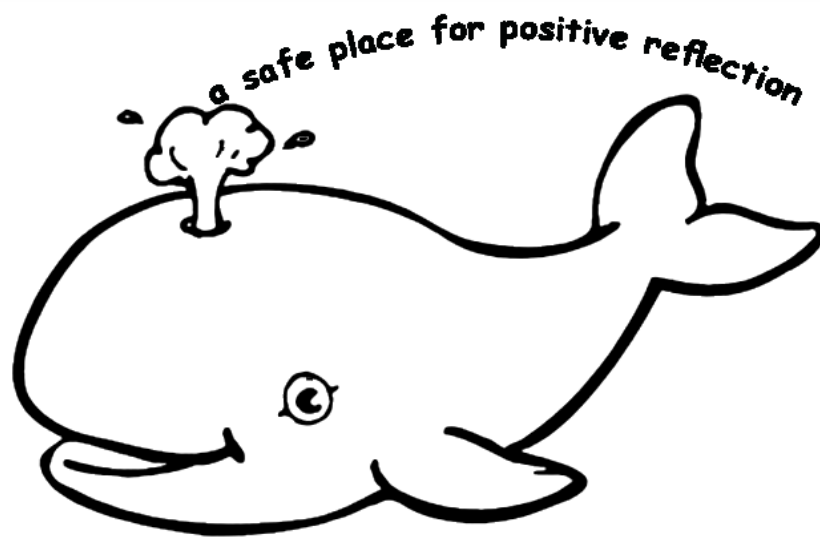


# COMPLETE THEORY OF CHANGE



Jonah's Project CIC

updated 2022

# INTRODUCTION

**Jonah's Project CIC is a company that engages with young people aged 11-25 years who have convictions and are involved in, or at risk of criminal activity. The ethos of Jonah's Project is based around positive reflection. The concept of this comes from the bible story of Jonah and the whale and although Jonah's project has no religious affiliation, morally the story suits the vision, morals and values of the company.**

**The basic summary of the story is that God called on Jonah to deliver his word to the people and Jonah turned his back and chose the wrong path. This path led him to face God and be swallowed by a whale. Inside the whale, Jonah reflected on the choices he made and chose to make right his wrongs and go forth onto the right path. This is what we aim to do with the young people we work with, effectively we become the whale and empathically support them to turn a negative situation, issue or experience into a positive life lesson.**

**The team at Jonah's Project decided that we needed a clear and concise document that underpins our work, services, and delivery and after a large amount of research, reading, and learning alongside our collective lived experiences we decided that creating a theory of change was best suited to our company.**

**The reason this decision was made was due to many factors and the main factors are listed below:**

- It is a living document that can be shared giving an understanding of our work internally within the company and externally with other organisations**
- Suitability of the type of services we deliver**
- Learning opportunities to develop the company's growth and capacity**
- It creates an opportunity to review/analyse our services**
- We are able to develop a better measurable framework**
- Continuing development toward being a stronger company**

**Jonah's Project is an all-black team, although we work with and treat all young people with equity, our priority is towards black young people. We are acutely aware that young black people need positive role models that look like them and are relatable. We are conscious that young black males especially are treated disproportionately within the justice system and also receive similar treatment within the education system. We aim to bridge gaps and provide culturally appropriate support to these young people and also advocate for change within these systems for our young people.**

# **BACKGROUND**

**The Managing Director and lead of the company, Natalie Wilks is a qualified Youth worker who has a wealth of expertise in providing advice and guidance to young people. This experience she has gained from working with looked after young people, engaging with young offenders and young people in alternative educational provisions.**

**Natalie's approach is unique as she uses a nurturing, non-judgemental, emphatic style that mirrors the role of a mother who instills boundaries, as it is her belief that these boundaries reinforce her caring approach.**

**Over her years of youth work, Natalie has developed her own method of working with disengaged, disadvantaged and challenging young people, developing a specialism for working with young people involved in criminal activity.**

**Through lived experience, determination, and passion which produced a hunger for learning and wanting to offer the best level of support to the young people she engaged, Natalie has developed a vast knowledge base around the social, emotional, and community factors that surround young people involved in criminal activity.**

**These factors led to the birth of Jonah's Project CIC in 2017 and with the support of like-minded others who adopted the vision enabled the creation of a service that works with young people who for a variety of reasons have become involved in criminal activities who need the time, support and care that often isn't shown to them based on their "deviant behaviour".**

# SITUATION ANALYSIS

Jonah's Project is there to offer a safe place for positive reflection to these young people, where often, the young people we provide services to have been isolated by external enablers. i.e:

- expelled from mainstream education
- not meeting the "threshold" for support services
- invisible issues - trauma, learning difficulties
- no sense of belonging
- no choice - providing for their family, exploitation
- no self-worth

We strive to offer these young people a metaphoric hug, as it is our belief that young people who engage in deviance, violence, or criminal activity have invisible issues that need addressing and are effectively written off by the local community, other organisations, wider society and even themselves leading them deeper into the darkness of criminality and anti-social behaviors.

Our services aim to bring them back towards the light through positive reflection, addressing the invisible issues, and negative behaviors giving them a safe place to develop the social and emotional learning to want better for themselves, alongside the skills and knowledge to make the change.

These young people are generally craving basic human emotional needs which can lead to the mentioned inappropriate behaviors and this is what Jonah's Project strives to address by providing:

- acceptance
- time / patience
- non-judgemental practices
- an emotional / physically safe environment
- trust / confidence
- a listening ear

We acknowledge these young people will also have very individual needs such as:

- home life problems
- social issues
- little. or no education
- a conviction history
- mental health issues
- trauma

This is the reason why we have a holistic approach and keep our intensive support service numbers small.

# THEORY OF CHANGE

**Our Theory of Change is one main document that covers the company as a whole. The reason we have designed the Theory of Change in this way is each one of our services tackles different needs and outcomes although they have shared intrinsic learning.**

**Below is a small summary of the services we currently offer:**

- **Fix your Crown - Reflective mentoring for young people aged 11-25 years convicted, involved, or at risk of criminal activity**
- **Intune Programme - Music-themed mentoring**
- **Right Turn Programme - Tailor-made Intrinsic schools programme based on the needs raised by the school - needs Theo!**
- **Steps Programme - Employability workshops for young people aged 16- 25 years who have criminal convictions/recently been released from custody**
- **Pitch it Programme - accredited Enterprise and personal development programme for young people aged 16 - 25 years who have convictions, are involved or at risk of criminal activity**
- **Peer Hearing - Peer Hearing is a peer-led intervention offered to young people aged 11-25 years who have received an Outcome 22**
- **Standby - An intervention exclusively for young people who are pending further investigation, bailed, exiting an order or have received a no further action outcome.**

**The following pages show the algorithms for each individual service.**

# ACTIVITIES

HIGH QUALITY REFLECTIVE MENTORING

CASE MANAGEMENT

MUSIC BASED MENTORING

ASDAN ACCREDITED PROGRAMMES

SPORTS BASED MENTORING

WORKSHOPS/ PROGRAMMES

INTRINSIC AND EXTRINSIC ENGAGEMENT

# MECHANISM OF CHANGE

## ENVIRONMENT & RELATIONSHIPS

- YOUNG PEOPLE ARE ABLE TO BUILD POSITIVE MEANINGFUL RELATIONSHIPS
- YOUNG PEOPLE FEEL ACCEPTED REGARDLESS OF THEIR CRIMINAL INVOLVEMENT
- YOUNG PEOPLE ARE IN A SAFE AND POSITIVE ENVIRONMENT

## NATURE AND DELIVERY OF ACTIVITY

- YOUNG PEOPLE FEEL POSITIVELY CHALLENGED
- YOUNG PEOPLE FEEL A SENSE OF ACHIEVEMENT
- YOUNG PEOPLE FEEL THEY HAVE MADE A POSITIVE CONTRIBUTION, STARTED TO MAKE A POSITIVE CHANGE AND DEVELOP A SENSE OF WORTH

## EMPOWERMENT & COMMUNITY

- YOUNG PEOPLE POSITIVELY ENGAGED ARE LESS LIKELY TO COMMIT CRIME
  - YOUNG PEOPLE WILL FEEL EMPOWERED TO MAKE POSITIVE CHANGE
- YOUNG PEOPLE ARE MORE LIKELY TO POSITIVELY CONTRIBUTE TO THE COMMUNITY BY ENGAGING IN EMPLOYMENT, ENTERPRISE OR TRAINING.

# INTERMEDIATE OUTCOMES

## VALUES

- INCREASED RESPECT FOR OTHERS AND SELF
- IMPROVED EMOTIONAL INTELLIGENCE
- INCREASED COMMITMENT TO MAKING THE RIGHT CHOICES

## ATTITUDES & NON-COGNITIVE SKILLS

- INCREASED ASPIRATIONS
- INCREASED SELF BELIEF
- INCREASED MOTIVATION
- INCREASE IN WANTING BETTER FOR THEMSELVES
- INCREASED POSITIVITY

## KNOWLEDGE & SKILLS

- IMPROVED SOCIAL AND EMOTIONAL SKILLS
- IMPROVED COMMUNICATION AND SELF EXPRESSION
- MORE AWARE OF THEIR PERSONAL RESPONSIBILITIES
- IMPROVED LIFE AND LEADERSHIP SKILLS
- ACQUIRING NEW SKILLS AND KNOWLEDGE THROUGH WORKSHOPS, MENTORING AND ACCREDITATION

## BEHAVIOURS

- ABILITY TO ENGAGE WITH OTHERS IN A PRO SOCIAL WAY
- IMPROVED DECISION MAKING ESPECIALLY TOWARDS CRIMINALITY

# IMPACTS TO YOUNG PEOPLE

IMPROVED MENTAL HEALTH

STABILITY INCREASED IN GENERAL LIFE

ABILITY TO REFLECT IN A POSITIVE MANNER

CHANCES OF EMPLOYMENT, EDUCATION AND ENTERPRISE

LESS LIKELY TO ENGAGE IN CRIMINAL ACTIVITY

POSITIVE REINTEGRATION INTO THE COMMUNITY

IMPROVED LIFE CHANCES AND WELL-BEING OF YOUNG PEOPLE

ACCOUNTABILITY LINE

YOUNG PEOPLE WORKING TOWARDS SUSTAINED ENTERPRISE, EMPLOYMENT OR EDUCATION TO BECOME THEIR BEST SELF

# FIX YOUR CROWN

The core of all our services is Fix Your Crown, it is based on reflection, positive re-enforcement and pro-social choices.

The title of the service fix your crown is used as a metaphor to encourage a positive vision of and for young people to strive and encouraged to better themselves.

The idea is that leaders wear crowns, and the activities they are involved in are making their crowns lean so we want to help them fix it by creating young leaders who have the power to enforce positive change to their lives which in turn will affect others around them, making them a positive leader with a straight crown.

The aim is to provide young people aged 11-25 years in crisis/trouble with:

- One to one mentoring/Group sessions
- Reintegration work
- Drop-In sessions
- Case management
- Advocacy service
- General support, advice, and guidance



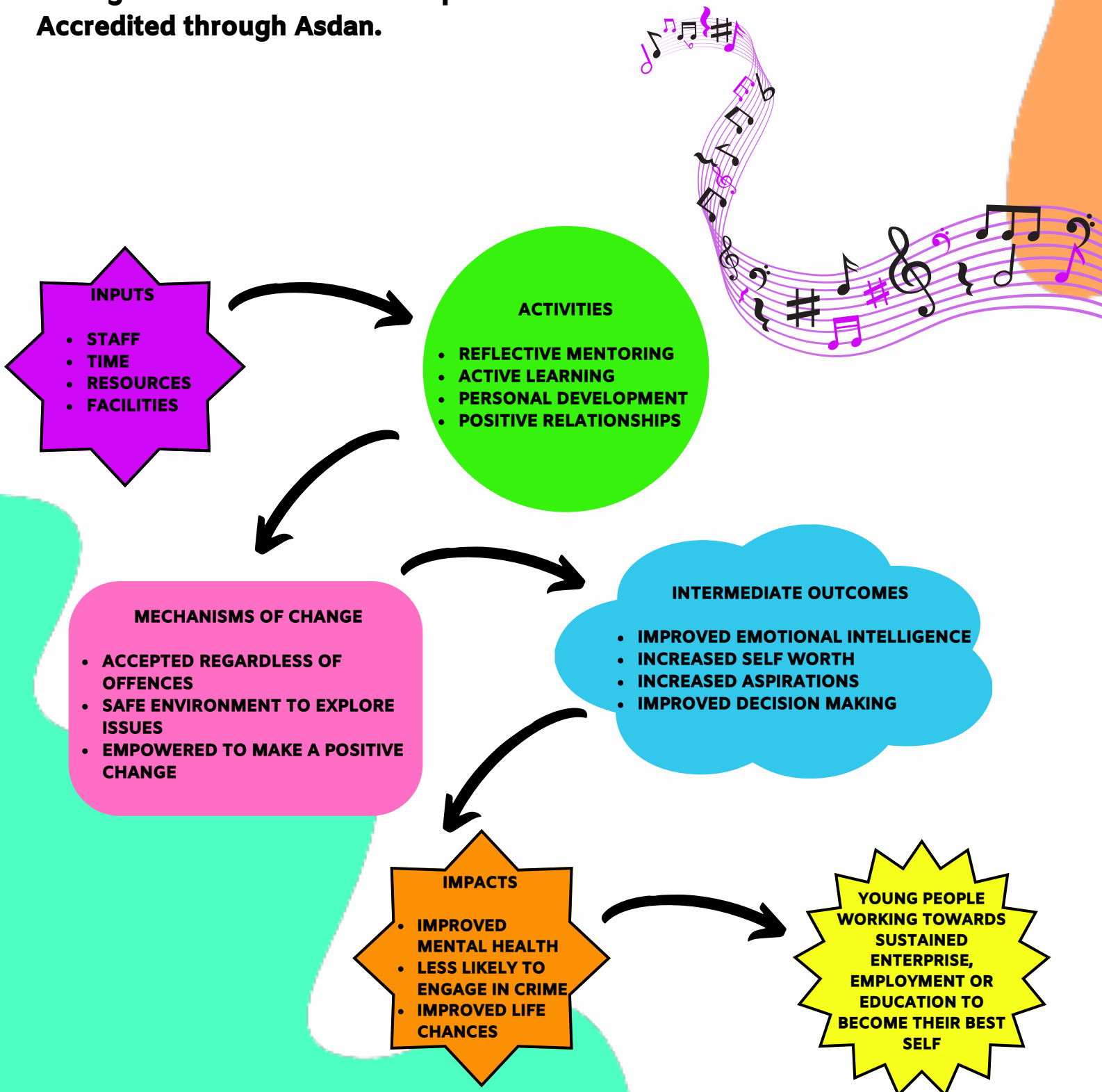
# INTUNE MENTORING

This service is based on the idea of combining mentoring and music, giving young people two outlets to be able to address the issues they are facing.

In each session, the young person engages with a mentor and a professional sound engineer who can assist the young person to produce and create their own music alongside their mentoring as an additional outlet.

The mentor and sound engineer will then assign a task for the young person to work on within the music session, for example, what life in the future look like.

This then allows the young person to engage and combine their reflection through music. Personal developments and music creation are both able to be Accredited through Asdan.





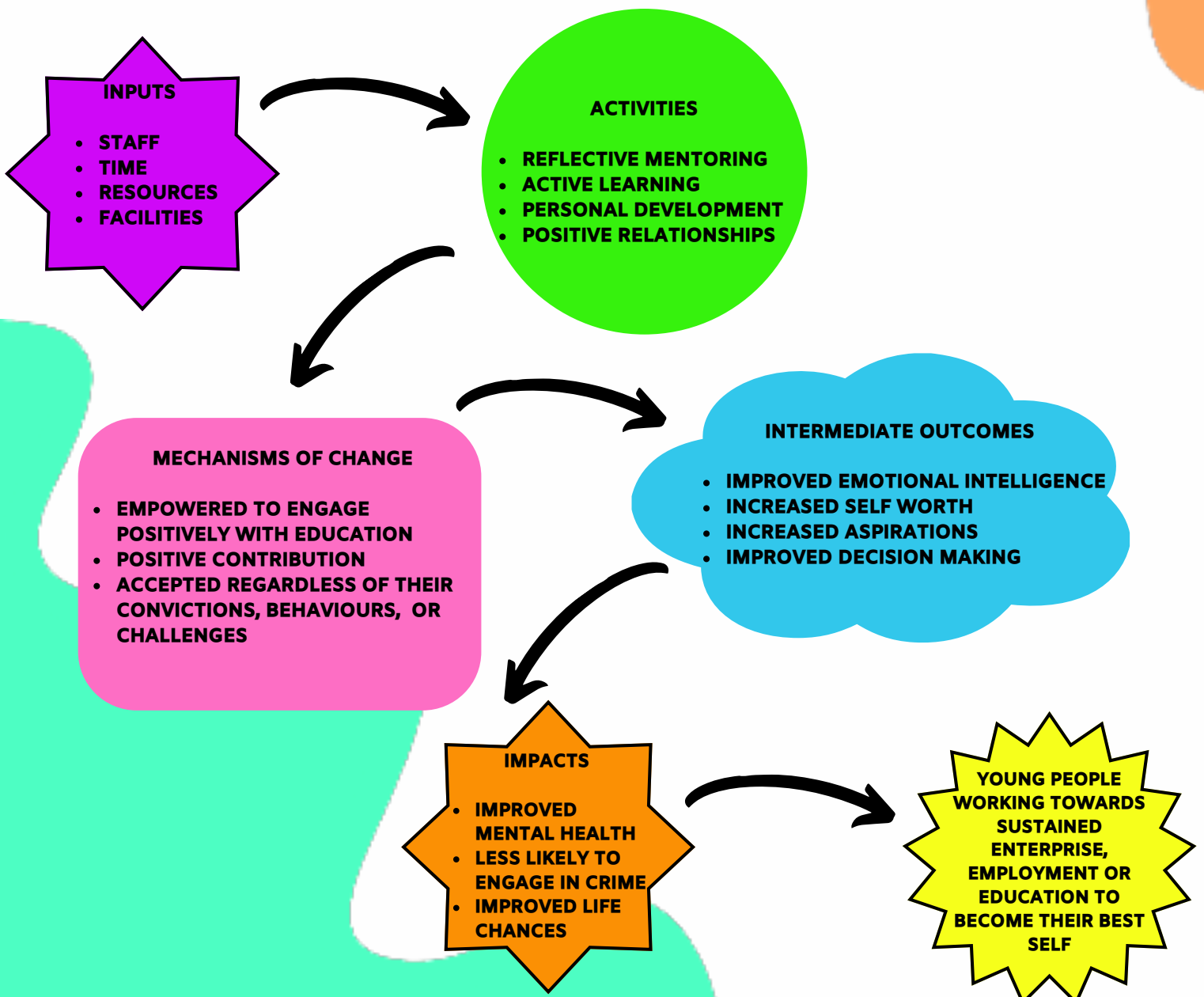
# THE RIGHT PATH

This programme is targeted towards schools, we offer mentoring sessions, workshops/activity sessions, and accredited programmes around issues that affect young people within and outside of school settings.

The aim is to provide engaging activities alongside a learning objective to raise awareness and intrinsic skills around the requested needs of the school.

Our specialisms in the services we offer include:

- Black young people
- Young people engaged in criminal activity
- Sports
- Music

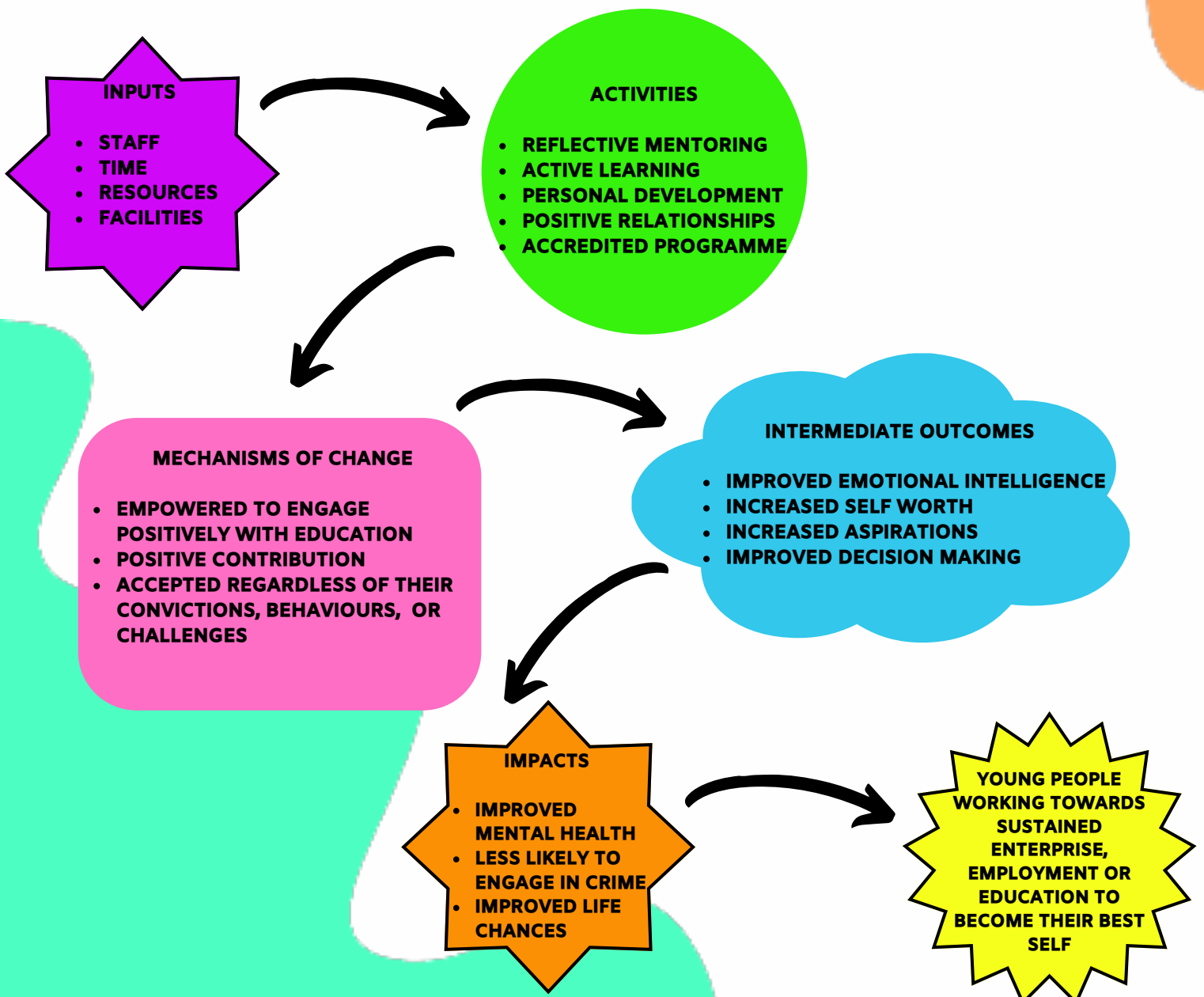


# ACCREDITED PROGRAMMES

We are able to deliver a variety of accredited programmes for which we use ASDAN. Asdan is an evidence-based accreditation which we have found works well with our young people as it is practical and can be evidenced through additional mediums photos videos and audio.

The main types of accreditation we use are:

- **Employability**
- **Enterprise**
- **Peer tutoring and activities**
- **Sports**



# PEER HEARING

**Peer Hearing is an intervention that is offered to 11-25 years who have received an outcome 22.**

**The peer hearing seeks to help reduce low-level offending by using a collaborative problem-solving approach to crime.**

**working with statutory bodies, communities, grassroots companies, faith-based groups, businesses and most importantly with young people leading from the front.**

**The Peer Hearing endeavours to work with young people and help them to understand and address the underlying factors that can lead to criminal behaviour**



**The addition to this:**

## STANDBY

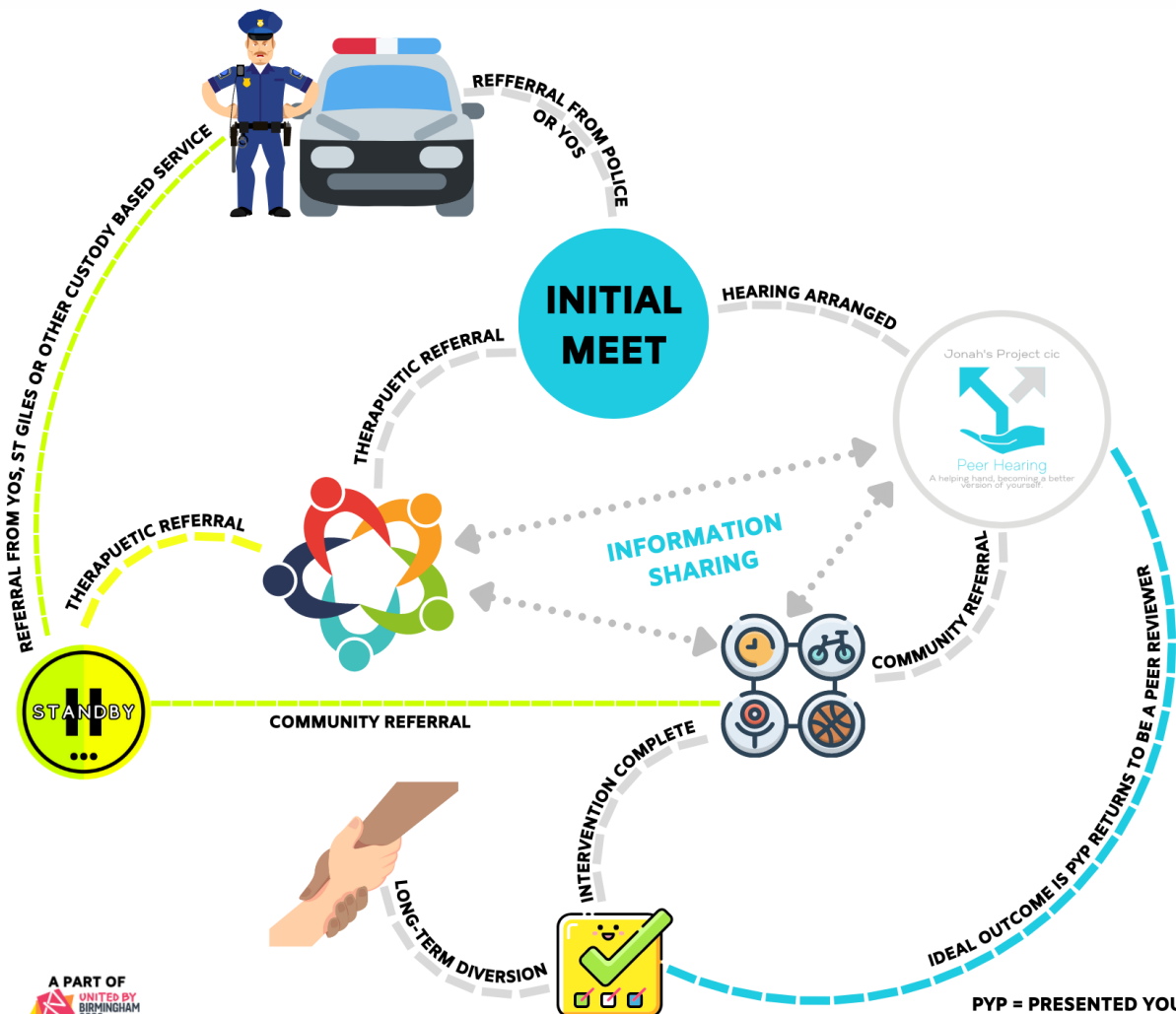
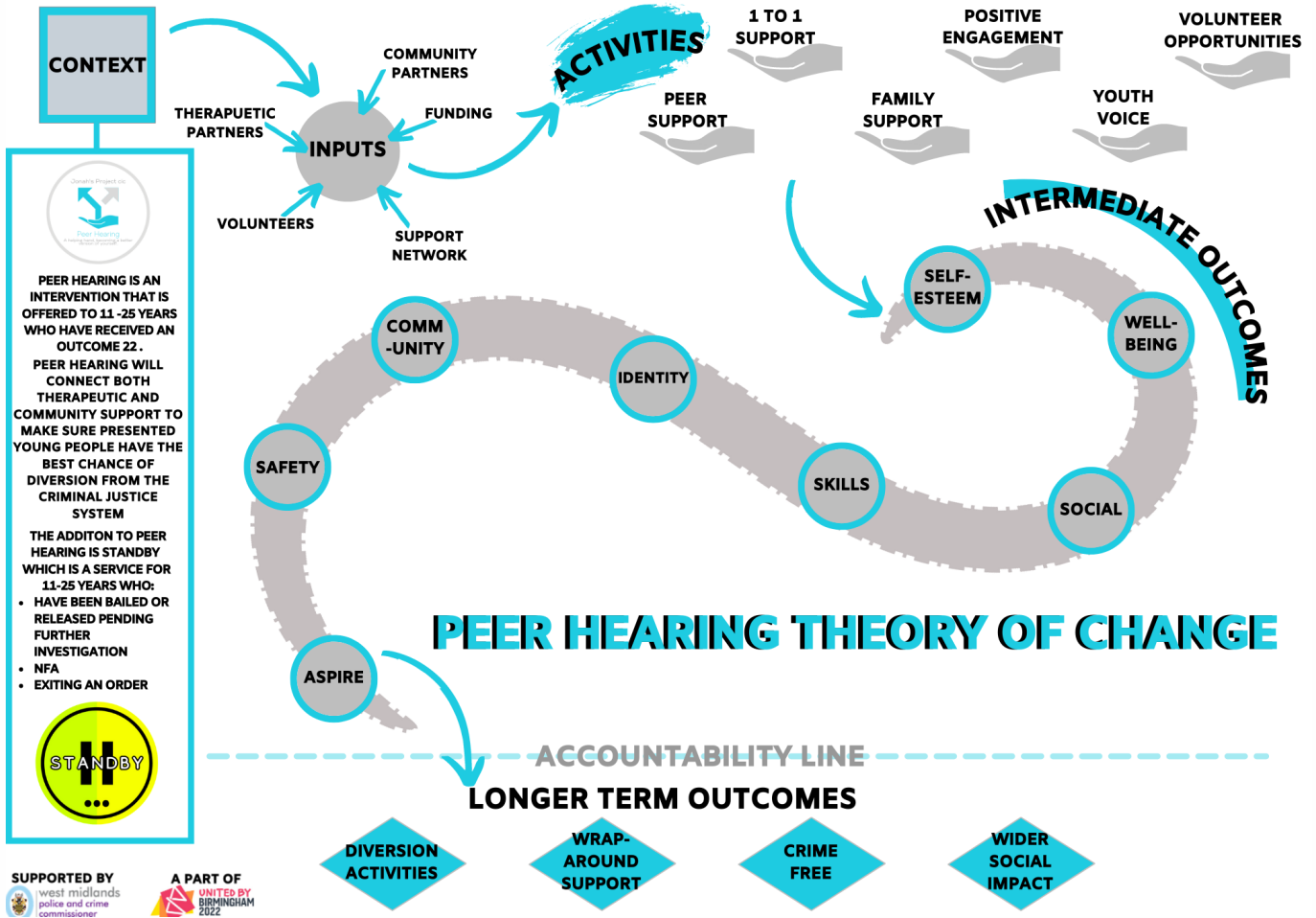
**Standby is a service for 11-25 years who:**

- **Have been bailed or released pending further investigation**
- **NFA**
- **exiting an order**

**The service will support young people who may need additional support, have been in custody or may need further support after the threshold of their statutory order.**



# PEER HEARING PROCESS AND THEORY OF CHANGE



# DATA COLLECTION

This chart displays the type of data we will collecting, how it connects to the theory of change and the ways it will inform our practise to offer a consistent and adapting quality service

## DATA TYPE

USER

ENGAGEMENT

FEEDBACK

QUALITY

OUTCOMES

## WHAT IS IT?

PERSONAL DEMOGRAPHICS COLLECTED FROM REFERRAL AND REGISTRATIONS FORMS

- BUILDING/ SCHOOLS/COMMUNITY BASED
- GROUP & INDIVIDUAL
- TARGETED
- TIME LIMITED & OPEN ENDED
- STRUCTURED & UNSTRUCTURED

- SESSION EVALUATION FORMS
- SERVICE FEEDBACK FORMS

- SELF - ASSESSMENT
- COLLEAGUE/PEER OBSERVATIONS
- CONSULTANCY SERVICES
- EVALUATIONS

- INTRINSIC & EXTRINSIC ASSESSMENTS BASED ON OUR FRAMEWORK
- ACCREDITATION'S
- EVIDENCE BASED WORK

## THEORY OF CHANGE ADDRESSED ELEMENTS

ACTIVITIES

ACTIVITIES

MECHANISMS OF CHANGE EVIDENCE FROM THE YOUNG PEOPLE

MECHANISMS OF CHANGE REPORTS FROM STAFF, CONSULTANTS, EVALUATORS

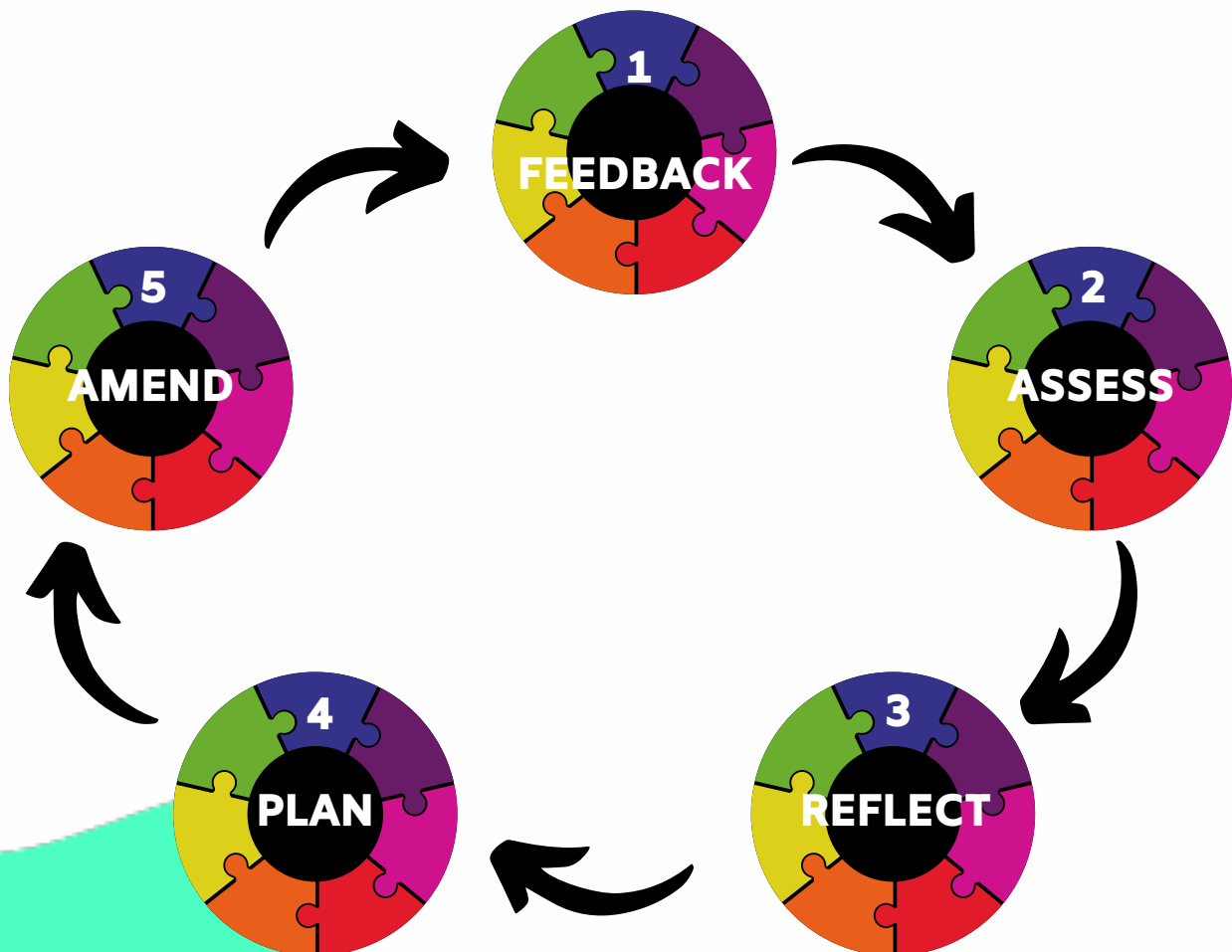
INTERMEDIATE OUTCOMES AND IMPACTS

# FEEDBACK

As part of our data collection, we will be asking the young people who use our services to take part in regular anonymous feedback. All the young people will be given the same generic form which will provide us with data on how they view their experiences with us.

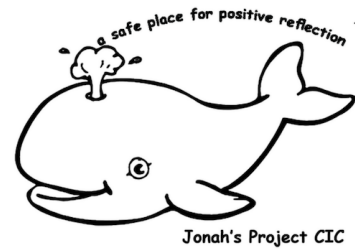
The feedback we collect from the young people we engage with is crucial. Through assessment and reflection, we are then able to amend and improve the delivery of our services.

Below is our feedback model and on the following page is the feedback form we will utilise to collect our data.



# YOUNG PEOPLE FEEDBACK

**This is anonymous feedback, which means that no one will know who has filled it in. When you fill in the form please give honest answers!!! Don't worry if it's not a good answer it will help us know what we need to work on.**



QUESTIONS	ANSWER
HOW MUCH DO YOU TRUST THE MENTORS AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU FEEL THE MENTORS TRUST YOU?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU FEEL VALUED BY THE MENTORS?	A LOT / A LITTLE / NOT AT ALL
HOW RESPECTED DO YOU FEEL BY THE MENTORS AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW SAFE DO YOU FEEL WHEN YOU ARE WITH THE MENTORS?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU FEEL LIKE THE MENTORS CHALLENGE YOU IN A POSITIVE WAY?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU ENJOY YOUR TIME WITH THE MENTORS AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU FEEL ARE MAKING ACHIEVEMENTS WITH THE MENTORS?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU INFLUENCE THE SERVICES YOU GET FROM THE MENTORS?	A LOT / A LITTLE / NOT AT ALL
WHEN YOU ARE AT JONAH'S PROJECT CIC, HOW EMPOWERED DO YOU FEEL TO MAKE POSITIVE CHANGES IN YOUR LIFE?	A LOT / A LITTLE / NOT AT ALL
HOW INCLUDED DO YOU FEEL WHEN YOU ARE WITH THE MENTORS AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH SUPPORT DO YOU RECEIVE FROM THE MENTORS JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU VALUE THE MENTORS AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW MUCH DO YOU THINK IT IS WORTH YOUR TIME TO SEE THE MENTORS AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW GOOD ARE THE SERVICES YOU RECEIVE AT JONAH'S PROJECT CIC?	A LOT / A LITTLE / NOT AT ALL
HOW LIKELY DO YOU THINK JONAH'S PROJECT CIC WILL MAKE CHANGES BASED ON YOUR FEEDBACK?	A LOT / A LITTLE / NOT AT ALL
ARE THERE ANY OTHER SERVICES JONAH'S PROJECT CIC SHOULD OFFER YOU?	

# FRAMEWORKS

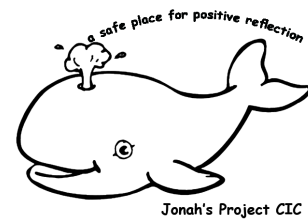
**All our services are rooted in a framework that allows us to measure the impacts, progress and development of the young people we engage with. They also enable us to measure the work we deliver.**

**The following pages display our service frameworks**



# JONAH'S PROJECT CIC SOCIAL EMOTIONAL FRAMEWORK

THIS FRAMEWORK HAVE BEEN DESIGNED TO ASSESS, DELIVER AND EVALUATE THE FOLLOWING FIVE CORE SOCIAL EMOTIONAL COMPETENCIES OF THE YOUNG PEOPLE WE ENGAGE



## SELF AWARENESS

The ability to accurately recognise one's own emotions, thoughts, and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

**Identifying Emotions**

**Accurate Self-perception**

**Self Efficacy**

**Self Confidence**

**Recognizing Strengths**

## SELF MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviours in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

**Impulse Control**

**Stress Management**

**Self Discipline**

**Self Motivated**

**Goal Setting**

## SOCIAL AWARENESS

The ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behaviour and to recognize family, school, and community resources and supports.

**Empathy**

**Perspective Taking**

**Appreciating Diversity**

**Respect For Others**

**Reflective Listening**

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



**Communication**



**Team  
Work**



**Social  
Engagement**



**Seeking  
Help**



**Resolving  
Conflict**

## RESPONSIBLE DECISION MAKING

The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.



**Identifying  
problems**



**Evaluating**



**Reflecting**



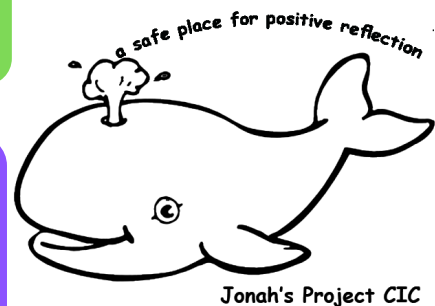
**Analysing  
Solutions**



**Solving  
Problems**

# JONAH'S PROJECT CIC

## ASDAN SKILLS ASSESSMENT FRAMEWORK



THIS FRAMEWORK HAVE BEEN DESIGNED THROUGH THE SUPPORT OF ASDAN TO ASSESS, DELIVER AND EVALUATE THE FOLLOWING SIX CORE SKILLS AGAINST THE ACCREDITATION'S WE ARE ABLE TO DELIVER AS A REGISTERED PROGRAMME CENTRE

### SKILLS

### LEVEL ONE

### LEVEL TWO

### LEVEL THREE

#### ABILITY TO LEARN

THIS SKILL IS ABOUT HOW TO MANAGE PERSONAL LEARNING AND DEVELOPMENT, PLANNING AND WORKING TOWARDS TARGETS TO IMPROVE PERSONAL PERFORMANCE AND REVIEW PROGRESS.

PRACTISING

DEVELOPING

MASTERED

#### TEAMWORK

THIS SKILL IS ABOUT WORKING WITH OTHERS TO PLAN AND COMPLETE ACTIVITIES WITH SHARED OBJECTIVES.

PRACTISING

DEVELOPING

MASTERED

#### PROBLEM SOLVING

THIS SKILL IS ABOUT RECOGNISING AND AND FINDING SOLUTIONS TO PROBLEMS, IT IS ALSO BOUT THE DIFFERENT METHODS USED TO FIND SOLUTIONS AND REVIEWING THEY HAVE WORKED..

PRACTISING

DEVELOPING

MASTERED

#### I.T. SKILLS

THIS SKILL IS ABOUT MAKING THE BEST USE OF COMPUTERS AND ITEMS SUCH AS PRINTERS, DIGITAL CAMERAS AND TABLETS. BEING FAMILIAR WITH THE USE OF THIS EQUIPMENT WILL HELP WORK AND HOME.

PRACTISING

DEVELOPING

MASTERED

#### LITERACY

THIS SKILL IS ABOUT COMMUNICATION AND THE METHODS OF COMMUNICATION USED WITH OTHER TO EXPRESS OPINONS, VIEWS AND REQUESTS. IT ALSO INCLUDES ASPECTS OF WRITING AND READING.

PRACTISING

DEVELOPING

MASTERED

#### NUMERACY

THIS SKILL IS ABOUT THE ABILITY TO USE NUMBERS, E.G. TO MEASURE OR CALCULATE. THE ABILITY TO USE NUMERACY IS A HIGHLY VALUED SKILL.

PRACTISING

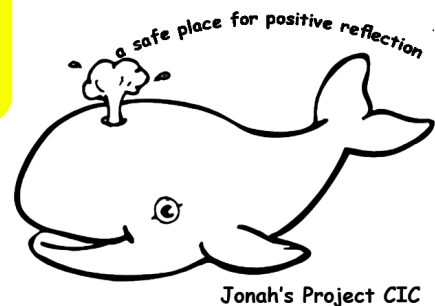
DEVELOPING

MASTERED

# JONAH'S PROJECT CIC

## ASDAN EMPLOYABILITY SKILLS

### ASSESSMENT FRAMEWORK



THIS FRAMEWORK HAVE BEEN DESIGNED THROUGH THE SUPPORT OF ASDAN TO ASSESS, DELIVER AND EVALUATE THE FOLLOWING SEVEN CORE SKILLS THAT WE ARE ABLE TO DELIVER AS A REGISTERED PROGRAMME CENTRE.

## SKILLS

LEVEL  
ONE

LEVEL  
TWO

LEVEL  
THREE

LEVEL  
FOUR

### TEAMWORK

THIS SKILL IS ABOUT WORKING WITH OTHERS TO PLAN AND COMPLETE ACTIVITIES WITH SHARED OBJECTIVES.



### SELF MANAGEMENT

THE ABILITY TO SUCCESSFULLY REGULATE ONE'S EMOTIONS, THOUGHTS, AND BEHAVIOURS IN DIFFERENT SITUATIONS — EFFECTIVELY MANAGING STRESS AND MOTIVATING ONESELF. THE ABILITY TO SET AND WORK TOWARD PERSONAL AND ACADEMIC GOALS.



### LITERACY

THIS SKILL IS ABOUT COMMUNICATION AND THE METHODS OF COMMUNICATION USED WITH OTHER TO EXPRESS OPINONS, VIEWS AND REQUESTS. IT ALSO INCLUDES ASPECTS OF WRITING AND READING.



### I.T. SKILLS

THIS SKILL IS ABOUT MAKING THE BEST USE OF COMPUTERS AND ITEMS SUCH AS PRINTERS, DIGITAL CAMERAS AND TABLETS. BEING FAMILIAR WITH THE USE OF THIS EQUIPMENT WILL HELP WORK AND HOME.



### NUMERACY

THIS SKILL IS ABOUT THE ABILITY TO USE NUMBERS, E.G. TO MEASURE OR CALCULATE. THE ABILITY TO USE NUMERACY IS A HIGHLY VALUED SKILL.



### PROBLEM SOLVING

THIS SKILL IS ABOUT RECOGNISING AND FINDING SOLUTIONS TO PROBLEMS, IT IS ALSO BOUT THE DIFFERENT METHODS USED TO FIND SOLUTIONS AND REVIEWING THEY HAVE WORKED.



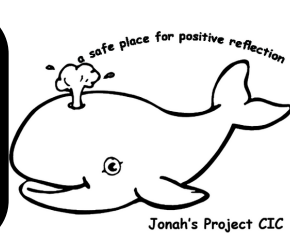
### COMMUNICATION

THIS SKILL IS ABOUT THE ABILITY TO LISTEN, WRITE AND SPEAK EFFECTIVELY TO PRESENT AND EXCHANGE INFORMATION AND IDEAS IN A CREATIVE, CLEAR AND CONCISE MANNER



# JONAH'S PROJECT CIC ENTERPRISE SELF ASSESSMENT

THIS FRAMEWORK HAS BEEN DESIGNED THROUGH THE SUPPORT OF YOUNG ENTERPRISE TO ASSESS, DELIVER AND EVALUATE THE FOLLOWING NINE CORE COMPETENCIES AGAINST OUR ENTERPRISE PROGRAMME LEARNING OUTCOMES



**PROBLEM SOLVING - COLLECTING AND EXAMINING INFORMATION, THINK CREATIVELY, AND ASSESS PROBLEMS TO FIND A SOLUTION**

**LEVEL ONE**



I UNDERSTAND WHEN I OR OTHERS MAY NEED SUPPORT TO IDENTIFY/SOLVE A PROBLEM

I CAN EXPLORE PROBLEMS AND SOLUTIONS WITH PEERS, E.G. THROUGH DISCUSSION, RESEARCH, REVIEWS, ETC



**LEVEL FIVE**

**COMMUNICATION - THE ABILITY TO LISTEN, WRITE AND SPEAK EFFECTIVELY TO PRESENT AND EXCHANGE INFORMATION AND IDEAS IN A CREATIVE, CLEAR AND CONCISE MANNER**

**LEVEL ONE**



I CAN CHOOSE APPROPRIATE INFORMATION TO SHARE

I KNOW HOW TO RECOGNISE WHEN A TOOL OR COMMUNICATION SKILL IS APPROPRIATE TO USE

I KNOW WHEN AND HOW TO COMMUNICATE DIFFERENT TYPES OF INFORMATION AND BE CONFIDENT IN DOING SO



**LEVEL FIVE**

**TEAM WORK - THE ABILITY TO BUILD TEAM ENGAGEMENT, COLLABORATE, SHARE KNOWLEDGE AND EXPLAIN IDEAS TO OTHERS WHILST RECOGNISING YOUR OWN AND OTHERS CREATIVITY**

**LEVEL ONE**



I USE MY SKILLS TO BENEFIT THE TEAM

I SHARE MY IDEAS CONFIDENTLY AND APPROPRIATELY WITH OTHER TEAM MEMBERS

I CAN LEAD BY EXAMPLE

I KNOW THE SKILLS NEEDED TO BE A GOOD LEADER

**LEVEL FIVE**

**RESILIENCE - THE ABILITY TO PERSIST WHEN FACING SETBACKS WHILST ADJUSTING TO PRESSURE AND CREATIVELY ADAPTING TO DIFFERENT/VARYING CIRCUMSTANCES**

**LEVEL ONE**



**LEVEL FIVE**

**I AM ABLE TO HIGHLIGHT MY STRENGTHS**

**I UNDERSTAND HOW OTHERS MAY AFFECT MY WELLBEING**

**I UNDERSTAND HOW COMMUNICATING CAN BENEFIT ME**

**I UNDERSTAND HOW BARRIERS CAN AFFECT ME**

**I RECOGNISE WHY IT IS IMPORTANT TO COMMUNICATE WHEN DEALING WITH BARRIERS**

**CONFIDENCE - THE SELF-MOTIVATION AND ABILITY TO GENERATE AND RETAIN STRONG SELF-BELIEF IN PERSONAL SKILLS, CAPABILITIES AND LIKELIHOOD OF SUCCESS.**

**LEVEL ONE**



**LEVEL FIVE**

**I CAN DESCRIBE MY PERSONALITY, STRENGTHS AND PREFERENCES**

**I KNOW THE DIFFERENCE BETWEEN STRENGTHS AND WEAKNESSES**

**I AM ABLE TO DESCRIBE BOTH POSITIVES AND NEGATIVES OF LEARNING EXPERIENCES**

**I CAN DESCRIBE MY SKILLS DEVELOPMENT NEEDS**

**I UNDERSTAND HOW POSITIVITY ENHANCES CONFIDENCE**

**INITIATIVE – THE ABILITY TO TAKE INITIATIVES, EVALUATE AND CALCULATE RISKS, AND DO MORE THAN IS REQUIRED IN THE PURSUIT OF SUCCESSFUL OUTCOMES WHILST UNDERSTANDING THE NEED FOR ORIGINAL AND CREATIVE SOLUTIONS/IDEAS**

**LEVEL ONE**



**LEVEL FIVE**

**I CAN TAKE INSTRUCTIONS**

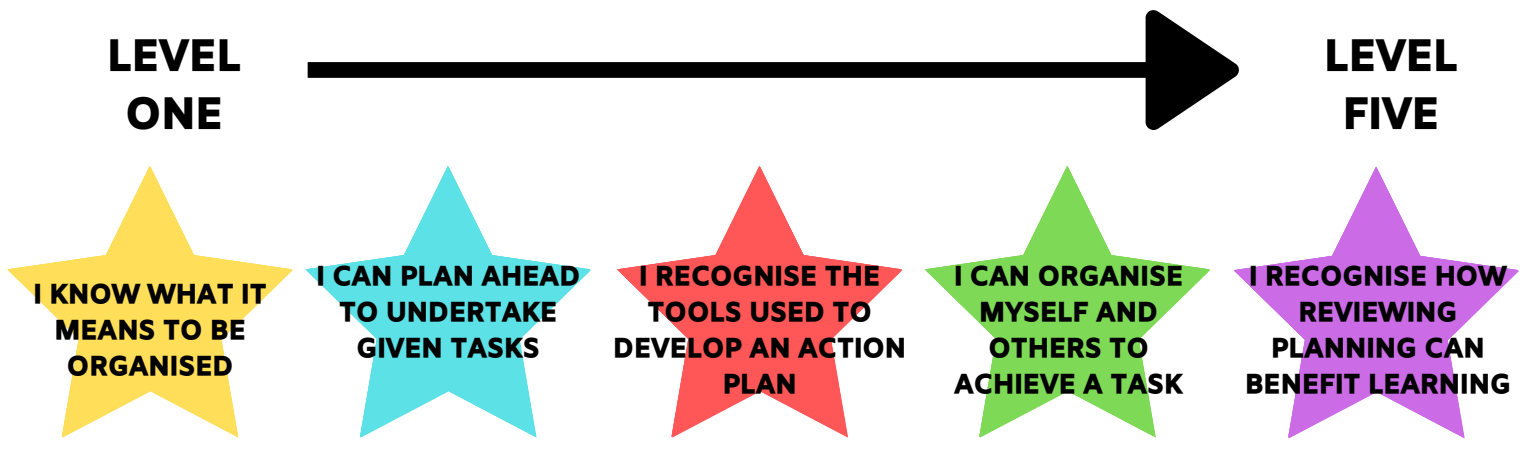
**I CAN INTERPRET INSTRUCTIONS AND EXPLAIN THEM IN MY OWN WORDS**

**I CAN INTERPRET INSTRUCTIONS AND ENHANCE THEM WITH MY OWN IDEAS**

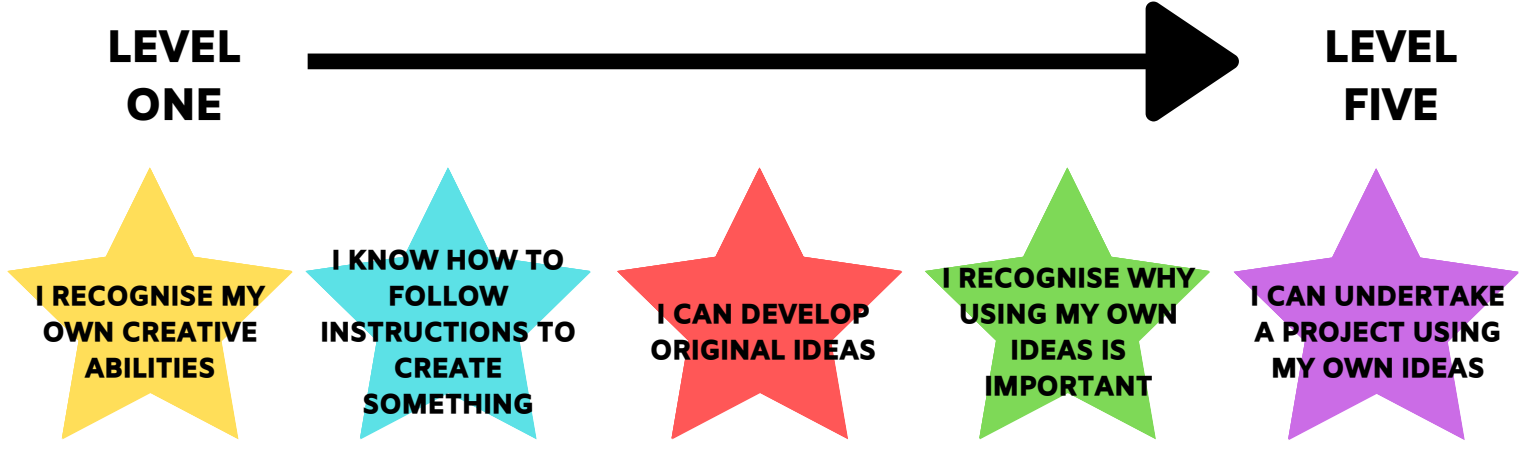
**I CAN WORK ON MY OWN INITIATIVE TO ACHIEVE OUTCOMES**

**I KNOW HOW TO ADAPT TO THE NEEDS OF OTHERS**

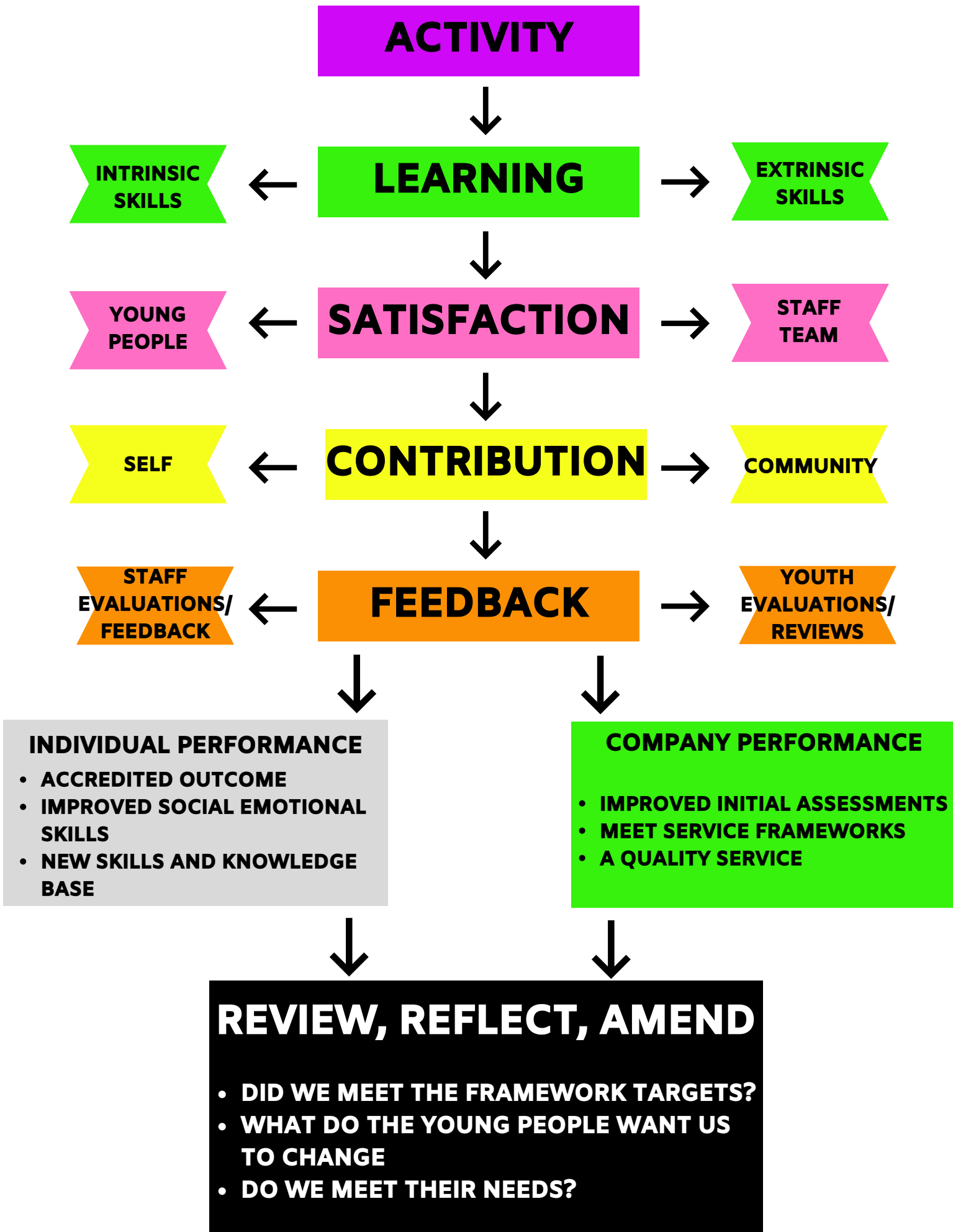
**ORGANISATION – THE ABILITY TO EFFECTIVELY MANAGE TASKS, PLAN AND PRIORITISE ACTIONS WITHIN A TIME SCHEDULE AND SET SMART GOALS WHILST USING CREATIVITY TO ENHANCE THE OUTCOMES OF TASK**



**CREATIVITY – THE USE OF IMAGINATION OR ORIGINAL IDEAS TO CREATE SOMETHING; INVENTIVENESS**



# IMPACT MEASUREMENT FRAMEWORK





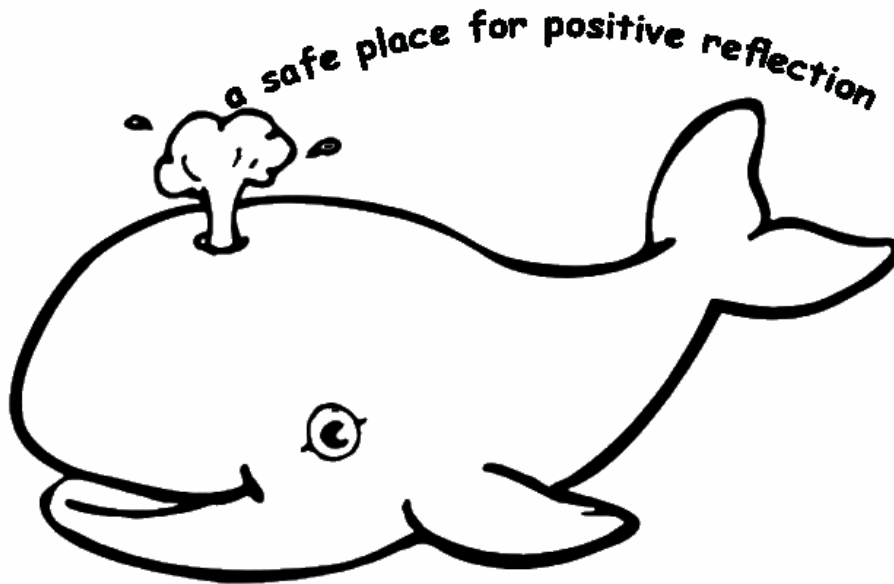
**We at Jonah's Project hope you have found our theory of change, data collection and frameworks information useful.**

**If you have any queries or would like further information, please feel free to contact us using the details below:**

**[www.jonahsproject.co.uk](http://www.jonahsproject.co.uk)**

**[contactus@jonahsproject.co.uk](mailto:contactus@jonahsproject.co.uk)**

**07384409747**



**Jonah's Project CIC**