Evaluation of the International Citizen Service

Phase 1 Report

December 2013

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Introduction

The International Citizen Service (ICS) is a programme which offers the opportunity for young people from the UK and young people from developing countries to work alongside each other on projects which aim to achieve positive development outcomes in some of the world's poorest communities, along with personal and professional development outcomes for volunteers and an increase in active citizenship.

The programme is being delivered by a consortium led by VSO and made up of six delivery agencies (International Service, Progressio, Restless Development, Raleigh International, Tearfund and VSO) and two strategic partners (Catch 22 and Islamic Relief). The ICS Hub (based within VSO) undertakes a management role and is also responsible for maintaining and improving programme quality. The contract requires the consortium to provide 7,000 overseas placements for young people from the UK; the consortium aspires to match this by providing placements for 7,000 in-country volunteers.

In October 2012, Ecorys was commissioned by DFID to undertake an evaluation of the ICS programme. The evaluation is split into two phases. Both phases will consider the achievements of the programme and the value for money it provides; phase 1 has taken a formative perspective and this report is the output of that work. Phase 2 (which will be undertaken in 2014-15) will provide a summative evaluation which also explores behavioural change and indications of longer-term outcomes.

Process and Delivery

Programme delivery is progressing largely on schedule, although with some variation in performance by agency. At the end of quarter 6, the consortium was close to the target for applications generated and volunteer departures, and above target in respect of volunteer fundraising. The diversity profile of applicants shows that ICS has appealed to a wide cross-section of young people from across the UK.

Views on the role of the Hub are positive and it is recognised that a programme of the size of ICS needs strong structures and coordination to ensure the required levels of quality and compliance, which is what the Hub provides. There is also recognition of the potential knowledge sharing and learning benefits to be gained from the consortium approach, and a feeling that opportunities of this type will increase as time goes on. Over time, agencies appear to have become more receptive to the Hub's role in providing support to address identified areas of under-performance. Year 1 has provided a steep learning curve and numerous changes have been made to improve process effectiveness and quality of delivery.

Agencies value the flexibility which the contract allows, particularly the ability to adopt the delivery model which is best suited to their organisation. Participation in ICS has also allowed agencies to try out new ways of working, build capacity and raise their profile.

Volunteer Outcomes

UK volunteers are largely motivated by a pre-existing interest in international development, which is reflected in the relatively high levels of (self-assessed) baseline knowledge in this area, while in-country volunteers are more likely to reference skills development as a motivating factor which perhaps reflects

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the high proportion who reported that they were unemployed but seeking employment at the time of joining the programme.

Evidence suggests that the experience of both UK and in-country volunteers is a positive one and survey responses show that the placement experience enhances knowledge of the international development context and provides an opportunity to develop a range of skills. Attitudinal change is more difficult to asses at this stage, although a clearer pattern may emerge once participants have had more time for reflection and this will be considered in phase 2. It appears that the placement provides a valuable opportunity for personal and professional development with perceived improvements in areas such as motivation, team working and project planning.

In-Country Outcomes

The evidence suggests that the programme is having a largely positive effect on partner organisations and communities. ICS volunteer teams provide partners with additional capacity which enables them to do more than would otherwise have been the case. There is also recognition of a range of other benefits for partners including increased profile/visibility, new skills/ways of working and improved relations with local communities, all of which would be expected to support the organisation to develop and sustain its activities post-ICS.

Host communities have also benefited from the work of ICS volunteers. A feature of many projects is a high level of interaction with the community and this has been important in generating interest and involvement from local people. There is evidence that new knowledge and skills have been passed on to communities and phase 2 will focus on assessing the impact of this, including whether skills and knowledge have been put into practice and what has happened as a result.

Partners have provided positive feedback on the role of young volunteers, highlighting the motivation and 'can do' attitude which they bring, also their enthusiasm and the fact that they provide an example to others which has helped to generate interest and increase engagement amongst host communities.

Active Citizenship Outcomes

An objective for the programme is that taking part in ICS will inspire further action or changes in behaviour. Action at home survey returns suggest that volunteers from the UK are undertaking a range of citizenship actions post-placement, and although some of this is reported as being a continuation of activity which began before ICS, in the majority of cases there is some degree of additionality (either as a result of doing something new or increasing the amount of time spent on a pre-existing commitment).

During phase 2 of the evaluation it will be possible to look more closely at how the ICS experience impacts on active citizenship over time, for both UK and in-country volunteers, particularly given the different types of activity, intended development outcomes and profile of volunteers taking part.

Value for Money

The initial assessment of value for money does not raise any concerns. All agencies appear to be following sound procurement procedures which ensure that the need to secure value for money is taken into account in decision-making. It is clear that there is some variation in costs between agencies although this is inevitable when considering the different models/approaches which are being used. At

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this stage, it is likely that upfront or development costs are still affecting the overall average unit cost although it would be expected that these will level out over time. Early indications are that the programme is delivering effectively and achieving high levels of satisfaction from volunteers and partners. There are also signs of positive outcomes for volunteers, partners and communities although these will be assessed more fully in phase 2.

Recommendations

The evaluation has found that, at this interim stage, the ICS programme is being implemented successfully with good progress having been made in all aspects of scheme delivery. Based on the findings which have emerged in phase 1, at this stage we would offer the following recommendations:

- Volunteer learning should include explanation of the theory of change at programme and project levels. This will help volunteers to better understand their role and the intended outcomes of their work. This learning should be facilitated by team leaders during the placement.
- Following on from the above, volunteers should be made aware of their role in relation to other volunteer cycles in order to understand how they contribute to the bigger picture. Volunteers should also be provided with an opportunity to access updates on project progress after they return home so that they can see how their work has been taken forward and how it has made a difference.
- Where agencies are interested in expanding the opportunities available for people with disabilities this should continue to be encouraged, although recognition should also be given to the increased costs associated with this group and access to the central fund set aside for this purpose should continue to be provided where required.
- A work plan should be developed to formalise and plan the strategic inputs expected from any non-delivery partners. Similarly, if non-delivery partners are to continue to have recruitment targets they should be required to set out a plan for achieving this which is approved and reviewed by the Hub at appropriate intervals.
- Agencies should review the level of resources allocated to the customer care process in order to minimise drop-out, including providing clear lines of support and communication so that volunteers know who they can speak to if issues or questions arise.
- Agencies should ensure that in-country volunteers receive the training and support they require to play a full part in the programme, and also that they are given a role and responsibilities which are comparable/equal to those of the UK volunteers.
- In-country training should focus on providing placement specific skills and information, rather than training on more generic topics, to ensure that volunteers feel comfortable with the role they are asked to perform.
- There is still a need to manage volunteer expectations pre-departure, particularly by being clear on the role of pre-departure training and the training/orientation they can expect to receive in-country and by sharing the practical/day-to-day experiences of returned volunteers of their time in-country.
- Agencies should consider how to mitigate issues caused by the relatively short length of placements, including maximising time in-country, planning for multiple cycles and handover periods.
- Dialogue should be maintained with project partners in country to identify any funding issues related to the delivery of ICS activity and explore the implications of this for their role in the programme.
- Agencies should consider whether there is scope to group or bring forward travel bookings to realise savings. The Hub should continue to explore opportunities for joint procurement and share their findings with agencies.
- The evaluation team should maintain contact with the M&E function in the Hub to ensure that this process remains on track, particularly while efforts continue to recruit a dedicated M&E manager.

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1.0 Introduction

This report is the output of phase 1 of the evaluation of the International Citizen Service (ICS) which has been undertaken by Ecorys on behalf of the Department for International Development (DFID).

1.1 Evaluation Commission

In October 2012, Ecorys was commissioned by DFID to undertake an evaluation of the ICS programme. The terms of reference for the evaluation set out the aims as being to:

- Assess the value for money of the ICS scheme, informing a mid-term review that will aim to maximise the scheme's cost-effectiveness.
- Improve and inform ICS and future international volunteering schemes through assessing the impacts on the volunteers (both UK and in-country), the recipient communities and other beneficiaries.

In light of these aims, the evaluation has been split into two phases. Both phases will consider the achievements of the programme and the value for money it provides; however, phase 1 has taken a formative perspective, including an increased emphasis on analysing the processes involved in the ICS programme, in order to generate recommendations for improvement over the remaining lifetime.

Phase 2 (which will be undertaken in 2014/15) will provide a summative evaluation which also explores behavioural change and indications of longer-term outcomes.

1.2 Progress to Date

The commission began with an extended inception stage, the purpose of which was to set out the theory of change for the programme and framework for the evaluation. Development of the theory of change was an iterative process which involved detailed discussions with Hub staff and collection of feedback from agencies. The inception stage concluded with the agreement of the inception report in January 2013.

Work in the first part of 2013 focused on providing support to the Hub to develop the ICS monitoring and evaluation framework (M&E) to ensure that it reflected the theory of change and indicator framework and that it would generate robust evidence to support the programme level evaluation and help to embed M&E at agency level. Key developments included redesign of the KAP (knowledge, attitudes and practice) survey which is distributed to volunteers at key stages of the journey, introduction of the action at home survey and revision of the project planning/debriefing tools to facilitate collection of information on in-country outcomes. During this time, the evaluation team also set about meeting with each of the delivery agencies in order to better understand how the programme was being delivered on the ground.

In the second half of 2013, the evaluation team undertook primary research with in-country partners and a sample of non-participants, as well as four case study visits. This report has also been informed by discussions with Hub staff and a review of monitoring data.

It was agreed that phase 1 would draw on monitoring evidence, finance data and survey returns for the period to 30th September 2013 (i.e. spanning quarters 1 to 6 of programme delivery). In summary, evidence which has been reviewed as part of phase 1 includes:

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- Quarterly reports to DFID which summarise progress against each of the log frame indicators and the agency quarterly returns which inform this report (including case study material).
- KAP survey responses and action at home survey returns.
- Non-participant survey findings.
- Partner survey findings.
- Notes from interviews with Hub staff, agency staff and other stakeholders, and observations at events.
- Case study material from four visits (including interviews with volunteers, in-country staff, partners and community members).
- A selection of completed project and team planning tools.
- Finance data collected as part of an internal review of value for money.
- A range of data from Jobscience concerning the delivery process and other monitoring information, plus other material collected by the Hub (including records of communications activity)).

1.3   Structure of Report

The remainder of this report is structured as follows:

- Section 2 sets out the evaluation framework and approach.
- Section 3 describes the ICS programme including progress to date.
- Section 4 considers process and delivery aspects.
- Section 5 presents evidence relating to volunteer outcomes.
- Section 6 provides an analysis of in-country outcomes.
- Section 7 contains information on emerging citizenship outcomes.
- Section 8 focuses on value for money.
- Section 9 sets out conclusions and recommendations.

- A range of background material is included in annexes (study terms of reference, information about the authors, list of consultees, further information on the evaluation framework, further information on the ICS programme, research tools and questionnaires).
- Case study reports are also annexed.

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2.0 Evaluation Framework

This section sets out the framework which underpins the evaluation process, summarises the tasks which have been completed in phase 1 and also provides an overview of work to be undertaken in phase 2.

2.1 Overview of Framework

The evaluation has taken a theory-based approach which allows development of an in-depth understanding of how ICS is working. When applied during the lifetime of an intervention, theory-based approaches can be used to assess progress towards planned outputs and outcomes and also to unpick the reasons behind success (or failure) by exploring the 'how' and 'why' of the intervention.

The first step was to set out a theory of change which articulates the assumed/hypothetical relationship between the context, the intervention and the desired outcomes and longer-term goals. This helps to illustrate the steps which are required in order to bring about the desired effects and to better understand the kind of information which will be required to demonstrate these achievements. The theory of change can be summarised as a logic map which illustrates how the intervention would be expected to generate a series of outputs and, in doing so, contribute to a range of outcomes for beneficiaries, and the wider economy, environment and society (see Section 2.2).

Contribution analysis is then applied to verify the theory of change. In cases where it is not practical to design an experiment to assess impact, contribution analysis is considered to provide an alternative means of assessing cause and effect. This approach involves explicitly stating the assumptions and risks behind the theory of change and paying attention to other factors that may influence the outcomes of interest then assessing the relative contribution they have made by triangulating evidence from a range of sources. The findings can then be used to review and, if necessary, refine the theory of change as part of an iterative process.

The evaluation of ICS focuses on how the participants, partner organisations and host communities have benefited from the intervention. However, it is inherently difficult to distinguish the effects of ICS placements from the effects of other inputs or activities, and the influence of wider contextual factors. Contribution analysis will provide a way to explore these other influences (or potential contributory factors) by identifying and documenting change and also exploring with stakeholders how and why any changes were brought about and whether there might be any alternative explanations which might better explain the observed effects (i.e. the extent to which change might have occurred anyway in the absence of ICS). This triangulation of multiple perspectives, including qualitative and quantitative evidence, will support a more robust and credible assessment of the role of ICS in delivering the observed outcomes. Specifically, and reflecting the three target outcomes of ICS, we will explore:

- Whether the short and longer-term personal development outcomes would have been secured amongst volunteers (both UK and in-country) anyway, for example through participation in other forms of volunteering or social action, by surveying volunteers and asking them to self-report the influence of the programme on a number of indicators of personal and skills development. We will also collect qualitative evidence during interviews and case study visits, in particular by asking agencies and host organisations to compare the observed personal development outcomes with those obtained by other programmes they have worked on, and through exploring the relative contribution of other influences.
- Whether the short and longer-term development outcomes would have been achieved without ICS, for example through similar projects being undertaken anyway. It will be important to assess whether ICS

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has displaced other volunteers or paid staff and also whether there is any evidence that it has crowded out other investment or led to host organisations changing their investment plans to align with the programme, and explore the potential implications of this. We will explore these issues by asking partner organisations to self-report the influence of the programme on a number of indicators of change for partners and host communities. We will also collect qualitative evidence during interviews and case study visits, in particular by asking partner organisations what activity would have taken place in that community in the absence of the ICS programme, and the outcomes that would have been delivered, for example with reference to concurrent or past development projects that they have worked on.

- Whether the short and longer-term active citizenship outcomes would have emerged amongst volunteers (both UK and in-country) even if they had not taken part in ICS. We will assess this by comparing the active citizenship behaviours which were undertaken both before and after ICS to see if these have changed and will also undertake follow-up telephone interviews to explore in more depth the reasons for any change. In addition, we will compare the active citizenship behaviours reported by ICS volunteers post placement with those being undertaken by a sample of those who were offered a place on ICS but did not take part. This will provide a relevant comparison, helping to explore the extent to which those who were motivated to apply for ICS were simply more pre-disposed to active citizenship and so would have undertaken such behaviours regardless of whether or not they participated in the programme.

Although a full assessment of outcomes is not possible at this stage (particularly longer-term outcomes), a range of evidence has been collected and reviewed as part of phase 1 and provides early indications of achievements in these areas. This evidence is presented primarily in Sections 5, 6 and 7.

2.2   Theory of Change

Figure 2.1 (overleaf) sets out the intervention logic which summarises the theory of change for ICS, showing how the programme activity would be expected to generate a series of outputs (or deliverables) and, in doing so, contribute to a range of outcomes for volunteers (both UK and in-country volunteers) and hosts (communities and organisations), ultimately contributing to positive development impacts.

Development of the theory of change for ICS was informed by a review of programme documentation and existing literature which looked at the effects of similar interventions, discussions with DFID and Hub staff, and feedback from consortium members.

The programme is best able to influence the achievement of outputs as these are directly related to the scale and quality of activity which is undertaken (and as a consequence are most easily monitored). However, ICS activity will also contribute to a range of intermediate or short-term outcomes, which would be expected to occur as a consequence of the outputs which are generated. Research evidence exists which has linked these intermediate outcomes with the development of important longer-term effects which would be expected to contribute to higher-level impacts. These mechanisms are being tested during the course of the evaluation and the intervention logic diagram should be seen as a dynamic device to be reviewed at key intervals based on the available evidence.

The intervention logic diagram is followed by a further diagram (Figure 2.2) which highlights the key assumptions behind the theory of change and the risks to this being realised which will be explored as part of the contribution analysis approach.

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Figure 2.1 ICS Intervention Logic

Programme Inputs and Activities

Outputs

Short-Term Outcomes

Longer-Term Outcomes

Impacts

£54.6m DFID funding plus £5.4m fundraising income (raised by volunteers)

- Recruitment, selection, training and pre-placement support to a diverse range of UK volunteers
- Recruitment, selection, training and pre-placement support to in-country volunteers
- Identification of host communities/projects which can benefits from the unique contribution of young people
- In-placement support and engagement
- Post-placement support and engagement
- Management and coordination

UK volunteers (UKVs) take part in ICS
1. UKVs start service
2. UKVs end service
3a. UKVs attend a Return Volunteer session
3b. UKVs complete the Action at Home phase

In-country volunteers (ICVs) take part in ICS
1. ICVs start service
2. ICVs end service
3a. ICVs attend a Return Volunteer session
3b. ICVs complete the Action at Home phase

VOLUNTEER DEVELOPMENT

- Increased awareness/understanding of poverty, equality and development
- Confidence and skills development
- Cross-cultural understanding/perspective and networks
- Inspiration and motivation to make a difference

- Further volunteering and social action
- Creation of advocates for international and community development
- Personal responsibility and transformation
- Progression to employment/ education/training

Increased active citizenship

IN-COUNTRY PROJECTS DEVELOPMENT

- Changes in resources, practice and awareness in host organisations and communities
- Changes in attitudes / perceptions towards young people
- Infrastructure development

- Behavioural and material changes in host organisations and communities spanning key sectors of activity
- Host communities better able to support their own development

Contributions to local development goals / objectives

Long-term economic, social & environmental development impacts

(UK and overseas)

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Figure 2.2 Assumptions and Risks Impacting on the Theory of Change

Programme Inputs and Activities	Outputs	Short-Term Outcomes	Longer-Term Outcomes	Impacts

VOLUNTEER DEVELOPMENT

Programme Inputs and Activities

Key assumptions:
1. That the consortium has sufficient resources /capacity in place to deliver the required activities.
2. That the activities generate the outputs required to trigger payments from DFID.

Key risks:
1. Limited success in fundraising.
2. Change in priorities/ budgets in Government mean support for the programme is withdrawn.
3. Consortium members drop out/key staff are lost.
4. Delivery proves to be unaffordable (costs exceed payment).

Outputs

Key assumptions:
1. The scheme appeals and is accessible to a diverse group of young people.
2. Enough suitable applicants can be identified Enough suitable placement opportunities can be identified.
3. A good level of engagement is maintained with volunteers post-placement.

Key risks:
1. Recruitment falls to reach out to target groups.
2. Adverse publicity impacts on take-up.
3. Volunteers fail to engage with the action at home phase.

(all applicable to both UKVs and ICVs)

Short-Term / Longer-Term Outcomes — Volunteer Development

Key assumptions:
1. Volunteers learn and develop (both personally and professionally) as a result of their experience
2. Volunteers are then able to use or apply this learning in their lives.
3. Volunteers are influenced and/or inspired to take further action as a result of their experience.

Key risks:
1. Volunteer learning is limited and/or unstructured.
2. Volunteers receive a lack of supervision and/or guidance or a lack of clarity about their role.
3. Volunteers experience a lack of contact and/or integration with the host community.
4. Volunteers have a poor quality experience.

Short-Term / Longer-Term Outcomes — In-Country Projects Development

Key assumptions:
1. Partner organisations and host communities benefit from the work of ICS volunteers.
2. The work of ICS volunteers creates sustained change in partner organisations and/or host communities.

Key risks:
1. Volunteers are under-utilised in-country.
2. Volunteers are not equipped with the knowledge and/or training they require to fulfil their roles.
3. Volunteers experience a lack of contact and/or integration with the host community.
4. Partners and/or communities have a poor quality experience.

IN-COUNTRY PROJECTS DEVELOPMENT

Impacts

Key assumptions:
1. Influence of ICS persists beyond the lifetime of the programme.
2. Work undertaken by projects is in line with local development goals.

Key risks:
1. Influence of ICS is not sustained.
2. Lack of rationale/ needs assessment for work undertaken.

Ultimately, the contribution to long-term development impacts derives from positive effects further down the theory of change.

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The following sub-sections provide a brief review of the literature underpinning the theory of change.

2.2.1 Personal and Professional Development of Volunteers

Volunteering has long been seen as being of benefit to the communities in which it serves; however, literature in the past few decades has also focused upon the benefits to the volunteers themselves[1]. The World Volunteer Web, sponsored by the UN, provides a comprehensive list of the personal benefits to volunteers, with reference to an article by Merrill[2]. These are cited as: learning or developing a new skill, being a part of the community, meeting a diverse range of people, motivation and sense of achievement, new interests and hobbies, boosting career options, and sending positive signals to friends, family, employers etc.

Empirical evidence largely supports the idea of there being significant benefits to participants, although these are relative to their motivations. For example, it has been found that young people reported having gained new skills and knowledge much more than older generations[3]. These motivations were found as key in determining what volunteers got out of their service with 'those who had taken their volunteering activity for employment reasons are far more likely than others to report a positive impact'[4]. Hamilton and Fenzel[5] highlighted that individuals gained from the knowledge and skills they developed during their service, and learnt about themselves at the same time.

Although it has been suggested that the impact upon employment prospects is mixed[6], more recent evidence suggests that schemes have had a positive impact. Canada's International Youth Internship Programme reported an unemployment rate of ex-volunteers which was 4% below average, although it is possible that the volunteers may have been more motivated than the average person. Hirst supports these findings in work for the DfES which found that 'overall more than half of all volunteers perceive that voluntary activity has had a positive impact on their chances of finding work', and that participants were less likely to return to Job Seekers Allowance if their main motivation for volunteering was for employability reasons. A longitudinal study of participants in AmeriCorps found that participation had a meaningful impact on employment outcomes. In particular, participants in AmeriCorps State and National programs were significantly more likely to choose careers in public service compared to the comparison group[7].

In terms of the other associated benefits, Astin and Sax[8] found that undergraduates who carried out volunteering were much more likely to complete a postgraduate degree. This implies that participants are encouraged to continue in higher education, further developing their human capital. Wilson[9] found that

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[1] See for example, Hamilton & Fenzel (1988) The impact of volunteer experience on adolescent social development: Evidence of program effects. Journal of Adolescent Research, 3, 65-80; Astin et al (1999) Long-Term Effects of Volunteerism During the Undergraduate Years, The Review of Higher Education 22.2.

[2] Mary V Merrill Associates (2011) Ten Professional Development Benefits of Volunteering (Everything I Learned in Life I Learned through Volunteering), Time Bank.

[3] Davis Smith, J. (1998) The 1997 National Survey of Volunteering, London: Institute For Volunteering Research.

[4] Hirst, A (2000) Links between Volunteering and Employability Research Report RR309 Cambridge Policy Consultants for DFES.

[5] Hamilton & Fenzel (1988) The impact of volunteer experience on adolescent social development: Evidence of program effects. Journal of Adolescent Research, 3, 65-80.

[6] Hill et al (2009) Young people, volunteering and youth projects: A rapid review of recent evidence. Vinspired.

[7] Abt Associates Inc (2004) Serving Country and Community: A Longitudinal Study of Service in Americorps.

[8] Astin & Sax (1998) How undergraduates are affected by service participation. Journal of College Student Development, 39(3): 251-263.

[9] Wilson (2000) J VOLUNTEERING in Annual Review of Sociology 2000.26:215-40.

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participants in volunteer programmes also experience better physical and mental health due to stronger social ties.

Small sample sizes are not an uncommon feature of research into volunteering programmes. However, larger multi-institutional studies have also shown evidence of significant benefits to participants. UCLA evaluated the effects of President Clinton's Learn and Serve America Higher Education Program and found that 'service participation is positively associated with a number of short-term cognitive and affective outcomes during the undergraduate years' of student volunteers[1]. Some of the significant and positive variables were: leadership skills, self-confidence, racial understanding and commitment to their communities[2].

There is less empirical evidence on the longer-term impacts on participants' personal development. However, Astin et al[3] looked at 280,000 students from 550 colleges and universities in the US over three points in time - during education, four years after graduating and nine years after graduating – to assess whether service participation impacted on development of civic responsibility. Findings suggest that volunteering during college has a marked effect on personal development, even up to nine years after leaving school, based on similar indicators to those highlighted by Astin & Dey. Impacts diminished four years after college, with several indicators experiencing no significant impact anymore. However, five years further on there had been little change in impact suggesting that volunteering at undergraduate level was more crucial than post-college volunteering. The results of the study support the academic idea that volunteering fosters greater empowerment, commitment to education and greater commitment to society.

There is also very little literature relating to the impact on in-country volunteers[4]. However, one hypothesis is that the outcomes will be similar to those of volunteers in general, although the positive impacts may be even stronger due to potentially lower baseline levels of human capital compared to international volunteers as a result of factors such as lower educational opportunities in developing countries.

2.2.2   Development in Host Communities

There is limited existing research on the links between international volunteering and development in host communities. However, available evidence suggests that such efforts can generate outcomes in a range of areas:

- **Organisational capacity**: evaluation of the Weltwarts volunteer programme[5] found that with well-matched placements volunteers can greatly enhance the services provided by host organisations by bringing in different ways of thinking and new skill-sets which otherwise would not have existed locally. However, crowding out can also occur as a result of volunteer programmes, for example, if the resources of the host organisation were diverted away from service delivery to deal with volunteers. Also, if volunteers are poorly trained or poorly matched with host organisations this can reduce

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[1] Astin, A. W., & Dey, E. L. (1996). Causal analytical modelling via blocked regression analysis (CAMBRA): An introduction with examples. Los Angeles: Higher Education Research Institute, UCLA.

[2] 47 indicators were tested, of which 42 were statistically significant and positive.

[3] Astin A, Sax L, & Avalos J (1999) Long-Term Effects of Volunteerism During the Undergraduate Years, The Review of Higher Education 22.2

[4] See Ecorys (2012) Interim Evaluation of International Inspiration Draft Report Submitted to the II Foundation, Unpublished.

[5] Stern et al (2011) The Weltwarts Development Volunteer Service. Evaluation Reports. Bonn: Bundesminesterium fur wirtschatftliche Zusammenarbeit und Entwicklung.

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capacity and possibly tarnish the reputation of an organisation locally. The fresh perspective and new ideas brought by young people taking part in ICS would be expected to inspire change in host organisations, particularly in terms of the approach to engagement and consultation with local communities. However, the contribution to organisational development made by this relatively inexperienced cohort will differ from that which would be provided by older, skilled professionals who would be expected to provide more practical knowledge and experience.

- **Social development**: young volunteers can improve awareness and understanding of services and practices in areas such as education, health and welfare, increasing uptake which in turn raises human capital, although evidence of achievements in this area is sparse. However, deadweight losses may also occur if local citizens were better able to provide these benefits themselves but were crowded out by the programme. Community interaction of this type can also help to increase community engagement and involvement in development projects and also generate trust and help to build social capital, resulting in wider social benefits.

- **Political development**: interactions with local communities can also result in exchange of learning and increased cultural awareness which may lead to empowerment and resulting democratic pressures[1]. Local citizens may be able to expand their social networks to an international level, promoting political reform[2], and provide an opportunity for the leveraging of future partnerships and resources. Cultural exchange may also increase tolerance for all parties involved (although if the programme is poorly run this could result in animosity instead)[3]. Young people who take part in international volunteering have potential to become advocates for development efforts and also help to shape future policy development.

- **Economic development**: volunteering adds to the economy by providing work that would otherwise perhaps have been funded from elsewhere, such as the state. In the few countries where volunteer work has been empirically studied, the contributions are estimated at between 8% and 14% of Gross Domestic Product[4]. In theory, volunteer programmes can support enterprise development and job creation, reduce poverty and empower local citizens. This occurs, for example, through the use of in-country volunteers who will gain marketable skills and improved self-esteem and confidence, and through the potential political, social and organisational benefits that can result from the work of volunteers. Positive economic spillover effects can also occur as a result of hosting volunteers, such as housing them in the local community or the purchase of goods and services from local suppliers. However, crowding out may occur by either displacing local workers and/or replacing mutual-aid within a community with dependence on foreign aid[5]. A tailored approach according to the community's needs and problems would therefore need to be considered to ensure favourable programme outcomes. The Valuing Volunteering research project developed by VSO and the Institute for Development Studies is currently working to better understand the impact of volunteering on poverty based on action-research in six countries, and is expected to provide a valuable insight into the relationship between volunteering, poverty and inequality.

[1] Logan, D. (Ed.). (2002) Employees in the community: A global force for good. Corporate Citizenship Company, London & Center for the Study of Philanthropy, City University of New York.

[2] Fox, J. (1996) How does civil society thicken? The political construction of social capital in rural Mexico. World Development, 24(6), 1089–1103.

Rebecca Tiessen & Barbara Heron (2012) Volunteering in the developing world: the perceived impacts of Canadian youth, vol 22 Development in Practice.

[4] United Nations Development Programme (UNDP) (2003) Volunteerism and Development, Essentials No. 12.

[5] Laleman, G., Kegels, G., Marchal, B., Van der Roost, D., Bogaert, I., & Van Damme, W. (2007) The contribution of international health volunteers to the health workforce in sub-Saharan Africa. Human Resources for Health

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2.2.3   Creation of Active Citizens

Volunteering is strongly associated with active citizenship. Academic findings show that participant personal development occurs, implying more ethical and moral citizens who are more likely to continue to be active citizens. However, there is debate as to the size of the impact that being a volunteer has on active citizenship. Hamilton and Fenzel[1] find that volunteer service has a minor impact on personal and social responsibility, whereas Taylor et al[2] find clear links with being an active citizen.

The main question that needs consideration is whether these impacts continue after the formal volunteer experience has terminated. The study by Astin et al[3] finds that not only personal development persists but so do values such as 'helping others in difficulty' and 'participating in environmental clean-up programs'. What this shows is that the short-term impacts of volunteering on active citizenship actually carry on for many years. The effects diminish over time, but that is to be expected given the rise of new commitments over an individual's lifetime.

Raleigh International published a report on the impacts from its volunteers by surveying them between 1989 and 2006. The report found that 73% of volunteers had increased participation in volunteering due to the programme, and had become more altruistic. It was noted that much of the subsequent volunteering occurred outside their home country, with the report suggesting this may be because returning volunteers felt more estranged from their home communities[4]. This may be due to poverty in communities abroad being relatively worse then that at home, and therefore deemed more important by the volunteer. It was also noted that continued participation in volunteering, and the area of this activity, were largely determined by original motivations, suggesting that continued active citizenship may be partially exogenous to volunteering schemes.

There is relatively little empirical evidence on the longer-term impacts of volunteering, particularly when considering active citizenship. This is in part because there is simply not the capacity in many volunteer organisations to gather this data[5]. However, a consortium led by Vinspired is working on a study to ascertain the possible approaches to measuring the longer-term impacts of volunteering[6].

In-country volunteering may also facilitate local citizens to participate more in society, building trust and networks between local people, although this again appears to be relatively untested over the longer-term.

2.3   Key Evaluation Questions

Building on the theory of change, the approach to assessing the impact of ICS involves exploration of the relationship between inputs/activities and the resulting outputs, outcomes and impacts, and the

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[1] Hamilton & Fenzel (1988) The impact of volunteer experience on adolescent social development: Evidence of program effects. Journal of Adolescent Research, 3, 65-80.

[2] Taylor, G et al (2000). The impact of work-based learning on student's understanding of citizenship and their role in the community. Social Policy and Social Work Subject Centre, Higher Education Academy, Sheffield Hallam University Report Four.

[3] Astin A, Sax L, & Avalos J (1999) Long-Term Effects of Volunteerism During the Undergraduate Years, The Review of Higher Education 22.2.

[4] Sheldon et al (2009), Rallying Together: A research study of Raleigh's work with disadvantaged young people, IPPR.

[5] For examples, see Birdwell (2011), This is big society without borders: International Service, Demos

[6] Hannah Mitchell (2010) 'Understanding the long term social value of volunteering', Blog.vinspired.com.

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contribution which ICS makes at each point in this chain (and potential influence of other, external factors). Key evaluation criteria and questions are presented in the table below[1] along with information on how these will be addressed in both phases of the work.

Table 2.1 Key Evaluation Questions

Criteria	Key Questions	Phasing
Rationale (or relevance)	How far has the programme addressed specific needs/opportunities? How far investment is justified given relevant market failure or equity arguments? How far has the programme reflected the political/strategic context? How far does the programme remain relevant in light of changes to the political/strategic context during its lifetime?	Phase 1 will establish the initial rationale for intervention and extent of need and strategic fit. Phase 2 will review and reassess the validity of the rationale, need and strategic fit in light of the changes in context and circumstances over time.
Economy	What have been the costs of implementing the programme (and what are the main cost drivers*)? Have the right inputs been secured at the right price? What steps have been taken to control costs and ensure good value for money from procurement?	These questions will be explored in both phase 1 and 2.
Efficiency	What is the cost per volunteer, overall and at different stages of the process? What steps have been taken to ensure that outputs have been produced at reasonable cost? How successful has the fund-raising model been at generating the required income?	These questions will be explored in both phase 1 and 2.
Effectiveness	To what extent has the programme achieved its stated aims/objectives/targets/quality standards? What was the drop-out rate at different stages of the process and what were the main reasons for this? What is the impact of the ICS programme on all intended beneficiary groups across the three identified programme outcomes?* How have (gross) outputs contributed to achievement of the short and long-term outcomes set out in the intervention logic? What have been the net additional outcomes and impacts of ICS (additional contribution)? Is there any evidence of wider/unintended effects?	These questions will be explored in both phase 1 and 2 (although the former will necessarily focus on short-term/emerging evidence of outcomes in order to infer direction of travel).
Added value	Has the programme levered in any other funding or in-kind support? Has the programme been successful in maximising synergies and links with other programmes? Are the links between ICS and NCS adding value to both programmes?* Has the programme influenced the priorities	These questions will be explored in both phase 1 and 2.

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[1] These evaluation criteria and questions build upon the DAC criteria for evaluating development assistance (see http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm) and also incorporate the evaluation questions set out in the study terms of reference.

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	and/or spending plans of stakeholders? Has the programme influenced the approach taken by delivery partners? Has the programme developed new and innovative approaches? Has the programme generated examples of replicable good practice, and how have these been disseminated?	
Sustainability	What indications are there that the programme has led to long-lasting changes in behaviour/outcomes? How far has the programme supported participants to achieve further change/benefits over time?	These questions will be primarily explored in phase 2 as there will be limited longitudinal/post-placement evidence available during phase 1.
Process/ delivery	How does ICS operate? What were the strengths and weaknesses of the approach to recruitment, marketing, communication and engagement? How effective was the approach to assessment, training and pre-departure support? How successful has the programme been in generating an inclusive approach? What were the strengths and weaknesses of the placement phase? What were the strengths and weaknesses of the post-placement phase? How effectively do the different steps link together? What lessons can be learned from the approach to management and monitoring? How effectively has the Hub captured and made use of participant data? How effectively has the programme secured youth participation to inform design and delivery? How effective were the consortium arrangements and working relationship between partners? How effectively has the project identified and adopted good practice and lessons learned throughout its lifetime? What lessons can be learned from ICS to inform further ICS placements and/or future international youth volunteering schemes?* To what extent have recommendations	This area will be a particular focus for phase 1 in order to generate a series of practical recommendations. Phase 2 will explore to what extent phase 1 recommendations have been implemented (and the challenges in doing so) and how the process and delivery arrangements have changed and what has happened as a result (including in terms of outputs).

Questions explicitly set out in the evaluation terms of reference are denoted by *. In addition, evidence on economy, efficiency and effectiveness will be used to answer the question 'does the ICS programme offer good value for money?' and, in phase 2, 'to what extent have value for money recommendations been implemented (and what were the challenges in doing so)?'

2.4 Methodology

The evaluation has adopted a mixed methods approach in order to collect evidence to test and validate the theory of change. The table overleaf sets out the research tasks which have been completed during phase 1.

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Table 2.2 Primary and Secondary Research Completed During Phase 1

Method	Research Completed
Review of Monitoring Data	Review of quarterly monitoring reports submitted to DFID plus additional information provided by the Hub (including delivery, marketing and finance data).
Observations	Attendance at two events held by each delivery agency (spanning selection days, pre-departure training and return volunteer events) to observe process and collect informal feedback from staff and applicants/volunteers.
Stakeholder Consultation	Semi-structured interviews with Hub staff, agency staff and other stakeholders (DFID and non-delivery partners) to explore the programme rationale/strategic fit, achievements to date, process issues and added value.
Volunteer Research	Analysis of KAP survey and action at home survey responses. Qualitative discussions with volunteers have also taken place during case study visits.
Non-Participant Survey	Online survey of sample of those who were accepted onto the programme but did not take up the offer of a place to explore their motivations for applying to ICS and their reasons for not participating but also to provide some comparison to volunteer characteristics/motivations.
Host Organisation Survey	Survey distributed to partner organisations by agencies to explore process issues and collect initial evidence of relevant development outcomes for partners and communities.
Case Studies	Completion of four case study visits which included observations, interviews with volunteers (both UK and in-country), staff from partner organisations, project beneficiaries and other stakeholders to collect more in-depth evidence of process lessons as well as volunteer and development outcomes.

The original plan to train a cohort of peer researchers was deemed infeasible for a number of reasons. Instead the team has provided M&E sessions in-country (during case study visits) which focused on explaining and exploring the theory of change at project level. Sessions have been tailored to the specific context and delivered to both volunteers and in-country staff with the aim of improving both understanding and quality of project-level M&E. We have also provided an M&E training session as part of an agency workshop and contributed to discussions on the incorporation of M&E into volunteer learning.

The evaluation is able to build upon the internal M&E framework which has been set out by the ICS Hub and applies to all delivery agencies. The diagram overleaf shows the key components of this framework. The KAP and action at home surveys are particularly important as they are expected to provide the primary source of evidence of volunteer development and active citizenship outcomes, while the project and team planning and debrief reports will provide a detailed record of in-country baselines and outcomes.

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Figure 2.3 M&E within the ICS Programme

ICS M&E Process
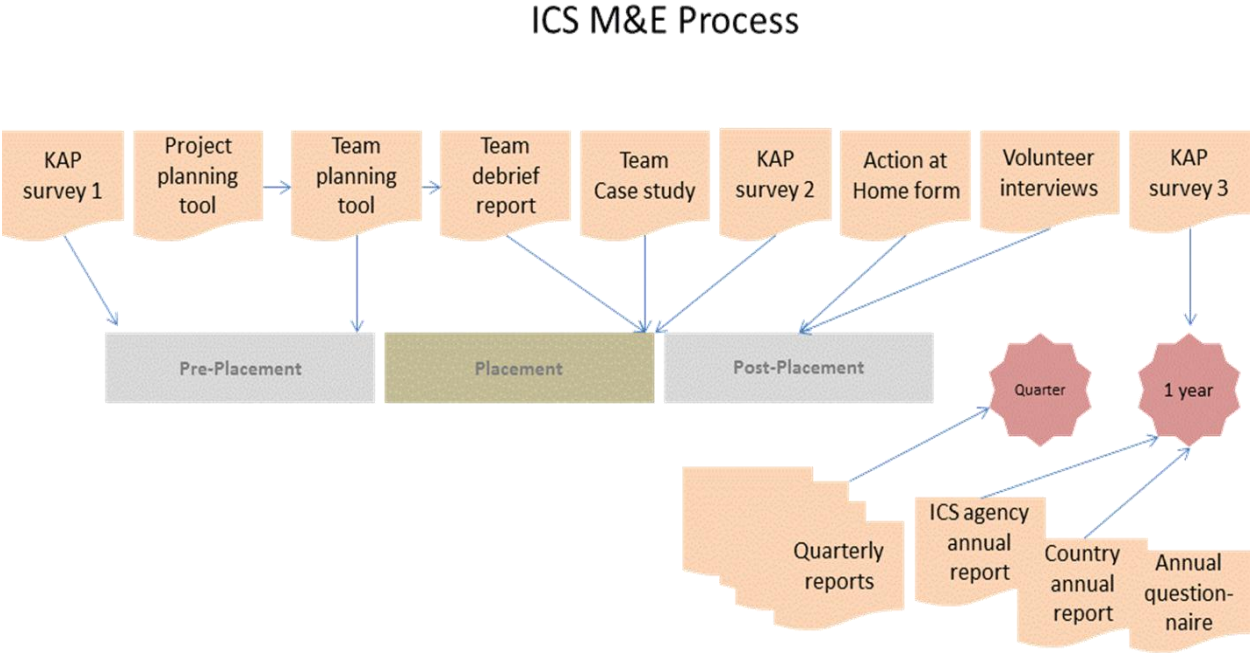
Source: ICS M&E Framework

2.5   Case Study Sample

Based on the framework set out in Annex 4, and the information on live projects and scheduling which was available in summer 2013, the following table sets out the case study sample.

Table 2.3 Case Study Sample

Year 1 (2013)	Year 2 (2014)	Year 3[1] (2015)
Raleigh, Nicaragua, Env.(Aug)	Raleigh, India, Health	Restless Development, Nepal, Health
VSO, Sierra Leone, Civic Par. (Oct)	VSO, Bangladesh, Livelihoods	International Service, Burkina Faso, Education
Progessio, Malawi, Env (Sept)	Tearfund, Bolivia, Education	Spare, Africa, Livelihoods
Restless Development, Zambia, Livelihoods (July)	International Service, Ghana, Livelihoods	Spare, Africa, Health

The sample will be kept under review and may change to accommodate inevitable changes in programming. The timing of year 2 visits will be planned in more detail in early 2014.

2.6   Plans for Phase 2

The table overleaf sets out the main research tasks which will be undertaken during phase 2. More detail on the work programme for phase 2 is provided in the phase 2 inception report. The research undertaken in phase 2 will add to the evidence base from phase 1.

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[1] Two visits have been left unallocated (to an agency) at this stage to facilitate inclusion of the organisations who will begin delivery from quarter 7 onwards.

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Table 2.4 Primary and Secondary Research in Phase 2

Method	Research Planned
Desk research	Review of quarterly monitoring reports submitted to DFID, agency reports plus additional information provided by the Hub (including delivery, marketing and finance data). Review of strategic/policy context and relevant literature.
Stakeholder Consultation	Semi-structured interviews with Hub staff, agency staff and other stakeholders (DFID and non-delivery consortium partners) to explore the programme rationale/strategic fit, achievements to date, process issues and added value.
Observations	Attendance at three events held by each delivery agency (spanning selection days, pre-departure training and return volunteer events) to observe process and collect informal feedback from staff and applicants/volunteers.
Volunteer Research	Analysis of KAP 1/2/3 and action at home survey responses at six monthly intervals.
Non-Participant Survey	Online survey of a further three samples of non-participants to explore their motivations for applying to ICS and reasons for not participating and also to provide some comparison to volunteer characteristics/motivations.
Qualitative Follow-up Research	Three waves of telephone interviews with a sample of up to 25 volunteers at approx. KAP3 stage and 15 respondents from each non-participant survey wave to explore longer-term citizenship behaviours .
Host Organisation Survey	A further survey of partner organisations to explore in-country outcomes for their organisation and host communities.
Case Studies	Completion of a further eight case study visits to include observations, interviews with volunteers (both UK and in-country), staff from partner organisations, project beneficiaries and other stakeholders to collect more in-depth evidence of in-country development outcomes.
Social Return on Investment (SROI)	Completion of SROI analysis for four (of the 12) case study projects, by drawing on insights from the visit combined with evidence of outcomes and appropriate proxies.

In particular, as the sample of non-participant responses grows it will then be possible to undertake a comparison of mean scores relating to knowledge and attitude questions for non-participants with those of volunteers (based on KAP 2 returns for UK volunteers). Similarly, comparisons between these two groups will be undertaken using information on active citizenship behaviour post-placement, based on survey returns (for volunteers this will come from KAP 3) and qualitative research findings. This will allow a fuller exploration of the additionality of volunteer outcomes and active citizenship behaviours.

2.7 Summary

There have been no significant changes to the framework which was set out in the inception report although further development work has been undertaken during the course of 2013, primarily to ensure that mechanisms are in place to capture the data required to make a detailed assessment of the impact of ICS (across the three primary outcome areas). In addition, both primary and secondary research tasks have proceeded to schedule.

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3.0 ICS Programme

This section provides an overview of the ICS programme and its progress to date.

3.1 Background

ICS is a programme which offers the opportunity for young people from the UK and young people from developing countries to work alongside each other on projects which aim to achieve positive development outcomes in some of the world's poorest communities.

An 18 month pilot scheme was launched in March 2011, delivered by a consortium of six organisations led by VSO. The pilot was evaluated independently therefore activity undertaken in this period does not fall within the scope of the current evaluation.

Work to deliver the full ICS programme began in April 2012, overlapping with the final (and largest scale) stages of the pilot. The programme was commissioned in the form of a contract (rather than a grant) and awarded to a consortium of organisations led by VSO. The consortium was made up of six delivery agencies (International Service, Progressio, Restless Development, Raleigh International, Tearfund and VSO) and two strategic partners (Catch 22 and Islamic Relief).

The ICS Hub (based within VSO) undertakes a management role, including running centralised aspects of the programme such as the application process, fundraising support and communications, and is also responsible for maintaining and improving programme quality, including ensuring compliance with minimum standards.

VSO has the role of lead contractor and, in turn, sub-contracts delivery quotas to the consortium members with a role in delivery. The terms of the contract give the consortium the freedom to manage the programme as they see fit within broad parameters and requires quarterly reporting against a range of indicators (set out in the form of a log frame) which is actively monitored by DFID. In addition, monthly contract review meetings take place, although it is generally felt that the process is less burdensome than those usually associated with a grant agreement.

The contract requires the provision of 7,000 overseas placements for young people from the UK over a three and a half year period; the consortium aspires to match this by providing placements for 7,000 in-country volunteers. Under the terms of the contract, agencies receive a fixed payment (unit cost) for each UK volunteer who completes the programme; this sum is divided between four payment milestones (departure, placement, attendance at a return volunteer event and completion of action at home).

In order to facilitate the necessary scale of delivery during year 2 and beyond, a proportion of delivery will be sub-contracted to new agencies, including Skillshare International, which dispatched its first teams of volunteers in quarter 7, and Lattitude which plans to offer placements from quarter 8 onwards. However, due to the stage at which these new agencies joined the programme, their role and activity has not been explicitly considered in phase 1 of the evaluation.

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3.2 Strategic Fit and Rationale

At the time of its inception, ICS had a strong strategic fit as it contributed to DFID's commitment to achieving the Millennium Development Goals, by deploying youth volunteers to bring a different perspective and add value to existing development projects. The programme also responded to the Coalition Government's ambitions to encourage social action and support the creation of a Big Society, by supporting steps to increase volunteering, community participation and other forms of social action. ICS is still very much aligned with this wider context and so maintains a good strategic fit; however a number of stakeholders have commented that interest from those responsible for the Big Society agenda quickly diminished. The Hub is making renewed efforts to establish links with the now re-launched National Citizen Service (NCS) in order to explore potential synergies.

The rationale for ICS is primarily one of equity as it aims to provide an affordable way for young people (both in the UK and in-country) from a diverse range of backgrounds to experience volunteering overseas, recognising that similar commercial schemes are priced at a level which is unaffordable for many people. The extent to which ICS is reaching a diverse range of young people is considered further in Section 4.

In addition, there is also a potential market failure rationale for the intervention, based upon the external benefits which would be expected to flow from the increased active citizenship of volunteers both during and after their placement. As the benefits of this type of activity are not captured entirely by the volunteers themselves (but rather provide benefits for wider society), it could be argued that without intervention the level of active citizenship would be less than optimal. The strength of this rationale will need to be tested by the evaluation, particularly during phase 2 when there will be evidence to asses the influence of the scheme on active citizenship by volunteers post-placement.

3.3 Aims and Objectives

It is intended that the ICS programme will deliver three main types of outcome:

- Volunteer development – on both a personal and professional level for both UK and in-country volunteers.
- In-country development – for both the project partner and host community.
- Active citizenship – due to encouraging new volunteers, and advocacy, further volunteering and other forms of social action undertaken by former ICS volunteers (both UK and in-country) and more widely (including in host communities).

The three outcome areas are viewed as being equally weighted and also interdependent[1]. It is expected that achievement of these outcomes will, in turn, help to generate longer-term positive impacts for economic, social and environmental development both in the UK and overseas.

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[1] ICS Business Case and Intervention Summary (DFID, March 2012).

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3.4 Activity

Each of the agencies are working with identified partner organisations[1] in the countries targeted by ICS which are delivering projects that provide an opportunity for young volunteers to add value. Projects have been classified according to five sectors[2]:

- Civic participation – projects where young people help to amplify the voice of disadvantaged groups and strengthen the capacity of community groups to control decisions and resources which affect their lives.
- Education - young people making a positive contribution to improve the delivery of and/or access to basic education services.
- Environment - activity focused on young people supporting communities, especially disadvantaged groups, to respond to the challenges of climate change.
- Health - young people making a positive contribution to improve the delivery of and/or access to basic health (including sexual and reproductive health) services and/or promoting positive health practices.
- Livelihoods – projects where young people support communities (especially disadvantaged groups) to increase economic opportunities.

As ICS volunteers are not expected to bring specific professional or vocational skills, the activity undertaken is more generic and can be divided into the following broad tasks:

- Peer education.
- Action research.
- Awareness raising.
- Training.
- Resource development.
- Community infrastructure development.

3.5 Delivery Progress

The consortium has made good progress to date in generating applications, achieving 93% of the target for this stage of the programme (9,696).

At the end of quarter 6 (i.e. the period to the end of September 2013), the Hub reported that a total of 2,360 UK volunteers had been sent overseas (including 735 in quarter 6 alone) which, when compared to the target of 2,364 at this stage, shows that delivery of placement opportunities is almost exactly on schedule which is extremely positive.

Overall, 92 volunteers have returned early from their placement, the majority for medical reasons. This represents just under 5% of the total number of volunteers who have returned to date which is significantly below the 10% threshold which is set out in the contract. Good progress has also been made with completion of the action at home phase, and the current completion rate is above the target set for this stage of the programme.

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[1] Partner organisations can also include in-country offices of the UK agencies.
[2] This typology is aligned with the six sectors set out in the first ICS M&E Framework document (Aug 2012), except that the category Sexual and Reproductive Health is now included in the wider Health grouping, and Strengthening Civil Society has been renamed as Civic Participation.

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Table 3.1 Progress to Date – Headline Figures (UK volunteers, to end Q6)

	Cumulative Total
Eligible applications received	9,696
Volunteers sent overseas *Of which:* *Team leaders* *Volunteers*	2,360 *222* *2,138*
Early returns *Of which:* *Team leaders* *Volunteers*	92 *7* *85*
Completed placement	1,888
Completed Action at Home	788

Source: ICS Quarterly Report (October 2013)

3.6 Summary

ICS has a clear premise and objectives, with potential to contribute to international development and active citizenship goals, providing a clear policy rationale. There is a rationale for public sector intervention on equity and market failure grounds although this assumes that the scheme generates some degree of additionality (both in terms of participation and citizenship activity).

The programme is ambitious in its scale and scope; however, the latest monitoring data shows that overall good progress has been made in all aspects of the journey from generating applications to encouraging action at home.

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4.0 Process and Delivery

4.1 Roles and Responsibilities

The Hub plays an important role in overseeing and managing the contract, maintaining the relationship with DFID and providing support to the consortium in a number of key areas. The programme delivery team sifts applications and allocates those which are eligible to the delivery agencies, provides fundraising support to those who are selected and coordinates communications (which includes responsibility for the ICS website and social media channels). The programme quality team supports the quality of the placement phase, including embedding of the seven quality principles (see below) and minimum standards (now the programme implementation manual) and each agency has named Hub colleagues who work closely with them to ensure the required standards are met. The Hub also has senior team members devoted to finance and compliance work-streams.

Seven Quality Principles
1. A diverse range of young people are given the opportunity to participate in the programme.
2. Volunteers are suitably supported throughout the programme to ensure optimal personal development and effective placement outcomes.
3. Every ICS placement must aim to achieve some kind of development impact.
4. Shared working and learning between young people from different countries is a critical aspect of the programme.
5. ICS volunteers must become an integral part of the community while they are on placement.
6. Volunteer learning is supported and encouraged through all parts of the journey.
7. ICS volunteers continue their commitment to live as active citizens after the programme is finished.

Each consortium member nominates a senior member of staff to sit on the strategy team which meets to discuss the strategic direction of the programme. Another key line of communication between the Hub and agencies is the range of thematic groups (which exist both virtually via Base Camp and, in some cases, involve face-to-face meetings) that the Hub staff and agency staff are able to participate in to discuss issues such as value for money and volunteer learning.

At the end of year 1, it was also decided that each agency would be given a named contact within the Hub senior management team which has strengthened the procedures for escalation of any issues going forward, given senior Hub staff a better overview of agency activity and also facilitated a more structured approach to quarterly performance reviews (with templates having been developed to guide these meetings). This link to the senior management team provides the necessary level of seniority to discuss progress and other issues, frees up programme development managers to focus on achieving improvements in quality and has been positively received by agencies. Staff feel that it provides more clarity in relationships by separating performance from on-going development and improvement efforts. Another change which took place was to move the M&E function out of the programme quality team, again, to achieve separation between this oversight role and the drive to improve quality. M&E now sits within the compliance team.

The Hub appears to have succeeded in finding a balance between being prescriptive and being supportive and flexible as to how things are done, helping to empower agency staff to interpret guidance in a way which best suits their organisational and country contexts. It is also felt that communication within the Hub has improved, resulting in a more coordinated approach, reducing duplication of requests to agencies, and providing more clarity about points of contact. There has also been an increase in direct

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engagement by the Hub with in-country staff (where appropriate) in order to ensure a better flow of information and reduce the pressure on UK agency staff to constantly manage and disseminate messages from the Hub.

The identified priorities for the programme quality team in year 2 are developing in-country volunteers, youth participation in programme development, volunteer supervision in-country and volunteer learning, with the aim of ensuring that agencies are able to benefit from support in these areas and encouraging a collaborative approach to share ideas and good practice. A further role for the team is to respond to issues which are raised by agencies as areas where further support is needed.

Agencies expressed positive views about the role of the Hub particularly that they felt the level of support had improved over time. As a counterpoint to this, Hub staff generally felt that the willingness of agencies to accept or ask for support from the Hub had also increased over time as trust has been built up between partners and agencies have become more aware of what help the Hub can offer. Overall, it seems that, despite some early reluctance to engage, agencies have come to be very appreciative of the support which the Hub can provide and also greatly recognise the benefits of partnership working in terms of learning from others and sharing good practice.

Corroborating this, the latest ratings of satisfaction with Hub functions (compiled from quarter 6 agency reports) are very positive, showing high levels of satisfaction across the board, and particularly in relation to fundraising and programme quality (with both achieving ratings of 'very satisfied' from four out of six agencies, with the remainder being satisfied). Communications was the area with the lowest number of agencies being very satisfied (1) (although the remainder of respondents still rated themselves as satisfied with this aspect) which may have been linked to the on-going development of the new website which was finally re-launched during that quarter.

4.2   Models of Delivery

An identified strength of ICS is the fact that agencies have been able to develop a delivery model which best suits their own organisation, as long as it meets the required standards and parameters.

In broad terms, the programme involves recruitment of UK volunteers and team leaders (via a centralised application process) to work alongside in-country volunteers and team leaders (recruited by the agency and/or its partners) on projects delivered by a partner organisation. However, variations exist in a number of areas, including:

- **Team leaders** – VSO currently use paid programme supervisors rather than volunteer team leaders, which is a model they have used previously when working with young volunteers to provide supervision, pastoral care and oversee learning.
- **Recruitment of in-country volunteers** – recruitment methods (for example, whether a formal application process is held) and target groups (for example, whether volunteers are recruited from the host community or a different part of the country) vary by agency and country with some agencies able to rely on country offices, existing networks or national youth volunteering schemes to support this process and others facing the challenge of having to develop specific mechanisms.
- **Multiple cycles** – in-country volunteers and team leaders sometimes stay with the project for more than one cycle (for example, in-country volunteers for Restless Development stay on for two or three cycles and International Service began by recruiting team leaders on one year placements, although this has since been shortened to six months).

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- **Partnership working** – some projects are delivered by in-country representation rather than an external partner (for example, in the case of Restless Development).

In most cases, ICS has represented a steep learning curve and the need to make a quick start (at a time when pilot activity was at its peak) and subsequently continue to scale up activity has presented a challenge, particularly for those agencies with less/capacity/smaller staff teams. Staff turnover, including changes in key roles, has caused disruption in some cases with in-coming staff being under considerable pressure to get quickly up to speed.

ICS has required some level of adjustment from all agencies compared to their traditional ways of working. For example, International Service had previously used a development worker model to support capacity building, and youth development represented a new direction (albeit one that fitted well with the organisation's strategic development framework). Similarly, Progressio had also traditionally used a development worker model, more recently focused on individuals who know the culture of the area; therefore staff have had to adjust to the lack of cultural understanding and practical experience of ICS volunteers and a lot of work has been required with staff and partners to raise awareness of the benefits that this group can bring.

Restless Development had extensive experience of working with young volunteers although in recent years this had focused on working with in-country volunteers and there have been challenges in integrating UK volunteers into this work. Tearfund's previous work with volunteers was generally focused on personal development so there was a need to ensure that staff understood that ICS was also focused on facilitating development outcomes. Raleigh found ICS to be a good fit with their existing delivery model and have been able to use existing field offices and structures (including for recruitment of in-country volunteers), although it has prompted them to take a closer look at volunteer learning and development education aspects. Similarly, VSO was largely able to adapt existing structures and networks, including the use of the programme supervisor model.

All agencies had different starting points and it is important to recognise the progress that has been made in developing a portfolio of ICS projects, particularly given the differing backgrounds and capacities contained within the consortium. It is also clear that agencies have benefited from their involvement in ICS as it has provided an important opportunity to develop capacity, try out new ways of working, engage with a wider audience, and learn from others. The experience of being part of the ICS consortium may also increase the profile of some agencies, helping them to develop new relationships and leaving them better equipped to take part in similar programmes in future.

4.3 Marketing and Communications

The original branding of ICS was developed to mirror that of NCS. However, the decision to rebrand NCS in late 2012 allowed ICS to do the same. Rebranding work was undertaken during quarters 3 and 4 and feedback suggests that the new branding has been well received (and preferred to the original), although there were knock-on effects for marketing during this period, with some activity being delayed or put on hold.

The new ICS website was launched by the Hub in quarter 6 and its primary purpose is that of a recruitment tool, although it also provides more general information about the programme for stakeholders. Google Analytics is being used to monitor the site (which has been set up to allow more extensive monitoring than the previous one, including tracking of where applications came from) and early indications are that traffic has increased significantly (by 150% compared with the same period in 2012).

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Dwell time has also increased with visitors now spending an additional 1.46 minutes on the site compared to previously. However, the data here should be treated with caution as the analysis of the previous website was very limited and findings for the new site are only based on approximately six weeks of data; more generally data on website traffic should be considered alongside information on marketing activity. More detailed analysis will be possible in the coming months but early indications are that the new website will provide a valuable platform to promote the programme, driving recruitment, and also to share learning and showcase impact.

Significant work has also been undertaken by the Hub to promote ICS through digital and social media channels. The number of Facebook fans and Twitter followers has been growing steadily, supported in recent months by the International Youth Day campaign, ICS photography competition and DFID social media promotion. Consortium members have also included prominent calls to action related to ICS on their own homepages and social media channels.

Table 4.1 Social Media Activity

Facebook	Q1	Q2	Q3	Q4	Q5	Q6
New fans	918	1,100	1,500	2,200	3,800	3,400
Unliked page	51	99	106	136	221	274
Impressions	205,700	415,100	499,400	535,700	760,000	1.4m
Stories created	1,200	1,600	2,600	3,600	5,600	6,400
Total Reach	15,300	99,700	112,700	140,500	247,200	525,000
Twitter					**Q5**	**Q6**
New followers	The ICS Twitter feed launched in November 2012 and				479	560
@mentions	enhanced monitoring tools were introduced in April 2013				447	790
Clicks	(monitoring data for previous quarters is not available).				23,100	27,600
Re-tweets					261	280

Source: ICS Hub

Media coverage of ICS continues to be strong and agency level monitoring shows that a total of 157 items of coverage were generated during quarter 6, with a potential audience reach of 7.9 million[1]. This compares favourably to quarter 5 which saw a total of 145 items with an estimated potential reach of 3.7 million. Monitoring also considers the tone and the accuracy of the messaging and found that almost all (99%) of coverage in quarter 6 was positive in tone. Analysis by agency shows that VSO and Raleigh are achieving most coverage and work is underway by the Hub to share best practice from these two sources; however, it is recognised that those agencies with dedicated media/communications staff are likely to achieve more coverage than those who do not have this capacity in-house.

Analysis of content shows that coverage is generally focused on the pre-departure stage (40-60% of all coverage during quarters 4, 5 and 6), and in particular fundraising, rather than post-placement or action at home led coverage. This analysis also shows that a significant proportion of coverage is supported by the Hub (rising to 67% in quarter 6) but there is recognition that going forward agencies should be encouraged to play a greater role in generating media coverage leaving the Hub communications team free to focus on more strategic activity to raise the profile of ICS and support recruitment in key areas.

The Hub also tracks marketing activity undertaken at an agency level using a monthly scorecard system. The quantity and quality of information on marketing has improved over time, with submitted scorecards generally supplemented by further narrative and explanation. The agency scorecards provide a way to coordinate activity and help to avoid duplication across the consortium. The Hub communications team is

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[1] Audience reach is estimated based on the size of the media outlet.

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currently working on a central scorecard which will bring all of this information together. It is important to recognise that agencies differ in their approach to marketing and the resource which they have available for this activity. However, there have been increasing opportunities for sharing learning and knowledge across the consortium, facilitated by quarterly communications meetings.

Events have provided an important marketing tool, and are particularly key to the marketing strategies of International Service, Raleigh, Restless Development and Tearfund. The Hub estimates that across the consortium ICS was represented at more than 120 events during year 1, the majority focussed on the student/graduate market. However, analysis of applications has shown that events result in poor brand awareness for individual agencies, which makes tracking of the source of applications difficult. Events can also be time-intensive for staff and there can also be long lead in times associated with this route.

Free (or low cost) listings on sites such as Facebook, Spotify and Guardian Jobs have also proved to be a well used marketing route which is thought to have generated a small but steady stream of quality applications.

Relationship marketing has also been popular, particularly as a means to promote the programme to a diverse range of people, for example Restless Development has worked with the Prince's Trust and International Service has worked with Notts County FC and more recently Balls to Poverty.

4.4   Monitoring and Evaluation

The ICS M&E Framework document was developed by the Hub in August 2012 to ensure a consistent approach to M&E across the consortium, although has been substantially revised since this time, notably with the introduction of new project planning tools and associated guidance at the end of year 1. The revised M&E framework incorporates the theory of change developed as part of the programme level evaluation and has introduced new mechanisms to collect relevant and robust data which will feed into the evaluation (including the revised KAP survey and project planning tools).

The willingness of Hub staff to adopt the programme level theory of change and revise tools to support the evaluation process has helped to strengthen the M&E process and will ensure a robust flow of data to support the evaluation. However, it is a concern that the M&E manager post remains vacant more than six months after the previous post-holder moved to a new role (in April 2013), although it is recognised that the Hub has made numerous efforts to fill this gap. It is suggested that while this situation continues the evaluation team should offer support to the Hub to ensure that the collection of M&E evidence remains on track.

Agencies have shown a strong interest in the M&E process and the evaluation team has supported this by providing opportunities for them to engage with the evaluation process and develop their understanding in this area. It is intended that this will continue during phase 2, beginning with the presentation and discussion of the findings from year 1. Feedback on the revised M&E framework has been positive, although agencies would have liked this to have been in place sooner and it has raised some concerns about the capacity of in-country staff to implement the framework and use the tools.

The consortium uses the Jobscience management information system to collate information on all UK volunteers, beginning with information from their application form which is then updated to show their progress through the programme. Steps have also been taken to systematically incorporate data on placement activity (via the new project planning tools) and in-country volunteers. The terms of the contract mean that the consortium is not required to submit actual expenditure data to DFID but the Hub

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has coordinated collection of this data as part of an internal value for money review process and this information has proved extremely valuable for the evaluation, by providing a sound basis on which to assess value for money.

Agencies are able to access a 'live' version of the system which means that Jobscience should be updated on an on-going basis. The system also flags up the need for contact with volunteers, including when KAP surveys need to be sent. Jobscience was developed specifically for ICS so the first six months became a process of highlighting issues and making improvements. At first, there were a number of issues but both the Hub and agency staff feel that it now works much better and it is being used more effectively.

DFID developed a log frame for the programme which forms part of the contract and its indicators provide the basis for quarterly monitoring reports. Revisions to the log frame were agreed in July 2013 in order to more accurately conceptualise the programme objectives and better reflect the evidence which is being gathered.

4.5 Recruitment and Allocation

To the end of quarter 6, the consortium had generated a total of 9,696 applications. Less than 5% of these were deemed to be ineligible, the main reason for this being that the applicant did not meet the UK residency requirements (which accounted for three-quarters of rejections). The majority of the remainder were ineligible due to not being within the target age range. The very small proportion of applications judged to be ineligible suggests that marketing and media activity has accurately and clearly presented the eligibility requirements for the scheme.

At the end of quarter 6, the consortium was only slightly behind the recruitment target for that stage of the programme, although had exceeded the target for team leader applications generated. For standard volunteers, both VSO and Tearfund had exceeded their targets while Raleigh International had been least successful, generating less than half of the required applications. At the outset it was assumed that four applications would be required for every available volunteer placement; however, the conversion rate has been better in practice than was estimated at the tender stage which reflects development of good practice in messaging and promotion of the programme, and has reduced pressure on recruitment efforts.

Partners accept their responsibilities for generating applications but are frustrated by the lack of evidence of their efforts. It is acknowledged that there have been limitations on the extent to which generation of leads can be traced to a particular partner; not least because of the large proportion of applicants who do not provide this information (just over 60% of applicants do not mention one of the consortium partners). However, it should be remembered that all partners are in the same position and the method for allocating non-respondents appears reasonable in the circumstances. This situation will be improved by the enhanced capacity to track the origin of visitors to the ICS website going forward.

The Hub has provided support in some areas, for example through coordinating efforts to target underrepresented groups in order to ensure that the programme is reaching out to young people from a wide range of backgrounds.

The other consortium members (Catch 22 and Islamic Relief) were contracted to generate a number of applications. As with delivery agencies, it is not possible to accurately track the applications which have been generated by these partners and so it is acknowledged that there may be a degree of under-reporting. The expectation was that Islamic Relief would use its networks to reach out to the Islamic

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community and they described their role as providing information to young people so that they can make informed decisions about the programme. The target allocated to Islamic Relief was relatively modest but was described as 'unknown territory', although the organisation was confident that the overall target would be delivered and there are indications that the number of young people recruited is increasing following the work done in the first year of the programme to build momentum.

Catch 22 was allocated a much larger recruitment target which it has struggled to meet, resulting in a significant shortfall. It is difficult to establish the reasons for this underperformance, although it is thought to be related to both staff changes within the organisation and difficulties in establishing links with NCS. Catch 22 provide valuable expertise in engaging with disadvantaged young people but it is also important to acknowledge the difficulties faced in recruiting those from hard to reach groups on to the programme, particularly as a large proportion may not be ready for the ICS experience (at least in the short-term).

It is acknowledged that both Catch 22 and Islamic Relief have provided strong input to the strategy team, such as valuable insights to the discussion on ensuring diversity (including insights into reaching out to under-represented groups) and a review and challenge role (including review of approaches to assessment and selection). The Hub is in negotiations with these partners on their roles going forward and is close to reaching an agreement. It is suggested that the strategic input expected from any non-delivery partners going forward should be more formalised, perhaps in the form of a work plan which sets out inputs as a series of discrete projects (for example, to review or research a particular aspect of delivery in an agreed time-frame). If non-delivery partners continue to have recruitment targets (in addition to a strategic role) then they should also be required to set out a plan for achieving this, which includes specific actions to be taken, the estimated reach of this activity and the expected contribution to their targets, for approval by the Hub.

Looking at the profile of applicants compared to diversity targets suggests that the most significant area of variation is gender. It is clear that the programme has so far proved relatively more appealing to females, although this is an issue which seems to apply to volunteering opportunities more generally. The consortium is acutely aware of this issue and continues to consider how best to market and reach out to young males. Similarly, London and the South East are over-represented at the expense of other regions and the nations (notably Scotland and Wales). This analysis of regions is based on applicant addresses which may not give an accurate picture of origins as, for example, university students may provide a term time rather than home address. However, all agencies have considered the potential to reach out to a wider geographical area and the Hub has a key role to play in monitoring this situation on a monthly basis and in developing responsive recruitment plans which could include central campaigns in under-represented areas.

Performance against diversity is assessed in the log frame on the basis of a weighted scoring system (which gives additional weight to disability and applications from Wales, Scotland and Northern Ireland)[1]. The current variance (quarter 6) is 19.6% which compares favourably to the year 2 target variance of 23% and indicates that the programme is appealing to a wide range of people and also suggests compliance with the first of the seven quality principles (a diverse range of young people are given the opportunity to participate in the programme); although targeting of disabled people and other hard to reach groups, such as those not in education, employment or training (NEETs), should continue to be encouraged to ensure that the opportunity provided by ICS continues to be made available to all.

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[1] The scoring also includes consideration of the type of volunteer (general or leader) which is an aspect not shown in Table 4.2.

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Table 4.2 Profile of Applicants, % of total UK volunteers (number of UK volunteers)

	Q1	Q2	Q3	Q4	Q5	Q6	Target
Male	30% (331)	33% (463)	36% (683)	30% (583)	35% (511)	34% (495)	49%
Female	70% (778)	67% (952)	64% (1,234)	70% (1,368)	65% (952)	66% (941)	51%
Disability	2% (24)	2% (31)	3% (51)	3% (63)	2% (31)	1% (14)	3%
Asian	8% (88)	9% (123)	7% (125)	7% (142)	6% (94)	9% (126)	7%
White	75% (836)	76% (1,073)	78% (1,500)	78% (1,528)	80% (1,171)	78% (1,117)	83%
Black	8% (87)	7% (102)	8% (144)	6% (116)	7% (98)	7% (99)	3%
Mixed	5% (52)	4% (60)	4% (63)	5% (94)	5% (67)	5% (75)	2%
Other	4% (46)	4% (57)	4% (69)	4% (69)	2% (33)	1% (19)	1%
East Mids	7% (81)	7% (94)	8% (151)	7% (138)	6% (93)	8% (113)	7%
East of England	9% (99)	9% (131)	9% (179)	10% (201)	9% (134)	10% (147)	9%
West Mids	7% (74)	8% (108)	7% (142)	7% (142)	8% (113)	7% (102)	9%
London South East	35% (387)	35% (502)	31% (585)	33% (641)	36% (522)	34% (481)	27%
North East	2% (24)	3% (37)	3% (55)	3% (58)	3% (40)	3% (43)	4%
North West	10% (114)	10% (142)	10% (191)	11% (219)	10% (153)	10% (144)	11%
Yorkshire	8% (85)	8% (115)	10% (188)	7% (139)	7% (105)	8% (109)	8%
South West	10% (110)	9% (132)	10% (183)	10% (186)	10% (142)	10% (143)	8%
Wales	4% (41)	4% (52)	3% (65)	3% (53)	4% (52)	3% (38)	5%
Scotland	6% (72)	5% (72)	7% (129)	6% (126)	6% (81)	5% (75)	8%
Northern Ireland	2% (20)	2% (29)	2% (46)	2% (46)	2% (27)	3% (40)	3%

Source: ICS Hub

Once applications have been assessed as eligible they are then allocated to an agency by staff within the programme delivery team. Each agency has a link to a specific application officer within the Hub who maintains close contact, and this relationship has been facilitated by hot desking at agency offices one or two days a month to encourage the open and honest dialogue needed to ensure an effective allocation process.

Applicants are asked to state a preference for the agencies they would like to be allocated to; however, the majority (54% overall to end of quarter 6, ranging from 48% to 58% by quarter) do not do this. One

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possible explanation for this is that applicants may believe that offering a preference will impact on their chances of being offered a place and the consortium have tried to make it clear that this is not the case. It will be interesting to explore the reasons behind this apparent lack of preference in qualitative research with volunteers in phase 2.

Another challenge for the allocation process is the significant proportion of applicants who are only available during the summer (for example, continuing university students) which can create difficulties in ensuring that other cycles are fully allocated.

For all agencies there is a target allocation of 2.5 applicants for every one volunteer placement. Overall, allocations have exceeded this target, reaching 2.93 for a standard volunteer place and 3.69 for team leaders, although there is some variation by agency with International Service the only agency with a standard allocation below 2.5, but only marginally so at 2.46 as a result of their own request to temporarily stop allocations (a request which is no longer in force). The highest allocation ratio for standard volunteers (excluding the new agencies) is Restless Development at 3.4. Allocation ratios are higher for team leaders due to the more stringent requirements which results in a higher rate of rejection (or in some cases potential leaders being offered a place as a standard volunteer).

It is also possible to look at conversion data for each agency, showing the proportion of allocated volunteers who drop out at each stage of the process and the proportion that ultimately go overseas. Conversion rates (i.e. the proportion of allocated applicants who go overseas) range from 28% (for male allocations to Restless Development) to 40% (for all allocations to International Service).

Table 4.3 Agency Conversion Rates, % UK volunteers allocated who go overseas

Agency	Females	Males
International Service	40%	40%
Progressio	37%	35%
Raleigh	35%	36%
Restless Development	29%	28%
Tearfund	30%	33%
VSO	30%	31%

Source: ICS Hub

Further analysis of where applicants drop out of the process reveals that:

- For males – the proportion who drop out pre-assessment ranges from 40% (Restless Development) to 29% (International Service) and the proportion who drop out post-assessment ranges from 20% (International Service) to 8% (Tearfund).
- For females – the proportion who drop out pre-assessment ranges from 44% (Restless Development) to 32% (Progressio) and the proportion who drop out post-assessment ranges from 16% (Raleigh International) to 8% (Tearfund).

Discussions with Hub and agency staff suggest that issues regarding communication with volunteers may be behind some of the relatively high drop out rates of allocated applicants at key stages of the process, although it is recognised that steps have recently been taken by some agencies to increase staff capacity and improve systems for maintaining engagement and contact with potential volunteers. Concerns about communication and organisation have been expressed by some volunteers via the KAP 1 survey and typical comments are illustrated by the following quotes:

"I haven't had very much contact with people from ICS…..for example emails have not been returned."

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"…. the training weekend makes me nervous and I don't know what I will be doing and feel that this could be better communicated, maybe with a schedule being released before to make sure everyone is prepared."

"While I've enjoyed my induction training and really grateful and excited about the opportunity, I've found the process from application to send off to be very disorganised and poorly managed."

However, not all volunteers have this impression (and it is clear there is some variation in experience by agency):

"So far I think ICS is a very organised programme and I am pleased to receive regular emails about up-dates/fundraising ideas and information."

While others express concern yet at the same time acknowledge that not all information can be made available at once due to the complexity of the programme:

"The only comment I would make is that I don't know a huge amount about what I will specifically be doing whilst in India. I feel also that I know little about important factors like where I will be staying when I'm living there etc. and my family worry when I can't tell them exactly how it works. However, I know that as soon as you know exactly what is happening I will then find out so it isn't too much of a problem."

It is clear that agencies need to devote considerable resource to the customer care process (perhaps more than was anticipated at the outset) in order to minimise drop-out, including providing clear lines of support and communication so that volunteers know who they can speak to if issues or questions arise. This will ensure compliance with the second quality principle (volunteers are suitably supported throughout the programme). The Hub has provided support to some agencies to put suitable systems in place. There is a target for agencies to make contact with applicants within 10 days of allocation and if this does not happen the Hub endeavours to flag this up through Jobscience.

4.6   Selection and Training

Across the consortium it is estimated that over 450 assessment/selection events have been held over quarters 1 to 6, involving over 4,000 potential UK volunteers. Although methods of recruiting and selecting in-country volunteers vary across the consortium, it is also estimated that over 120 assessment events have been held in-country involving over 1,600 potential volunteers.

Agencies have taken different approaches to assessment events, although our observations suggest that they have adopted a rigorous approach based on a clear idea of what makes a suitable candidate. In some cases the understanding of what they are looking for in a volunteer has evolved over time, and the Hub has helped to ensure consistency in requirements across the consortium, including undertaking in-depth work with Tearfund and International Service to ensure that assessment processes reflect the programme criteria and to help avoid issues with volunteers during placements. The requirements for team leaders are more rigorous and agencies have reported some difficulties in finding the right calibre of people for this role.

In total almost 150 pre-departure training events have been held for UK volunteers and team leaders with estimated attendance of over 2,500. A total of 60 pre-placement training events for in-country volunteers have been recorded with attendance of over 1,500. Feedback collected at training sessions has been good but there are indications that, in hindsight, some volunteers feel that they were not given all of the information they needed to be well prepared for their placement. This suggests that carefully assessing

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the types of information which volunteers need is vitally important as well as managing expectations about the placement pre-departure. Training tends to be provided by agency staff although International Service contracts out pre-departure training to an external provider and feels that this has resulted in a professional and dynamic approach which has received good feedback. Team leaders receive more extensive training to prepare them for their roles although this is an area where further development work is planned across the consortium.

A number of volunteers used the KAP 1 survey to express concern that they were not being given enough notice of key dates and deadlines, including departure dates. This was seen as a particular issue for fundraising as volunteers felt that it was important to be able to explain what they would be doing on their ICS placement to potential donors/supporters and also for those who were working and needed to give notice to their employer.

"I think that ICS should be much more prompt with their information when getting back to people about the progress of their application……I am in full-time employment and supporting myself financially so I have had my entire life on hold just to receive small updates from ICS every 10 days or so."

"…it was difficult organising things before travelling without knowing dates until three weeks before."

Again, this emphasises the need for agencies to ensure that relevant details are passed on to volunteers in a timely manner and, where this is not possible, that communication is maintained to reassure and update volunteers on when decisions are expected to be made.

4.7 Fundraising

UK volunteers are asked to raise a minimum of £800 as a contribution towards the costs of the programme[1], and from quarter 5 this also applied to team leaders. Staff within the Hub maintain contact with volunteers to support and check on their fundraising efforts, making at least three calls to each individual which sometimes results in disclosures about personal circumstances which are passed on to agencies. Good progress has been made and despite some differences of opinion within the consortium about the fundraising requirements and messaging, fundraising is currently above target with 103% of the target amount achieved during year 1 followed by 118% in quarter 5 and 116% in quarter 6.

Agencies are supportive of the fundraising requirement and feel that targets are achievable, and also that the requirement to fundraise is a way of demonstrating commitment to the programme[2] (although also recognise that it is important to emphasise why there is a need to fundraise and where the money goes).

The majority of individual volunteers succeed in raising the target they have been set and data shows that just over 10% of volunteers exceed this target by more than £200. In addition, a small proportion of volunteers are permitted to go overseas without having met their target; such decisions are made by agencies which liaise with the Hub to assess the effort and commitment of the individual in question. Only a minority are required to raise £1,500 – 12% of all departed volunteers to date achieved this target. It is considered that it has taken a while to get the messaging right for those who fall into this category and there have been some complaints from individuals assessed as being in this group although an appeals process is in place to consider individual circumstances.

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[1] Those volunteers who are (or are dependent upon) a higher rate tax-payer will be asked to meet a target of £1,500.
[2] The issue of commitment will be explored from a volunteer perspective in the qualitative research which is planned for phase 2.

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Although the evidence shows that most volunteers reach their target, comments from the KAP 1 survey show that, for some, fundraising is a source of concern or questions:

"I have found the fundraising target to be incredibly troubling, especially with the pressures of studying full time and given that I am only just over the threshold for the higher band target."

"I have not, to my knowledge been told in detail what the money that is raised goes specifically towards. This can be at times a little frustrating when those who are sponsoring you want to know in depth where the money is going. However, I understand that this can be difficult to pinpoint as there are many things which the projects do and there is a range of ways in which the money is used."

"It was not clear on the website that those on a higher income fundraise £1,500, perhaps this could be made clearer."

"....the change in policy re. need to fundraise after selection for team leaders - information should have been provided or remained consistent from assessment."

"Perhaps have assessment days earlier so volunteers have longer to fundraise, as often have other commitments so quite stressful trying to revise for exams and raise money at the same time."

These comments suggest that there is perhaps still more that could be done to improve messaging and provide reassurance around fundraising.

Volunteers undertake a wide range of activity to support their fundraising efforts, largely depending on their local area, existing networks and hobbies or skills. Based on the experience of the fundraising team the most effective actions have included community-based events (e.g. running a pub quiz) which have raised an average of £300, seeking sponsorship for a personal challenge, organising a fundraising dinner party and using an online fundraising page (all of which have raised an average of around £200).

4.8   In-Country Activity

In quarter 6, across the six agencies, 228 teams were active spanning 23 countries. This represents a significant up-scaling of activity compared to 12 months previously, when volunteers were being sent to placements in 10 countries.

A total of 2,360 volunteers from the UK were sent overseas to the end of quarter 6. A total of 66 in-country orientation sessions have been recorded across the consortium but unfortunately this data is not complete. The outcomes of in-country activity are discussed further in Sections 5, 6 and 7.

The ratio of volunteers from the UK to in-country volunteers has fluctuated over time and in quarter 6 stood at 0.5:1 across the consortium. This marks a decrease from the previous quarter (the ratio was recorded as being 0.84:1 in quarter 5) but this is thought to be largely due to steps to ensure more accurate reporting of in-country volunteers (which are now recorded on Jobscience). Work is on-going to increase this ratio with the intention of meeting the target of 1:1 by the end of March 2014. The inclusion of in-country volunteers within the programme allows for shared working and learning between young people from different countries (the fourth quality principle).

The fifth quality principle requires that volunteers become an integral part of the community while they are on placement. One way in which this is being achieved is through living arrangements and in quarter 6 38% of all active teams were living in host homes during their placement (with the remainder living in

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hostels or shared apartments/houses). This figure has fluctuated over time and the proportion staying in host homes in quarter 6 represents a fall from the high of 53% which was recorded in quarter 5. However, there are plans to increase the use of host homes further, and also the use of short-term homestays, although it is recognised that this is not appropriate in all cases and that agencies should continue to have flexibility to use other forms of accommodation, particularly in cases where risks concerning the safety and security of volunteers have been identified.

The cyclical approach (whereby projects are supported by consecutive teams of volunteers) is thought to work well in terms of supporting more lasting benefits for partners and host communities. However, it is important to ensure that volunteers are aware of their role in this cycle and how their work will contribute to/support the work of other teams who follow and wider strategy/development plans as case study visits have shown that some volunteers were not clear how their work fitted into the 'bigger picture' and that this can lead to feelings that their work is not contributing strongly to development outcomes.

Creating a more equal experience for in-country volunteers and improving the approach to volunteer learning have been identified as priorities for the programme quality team in year 2. There is evidence to suggest that there is variation in the experience being provided for in-country volunteers, with case studies and comments from the KAP 2 survey made by both UK and in-country volunteers highlighting a perceived unfairness in some placements, particularly relating to disparities in training and treatment of volunteers as illustrated by the comments below (sourced from KAP 2 surveys):

"Better selection and training for the in-country volunteers"

"There is a clear imbalance between nationals and internationals on the programme with regards to treatment and this needs to be addressed in the first instance….in one instance nationals had to walk back from work because the driver would not do two trips yet the internationals were given a lift….provision of t-shirts for internationals not nationals. These instances are highly unfair and completely diminish the purpose of the programme."

"..national volunteers have to be better incorporated into the activities that happen on weekends. For example, many volunteers have never been to the local towns here, which is a huge shame. The charities could give them a trip or include them in excursions as it is too expensive for them to travel."

"I feel that health care should be available to all volunteers not only internationals as we are all part of the Restless Development team and should be treated equally."

The case study visit to Zambia found that although all ICS volunteers receive foundation training and top-up training during their placement, national and local volunteers (i.e. in-country volunteers) do not receive any pre-departure training or action at home/post-placement sessions as there is no budget for this. However, Restless Development plan to change this in future cycles to ensure both UK and in-country volunteers receive the same level of training and also receive support to complete an action at home.

Questions were also raised by some UK volunteers about the selection and motivations of in-country volunteers and in a small number of cases the behaviour of in-country volunteers appeared to have impacted negatively on the experience of their UK counterparts.

"I was surprised about national volunteers motivations to join the programme. There seemed to be a strong focus on financial remuneration and I found this very hard to understand."

"… I felt that our counterparts did not know and did not care about what this project was about at all. My counterpart was very rude to me at the beginning of the placement for no apparent reasons, did not

support me albeit language difficulties and even talked negatively to the people we were working with. I felt unsupported."

However, it should be stressed that these experiences appear to be in the minority and there were many examples of UK volunteers, as revealed through observations and discussions at return volunteer events, who showed a strong appreciation for their in-country counterparts and recognition of how this aspect of the programme had added considerable value to their placement. This is illustrated by the following comment from a KAP 2 survey:

"I love the fact that half the group were ICVs and the other half were UKVs. It certainly made the experience very challenging at times, particularly with the language barrier, but it was hugely beneficial to our learning, and working with the community."

Evidence also suggests that there is scope to improve volunteer learning and ensure a more consistent approach across the consortium to contribute to the sixth quality principle (volunteer learning is supported and encouraged through all parts of the journey). Case study visits showed differences in learning experiences and levels of support and guidance provided; where learning is not adequately supported this can impact negatively on volunteer perceptions of the work which is being done and its likely impact. The training valued most highly by volunteers was that which is specific to their placement and helps them to develop the skills they need to undertake the work they have been given. However, the level and quality of this placement specific training varied and agencies should communicate the importance of the delivery of this aspect to their partners in country.

Models of volunteer supervision vary and this is also an area to be targeted by the Hub in year 2. It is important to recognise that agency capacity varies considerably; for example, at present Tearfund only has one member of staff in country (although plan to increase this to improve the support they are able to provide to volunteers), while some agencies such as VSO have country offices with permanent staff teams. Comments from the KAP 2 survey and informal discussion at return volunteer events revealed some volunteers who were unhappy with the supervision they received on placement but also others who praised their team leader or supervisor. This suggests that there is more to be done to standardise the support provided to volunteers and ensure compliance with the second quality principle (volunteers are suitably supported).

4.9 Post-Placement Activity

A total of 56 post-placement events for UK volunteers have taken place and were attended by over 1,100 returned volunteers[1]. These events provide an important opportunity to reflect on the placement and what has been achieved but also to emphasise the importance of the action at home phase. Observations suggest that return volunteer events have offered a celebration of achievement and also an opportunity to air frustrations and provide honest feedback which helps to give UK staff an insight into issues which have arisen overseas from the volunteer perspective.

At the end of quarter 6, approaching 800 volunteers had been recorded as having completed the action at home stage. Agencies recognise the importance of embedding action at home from the start, which was thought to be a key learning point from the pilot stage. Further discussion of the activities undertaken can be found in Section 7.

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[1] Information on post-placement events for in-country volunteers is not available at this stage.

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It is also clear that agencies have been developing ways to maintain engagement with the growing number of ICS alumni, for example Raleigh International has alumni groups and Progressio has introduced a return volunteer ambassador programme. In addition, a number of agencies and the Hub have provided training and support to alumni to help with recruitment and selection, and alumni are often invited to speak or offer Q&A sessions at pre-departure training events.

Engagement and involvement in post-placement activity by UK volunteers provides a sign that they are taking steps to continue their commitment to live as active citizens after the programme has finished (the seventh quality principle), although the extent to which this behaviour will persist is not yet clear. In addition, more work needs to be done to support in-country volunteers to undertake further action post-placement although it is recognised that the scope for this is limited by budget constraints.

4.10 Summary

The data provided in this section provides a snap-shot of activity and progress at a point in time, which is useful for illustrating progress in key areas. It should be viewed in the context of the significant work undertaken by the Hub and individual agencies to refine and develop the ICS approach, a process which will continue and would be expected to yield further improvements as time goes on.

The following table provides a summary of performance against targets in key areas of the process. As discussed in earlier it shows that VSO and Tearfund are the only agencies exceeding their targets for recruitment but that all agencies are above target in respect of fundraising. Overall, the consortium is close to the target for volunteer departures, although Tearfund is some way behind at this stage, after taking longer to scale-up to the required levels. Attendance at return volunteer events and completion of action at home provides more of a mixed picture, although it is clear that International Service in particular has some work to do to try to increase achievement in these areas.

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Table 4.4 Delivery Summary, % performance against targets for UK volunteers, Q1-6 (number of UK volunteers/amount of money raised)

Agency	Applications generated	Volunteer fundraising	Volunteer departures	Attendance at RV events[1]	Action at home completed[2]
International Service	56% (923)	109% (£362,096)	101% (417)	45% (112)	68% (97)
Progressio	63% (836)	107% (£282,332)	100% (331)	82% (161)	90% (125)
VSO	156% (4,410)	110% (560,987)	97% (598)	83% (362)	77% (127)
Raleigh	52% (1,232)	114% (483,557)	98% (543)	75% (181)	73% (82)
Restless Development	65% (925)	111% (£296,359)	98% (326)	92% (183)	87% (45)
Tearfund	107% (781)	128% (£142,134)	80% (145)	95% (72)	84% (43)
Total[3]	93% (9,696)	112% (£2,148,988)	96% (2,360)	77% (1,071)	78% (519)

Source: ICS Hub

There is agreement from agencies that the changes made since the pilot have worked well – namely the centralised application process and new approach to fundraising.

Views on the role of the Hub are also positive and it is recognised that a programme of the size of ICS needs strong structures and coordination to ensure the required levels of quality and compliance, which is what the Hub provides. There is also recognition of the potential knowledge sharing and learning benefits to be gained from the consortium approach, and a feeling that opportunities of this type will increase as time goes on.

[1] This relates to the proportion of volunteers who had ended their placement at the end of August 2013.
[2] This relates only to the proportion of those return volunteers who have passed the six month deadline for completion of this stage (i.e. had ended their placement by end March 2013).
[3] This includes applications generated by Skillshare International, DFID, Catch 22 and Islamic Relief which are not listed separately in the table.

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5.0 Volunteer Outcomes

This section presents the available evidence on outcomes for volunteers[1]. Given the stage the programme is at, these necessarily focus on short-term benefits although work to explore longer-term benefits will be undertaken in phase 2.

5.1 Volunteer Profile

The revised KAP1 survey was launched in April 2013 and collects information on what volunteers were doing immediately before they joined the ICS programme. Overall, the most common response was studying full-time (39%), a total of 37% were working (with a fairly even split between full-time and part-time employment), and 18% described themselves as unemployed and actively looking for work. However, for the sub-set of in-country volunteers the most common response was volunteering (35%) followed by unemployed and actively looking for work (31%). UK volunteers were twice as likely to be working before they joined the programme (44% compared to 22%) and the proportion of those studying was around one-third higher than their in-country counterparts (46% compared to 33%).

At KAP1 stage volunteers are also invited to share their motivations for joining ICS. In year 1, the majority of respondents (all volunteers) stated their main motivation as contributing something to the community (79%); gaining work experience for a career in international development (45%) and gaining new skills (44%) were also considered important. Response options for this question were changed when the survey was revised and across quarters 5 and 6, the opportunity of gaining a better understanding of poverty and international development-related issues was the most common driver (selected by 53% of respondents), followed by being keen to get involved in community development (48%) and personal development (43%). Gaining work experience for a career in international development was cited as a motivating factor by 40% of respondents and developing new skills by 38%. The specific focus on work experience for a future career seems to have lessened compared to the responses collected during year 1 - as response options have changed the figures are not directly comparable although in general the factors motivating participation seem broadly consistent over time.

For in-country volunteers specifically, the main motivation was to gain new skills (74%) which perhaps reflects the higher proportion of this group who were unemployed and looking for work at the time of joining the programme; the most common motivation for UK volunteers was to gain a better understanding of poverty and international development. A keenness to get involved in community development was the second most common motivating factor for both UK and in-country volunteers.

Other stakeholders feel that ICS is appealing to young people in the UK as it offers an opportunity to do something meaningful, and also that it offers an opportunity to work alongside in-country volunteers which enhances the experience. Also, the government funding makes the scheme more accessible and the cohort of volunteers is intended to be more diverse than that which might be associated with similar schemes which, in turn, could help to encourage participation from a wider group of young people. For in-country volunteers, stakeholders recognise that the primary attraction is that ICS provides valuable experience which may help them to gain employment.

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[1] KAP survey evidence concerns both UK and in-country volunteers but is disaggregated where possible (based on the volunteer 'type' field in Jobscience) and/or relevant. Disaggregation excludes responses where the volunteer type was not known or classified as N/A.

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5.1.1   Comparing Volunteers to Non-Participants[1]

Findings of a sample survey of those from the UK who made a successful application to ICS but then decided not to join the programme revealed a similar profile to those who did take part which suggests that they provide a useful comparison group[2].

Those responding to the non-participant survey were most likely to be studying full-time at the point of application (29 out of 67 responses received), or working - with those employed part-time (15) exceeding those employed full-time (11). A smaller proportion (10) described themselves as unemployed and actively looking for work. The majority of respondents were female (47), white (49) and did not consider themselves to have a disability (64); most had applied as a volunteer (50), the most represented region, by some margin, was London (26) and the most common age was 24 (13 – although it is important to recognise that a varying amount of time will have elapsed since those in the sample made their application to ICS).

The key motivation for applying, expressed by just over half of respondents (36), was to gain professional experience to pursue a career in international development. Other important drivers were the opportunity to gain a better understanding of poverty and/or international development issues (35); and the chance of getting directly involved in community development projects (34).

Respondents were asked to state the main reason and up to three contributing reasons why they had chosen not to take part in ICS. There was little agreement about the main reason, with the most commonly cited being the fundraising requirement (9 respondents) but timing of departure, family reasons and another opportunity (not volunteering) followed closely behind (7 respondents each). Similarly, the fundraising requirement was the most common contributory reason (cited by 17 people) followed by timing of departure (15), country of placement (12) and another opportunity (11).

When asked to report what they had done instead of ICS, the most common response was accepting a job offer (23 respondents), followed by carrying on with existing commitments (work/study/volunteering) (20). Another significant response related to looking for work (11). This suggests that non-participants are more likely to have applied to ICS to gain career development opportunities but then gave up their place in favour of a job offer (perhaps influenced by the current economic climate in which young people can struggle to find suitable work given their relative lack of experience).

5.2   Volunteer Baseline

At KAP1 stage, the majority of respondents (UK and in-country volunteers combined) reported having average or above average understanding of a range of international development topics with highest knowledge being claimed in relation to the difference between developed and developing countries but lower levels in relation to the role of the Millennium Development Goals and disability issues in the developing world (although these were still generally assessed as average). This finding suggests a strong interest in development issues amongst applicants which is reflected in the reported motivations for applying to the programme.

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[1] This data is not expressed in percentage terms as the sample size is currently less than 100.
[2] Further samples of non-participants will be surveyed during phase 2, supplemented by qualitative research to allow a comparison of mean scores relating to outcomes for both non-participants and volunteers which will help to explore additionality.

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Table 5.1 Knowledge of International Development Context (all volunteers)

	A lot	Above average	Average	Below average	Nothing at all	Aggregate mean score[1]
The difference between "developed" and "developing" countries	36.9%	37.3%	22.5%	2.7%	0.6%	**4.072**
How the actions of richer countries affect people and communities around the world	25.9%	37.5%	28.1%	6.8%	1.6%	**3.792**
Gender issues in the developing world	27.2%	35.4%	28.3%	7.2%	1.9%	**3.789**
Root causes of poverty and inequality around the world	24.9%	35.9%	31.7%	6.1%	1.3%	**3.770**
The role of charities in international development	20.7%	36.4%	34.4%	6.6%	1.9%	**3.673**
The role young people can play in national and international development	21.7%	29.4%	36.8%	10.4%	1.6%	**3.593**
Your rights and responsibilities as a global citizen	23.2%	28.5%	32.3%	12.7%	3.2%	**3.556**
Disability issues in the developing world	11.9%	23.8%	36.5%	21.9%	5.9%	**3.139**
The role of Millennium Development Goals in international development	16.1%	21.0%	31.7%	13.8%	17.5%	**3.045**

Source: KAP1 Survey (Q5 & 6); n=1,389.

Breaking down the findings by volunteer type, the mean scores for UK and in-country volunteers were similar for the first five statements listed in the table (with variance of less than 0.3). However, for the remaining four statements, in-country volunteers demonstrated noticeably higher mean scores (with a variance of up to 0.8) which may be a reflection of their experience of living in a developing country.

Respondents were also asked to self-assess a range of personal attributes; by stating to what extent they agreed (or disagreed) with a range of statements. The findings suggest that both types of volunteer tend to feel they have strong inter-personal skills, particularly high levels of motivation, a capacity to listen to others, awareness of how their behaviour may affect other people and the importance of negotiation and compromise when working in a team.

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[1] The mean score has been calculated by assigning values on a 1-5 scale to the various levels of knowledge, with 1 assigned to 'Nothing at all' and 5 to 'A lot'. Higher values of the mean score correspond to a deeper awareness on each topic.

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Table 5.2 Personal Attributes (all volunteers)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean score[1]
I understand the importance of negotiation and compromise when working in a team	53.3%	42.8%	3.1%	0.3%	0.5%	**4.481**
I think about my own behaviour and how it affects other people	44.7%	49.3%	4.8%	0.8%	0.4%	**4.371**
I listen carefully to others so that I understand what they really mean	43.1%	50.6%	5.8%	0.2%	0.2%	**4.362**
I am able to make valuable contributions when working in a group	39.4%	55.8%	4.3%	0.2%	0.3%	**4.338**
I am motivated to set goals in my own life and work towards achieving them	44.7%	43.8%	9.3%	1.9%	0.3%	**4.307**
I am able to motivate and support other people	39.8%	50.0%	8.9%	1.1%	0.2%	**4.281**
I am able to analyse a new situation and decide on the best way forward	27.9%	60.0%	11.4%	0.6%	0.2%	**4.147**
I am a confident person who is (on the whole) comfortable with myself	29.9%	55.4%	11.4%	2.8%	0.5%	**4.114**
I am good at thinking of creative solutions to problems	27.6%	53.3%	17.0%	1.9%	0.2%	**4.060**
I find it easy to cope when I am in new or difficult situations	21.8%	59.8%	14.6%	3.0%	0.8%	**3.989**
I feel confident making decisions and taking charge of a task	27.2%	49.4%	19.1%	3.7%	0.6%	**3.989**
I am organised and manage my time well	27.0%	48.5%	18.6%	5.3%	0.6%	**3.959**
I feel confident when leading a group of people for a specific task	27.3%	47.2%	19.8%	5.0%	0.6%	**3.955**
I find it easy to express my opinions and talk about how I am feeling	23.5%	46.9%	21.5%	7.3%	0.9%	**3.848**

Source: KAP1 Survey (Q5 & 6); n=1,389.

Again, disaggregation of the data shows UK and in-country volunteers to have relatively similar scores (with variance of up to 0.3); however, gaps were larger when it came to the three statements which reference confidence when in-country volunteers recorded higher scores (with a gap of around 0.5).

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[1] The mean score has been calculated by assigning a value of 1 to 'Strongly disagree' and a value of 5 to 'Strongly agree'. Higher mean scores thus signal fuller agreement with a statement.

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Respondents were then asked to respond to a number of statements.

Table 5.3 Attitudinal Statements (all volunteers)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean score
I like learning new things from people from different backgrounds	74.3%	23.6%	1.6%	0.3%	0.2%	**4.715**
I feel passionate about helping others and making a difference	72.1%	25.2%	1.9%	0.4%	0.4%	**4.682**
Everyone should help to reduce inequality around the world	67.9%	25.5%	5.5%	0.6%	0.4%	**4.596**
I treat everyone the same regardless of their background	57.2%	34.9%	5.6%	1.7%	0.6%	**4.464**
I understand the importance of adjusting my communication style when working cross-culturally	51.7%	42.4%	5.0%	0.8%	0.1%	**4.448**
Projects run by charities can help to address poverty around the world	53.6%	38.6%	6.9%	0.6%	0.2%	**4.445**
I believe that behaviours vary across cultures but all should be respected	55.7%	31.8%	9.2%	2.7%	0.6%	**4.393**
Having communities made up of people from around the world brings benefits to everyone	49.9%	37.8%	10.4%	1.4%	0.6%	**4.353**
I understand that my culture influences my world view and behaviour	45.9%	44.3%	7.3%	1.8%	0.6%	**4.331**
I understand that people sometimes see me in a way that is different to the way I see myself	43.7%	47.9%	6.6%	1.4%	0.4%	**4.328**
I might not agree with the way someone behaves but I try to understand their perspective	41.2%	50.4%	6.8%	1.1%	0.6%	**4.308**
Actions I take can help to address poverty around the world	43.3%	44.1%	11.2%	1.0%	0.3%	**4.288**
I can communicate confidently with people of different backgrounds	41.5%	46.1%	11.0%	0.9%	0.4%	**4.271**
I am willing to accept other people's views even if I don't agree with them	32.6%	50.1%	14.9%	1.8%	0.6%	**4.123**
It is not poor people's fault that they are poor	33.5%	40.4%	20.7%	3.8%	1.6%	**4.004**

Source: KAP1 Survey (Q5 & 6); n=1,386/7

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There was a strong level of agreement with the statements presented, in particular, the opportunity to learn new things from people from different backgrounds and feeling passionate about helping others and making a difference'. Interestingly, the statement that 'it is not poor people's fault that they are poor' received the least consensus although the overall level of agreement exceeded 70%.

UK and in-country volunteers recorded similar mean scores in all cases (with variance of up to 0.3), except in the case of the final statement set out above where the mean score from in county volunteers was over 0.4 points lower than that for UK volunteers which indicates a lower level of agreement from in-country volunteers.

5.3   Volunteer Learning and Development

KAP2 findings suggest that both types of volunteer continue to feel knowledgeable as regards the international development context. Although the sample sizes are not the same (and therefore matching is not complete), a comparison of KAP1 and KAP2 data suggests that there has been an increase in knowledge post-placement.

Table 5.4 Knowledge of International Development Context (all volunteers)

	A lot	Above average	Some	Below average	Nothing at all	Mean score KAP2	Mean score KAP1
The difference between "developed" and "developing" countries	51.2%	35.2%	9.4%	3.1%	1.1%	**4.323**	**4.072**
How the actions of richer countries affect people and communities around the world	35.7%	40.5%	19.0%	4.1%	0.7%	**4.064**	**3.792**
Gender issues in the developing world	41.8%	38.2%	14.9%	3.5%	1.5%	**4.15**	**3.789**
Root causes of poverty and inequality around the world	35.1%	41.5%	17.8%	4.8%	0.8%	**4.053**	**3.770**
The role of charities in international development	37.9%	41.9%	16.0%	3.1%	1.0%	**4.123**	**3.673**
The role young people can play in national and international development	46.1%	35.7%	13.9%	3.4%	0.8%	**4.226**	**3.593**
Your rights and responsibilities as a global citizen	39.5%	35.2%	19.2%	4.8%	1.3%	**4.068**	**3.556**
Disability issues in developing world	23.0%	30.7%	28.3%	14.4%	3.5%	**3.55**	**3.139**
The role of Millennium Development Goals in international development	28.9%	36.6%	25.1%	6.2%	3.3%	**3.819**	**3.045**

Source: KAP2 Survey (Q5 & 6); n=1,072

Particularly marked is the rise in familiarity with the Millennium Development Goals, where the sum of 'below average' and 'nothing at all' for this statement dropped from 31% to just under 10%. Average awareness on the role played by young people in development has sharply risen too which may be attributable directly to the placement experience, which has shown young volunteers the impact they can have on local communities. More generally, all mean scores have shown an increase, suggesting a more

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in-depth understanding of international development post-placement. Comparison of means for UK and in-country volunteers at KAP 2 shows that, as at KAP 1, scores are similar between the two groups.

Respondents were also asked to assess the extent to which participation in ICS had led to a change in their knowledge of development issues.

Figure 5.1 Contribution of ICS to Changes in Knowledge (all volunteers)
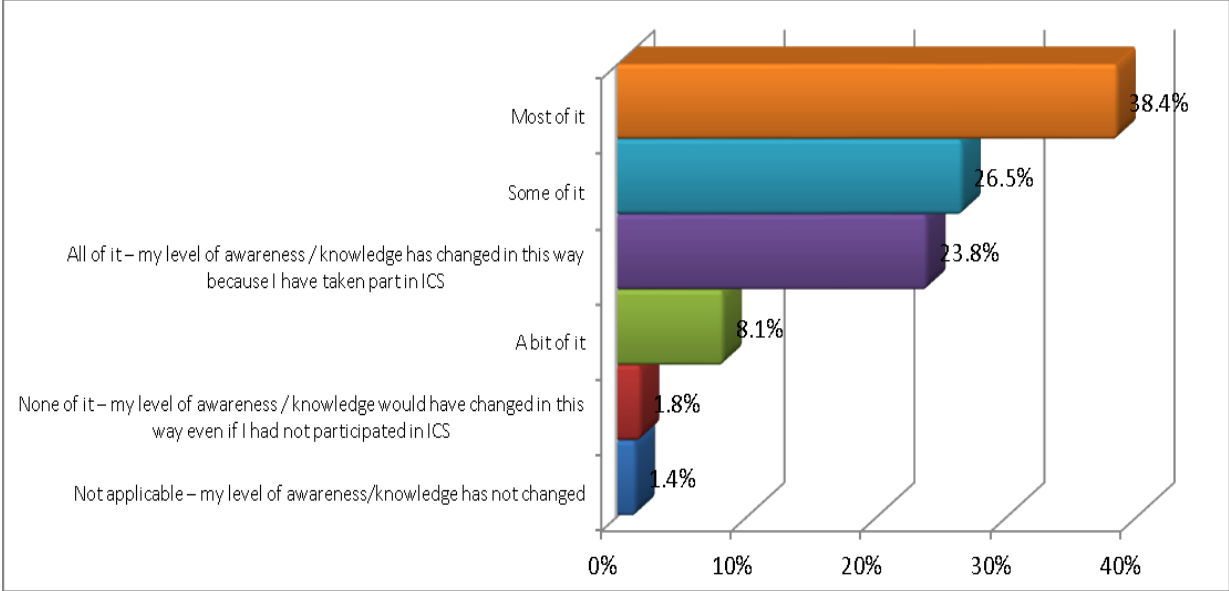
Source: KAP2 Survey (Q5 & 6); n=1,069

Overall, the most common response (38%) was that most of the change in knowledge was due to participation in the programme; around one quarter (27%) of respondents stated that some change is attributable to ICS, while slightly less (24%) claimed that all of the change was owed to the scheme. The overall share of respondents who perceived at least some change as being due to participation in ICS was 89% which is extremely positive and suggests a strong impact on understanding from the programme. Breaking this down by type of volunteer, shows that in-country volunteers were more likely to credit changes in knowledge to ICS with 94% indicating that at least some change was due to the programme, compared to 86% of UK volunteers.

The survey also asked all respondents to rate how their ICS experiences affected (or did not affect) their attitudes towards poverty and development and responses mirror those regarding the affect of ICS on knowledge, with over 95% reporting at least some effect on their attitudes. Disaggregating by type of volunteer, shows that in-country volunteers were more likely to think that ICS had affected their attitudes with 99% reporting that this was the case to some degree (compared to 95% of UK volunteers).

Breaking this down by agency, Tearfund achieved the highest proportion of all respondents who reported that ICS had 'a lot' of influence on their change in attitudes towards poverty and development.

Figure 5.2 Change in Attitude Towards Poverty and Development (all volunteers)
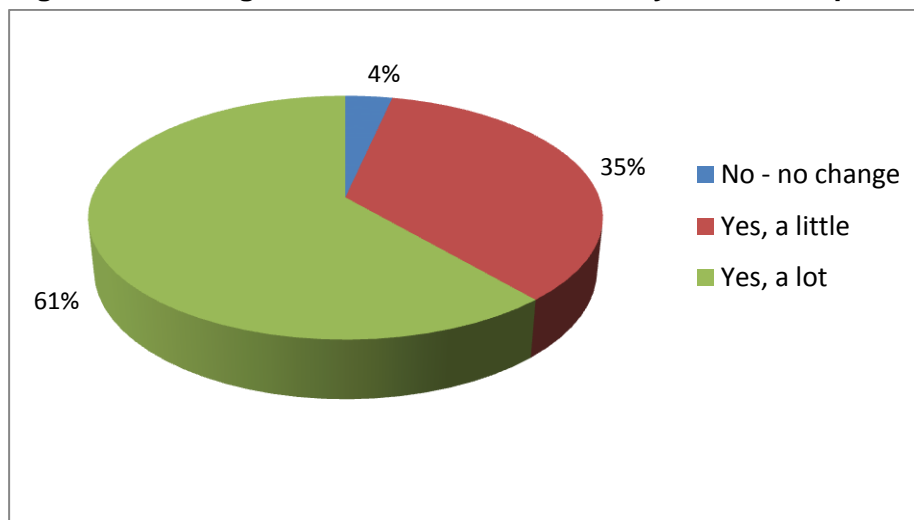
Source: KAP2 Survey (Q5 & 6); n=1,069

As in KAP1, all respondents were asked to express their opinion on a number of statements. In KAP2, the three statements that attracted the highest levels of agreement were the same as those which emerged from KAP1: 'I like learning new things from people from different backgrounds'; 'I feel passionate about helping others and making a difference'; and 'everyone should help to reduce inequality around the world'. Likewise, the statement that received least consensus, although 68% of respondents agreed with it, was 'It is not poor people's fault that they are poor'. Disaggregating by type of volunteer shows that mean scores typically varied by only up to 0.2 points, except in the case of whether behaviours varied across cultures where the mean score for UK volunteers was 0.4 lower than that for in-country volunteers (although still indicating a high level of agreement).

Table 5.5 Attitudinal Statements (all volunteers)

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Mean score KAP2	Mean score KAP1
I like learning new things from people from different backgrounds	77.5%	20.3%	1.5%	0.4%	0.3%	**4.743**	**4.715**
I feel passionate about helping others and making a difference	72.8%	23.1%	3.5%	0.3%	0.4%	**4.679**	**4.682**
Everyone should help to reduce inequality around the world	68.4%	23.8%	5.7%	1.4%	0.7%	**4.578**	**4.596**
I treat everyone the same regardless of their background	56.8%	34.1%	5.4%	3.5%	0.2%	**4.438**	**4.464**
I understand the importance of adjusting my communication style when working cross-	62.0%	31.6%	3.4%	1.8%	1.2%	**4.514**	**4.448**

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culturally							
Projects run by charities can help to address poverty around the world	42.4%	44.1%	10.9%	2.2%	0.6%	**4.261**	**4.445**
I believe that behaviours vary across cultures but all should be respected	53.3%	31.1%	8.3%	5.1%	2.2%	**4.282**	**4.393**
Having communities made up of people from around the world brings benefits to everyone	43.5%	39.3%	11.9%	3.9%	1.4%	**4.196**	**4.353**
I understand that my culture influences my world view and behaviour	45.7%	42.9%	8.0%	3.0%	0.5%	**4.306**	**4.328**
I understand that people sometimes see me in a way that is different to the way I see myself	53.3%	40.4%	4.9%	1.1%	0.3%	**4.453**	**4.331**
I might not agree with the way someone behaves but I try to understand their perspective	45.1%	46.3%	4.7%	2.4%	1.5%	**4.311**	**4.308**
Actions I take can help to address poverty around the world	43.4%	43.9%	10.1%	2.0%	0.7%	**4.276**	**4.288**
I can communicate confidently with people of different backgrounds	49.5%	39.6%	8.3%	1.9%	0.7%	**4.353**	**4.271**
I am willing to accept other people's views even if I don't agree with them	33.4%	46.8%	15.4%	3.6%	0.8%	**4.084**	**4.123**
It is not poor people's fault that they are poor	29.6%	38.4%	22.9%	6.10%	3.0%	**3.855**	**4.004**

Source: KAP2 Survey (Q5 & 6); n=1,069

Comparing mean scores for the attitudinal statements in KAP1 and KAP2 gives a mixed picture, with perhaps signs of more uncertainty (neither agree nor disagree) in responses. KAP2 is distributed immediately after the placement so it will be interesting to look at the change in mean scores at KAP3, once respondents have had more time to reflect on their experience. However, an increase in mean score was recorded in relation to 'I like learning new things from people from different backgrounds' which reflects positively on the opportunity which ICS provides both to work with a diverse group of people from the UK and also people living and working in the host country and communities. There is also evidence of a perceived increase in confidence, tolerance and, in particular, self-awareness, all of which are important facets of personal development which will be of value to volunteers in their future lives and careers.

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When asked to asses their personal attributes, the statements that obtained most consensus in total (all volunteers) all involve an element of team-working ('I understand the importance of negotiation and compromise when working in a team', 'I am able to make valuable contributions when working in a group', 'I listen carefully to others so that I understand what they really mean') and motivation ('I am motivated to set goals in my own life and work towards achieving them', 'I am able to motivate and support other people').

Table 5.6 Personal Attributes (all volunteers)

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Mean score KAP2	Mean score KAP1
I understand the importance of negotiation and compromise when working in a team	61.1%	36.3%	2.0%	0.4%	0.3%	**4.578**	**4.481**
I think about my own behaviour and how it affects other people	45.8%	48.7%	4.5%	0.6%	0.4%	**4.389**	**4.371**
I listen carefully to others so that I understand what they really mean	49.2%	45.4%	4.6%	0.5%	0.4%	**4.428**	**4.362**
I am able to make valuable contributions when working in a group	53.0%	44.2%	2.2%	0.1%	0.5%	**4.491**	**4.338**
I am motivated to set goals in my own life and work towards achieving them	55.7%	37.8%	5.4%	0.7%	0.4%	**4.477**	**4.307**
I am able to motivate and support other people	48.1%	45.0%	6.1%	0.7%	0.2%	**4.404**	**4.281**
I am able to analyse a new situation and decide on the best way forward	44.0%	49.9%	5.2%	0.7%	0.3%	**4.369**	**4.147**
I am a confident person who is (on the whole) comfortable with myself	44.6%	46.4%	7.1%	1.6%	0.3%	**4.334**	**4.114**
I am good at thinking of creative solutions to problems	41.0%	45.3%	11.5%	1.9%	0.3%	**4.248**	**4.06**
I find it easy to cope when I am in new or difficult situations	33.6%	54.4%	8.9%	2.9%	0.3%	**4.184**	**3.989**
I feel confident making decisions and taking charge of a task	44.1%	44.4%	8.9%	2.2%	0.4%	**4.296**	**3.989**
I am organised and manage my time well	37.0%	47.4%	12.2%	2.6%	0.7%	**4.171**	**3.959**
I feel confident when leading a group of people for a specific task	43.8%	44.5%	8.9%	2.3%	0.5%	**4.288**	**3.955**
I find it easy to express my opinions and talk about how I am feeling	35.0%	45.2%	14.4%	4.9%	0.6%	**4.094**	**3.848**

Source: KAP2 Survey (Q5 & 6); n=1,067

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However, responses suggest that respondents found it relatively more difficult to cope with new/difficult situations, to manage one's time effectively and especially to express opinions and feelings (indicated by the lower mean scores for these statements compared to the others although it is worth underlining that scores were still relatively high with more than 80% of respondents indicating that they agreed with these statements). Disaggregating by volunteer type shows means scores for UK and in-country volunteers to be similar with variation increasing to 0.3 for statements on personal confidence and ease of expressing opinions (with means for in-country volunteers exceeding those for UK volunteers in both of these cases).

There was an increase in mean scores at KAP2 for all statements compared to KAP1, which was relatively more marked in terms of confidence and the expression of opinions and feelings. These results suggest that volunteers have experienced valuable development of their personal attributes during the placement period.

In KAP2, respondents were also asked to indicate to what extent they agreed or disagreed with an array of statements regarding improvement of skills which may have been relevant to their placement.

Table 5.7 Placement Specific Skills (all volunteers)

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Mean score KAP2
I have a better understanding of the importance of planning to deliver a project	46.5%	44.2%	6.2%	3.0%	0.2%	**4.341**
I am better able to raise awareness about a development issue	41.3%	46.7%	9.3%	2.4%	0.3%	**4.263**
I have improved my ability to consult with the community and find out their needs	41.7%	45.1%	9.6%	2.9%	0.7%	**4.242**
I have improved my ability to organise and manage an event	41.5%	42.6%	10.8%	4.5%	0.6%	**4.199**
I am better able to guide group discussions and make sure everyone's opinions are included	38.5%	44.5%	13.4%	3.5%	0.1%	**4.178**
I am better able to present my ideas to others	36.5%	45.7%	15.0%	2.7%	0.1%	**4.158**
I have improved my foreign language skills	34.7%	41.6%	14.6%	7.2%	1.8%	**3.999**
I have gained fundraising skills	28.2%	43.6%	19.8%	6.8%	1.7%	**3.901**
I have improved my ability to manage a budget	32.4%	35.5%	22.1%	8.4%	1.6%	**3.887**

Source: KAP2 Survey (Q5 & 6); n=936 – 1,007

Overall, the area which is seen to have experienced most improvement is understanding of the importance of planning to deliver a project, followed by the ability to raise awareness about a development issue, as well as their capacity in consulting with the local community to identify needs. In spite of the fundraising requirement that was in-built to the programme, the statement on gaining

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fundraising skills scores relatively low, preceding only the statement on having improved one's own ability to manage a budget.

For all statements, the mean scores for in-country volunteers exceeded those provided by UK volunteers which illustrates the significant skills benefits which in-country volunteers can potentially obtain from the scheme. There was most variation regarding the statement on budgeting where the mean score for in-country volunteers exceeded that for UK volunteers by 1.1, followed by foreign language skills where the difference was approaching 0.9 and ability to present ideas which attracted a variance of almost 0.8.

Disaggregating the findings for all volunteers by agency, VSO volunteers score themselves relatively well in terms of having an improved ability to organise/manage events, ability to guide group discussions, capacity to present ideas, fundraising skills and ability to manage a budget. Tearfund volunteers score relatively better in terms of having improved foreign language skills; Raleigh volunteers rate themselves relatively better in the field of raising awareness about developmental issues and in consulting with the local communities. Finally, respondents from Progressio felt they increased their understanding of the importance of project planning more than volunteers from other agencies.

Almost three-quarters (73%) of respondents (all volunteers) considered the ICS experience had been 'very useful' in terms of personal development while 25% reported it to have been 'useful'. The situation is similar with regards to professional development, although less marked; 57% found the programme 'very useful', while 39% said it was 'useful'. Only a small minority felt that the programme had not been useful in these terms. In-country volunteers were more positive about the usefulness of the programme with 87% reporting that it was very useful in terms of personal development (compared to 65% of UK volunteers) and 66% finding it very useful for professional development (52% of UK volunteers).

Figure 5.3 Personal and Professional Development (all volunteers)
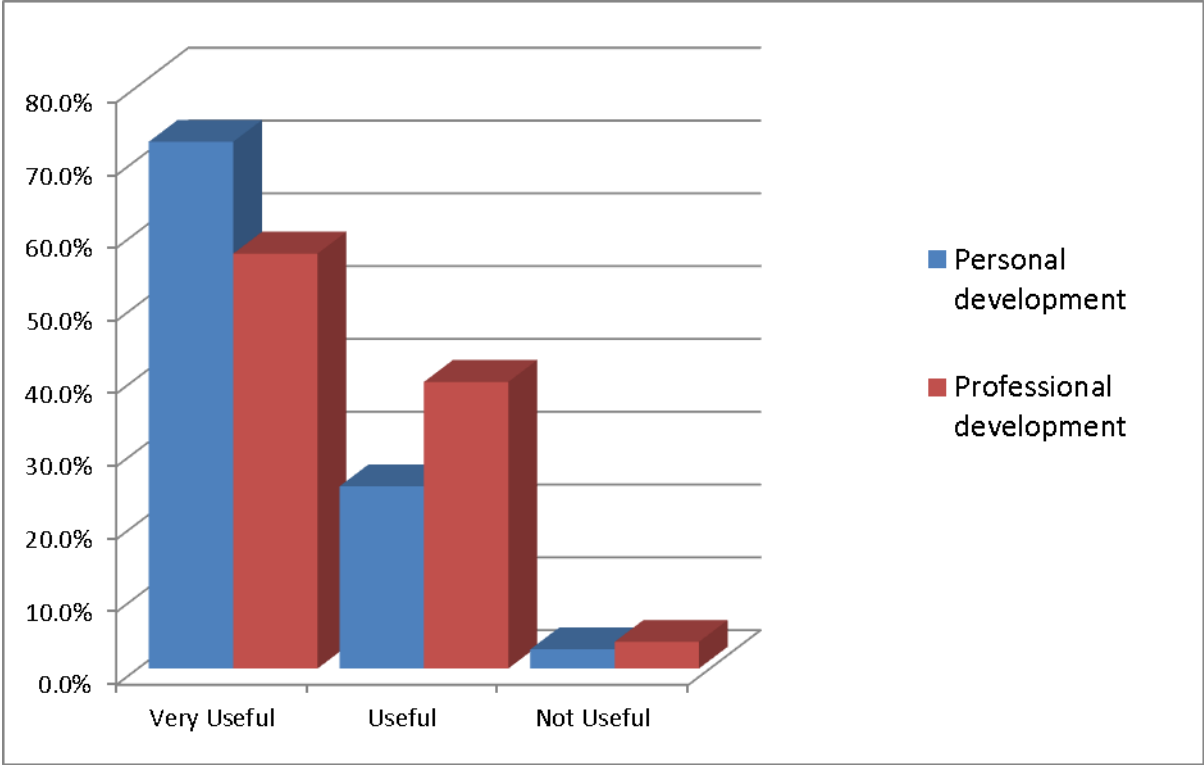
Source: KAP2 Survey (Q5 & 6); n=1,067

In phase 2, qualitative research will be undertaken with UK volunteers to explore the extent to which volunteer learning was supported and encouraged (in line with the sixth quality principle).

5.3.1   Comparing Volunteers to Non-Participants

Non-participants from the UK were asked to rate their level of knowledge on a range of development related topics and also respond to a series of attitudinal statements (mirroring those used in the KAP surveys)[1].

Overall, the non-participants assessed themselves as having a relatively high awareness of the international development context, particularly with regards to issues such as the difference between developed and developing countries (where all felt they had at least some knowledge), also how the actions of richer countries affect people and communities around the world and the role of charities in international development (where all felt they had at least a little knowledge).

Table 5.8   Knowledge of International Development Context (number of non-participants[2])

Question	A great deal	Some	A little	Not very much	None at all
The role of Millennium Development Goals in international development	28	19	8	7	5
The difference between "developed" and "developing" countries	46	21	0	0	0
Root causes of poverty and inequality around the world	33	30	3	1	0
How the actions of richer countries affect people and communities around the world	35	29	3	0	0
The role young people can play in national and international development	21	31	8	7	0
The role of charities in international development	30	34	3	0	0
Your rights and responsibilities as a global citizen	23	34	6	4	0
Gender issues in the developing world	32	32	2	1	0
Disability issues in the developing world	16	30	8	11	2

Source: Non-Participant Survey (n=67).

Similarly, there was a strong tendency from non-participants for agreement with all of the attitudinal statements, particularly an interest in learning new things from people from different backgrounds and feeling passionate about helping others and making a difference.

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[1] Once the sample size of non-participants has increased a more detailed comparison of mean scores for non-participants will be undertaken with those recorded by volunteers.
[2] This data is not expressed in percentage terms as the sample size is currently less than 100.

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Table 5.9 Attitudinal Statements (number of non-participants[1])

Statement	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
It is not poor people's fault that they are poor	30	26	9	2	0
I understand that my culture influences my world view and behaviour	38	25	3	1	0
I understand that people sometimes see me in a way that is different to the way I see myself	39	26	1	1	0
I might not agree with the way someone behaves but I try to understand their perspective.	35	30	2	0	0
Having communities made up of people from around the world brings benefits to everyone.	36	27	4	0	0
I like learning new things from people from different backgrounds.	57	9	1	0	0
I treat everyone the same regardless of their background.	38	26	2	1	0
I believe that behaviours vary across cultures but all should be respected.	35	17	11	3	1
I can communicate confidently with people of different backgrounds.	36	27	4	0	0
I am willing to accept other people's views even if I don't agree with them.	21	36	10	0	0
I understand the importance of adjusting my communication style when working inter-culturally.	38	29	0	0	0
Everyone should help to reduce inequality around the world.	48	14	5	0	0
I feel passionate about helping others and making a difference.	54	13	0	0	0
Actions I take can help to address poverty around the world.	31	24	7	5	0
Projects run by charities can help to address poverty around the work.	36	28	2	1	0

Source: Non-Participant Survey (n=67).

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[1] This data is not expressed in percentage terms as the sample size is currently less than 100.

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5.4 Other Evidence

During case study visits, a common theme emerging from discussion with volunteers was improved confidence, particularly in relation to public speaking, and team working skills, as illustrated by the following quotes:

*"The difficulty of getting a job in the UK has taken away much if my confidence but this experience has helped to restore this. Having these opportunities is important for young people from the UK." (*UK volunteer).

*"ICS had a large impact on my life: the programme provided me with self-confidence and learned me stand in front of people and talk about issues. When I started my job I had to present something to a group of people - I could not have done this without the ICS experience." (*In-country volunteer alumni).

Volunteers also valued the opportunity to learn more about other cultures and many had experienced changes in how they perceive others, becoming more open-minded and/or tolerant. Some UK volunteers also reported improved language skills and having developed other skills related to their project activity (for example, consultation skills and increased environmental awareness). For in-country volunteers in particular, ICS was seen as a way of obtaining valuable work experience and references that would help them to find work or return to education after their placement as illustrated by the following quotes from in-country volunteers:

"I have massively improved my English skills and I'm very grateful to ICS to allow me to work with UK volunteers."

"After completing this programme, I understood what I what to do in my future."

"The work we done at the clinic has helped me to further my career."

In Malawi, for example, staff reported that most of the in country volunteers from previous cycles were known to have progressed to further education or employment.

The involvement of the in-country volunteers was also highlighted as being a particular benefit for the partner organisations as the in-country volunteers have an opportunity to continue to work with the partner in the future, for example, one of the partner organisations working with Progressio in Malawi noted that they had already recruited one former ICS volunteer which has helped to build their longer term capacity.

The case study visits found that the main point of criticism from volunteers related to the training provided, particularly the limited (formal) training on placement specific skills/expertise. Volunteers generally believed that they would be able to do a better job if they had received (more) placement specific training. Often the required knowledge was obtained by learning 'on the job' but this was not considered by volunteers to the most effective way to obtain this knowledge.

Agency staff report seeing a 'huge change' in UK volunteers at return volunteer events compared to the pre-placement phase, particularly improved communication and presentation skills, which are extremely beneficial for their future careers. The experience has been seen to change young people's outlook on the world and a number of return volunteers commented that they felt they had 'grown up' a lot as a result.

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In-country partners also felt that the main benefit to volunteers was improved communication skills and increased understanding of different cultures (referenced by 22 and 21 respondents respectively in the survey of partners, discussed in more detail in Section 6), followed by improved chances of securing a job (or work experience, scholarship, etc.), mentioned by 17 respondents. Project management skills, enhanced understanding of local development issues and improved self-confidence were all mentioned by between 10 and 15 respondents.

The key challenges in working with ICS volunteers which were highlighted by partners were language barriers (21 respondents) and difficulties in adapting to the local context/culture (19). Logistics (including transport, office space and accommodation) was highlighted by 8 respondents while issues with funding, lack of preparation/skills of volunteers, health-related issues and a mismatch between volunteer profile and the needs of the partner organisation were each noted by 7 respondents.

5.5 Summary

It is clear that UK volunteers are largely motivated by a pre-existing interest in international development issues which is reflected in the relatively high levels of (self-assessed) baseline knowledge in this area, while in-country volunteers are more likely to reference skills development as a motivating factor which perhaps reflects the high proportion who were seeking employment at the time of joining ICS. UK volunteers seem to have similar characteristics to those volunteers who decide not to participate, with the main difference being that a significant proportion of non-participants secured a job opportunity which they then chose to take up rather than participate in ICS.

Overall, evidence suggests that the experience of volunteers (both UK and in-country) is a positive one and there is evidence that the placement enhances learning with regards to the international development context. Attitudinal change is more difficult to asses at this stage and a clearer pattern may emerge once participants have had more time for reflection (i.e. at KAP3 stage). However, it appears that the placement provides a valuable opportunity for personal and professional development with perceived improvements in areas such as motivation, team working skills and project planning.

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6.0 In-Country Outcomes

This section presents the available evidence on in-country outcomes. Given the stage the programme is at, these necessarily focus on short-term benefits. Work to provide a more detailed assessment and explore longer-term benefits will be undertaken in phase 2.

6.1 Project Baselines and Monitoring

Of the 228 teams which were active in quarter 6, the most common sectors were health (34%) and livelihoods (20%), followed by civic participation (18%), education (16%) and environment (11%). The number of teams active in quarter 6 was significantly higher than the number in previous quarters (e.g. 89 teams were active in quarter 5) which demonstrates that significant scaling up of activity has taken place. As noted in Section 4, the average ratio of in-country to UK volunteers was 0.5:1 for the quarter. The level of reporting on in-country volunteers captured by Jobscience has improved significantly enabling more accurate tracking of this ratio, and the consortium aims to reach the target of 1:1 by the end of March 2014.

New project planning tools and guidance were launched at the end of year 1. These were designed to provide more detailed information on the outputs and outcomes generated by each project and include a requirement to establish baseline levels for comparison. The tools provide a systematic approach which links to the theory of change with the intention of generating consistent data which will be used to provide a picture of the achievements of the programme as a whole.

Feedback on the tools has been positive although the need to complete these at the project level has highlighted some capacity issues in overseas teams. Significant progress has been made by agencies to complete the tools for all live projects and the Hub is currently working closely with agencies to ensure completion of this important task and also to find a way for this information to be compiled on Jobscience. However, at this stage, an insufficient number of plans have been completed to allow any systematic analysis of baseline data.

6.2 Partner Development

Agencies were asked to distribute a short survey to their in-country partner organisations. A total of 71 responses were received[1] covering all six of the agencies which were delivering placements at the time of the survey and spanning a range of countries (which reflects to a large extent the distribution of placements)[2]. The survey confirmed that the majority of organisations had worked previously with the agency that they were collaborating with for ICS, although a significant minority (21 organisations) had not worked with any of the agencies prior to ICS. This shows that ICS has provided an opportunity to both sustain/develop existing partnerships and to foster new ones.

Alignment between the mission/values of the respondent organisation and the ICS objectives of promoting youth, empowerment and active citizenship was indicated as a driver of the decision to

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[1] Due to the method of distribution it is difficult to estimate exactly how many partners received the survey but based on discussions with agencies and a review of placement information it is estimated that the response rate was around 80%.

[2] This data is not expressed in percentage terms as the sample size is less than 100.

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participate in ICS by a significant proportion of respondents, along with the need to secure additional volunteer support for organisational and/or operational reasons (both 16 responses), followed by the goal of prompting knowledge sharing and skills transfer between young people (11 responses).

Prior to ICS, over half of respondent organisations (36) had not worked with volunteers from the UK and only around one-third (24) had previously worked with UK volunteers from the ICS target group. However, the majority had previously worked with young volunteers from the country where they are based (52).

The most commonly reported activities for ICS volunteers were awareness raising, training, peer education and action research (all undertaken by volunteers working with more than 40 of the responding organisations). The types of support provided to ICS volunteers during their placement varied, with office facilities the most commonly stated (31 respondents), followed by supervision/professional training, transport and support to adapt to the local context.

Three-quarters of respondents stated that they had kept in contact with both UK and national ICS volunteers (52), while a further 10 reported that they had only kept in contact with national volunteers.

When asked about the impact on their organisation, the majority of respondents had experienced some positive impact, with all but two respondents agreeing that ICS has had a positive effect on their organisation (with the remainder providing a neutral response). There was less agreement that ICS had increased the amount of resources available, although the majority (49) still agreed with this statement.

Table 6.1 Organisational Impact (number of partner organisations[1])

Statement	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ICS has had a positive effect on my organisation	33	35	2	0	0
ICS has increased the resources available to my organisation	18	31	12	7	1
ICS has led to my organisation adopting new ways of working	21	27	13	9	0
ICS has helped my organisation to think differently about youth volunteers	22	33	10	4	1
ICS has helped to improve skills in my organisation	13	43	11	2	0
ICS has helped us to improve community engagement	22	32	10	6	0
ICS will have a long-lasting effect on my organisation	25	27	15	3	0

Source: Partner Survey (response varies by statement; n=69 or 70).

The main benefits highlighted by organisations were increased visibility (20 respondents), improved quality and/or quantity of services being delivered and knowledge transfer to local staff (both 19). Administrative and/or ICT support was also highlighted by 12 respondents and specific features included website development, help with events and leaflet distribution.

When asked what they would have done if they have not had the opportunity to become involved in ICS, the majority (40 respondents) noted that they would have continued the project with the resources which

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[1] This data is not expressed in percentage terms as the sample size is currently less than 100.

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they already had available, which shows that in the majority of cases ICS has provided additional inputs to existing projects.

There was general agreement from partners that they had received the information and support required to participate in ICS, although there was most disagreement (albeit from a relatively small proportion of respondents) in respect of the support required to set up the placement and the volunteer details provided prior to arrival.

Table 6.2 Taking Part in ICS (number of partner organisations[1])

Statement	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Volunteers had received adequate training/briefing before the placement	18	40	9	2	0
My organisation received a full briefing about ICS and what it is trying to achieve	33	31	5	0	0
My organisation received the support required from the UK agency to set up the placement	23	33	7	4	1
My organisation received the details required from the UK agency about the volunteers in advance of their arrival	25	32	7	5	0
My organisation received the support required from the UK agency to support the volunteers during their placement	22	36	9	2	0

Source: Partner Survey (response varies by statement; n=68 or 69).

All but two respondents said that ICS had met their expectations so far, with 24 reporting that it had fully met these expectations, while all but one stated that they would recommend the programme to other similar organisations, with the majority (60) saying that this was definitely the case.

When asked to provide further comments or suggestions on the programme, the most common was to extend the length of the placement (mentioned by 14 respondents) while eight recommended more extensive training being provided to volunteers before their placement (to ensure they were better prepared).

6.3 Community Development

The majority of respondents to the partner survey (around 80%) recognised that ICS volunteers made a valuable contribution to community development which provides a positive indication that placements are adhering to the third quality principle (every placement must aim to achieve some kind of development impact). Comments provided in support of this view included:

- ICS volunteers successfully connected to the local community and exposed it to new ideas/points of views (15 respondents).
- The scheme raised awareness on development issues, including health, nutrition, agriculture, children rights and gender (14 respondents expressed this view).

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[1] This data is not expressed in percentage terms as the sample size is currently less than 100.

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- The volunteers brought in skills and expertise to the respective host-organisation (12 respondents).
- The programme successfully mobilised the local community, especially youth (8 respondents).
- The volunteers provided training (English language and IT) to host-organisation staff and local people (8 respondents).
- ICS volunteers contributed to infrastructure development (5 respondents).
- ICS volunteers helped with fundraising (4 respondents).
- ICS helped the host organisation gain more visibility, facilitating partnerships and networking (4 respondents).
- ICS volunteers' work, notably field research, served as an input to policymaking (3 respondents).
- The programme focused on the priorities identified by the communities (3 respondents).
- ICS volunteers conducted monitoring and evaluation (2 respondents).

Where partners organisations did not think ICS volunteers had made a valuable contribution (around 20%), the main reason for this view was that that the placement duration was too short. Some respondents also emphasised language barriers, lack of professional experience and limited knowledge of development projects and the local setting (calling for improved pre-placement orientation, in the latter case). In addition, one respondent felt that ICS failed to make a valuable contribution due to volunteers' arrogant attitudes. There were also some respondents who felt that the volunteers had not had much direct interaction with the local community due to the nature of the work they were carrying out (administrative tasks).

Responses to the partner survey also provide evidence of a largely positive effect on the host community, with over four-fifths of respondents agreeing that ICS has had a positive effect on the local community. The specific nature of this effect varied, likely reflecting, at least in part, the specific activity which ICS volunteers had been undertaking. Areas where there appears to have been particular successes include increasing positive views of young people in the community (59 respondents agreed with this statement), local people becoming more involved in/supportive of community development (55 respondents agreed) and encouraging more local people to volunteer (54 respondents agreed).

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Table 6.3 Host Community Impact (number of partner organisations[1])

Statement	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ICS has had a positive effect on the local community	26	33	9	0	0
ICS has led to development of new skills in the local community	19	31	15	3	0
ICS has resulted in local people becoming more involved in/supportive of community development	18	37	11	2	1
ICS has resulted in local people becoming more involved in local decision making	12	30	17	6	1
ICS has resulted in more local people volunteering	20	34	10	2	1
ICS has led to an increased feeling of empowerment in the local community	13	32	16	5	0
ICS has led to an increased voice for disadvantaged groups within the local community	12	29	16	6	2
ICS has encouraged increased take-up of basic education	12	29	17	8	1
ICS has encouraged increased take-up of health services	12	21	25	7	1
ICS has encouraged take-up of new teaching practices	13	29	17	6	1
ICS has supported the creation of new enterprise/jobs	4	26	25	11	1
ICS has led to increased uptake of sexual and reproductive health services	10	19	24	9	4
ICS has led to increased uptake of safer and more effective hygiene practices	8	32	16	7	3
ICS has led to improved management of the natural environment and resources	13	24	20	8	1
ICS has increased positive views of young people within the community	27	32	7	2	1

Source: Partner Survey (response varies by statement; n=65-69).

The benefit to the community most commonly mentioned by partners concerned increased civic engagement (including increased involvement in community-based governance structures), mentioned by 17 respondents, followed by increased awareness of health issues (11).

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[1] This data is not expressed in percentage terms as the sample size is currently less than 100.

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More than two-thirds of partners responding to the survey agreed that ICS will make a long-lasting contribution to local communities. The most common reason (10 responses) for this was the increase in civic engagement within the local community, which was thought to have had a particular impact on young people and helped to increase interest in volunteering. Transfer of knowledge to the local community was also indicated as a prime reason why there would be sustained effects (9 responses). Respondents particularly highlighted the knowledge acquired by local people in the areas of business practices, health and sustainability/environment. The partners surveyed also emphasised that the ICS programme had contributed to increasing economic and social inclusion of vulnerable groups, particularly women and disabled people (5 respondents). Other reasons included: the support for infrastructure development (3), the fact that ICS volunteers helped to ensure continuation of the organisation's projects and increased visibility (all 3 respondents).

However, seven respondents were not sure whether there would be a long-lasting effect, or felt that ultimately the impact will depend on each round of volunteers and on a range of host-country circumstances, including the extent to which the community is ready to cooperate with the volunteers. Finally, those who indicated that ICS won't have any long-lasting effect (7 organisations) put forward a number of views including the scheme is not large enough; local language was a major barrier; and M&E of volunteers has been too lax. Others simply noted that the volunteers' role was just administrative and did not entail any direct contact with the local community.

6.4   Volunteer Views on Development Impact

Volunteer views on the development impact of ICS are provided by the KAP2 survey and are also positive. Almost all of those who responded to the survey in quarters 5 and 6 felt that their placement had at least some positive impact on the host community (94%), with 48% reporting 'a lot'. Only 3% felt that the placement yielded no positive impacts and a further 3% were unsure.

Figure 6.1 Development Impact of Placement (all volunteers)
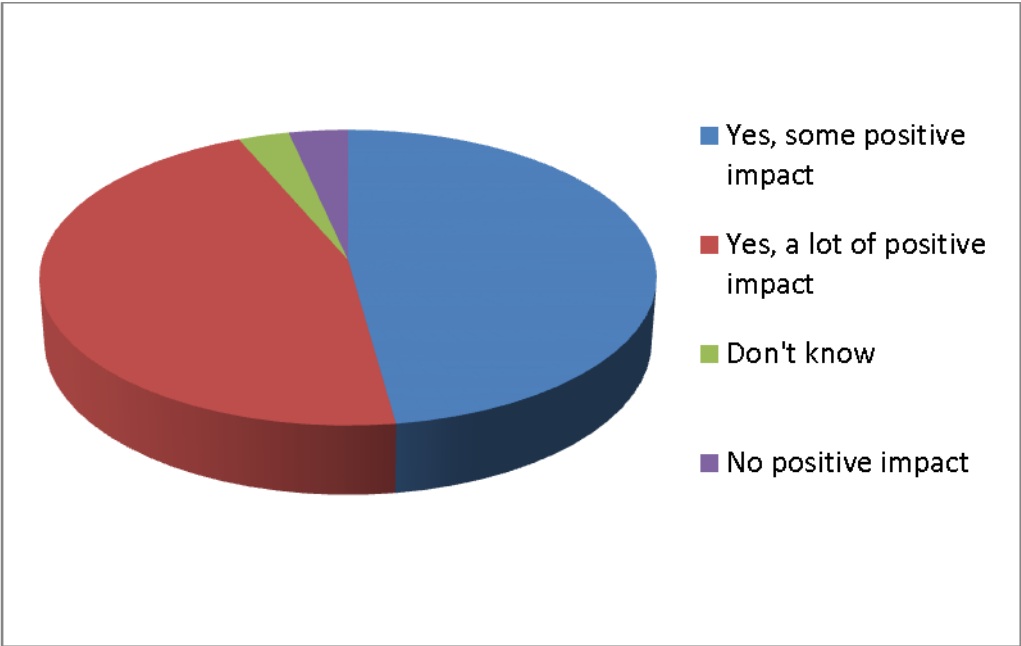
- Yes, some positive impact
- Yes, a lot of positive impact
- Don't know
- No positive impact

Source: KAP Survey (Q5 & 6); n=1,065

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Disaggregating by type of volunteer shows that in-country volunteers were more positive about the development impact with 58% reporting 'a lot' of impact (compared to 37% of UK volunteers who expressed this view).

Breaking this down by agency, the share of respondents (all volunteers) who reported a positive development impact (either a lot or some) ranged from 100% (Tearfund) to 83% (International Service).

Figure 6.2 Development Impact of Placement (by agency) (all volunteers)
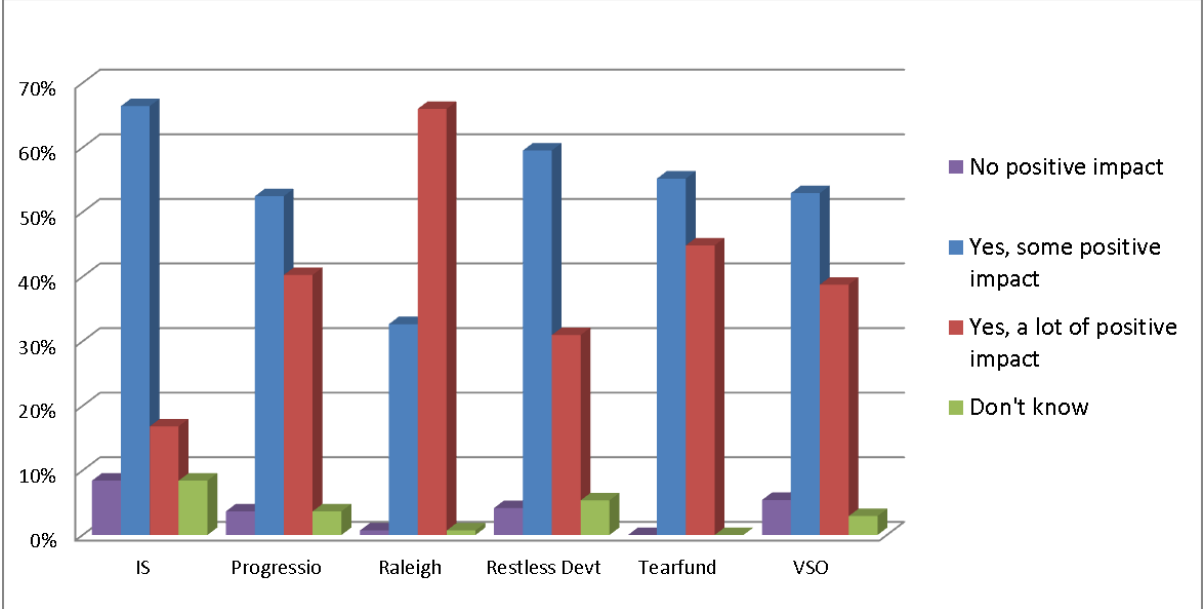
Source: KAP Survey (Q5 & 6); n=1,065

6.5   Role of Young People in Development

Respondents to the partner survey expressed positive views on the role of and outcomes for ICS volunteers, suggesting that agencies recognise the part that can be played by young volunteers and also how they have contributed to the project. In particular, around three-quarters of respondents (54) strongly agreed that they would be happy to work with young volunteers in the future.

Table 6.4   Views on the Contribution of ICS Volunteers (number of partner organisations[1])

Statement	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ICS volunteers were able to successfully engage with the community	28	36	5	1	0
ICS volunteers made a valuable contribution to development of the community	25	34	10	1	0
Volunteers have developed new skills as a result of this placement	36	30	4	0	0
Volunteers have increased their understanding of poverty, equality and development as a result of this project	35	31	4	0	0
Volunteers have increased their understanding of other cultures as a result of this project	38	31	1	0	0
Young volunteers were able to make a unique contribution to this project	22	34	13	1	0
I would be happy to work with young volunteers again	54	14	2	0	0

Source: Partner Survey (n=70).

6.6   Qualitative Evidence

Discussions with programme staff in the UK and with staff and partners in-country highlight that stakeholders feel that ICS has benefited partner organisations by increasing their capacity to deliver activities, allowing partners to do more. The involvement of in-country volunteers is a particular benefit for partners as it presents an opportunity for on-going involvement. Participation in ICS has helped to raise the profile of partner organisations, perhaps leaving them better able to secure support in future, and one partner noted that the presence of the UK volunteers helped to create interest in the project amongst local people. It was also felt that ICS had helped to bring some organisations closer to the communities in which they work and encouraged others to try new methods of engagement. An example from the case study visits of how the programme has changed the practices of partner organisations and improved engagement with target groups is illustrated by the following quote:

"We learned that it is very valuable to include youth in community outreach. Youth can speak to youth. They discuss subjects we are not comfortable with like teenage pregnancy and HIV/AIDS. We now organise separate workshops with youth in the community and organise sessions at schools. The content of the sessions have also changed through ICS; they are more interactive and include quizzes etc." (Partner).

[1] This data is not expressed in percentage terms as the sample size is currently less than 100.

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However, some staff raised the concern that hosting ICS volunteers could lead to additional costs for partners which are not covered by the agreed budget, and which could leave some organisations out of pocket. Case study visits have highlighted that partners work with extremely limited budgets and unexpected expenses can have significant implications. On the one hand the partnership with grassroots organisations running small scale projects enables the volunteers to work directly with communities with potential to have a real impact but on the other hand these types of organisations tend to be quite limited in terms of capacity and resources which can impact negatively on the progress of activities and the volunteer experience. It is important that agencies are mindful of the constraints faced by partners and, in the interests of maintaining good relationships and a high quality placement experience, should encourage open and honest dialogue about these issues.

It was noted that ICS volunteers provide positive role models for local young people and have helped to stimulate interest and involvement from host communities, which provides a positive indication that the benefits of the work will endure, including by creating support for the work of the partner organisation going forward.

Case study visits have highlighted many tangible benefits for communities, including new skills, equipment/facilities and knowledge. There is recognition that this work is likely to have longer-term effects, including less illness as a result of improved hygiene practices and more successful farming as a result of using different techniques and practices, although on-going monitoring will be required to demonstrate that tangible development outcomes are realised. Some examples from the visits of short-term effects, which provide an indication that longer-term benefits may result, are provided below:

Sierra Leone
Volunteers provided awareness sessions on teenage pregnancy to junior secondary school classes. The impact of these sessions is evidenced by the feedback from the teacher which was that before the sessions 50 of the 80 pupils had to drop out because of pregnancy at the end of the school year; but since the sessions were delivered none of the students dropped out for this reason.
Awareness sessions and outreach activities on human rights (including child rights) are reported to have had a huge impact on the communities *"...this is where the ICS volunteers made the most impact, with fewer children in custody. At the start of the cycle, they found several juveniles in custody every visit, some of whom had been kept there for days or weeks, but by the end, they only found them there maybe once or twice a week, and the juveniles had only come in the previous or same day. Police awareness of Child Rights Act had increased so the children were being treated fairly." (*Partner).

Zambia
Sessions on sexual and reproductive health and financial literacy delivered by the volunteers use a youth-centred approach. The content and delivery of the SRH lesson given by volunteers appeared to be appropriate for the age group and the use of a lesson plan, ice breakers, posters and games seemed to be effective as the students displayed fairly high levels of interest/enthusiasm throughout the lesson. The pairing of UK and national/local volunteers worked well and it was also useful for translating key messages from English into Bemba.   *"When we have teachers delivering SRH lessons we don't like asking questions, we are so passive, but with the volunteers we feel like we can be open and ask questions, which is a really good thing."* (Young person).   *"They taught us many topics, for example HIV and AIDS and how you can make yourself protected and the ways you can and cannot get HIV and AIDS. I think that it influences our lives and helps us to understand HIV and AIDS better."* (Young person).   *"Our behaviour has changed, actually we didn't know about condoms and going to the clinic, but now that's changing."* (Young person).

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Malawi

Villagers commented that the action research undertaken by the volunteers had taught them that it makes a difference which crops they decide to grow. The knowledge the villagers have gained about beans and other winter crops has provided them with the potential of having food and a livelihood all year round. As well as an increase in knowledge, there have also been attitudinal changes as villagers have begun to recognise the difference these new approaches can make and their role in making a difference to their community: *"Even villagers that were reluctant to change have now realised the benefits and have changed their attitudes."* (Chief).

The villagers felt that they now have hope that they are able to become self sufficient as a village and were confident that their new livelihoods will enable them to achieve their five year vision. The chiefs and villagers were adamant that they would not have been able to achieve this without the support of ICS volunteers.

The shallow wells built by the volunteers have meant that villagers no longer drink water from the river. Coupled with the nutrition and hygienic food preparation sessions the volunteers had provided, this has led to children and adults becoming healthier. Villagers had already noticed that their children no longer get ill so often. Villagers will continue to remember and use the nutrition and hygienic food preparation lessons but villagers were adamant they would continue with this as they have already seen the benefits.

Since the volunteers started working in a local school, the average drop out rate for girls has reduced from 30% to 25%. This improvement was attributed to the combination of the ICS volunteers providing safe toilet blocks and educating the pupils on the importance of staying in education.

Nicaragua

A range of benefits have been experienced by the local communities. Notably, ICS has improved participation of marginalised groups in development, with a focus on young people; increased the debate about key development issues facing communities; increased capacity building within communities; and increased levels of awareness about critical issues related to health, sanitation and natural resource management. For example, the first cycle of volunteers constricted six ecological latrines, although it is recognised that there is more work to be done to make sure that the community maintain the latrines and use the waste.

Youth groups have been established in both communities and are well attended. The groups have focussed on natural resource management issues, community issues and personal development. In addition, the volunteers have also taught young people English. Young people spoke very positively about the youth groups and often commented that they had never had the opportunity to take part in anything similar before. A partner noted that they had spent many years trying to set up a youth group in but found it impossible due to a lack of resources: *"the youth group didn't quite come together without the volunteers."* (Partner).

There is also evidence that ICS has helped to improve the situation of marginalised groups in communities, including young people, encouraging them to be more active participants in society:

- It is felt that the ICS programme has brought the spirit of voluntarism to the community: "it used to be difficult to get volunteers, now people see the need and youth becomes more active." (Partner).
- "I highly commend Restless Development, as it is they only organisation as of now that is effectively reaching out to youths. Restless Development has made me get more involved with youths. It has given me a greater platform to reach youths as the volunteer's invite me to their community events. As

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a civic leader, I feel that it has added value to my work with the community, as they have shown how much they value my presence and contribution." (Civic leader).

- As a result of ICS in Nicaragua, anecdotal evidence suggests that local young people are more confident and have a greater involvement in their communities. In addition, the community are now more aware of youth issues and the importance of young people. In one area, the volunteers liaised with the community leaders to try and encourage greater involvement of young people in decisions and as a result, the community committee has agreed to create a position for the youth on their group.

Stakeholders in the UK strongly believe that young people can add value to projects in a number of ways, although recognise that there may be some scepticism about this contribution and see that ICS is a way to change these views. The partner survey and case study research have shown that young people bring motivation, enthusiasm and an open mind and can also add specific value by delivering peer education and providing a positive example to local young people. There is also recognised value in groups of volunteers working together and developing a close link to the community, as this can help to challenge stereotypes and let people see that young people can contribute to development, which can motivate other young people to get involved too.

Many of the partners interviewed as part of case studies felt that placements were too short, particularly as it took several weeks for groups to become orientated and settled:

"The ICS is a very short placement, volunteers have different backgrounds, by the minute we are together the placement is over. Because most volunteers have limited qualifications the programme requires a considerable investment from our side. We would prefer a longer time schedule." (Partner).

However, this underlines the importance of planning for several cycles in each project. For example, partners, volunteers and community members in Nicaragua recognised that changing behaviours and attitudes is not possible in relatively short timescales (i.e. 10 weeks). In recognition of this, projects are planned to have at least two volunteer placements in the same community (where appropriate):

*"You can't just wave a magic wand and expect things to change. To create change anywhere you have to keep chipping away at it and you get there in the end." (*Team leader).

6.7 Summary

The evidence suggests that the programme is having a largely positive effect on partner organisations and communities. ICS volunteer teams provide partners with additional capacity which enables them to do more than would otherwise have been the case. There is also recognition of a range of other benefits including increased profile/visibility, new skills/ways of working and an improved relationship with local communities all of which would be expected to support the organisation to sustain its activities post-ICS.

Host communities have also benefited from the work of ICS volunteers. A feature of many projects is a high level of interaction with the community and this has been important in generating interest and involvement from local people. There is evidence that new knowledge and skills have been passed on to communities and phase 2 will focus on assessing the impact of this, including whether skills and knowledge have been put into practice and exploring what has happened as a result.

Young volunteers can play an important role in motivating and inspiring communities to become active citizens and take a greater role in their own development, particularly young people who are recognised as a growing demographic in many developing countries.

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7.0 Active Citizenship Outcomes

The main source of evidence on changes in active citizenship behaviour is the KAP3 survey which is sent to volunteers 12 months after completing their placement. However, in the time period under consideration for this report, no completed KAP3 surveys had been returned. Therefore this section looks first at baseline levels of citizenship behaviours (KAP1 findings) then at emerging evidence of post-placement behaviour (action at home survey data). This outcome will be assessed in more detail at the final evaluation stage using KAP3 data supplemented by qualitative research findings.

7.1 Citizenship Baseline

Findings from the KAP1 survey suggest that grass roots volunteering was a widespread practice amongst young people prior to their involvement in ICS (all volunteers): 86% claimed to have undertaken at least occasional volunteering with a group, club or organisation in their local community and a similar proportion (85%) reported having provided unpaid support to someone in the community. International volunteering experience was relatively less common, with around two-thirds never having engaged in this. Breaking this down by volunteer type, in-country volunteers were slightly less likely than UK volunteers to have undertaken formal volunteering (83% compared to 88%) but more likely to have undertaken informal volunteering (87% compared to 75%). Unsurprisingly, international volunteering was less common amongst in-county volunteers with only 26% claiming to have undertaken this activity compared to 35% of UK volunteers.

Political and civic engagement, as measured by participation in local/national elections, interaction with local/national politicians and attendance at public demonstrations and public meetings, also appears significant and this behaviour was more common amongst in-country volunteers (for example, 59% claimed to have met or contacted a politician to discuss an issue they were concerned about compared to just 27% of UK volunteers).

KAP1 findings also evidence volunteers' commitment to charitable giving (overall 84% have donated to charities working on local issues; 71% to international charities) and fundraising (overall only 11% have never participated in a fundraising event). A history of charitable giving and fundraising was significantly less common amongst in-country volunteers compared to those from the UK (for example only 8% of UK volunteers had not donated to charities working on local issues and 6% had never attended a fundraising event compared to 33% and 20% of in-country volunteers respectively). Finally, respondents seem to place great importance on making environmentally and ethically-sensitive decisions in their daily lives, with this behaviour having similar prevalence amongst both UK and in-country volunteers[1].

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[1] Findings from the KAP1 survey administered during year 1 also suggest relatively high baseline levels of volunteering and social action, with 81% having had some kind of previous volunteering experience, 84% having said ethical considerations were important when making purchasing decisions, 87% having signed a petition on an issue which concerned them and 70% voting in an election.

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Table 7.1 Previous Volunteering and Social Action (% of all volunteers)

	Yes - often	Yes - occasionally	No
Had you ever volunteered for a group, club or organisation in your local community?	47.5%	39.1%	13.5%
Had you ever provided unpaid help or support to someone in your local community?	53.5%	32.0%	14.5%
Had you ever volunteered overseas?	13.2%	20.0%	66.8%
Had you ever voted in local / national elections?	41.4%	25.5%	33.1%
Had you ever met with or contacted a local / national politician to discuss an issue you are concerned about?	11.7%	23.6%	64.7%
Had you ever taken part in a public demonstration or rally to highlight an issue you are concerned about?	13.1%	34.7%	52.2%
Had you ever completed a questionnaire or signed a petition to highlight an issue you are concerned about?	31.6%	51.5%	16.9%
Had you ever attended a public meeting to discuss an issue you are concerned about?	17.6%	34.6%	47.8%
Had you ever donated to charities working on local / national issues?	35.5%	49.3%	15.2%
Had you ever donated to charities working on international development issues?	28.7%	42.9%	28.3%
Had you ever attended an event to raise funds for charity?	36.0%	53.4%	10.6%
When you bought things, was it important to you that products / services were ethically sourced/environmentally friendly?	34.2%	52.0%	13.8%
In your daily life, was it important to you to make ethical or environmentally friendly choices e.g. reducing plastic bag use?	55.3%	37.9%	6.8%

Source: KAP1 (Q5 & 6); n=1,390. Note: only 3 individuals selected 'no' for every statement.

Overall, 43% reported that they regularly engaged their friends in discussions about social/economic/environmental issues facing their local area and a further 53% said that they sometimes had these discussions. This behaviour was more common amongst in-country volunteers with 50% regularly and 49% sometimes discussing these issues (compared to 39% and 54% of UK volunteers respectively).

A slightly higher proportion stated that they have discussions with friends on global development issues - 48% regularly and 50% sometimes (with similar proportions recorded for both in-country and UK volunteer groups); however, only 14% reported that they had regular communication with someone living in a developing country, with 53% never having had this type of contact. This indicates that ICS provides an important opportunity to develop relationships with those in developing countries and learn about global development issues from a new perspective.

7.1.1   Comparing Volunteers to Non-Participants

As would be expected, given that a previous commitment to social action is a desirable attribute for successful applicants, those who responded to the non-participant survey also demonstrated high levels of engagement in this type of activity – in particular, almost all had prior experience of volunteering at the local level and almost all stated the importance of making green or ethical choices, had donated money to

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charities, and had attended a fundraising event. Overall, this experience is broadly consistent with that of volunteers at the pre-placement stage and during phase 2 we will also compare the behaviour of non-participants with that of volunteers post-placement (based on KAP 3 returns and qualitative research findings).

Table 7.2 Previous Volunteering and Social Action (number of non participants[1])

	Yes	No
Have you ever volunteered for a group, club or organisation in your local community?	63	4
Have you ever provided unpaid help or support to someone in your local community, e.g. shopping for an elderly neighbour?	46	21
Have you ever volunteered overseas?	38	29
Have you ever voted in a local or national election?	50	17
Have you ever met with or contacted a local/national politician to discuss an issue you are concerned about?	25	42
Have you ever taken part in a public demonstration or rally to highlight an issue you are concerned about?	35	32
Have you ever completed a questionnaire or signed a petition to highlight an issue you are concerned about?	62	5
Have you ever attended a public meeting to discuss an issue you are concerned about?	34	33
Have you ever donated to charities working on local/national issues?	62	5
Have you ever donated to charities working on international development issues?	59	8
Have you ever attended an event to raise funds for charity?	60	7
When you buy things, is it important to you that products/services are ethically sourced?	55	12
In your daily life, is it important to you to make ethical or green choices, e.g. by recycling or walking/cycling wherever possible?	63	4

Source: Non-Participant Survey (n=67). Note: there were no respondents who selected 'no' for every statement.

Almost two-thirds of respondents (43) noted that they regularly discuss global development issues with friends, family and colleagues, while one-third (22) mentioned that they do so sometimes. There was also evidence of a high level of concern about economic/social/environmental issues in their local area with over half (38) saying that they discuss these issues regularly with friends, family or colleagues and 28 respondents reporting that they do this sometimes. A lower proportion (19 respondents) regularly communicate with someone in a developing country and a further 21 individuals do this sometimes; again showing that ICS would have been beneficial in providing an opportunity to develop these links.

7.2   Action at Home

The action at home survey is distributed to UK volunteers five to six months after completing their placement. The survey in its current form was introduced in May 2013 and in the period to end September a total of 248 responses were received. The survey provides evidence of ICS volunteers

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[1] This data is not expressed in percentage terms as the sample size is currently less than 100.

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undertaking positive actions after their placement, which is a step towards the desired longer-term outcomes for volunteers (specifically further volunteering and social action).

The survey is structured in five sections: support for the ICS programme; volunteering for a group/organisation; volunteering that is not part of an organisation; action taken for issues important to oneself; and daily choices in support for charities and ethical sourcing.

The survey begins by asking returned UK volunteers whether they have taken action to let others know about their ICS experience. The most common type of activity was organising a talk or presentation for a specific audience (selected by 36% respondents). Helping out at a recruitment event was another popular activity (16%). Support was also given through a personal blog (15%) or contributions to a newspaper/online media (14%). 'Other' activities were also popular, with 19% of respondents listing something which was not provided as a response option; these activities include a range of informal dissemination channels, such as word of mouth, social media and conversations with friends. A smaller number had undertaken fundraising, either for the ICS programme or the specific project they worked on.

Figure 7.1   Since finishing your placement, have you done any of the following to let others know about your ICS experience? (UK volunteers)
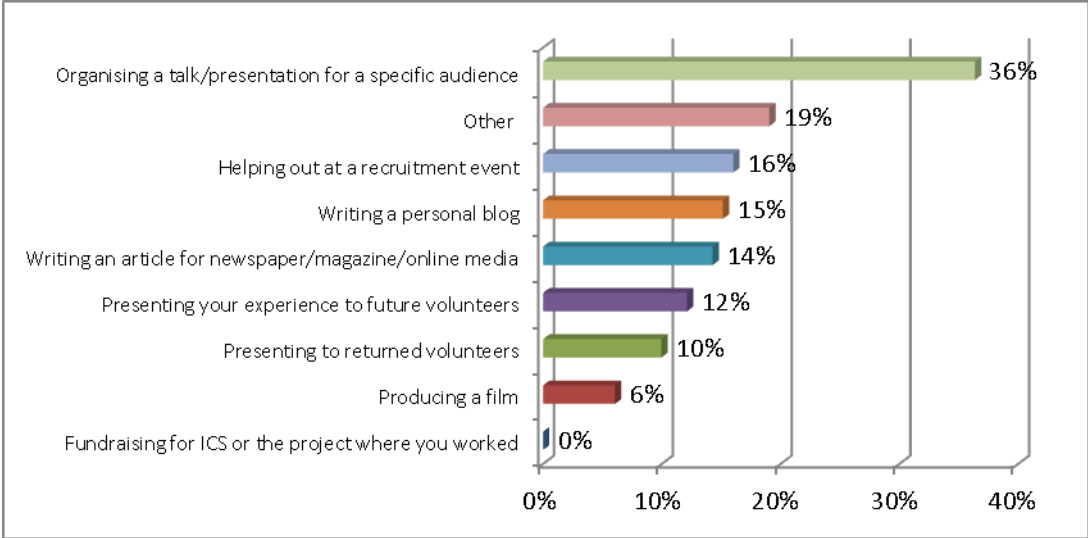
Source: Action at Home Survey; n=231 (excluding those who answered 'none of the above'); multiple responses permitted

The survey then goes on to ask about structured volunteering (i.e. for a group/organisation). Responses show that those who have taken part in this type of volunteering since they returned have placed a large emphasis on working with children and young people, with youth/children's activities (outside school) being the most common (18%), followed by school-based activities (16%). Justice and human rights has also proved to be a popular field (15%). The elderly and adult education are areas which had received less attention. The activity most commonly undertaken was organising or helping at an event (59%). Administrative assistance, fundraising and leading a group were the next most popular (chosen by between 26% and 31%). Around half (51%) reported that they had been doing this activity regularly while 15% said it was a one-off (the remaining 34% did not reply). Of those who defined their activity as regular, 59% said this was at least once a week and 32% at least once a month.

Only 23% said that they were already helping the organisation they volunteered for before their ICS placement, and, of this group, over half (58%) said that they did not change the amount of time they spent volunteering for this organisation, while 26% increased the time spent and 14% decreased it (with the

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main reasons being having less time due to having taken up a full-time job or gone back into education). Almost half (42%) felt that the type of support had changed, primarily as a result of taking up increased responsibilities, and having enhanced skills, in-the-field experience and self-confidence or greater focus. However, a significant proportion (43%) reported that they were not already helping the group they volunteered before ICS which is positive as it suggests that within six months of returning from their placement a number of ICS alumni have already gone on to explore new volunteering opportunities.

Figure 7.2 In the last 5 months – since you finished your ICS placement – have you done any voluntary (unpaid) work for a group, club or organisation outlined below? (UK volunteers)
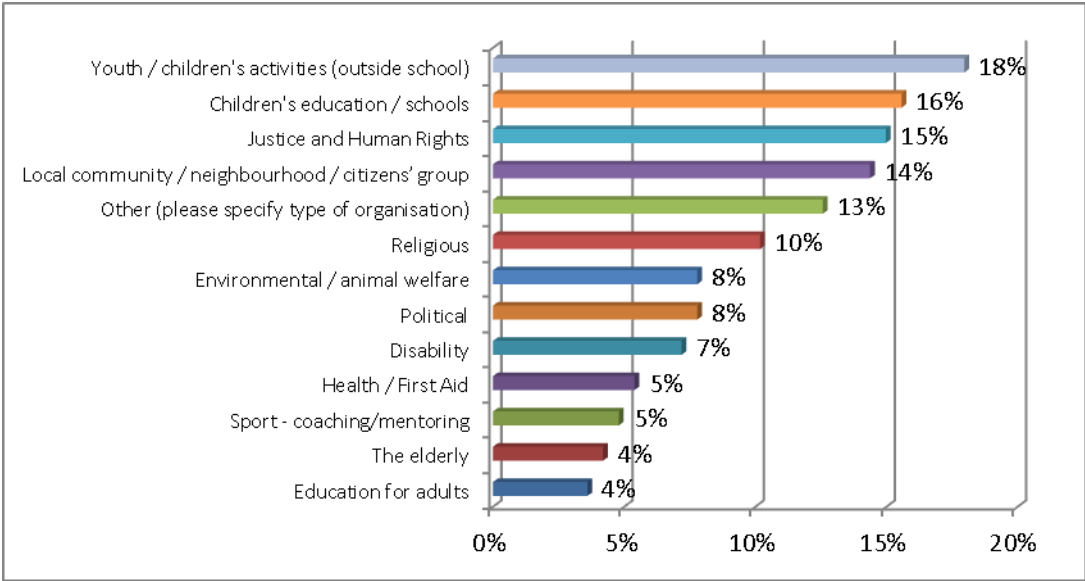
Source: Action at Home Survey; n=167 (excluding those who answered 'none of the above'); multiple responses permitted

Other types of volunteering were also popular with the most common being practical help around the house to people in need (40%), followed by help for someone who has difficulty getting out and about (35%). This support was generally provided to a friend or neighbour (63%) or acquaintance (21%) and over half suggested that it took place regularly (with most defining this as at least once a week). However, almost half (48%) reported that they were providing help to this individual before ICS but one-third (33%) of this group said that since returning from their placement the amount of support they provide to this person had increased, while 28% said that the type of support had changed generally as a result of having been entrusted with more responsibility. The amount of time spent providing this type of support tended to be in the region of one hour per week.

Figure 7.3 In the last 6 months – since you finished your ICS placement – have you given any of the following types of unpaid help, to other people, that was not through a group, club or organisation? (UK volunteers)
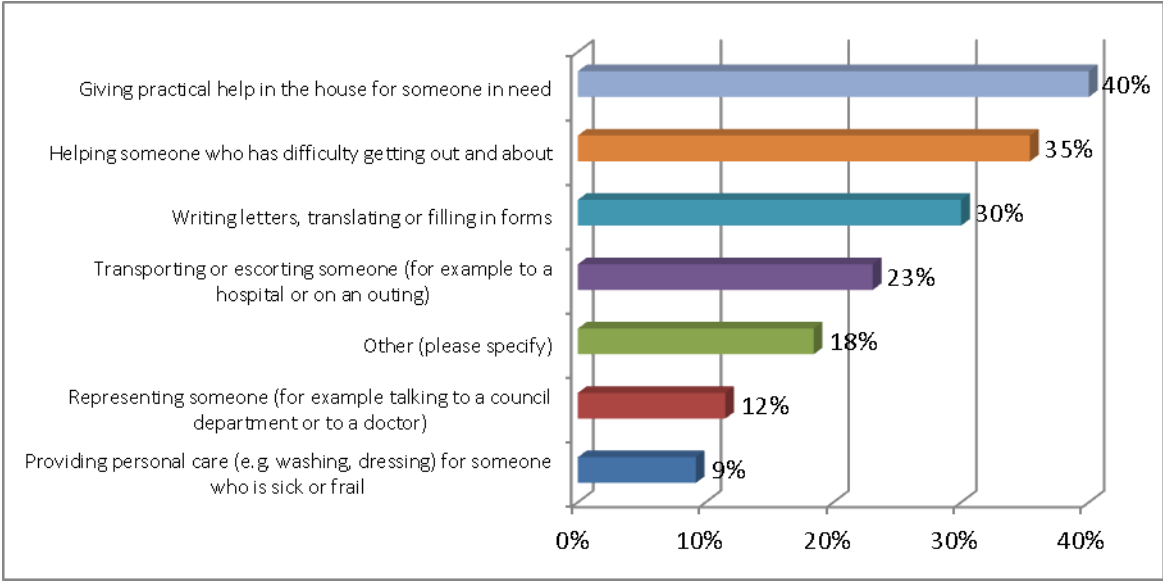
Source: Action at Home Survey; n=130 (excluding those who answered 'none of the above'); multiple responses permitted

Another topic explored by the survey was the extent to which returned UK volunteers have taken action on an issue that matters to them. Less than half of those surveyed had made contact with someone with potential influence on an issue that was of concern to them; where contact had been made the most common format was by email. Over half of the sample (52%) had taken part in an activity to influence democratic decision-making; taking part in a public demonstration/rally and attending a public meeting were the most common (20% and 19% of respondents respectively) and campaign themes included environment, food security and military intervention.

Finally, the survey collected information on charitable giving and purchasing. A majority reported that they had made a donation to charity with the most common channel being giving money (62%) while contributions in time and in goods or purchases applied to 29% and 25% of the total sample respectively. The majority (66%) claimed that they were already giving support in this way before their ICS placement. However, 35% of this group felt that the amount of support they have given to charities had increased and that the main driver for this was a greater awareness of the conditions of vulnerable people, as well as of the impact charitable giving may exert on their lives. In several cases, the first-hand experience gained during the placement was explicitly mentioned as a contributing factor. A similar proportion (36%) felt that the type of support had changed including reports that return volunteers were more likely to offer their time, rather than money, had taken up of more demanding roles due to more confidence and enhanced skills, had a more pro-active attitude (e.g. conduct fundraising, lobbying, spread awareness), and had paid more attention in hand-picking charities/projects for donations.

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Figure 7.4 In the last 6 months – since you returned from your ICS placement – have you donated to charity in any of the following ways? (UK volunteers)
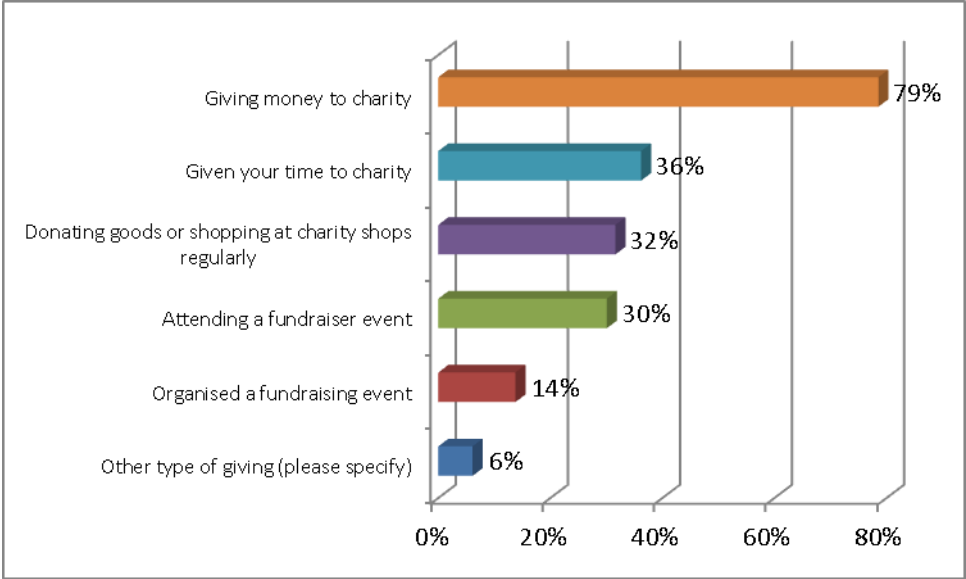
Source: Action at Home Survey; n=196 (excluding those who answered 'none of the above'); multiple responses permitted

Over 58% of respondents reported a change in behaviour in terms of buying fair trade products (or boycotting non-fair trade), while 44% reported changes regarding selection of green/ethical financial products or services. Over one-third (37%) said that they were not considering these factors before ICS.

Figure 7.5 In the last 6 months – since you finished your ICS placement – have you changed your behaviour for ethical / environmental / political reasons? (UK volunteers)
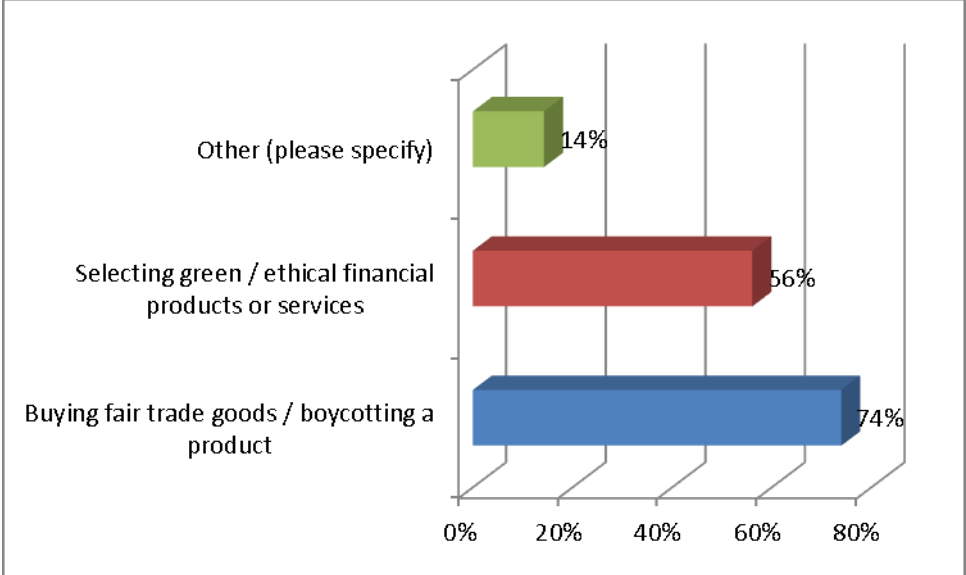
Source: Action at Home Survey; n=196; multiple responses permitted

Of those that were already considering these factors (57%), over one-third (37%) reported that they were considering them more often since ICS, mainly because they felt they had more awareness of the importance of fair trade as a result of their placement – in some cases this involved direct exposure to how fair trade and other ethical or environmental decisions can benefit local farmers or producers.

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7.3 Alumni Activity

Alumni networks are a way to continue involvement of volunteers beyond their ICS placement and provide on-going support for future advocacy and action. No significant resource exists within the programme to fund this type of work but the consortium is committed to developing this area and existing agency alumni networks provide a strong foundation and cost effective approach to this work. It is recognised that alumni are primarily an agency-specific resource although there may be potential for collaboration, particularly as a way to provide on-going support to in-country volunteers (which is a major challenge for in-country staff yet represents an important opportunity to create lasting benefits in host countries).

Alumni have also provided valuable support to the programme in a number of ways, including acting as ambassadors, helping at recruitment events and presenting their experiences at training events. For example, International Service has set up an alumni board which helps to maintain contact with and support the work of returned volunteers and has plans to launch a small grants fund for volunteers to work with partners and submit bids to fund small items or actions which will enhance the work being done overseas.

Agency staff are also aware of numerous examples of alumni who have secured places to study international development related subjects or secured jobs as a result of their experience (including in-country volunteers).

7.4 Summary

The KAP1 survey highlights the range of citizenship actions which were being undertaken by volunteers before they applied to the programme and suggests that the opportunity appeals largely to those who already have a strong tendency towards social action. This is perhaps unsurprising given that applicants are encouraged to demonstrate a previous commitment to social action in order to be selected to take part. However, an objective for the programme is that taking part in ICS will inspire further action or changes in behaviour. The action at home survey suggests that return volunteers are undertaking a range of actions of varying scale, and although some of this is reported as being a continuation of activity which began before ICS, in the majority of cases there is some degree of additionality (either as a result of doing something new or increasing the amount of time spent on a pre-existing commitment).

It will be interesting to look more closely at how the ICS experience impacts on active citizenship going forward, particularly given the different types of projects, outcomes and people taking part, and assess progress in terms of the seventh quality principle (volunteers continue their commitment to live as active citizens after the programme has finished). A key source of evidence will be the KAP3 survey and the evaluation team will supplement this with more in-depth qualitative research to better unpick the influence of ICS on future behaviour.

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8.0　Value for Money

This section provides an early assessment of the value for money provided by ICS and outlines how this will be explored further as more evidence on development outcomes becomes available.

8.1　Framework for Assessing Value for Money

Following government guidance[1] we have structured the assessment of value for money using a standard '3Es' framework[2]. The basic relationship between the 3Es and the stages of the intervention logic is illustrated below.

Figure 8.1 The 3Es Model
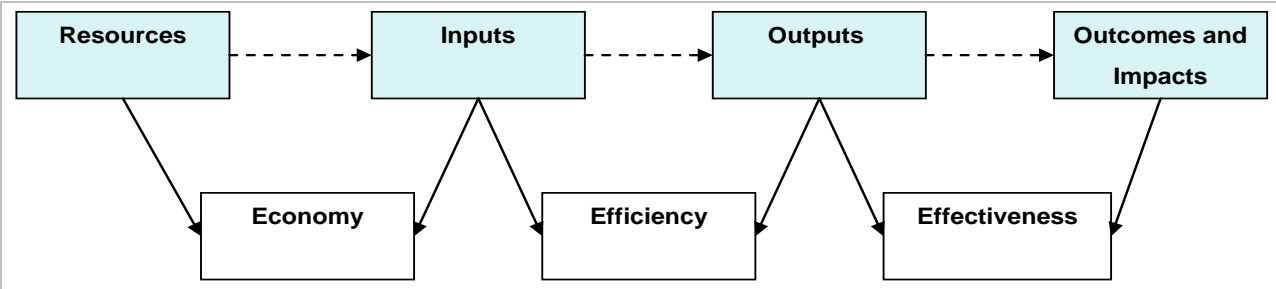
Source: HM Treasury

The contractual relationship between the consortium and DFID does not require reporting of actual expenditure; instead payments are made on the basis of the number of UK volunteers reaching particular stages of the volunteer journey. However, the Hub has coordinated a comprehensive review of actual expenditure across the programme which has provided a robust basis on which to assess the level of value for money achieved to date. This has been supplemented by qualitative evidence from interviews with key staff and other primary research tasks.

8.2　Economy

The assessment of economy is concerned with the extent to which the programme has been securing the right inputs (in terms of quantity and quality) at the right price. This includes analysis of the actual costs of delivering the programme and exploration of the steps being taken to control costs and meet budgets.

The actual spend on delivery of ICS to end of September 2013 is estimated at just over £18million across the consortium. This represents a slight (7%) underspend against the revised forecasts which were submitted to the Hub in June 2013, likely due to a combination of savings being realised and the timing of expenditure being incurred (relative to activity taking place).

The following table breaks expenditure down by area of spend and also shows the split between expenditure incurred by the Hub[1] and that incurred by agencies. Significant efforts have been made to

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[1] As reflected in DFID's Approach to Value for Money (VfM) (July 2011).
[2] Some variations of this model include equity as a fourth 'E'; however, we consider equity as part of the assessment of effectiveness (to the extent that the programme has equity-related objectives).

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ensure consistent allocation to different budget lines across the consortium; however, this remains a challenge due to the different models of staffing and resources which are used within agencies and the difficulties of ensuring that in-country staff also allocate expenditure appropriately. Any breakdown of figures by budget lines should be viewed in this context.

Table 8.1 Programme Expenditure

Phase	Total agency expenditure	Total hub expenditure	Total programme expenditure
Pre-placement phase	£2.73m	£0.84m	£3.57m
Placement phase	£10.67m	£0	£10.67m
Ongoing engagement of UKVs	£0.33m	£0.002m	£0.33m
Ongoing engagement of ICVs	£0.10m	£0	£0.10m
Administration	£1.67m	£0.95m	£2.62m
M&E	£0.24m	£0.46m	£0.71m
Total	£15.75m	£2.26m	£18.01m

Source: ICS Hub

The majority of spend (59%) at this stage is allocated to the placement phase which includes support for in-country staff, partners and volunteers plus UK-based agency staff who oversee and coordinate the placements. Around 20% is allocated to the pre-placement phase which includes all pre-departure activity and slightly less (19%) has been spent on administration, although this is likely, in part, to reflect start up/systems development costs which would be expected to account for a lower share of expenditure going forward. A much lower share (3%) is being spent on on-going engagement (both UK and in-country volunteers); this is broadly in line with budget expectations although there is recognition that this is an area which requires further development.

Further analysis shows that total consortium staff costs account for a total of £7.08m, or 39% of total consortium expenditure. Unsurprisingly, when considering only the Hub expenditure, this proportion rises to 60% (or £1.36m).

The following charts provide further disaggregation of expenditure in the pre-placement and placement phases for the consortium as a whole (i.e. the sum of agency and Hub costs). It is unsurprising that in the pre-placement phase the majority of expenditure is on staff/personnel costs given the high level of support which is provided to volunteers at this stage. Marketing activity is also important in order to support recruitment but agencies have been able control costs in this area by using existing channels and networks, while centralised or coordinated marketing activities (including fundraising resources and media support) appear to be a cost effective way of reaching new audiences. Further costs are incurred as a result of the training and assessment process, and volunteer travel expenses are a necessary expense if the programme is to reach out to a diverse group of young people, particularly those that would not otherwise be able to afford to incur these costs.

[1] In reality, the Hub supports work across the whole volunteer journey, including activity related to the placement phase and the ongoing engagement of in-country volunteers through the efforts of the Programme Quality team, although no spend is explicitly allocated to these categories to ensure consistency with earlier reporting formats/the original budget.

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Figure 8.2 Pre-placement Expenditure (programme total)
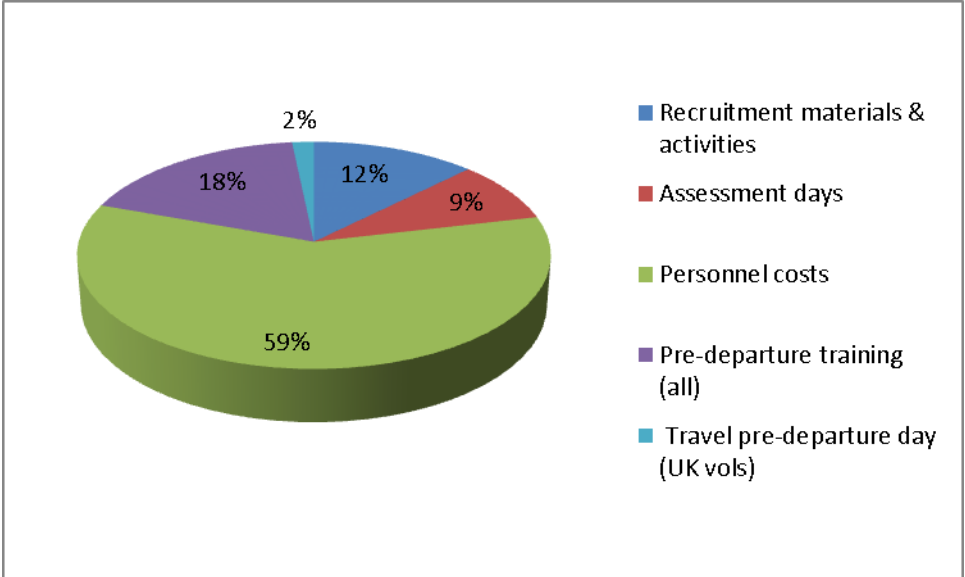
Source: ICS Hub

During the placement phase, expenditure is dominated by programme management costs (26%) which relates to the agency staff who are responsible for design, implementation and oversight of the placements and logistics (25%) which covers the cost of travel to the placement country for UK volunteers. Project management accounts for a lower proportion (11%) and includes costs associated with project activity such as payments to local partners.

Figure 8.3 Placement Expenditure (programme total)
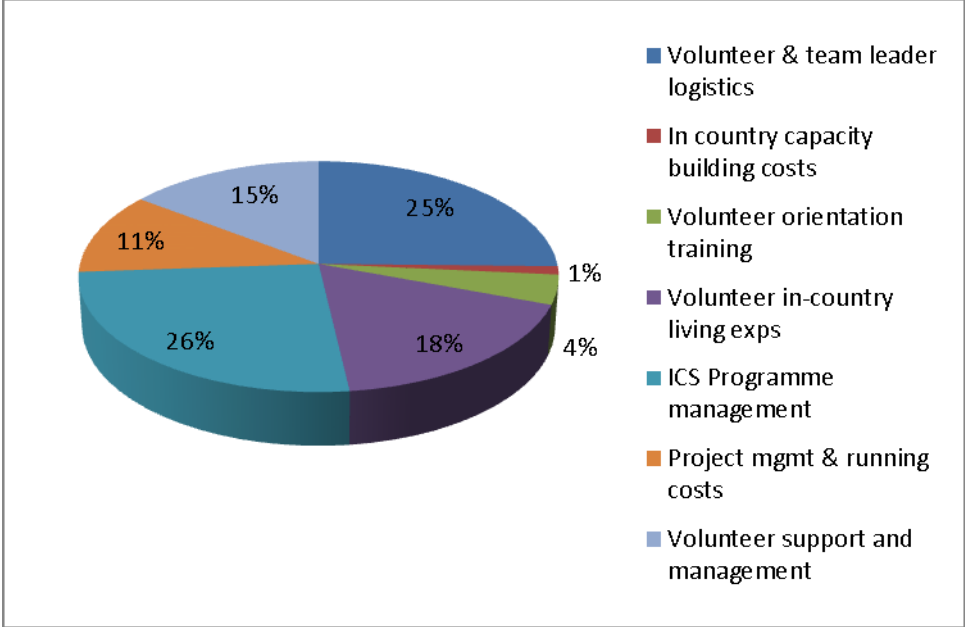
Source: ICS Hub

All inputs are procured in line with the policies of the organisation making the purchase. These policies have been designed with the aim of making best use of limited resources and ensuring that good value for money is obtained. Mechanisms in place include obtaining a minimum number of quotes to allow comparison of price and quality of inputs across a number of suppliers. All agencies are experienced at

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working in the field of international development and have been able to draw on this experience when making procurement decisions. Partners recognise the importance of securing good value for money, particularly given the need to find resources for work to improve programme quality (including aspects such as volunteer learning and alumni activity which were not allocated significant sums in original budgets).

The contract gives partners flexibility in the approach to delivery and how resources are spent. It is important to recognise that different organisational circumstances and different ICS delivery models impact on costs. For example, as one of the larger organisations VSO is likely to be better placed to take advantage of economies of scale for purchases or use of existing infrastructure (e.g. rooms which can be used for events or access to in-house specialists); however by operating many smaller teams spread out over a number of countries it is more difficult to make advance travel bookings for large groups.

Travel costs make up a significant area of spend for agencies and agents are asked to provide costs for different airlines and different flight times for comparison before a booking is made; otherwise UK-based costs mostly relate to programme staff and expenses associated with events (venue hire, materials, refreshments, etc.) and while staff costs are largely fixed, there is evidence that agencies often review event related costs in order to secure savings (e.g. by moving to a different venue or catering provider). Payments to in-country staff and partners are agreed at the outset, although some aspects may be variable depending on actual volunteer numbers in each cycle.

Events and training are resourced by agency staff, except for International Service's pre-departure training which has been outsourced to an external provider. This is reported to have resulted in improved feedback from volunteers and also a small financial saving relative to the costs of delivering the training before it was outsourced. This illustrates that keeping delivery in-house is not necessarily cost effective and agencies should be open to considering outsourcing as an option, particularly where existing staff capacity is limited.

As noted above, staff costs make up the biggest area of spend for the Hub while the Jobscience database is another significant item. However, the communications team has a more fluid budget and has done a lot of work to reallocate spend to the areas which have proven most cost effective (e.g. online advertising).

The evaluation of the pilot programme made a number of recommendations on improving value for money which have been reviewed by the consortium, including the use of host homes and more centralised procurement. In response, agencies have looked to increase the use of host homes where possible and also explore other options to increase community integration such as short-term home stays (although in some areas safety concerns continue to make shared accommodation the preferred option). The Hub also looked at introducing a shared procurement system for travel, this coincided with VSO's own review of travel and partners were given the option to sign up to the preferred provider but this was not taken up as agencies preferred to have control of their own travel arrangements as many have built up trusted relationships and goodwill with their own providers, which can also bring financial benefits.

The Hub should continue to source options for joint procurement and present these to the consortium. There are a number of fairly generic items which all agencies require (e.g. first aid kits) and by working together it may be possible to achieve some level of discount, which could be maximised if the Hub was able to explore a system for buying the quantity needed for the remainder of the programme and then 'selling' the required amounts to agencies as required. It is recognised that some progress has already been made in this area as the Hub, in consultation with the agencies, negotiated an agreement with MASTA to provide a discount of 15% on immunisations and anti-malarial drugs along with the introduction

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of a new invoicing process which means that volunteers no longer have to pay for these items and reclaim the costs as agencies are now invoiced directly through MASTA. Agencies are able to specify the immunisations they support/require. This scheme was implemented in November 2013 and will be reviewed over the coming months to check that it is operating effectively. Agencies identified that immunisations and anti-malarial drugs were a common cost across the consortium which was less reliant upon internal processes and capacity and so offered a potential way to improve the economy of procurement.

For more bespoke items, such as travel and insurance, there is likely to be less scope for savings to be made from joint procurement and it seems that agencies attach more value to retaining control over these items so that they can assure quality. However, as the up-scaling of activity continues it is suggested that agencies give some thought to the scheduling of travel bookings to see if it is possible to make earlier and/or larger group bookings to explore whether savings in this area are possible. In addition, agencies should consider the scope for reducing expenditure on UK travel costs by scheduling sessions to reduce the need for volunteers to travel in peak periods and encouraging attendees to pre-book to benefit from advance purchase rail fares (where possible).

8.3 Efficiency

Efficiency considers how well the programme has converted inputs into outputs, which is an important metric as the consortium has direct control over the quantity (and quality) of outputs produced. Examination of what drives the cost of outputs can help to highlight potential inefficiencies in the process which, if corrected, could help to secure better value for money. The assessment of efficiency involves calculation of unit costs for key outputs (or deliverables) at different stages of the process and for the programme overall, supported by a narrative which considers the quality and additionality of outputs and drivers of variation in unit costs.

The following table sets out unit costs (based on the number of UK volunteers departed) for the consortium as a whole (the programme average is based on the total of agency and Hub costs). When considering unit costs it is important to be aware that the timing of payments relative to activity is an issue when looking at an on-going programme. For example, over 350 volunteers departed during the second half of September which has increased the denominator in the unit cost calculation but the corresponding increase in costs associated with these departures (at least for the placement phase) are not yet accounted for, thus creating a temporary reduction in the cost per volunteer departed. However, despite this limitation it is still interesting to view how the unit cost varies by stage and also to note that, at this point, the estimated overall cost per UK volunteer departed is £7,633.

At this stage in the programme it is also likely that unit costs are still being affected by significant upfront or development costs (e.g. the costs associated with development of the Jobscience system) which will, in reality, be apportioned over the lifetime of the programme. It will be interesting to compare these unit costs with the ones achieved at the end of year 2 and 3 to consider the extent to which upfront costs are 'smoothed out' throughout the remaining lifetime.

There is some variation in unit costs across the consortium, and when broken down by different stages, a proportion of this is likely to be due to differences in how items are recorded in different organisations.

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Table 8.2 Unit Costs (per UK volunteer departed)

Phase	Programme average
Pre-placement engagement phase	£1,514
UK and IC volunteer placements	£4,523
Ongoing engagement of UKVs	£141
Ongoing engagement of ICVs	£44
Administration (including M&E)	£1,412
Total	£7,633

Source: ICS Hub

Overall, the estimated unit cost at agency level ranges from £5,406 to £7,907 – it should be noted that this is not directly comparable with the programme level unit cost estimate as this does not include an allowance for Hub costs. In the case of the upper estimate this appears to be due to costs having been incurred in advance of up-scaling of delivery (i.e. a timing issue where the number of volunteers is not yet in alignment with the level of upfront spend). In the case of the lower value, this has been achieved as a result of significantly lower than average costs in the pre-placement and administration phases (reflecting use of low cost recruitment methods and lower than average spend on staffing).

Breaking down the pre-placement phase further, the key activity is pre-departure training which costs, on average, £155 per person trained.

Table 8.3 Unit Costs (pre-placement phase, all volunteers unless stated otherwise)

Activity	Programme average
Cost of recruitment per eligible applicant (UK)	£49
Cost of assessment per person assessed	£55
Cost of training per person trained	£155

Source: ICS Hub

As noted in the previous section, a key area of expenditure in the placement phase is the cost of logistics for UK volunteers which amount to an average of £1,145; this appears reasonable given the significant amount of air travel involved in reaching the placement countries. The unit cost of volunteer support is also significant at £495 and includes disciplinary responsibility, structured learning, personal growth and pastoral support for both UK and in-country volunteers, plus insurance costs.

Table 8.4 Unit Costs (placement phase, all volunteers unless stated otherwise)

Activity	Programme average
Logistics cost per UK volunteer departed	£1,145
Orientation cost per volunteer	£114
Weekly living costs per volunteer	£45
Project management costs per volunteer	£386
Volunteer support costs per volunteer	£495

Source: ICS Hub

It is also important to consider the additionality of volunteers, i.e. the extent to which volunteers would have been likely to take up an overseas volunteering placement in the absence of ICS. In the KAP1 survey respondents are asked what they would have done if they had not been given the opportunity to take part in ICS (quarters 5 and 6 only). In response around two-thirds of respondents said that they would have looked to take part in another international volunteering programme (66%). Other highly rated alternative plans included looking for a job or work experience (42% and 41% respectively) and looking

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for opportunities for volunteering/community work in their home country (37%). This suggests an enthusiasm from volunteers to seek out an alternative overseas opportunity; however, it is not possible to conclude whether such an alternative opportunity would have been accessible to them (e.g. on grounds of costs) and it is suggested that this is explored further in qualitative research as part of phase 2.

8.4 Effectiveness

The assessment of effectiveness considers how well the programme is generating the desired outcomes, including the additionality of these outcomes. At this stage, there is limited evidence of outcomes (particularly longer-term outcomes) across the programme as this will take time to emerge, although mechanisms have been put in place to collect this information as an input to the final evaluation (to include, where possible, quantification and valuation of benefits using a social return on investment approach). What follows is an assessment based on emerging evidence, including views from volunteers and partners on satisfaction with the ICS experience and achievement of short-term outcomes and evidence from case studies.

Around half of all respondents to the KAP1 survey (quarters 5 and 6) reported that they were very satisfied with both the application and assessment process (52%) and the ICS programme overall (50%). In both of these areas less than 1% of respondents reported any degree of dissatisfaction. For comparison, during year 1, 50% of KAP1 respondents reported that they were very satisfied with their experience of ICS to date which suggests that similar levels of satisfaction have been maintained throughout the first 18 months. Disaggregating by type of volunteer reveals similarly high levels of satisfaction amongst UK and in-country volunteers which can be illustrated by the following comments from the KAP 1 survey:

"So far everything has been fantastic!"

"I am really happy with the ICS programme so far. I have been given a lot of support with medical, visa and vaccination forms. Everybody I have been in contact with has been friendly, supportive and very helpful. Thank you!"

There is some variation in satisfaction by agency as shown by the figure below (data shown is for all volunteers). Similar patterns were observed in year 1, although data for VSO suggests a small reduction in overall satisfaction from 96% in year 1 to 90% in quarters 5 and 6, which could be related to further up-scaling during this period.

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Figure 8.4 Satisfaction with ICS (KAP1) (all volunteers)
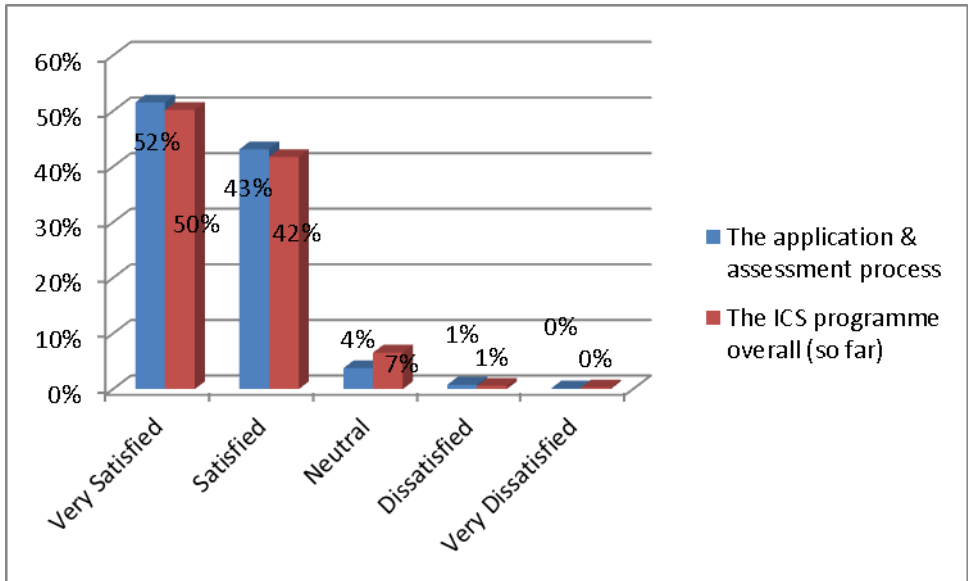
Source: KAP1 Survey (Q5 & 6); n=1402

Figure 8.5 Satisfaction with ICS (KAP1) (all volunteers)

Source: KAP1 Survey (Q5 & 6); n=1402

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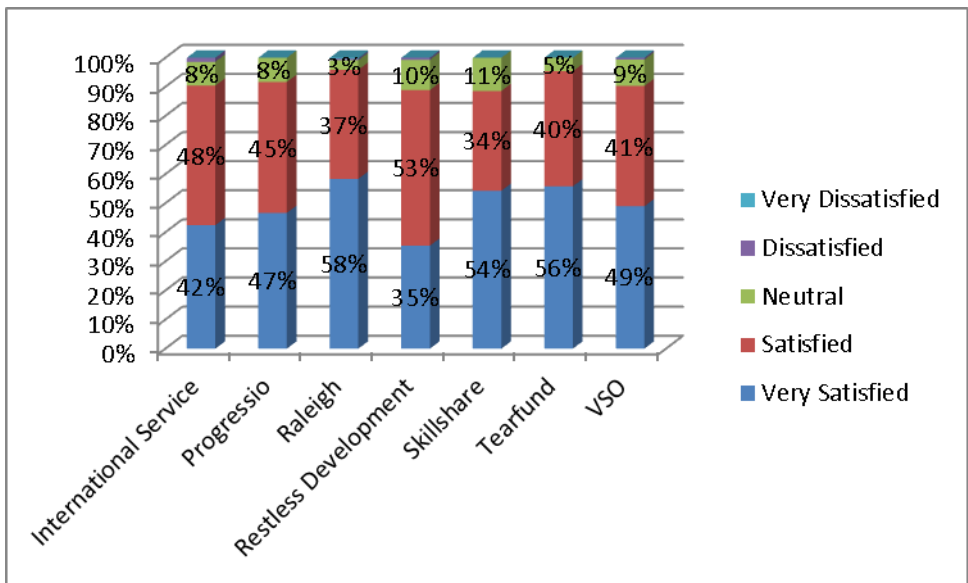
At KAP2 stage, questions are asked to ascertain satisfaction with further elements of the ICS programme, as well as the programme overall.

Table 8.5 Satisfaction with ICS (KAP 2) (all volunteers)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The ICS programme overall (so far)	39.7%	42.7%	12.2%	4.0%	1.4%
Your placement activities	33.9%	44.2%	12.4%	6.7%	2.8%
Support received during your placement	33.5%	36.9%	15.1%	9.3%	5.2%
In-country orientation	26.8%	43.3%	19.1%	8.7%	2.2%
Pre-placement training	21.3%	43.2%	17.4%	13.4%	4.8%
Pre-placement logistics & communication	19.1%	42.1%	20.5%	13.6%	4.7%

Source: KAP2 survey (Q5 & 6); n=1,063.

Interestingly, more dissatisfaction becomes evident at this stage, particularly concerning the pre-placement training and pre-placement logistics and communication, which impacts on the level of satisfaction with the programme as a whole although the overall level of dissatisfaction is still very low (around 5%). However, the apparent reduction in satisfaction suggests that more still needs to be done to manage volunteer expectations throughout this important stage of the journey, particularly given the culture shock likely to be experienced by UK volunteers in particular, as evidenced by this comment from KAP 2:

"Thank you for letting me have this experience. It has been a crazy 12 weeks and a cultural shock."

Breaking this data down by volunteer type shows that in-country volunteers were more likely than UK volunteers to rate themselves as very satisfied with each of the aspects, with the variance rising to 18 percentage points in the case of the programme overall (51% of in-country volunteers rated themselves as very satisfied compared to 33% of UK volunteers), in-country orientation (39% compared to 21%) and pre-placement training (32% compared to 14%).

Breaking this down by agency shows that Raleigh and Tearfund volunteers expressed the highest levels of satisfaction, with International Service and Restless Development volunteers showing the lowest levels, particularly in terms of pre-placement training, logistics and communication (International Service) and in-country orientation and support (Restless Development), although it is known that both of these agencies have taken steps to improve communication and support to volunteers in recent months which would be expected to lead to an improvement in satisfaction in future cohorts.

Analysis of comments made by respondents (all volunteers) suggests that the areas which are likely to impact on satisfaction include training (specifically relevance of pre-departure training and perceived inadequacies in language and cultural training and placement specific skills), communication both before and during the placement, and the attitudes and behaviour of other participants. These issues are illustrated by the following comments and suggestions for improvement from KAP 2.

"Listen to feedback from volunteers, place more importance on volunteers awareness of what they are signing up to, as well as proper training in what they are likely to face in their communities, their work and from their international partners."

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"Although I know that it wasn't the whole group of volunteers, but the British volunteers in my cohort were greatly demotivated and failed to work or embrace in the culture here. This affected my enjoyment of my placement at times and led to me undertaking more work and being stressed, especially in our rural placement."

"The pre-departure training could have been more relevant to my placement, and we could have been told more on what work we will be doing, so I could prepare better, and make more of a difference when I am on my placement."

"….improve communication on project specifics pre-placement."

However, some volunteers provided a positive and considered view of the ICS experience, for example:

"ICS programme can help anyone to grow as a person or an individual. It is where anybody can acquire a life time unforgettable and useful experience that can help him/her to develop various skills that can help to tackle different challenges in life."

Some volunteers also expressed a view that it may take time for some people to realise or appreciate the value of the ICS experience which further highlights the importance of the information which will be collected at the KAP 3 stage:

"Some people struggled and didn't quite fully appreciate what they have gained from it, but I'm sure in time to come they will realise what a positive experience it has been for them."

At KAP2 stage, 96% of those surveyed (all volunteers) in quarters 5 and 6 felt that their expectations up to that point had been met (with 49% of these reporting that they had been fully met); in-country volunteers were slightly more positive with 99% reporting that their expectations had been met (55% in full), compared to 93% of UK volunteers (45% in full). Breaking this down by agency mirrors the satisfaction scores with Raleigh and Tearfund being responsible for the largest proportion of volunteers whose expectations were fully met, and International Service and Restless Development the lowest.

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Figure 8.6 Meeting Expectations (KAP2) (all volunteers)
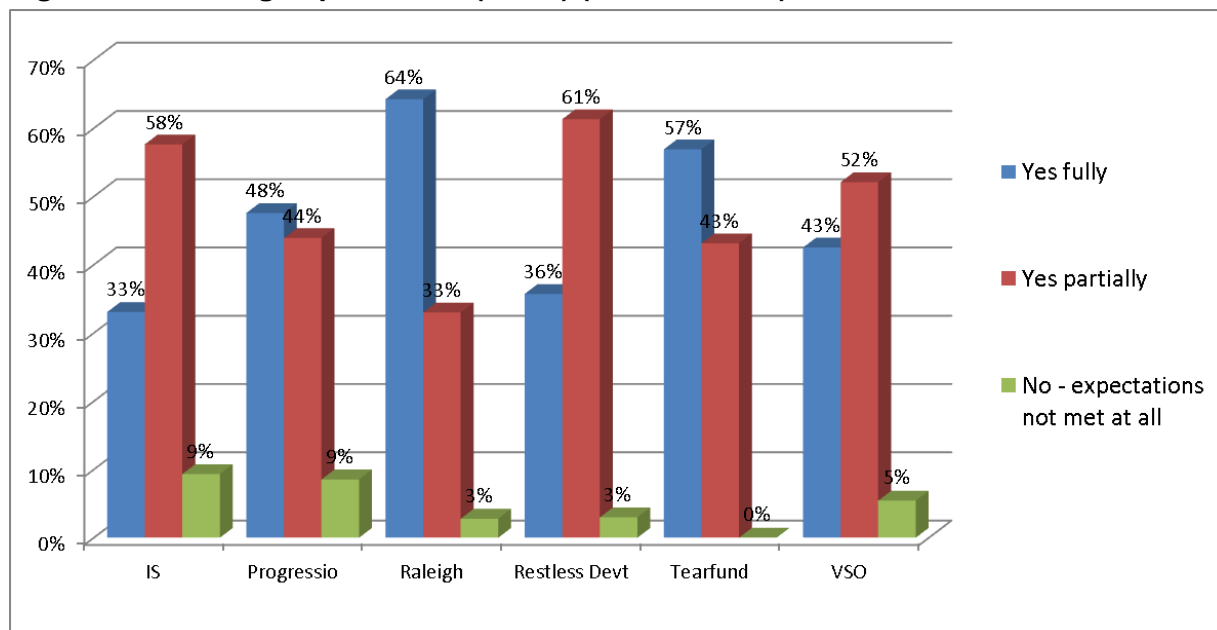
Source: KAP2 survey (Q5 & 6); n=1,063.

Approximately 73% of respondents (all volunteers) reported that they would definitely recommend the ICS programme to other people while around 22% would maybe recommend it, and less than 5% were either unsure or wouldn't recommend it. Again, in-country volunteers were more positive with 90% reporting that they would definitely recommend the programme (compared to 64% of UK volunteers). Breaking this down by agency, the percentage of volunteers who would definitely recommend the ICS programme range from 57% to 83%.

Overall the KAP survey evidence suggests that on average volunteers are satisfied with their experience (to date). Furthermore evidence from the partner survey suggests that partners are also largely satisfied with the programme.

Evidence from surveys and case studies presents a largely positive picture of the impact of ICS on volunteers, partners and communities (discussed further in Sections 5, 6 and 7) which suggests that the programme is effectively delivering a range of outputs and short-term outcomes. However, the extent to which these translate into changes in behaviour and sustained development outcomes will need to be assessed further as part of phase 2.

8.5 Social Return on Investment

Case study visits have provided an opportunity to explore how social return on investment (SROI) could be undertaken in the context of ICS projects. It is considered that it is feasible to use this approach on a case study basis, although during the phase 1 visits it became clear that not enough outcome evidence had emerged and/or been collected to enable this methodology to be applied at this stage. It is therefore proposed that we track M&E and survey data emerging from two of the four projects throughout phase 2 and also make follow-up contact with project staff in order to build up a more comprehensive picture of outcomes and develop the SROI approach. Similarly, case study projects from phase 2 will also be offered the opportunity to be developed over time as a SROI case study and, where interested, the visit will be used as an opportunity to discuss the framework and agree follow-up actions to make this analysis

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possible. SROI analysis will provide an important input to the assessment of effectiveness as a component of value for money.

8.6 Summary

Analysis of value for money suggests that agencies are making appropriate use of internal procedures and experience in order to secure a good level of economy. Travel costs are a key area of expenditure and it is suggested that some thought is given to the scheduling of bookings to see if savings can be made as a result of the scaling up of activity and improved allocation process. There may also be scope to make savings on UK travel costs if volunteers can be encouraged to buy advance tickets and avoid peak times (where possible). Agencies value control of key areas of procurement such as travel although there is scope for the Hub to continue to look at whether joint procurement of more generic items would be feasible and worthwhile.

At this stage there is some variation in unit costs by agency, some of which can be explained by high levels of upfront/investment costs relative to volunteer numbers at this stage. It will be important for partners to continue to share ideas and good practice as to how different parts of the journey can be delivered more cost effectively.

Early indications are that the programme is delivering effectively, achieving high levels of satisfaction from volunteers and partners. There are also signs of positive outcomes for volunteers, partners and communities (see sections 5, 6 and 7) although these will be assessed fully in phase 2.

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9.0 Conclusions and Recommendations

The evaluation has found that, at this interim stage, the ICS programme is being implemented successfully with good progress having been made in all aspects of scheme delivery. Processes appear to be working well, and it is expected that they will continue to evolve over time in order to deliver further improvements. There is evidence that both UK and in-country volunteers have benefited in the short-term from their experience and phase 2 will provide an opportunity to explore more longer-term change (including active citizenship behaviour). There is also evidence of a positive effect on delivery agencies, partners and host communities, including increased recognition of the role that young people can play in development, and phase 2 will focus on assessing the change which has taken place in communities as a result of the contribution made by ICS volunteers.

9.1 Key Findings

The Hub is playing an important role at the centre of programme delivery and, over time, agencies appear to have become more receptive to the Hub's role in providing support to address identified areas of under-performance. Year 1 has provided a steep learning curve and numerous changes have been made to improve process effectiveness and the quality of delivery, notably each agency now has a named member of the Hub senior management team who undertakes regular performance reviews and provides a senior point of contact to discuss any issues. This separation of the review of performance from the quality improvement role undertaken by the programme development managers provides greater clarity and has improved lines of communication. The Hub also has a vital role in ensuring that the required quality standards are met, encouraging consistency and sharing good practice while also empowering agencies to make their own decisions about what will work best for them.

There is strong agreement concerning the value of the consortium approach to delivery. Agencies value the flexibility which the contract allows, including adopting the delivery model which is best suited to their organisation, but also recognise the value in learning from others. Participation in ICS has also allowed agencies to try out new ways of working, build capacity (including amongst in-country staff and partners) and raise their profile. The inclusion of multiple delivery agencies provides choice for volunteers although many do not express a preference at the application stage.

The programme M&E framework (including Jobscience) has undergone significant development and will provide important inputs to the evaluation process. The need to establish baselines and collect outcome evidence for each project has raised some concerns about the capacity of in-country staff. This process is currently underway and it will be important to review the quality of these outputs once complete to ensure that any issues are addressed.

The diversity profile of applicants shows that ICS has performed well in reaching out to different groups which is a positive, although it is recognised that there is more to be done in terms of attracting young men, creating opportunities for disabled people and reaching out to those from disadvantaged backgrounds.

It is clear that there is a need to provide high quality placements with clear objectives and roles for volunteers in order to maximise the personal and professional development of volunteers. The decline in satisfaction from some volunteers post-placement is a concern and shows that there is still work to be done to manage volunteer expectations, ensure they are fully prepared for their placement and explain

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their role in the process (which is particularly important where the work of one team is part of a long-term process, supporting the role of the next cohort).

The programme provides a valuable opportunity for young people from the host country to work alongside UK volunteers which is beneficial for both groups and also enhances the role of the volunteers as role models for local youth. However, it is recognised that more needs to be done to ensure equality of experience for in-country volunteers, particularly the level of training and support provided.

Projects are developed in-country and it is important that agencies are able to justify both the need for the project and its inclusion in ICS. The completed project plans will provide a record of this rationale and demonstrate how projects link into wider programmes/strategy. There are positive signs that volunteers are delivering a range of outputs and outcomes during their time in-country but this needs to be tracked over the longer-term to fully assess whether community behavioural change takes place which contributes positively to development goals.

There is some feedback to suggest that placements (i.e. time in country) are too short, although careful planning of successive cycles and use of handover periods or continuity of team leaders (or staff) could help to mitigate this.

There is also some suggestion that partners can be left out of pocket as a result of the costs of hosting volunteers not being covered by the payments received. This is a concern as most partners are likely to operate on very limited budgets and any shortfall could impact negatively on the volunteer experience and, potentially, the work undertaken by the organisation. Agencies should encourage open and honest discussions with partners on this issue as part of their regular budget reviews and allocation process and if it is found that the costs of hosting volunteers outweighs the benefits then agencies may need to consider the role of that partner in the programme.

Partners have provided positive feedback on the role of young volunteers, highlighting the motivation and 'can do' attitude which they bring and also their enthusiasm and the fact that they provide a positive example to others which has helped to generate interest and increased engagement amongst host communities. The potential role of the programme in encouraging increased participation in volunteering and community development in host communities will be reflected by amending the intervention logic to explicitly show the link between in-country outcomes and the impact on active citizenship (at present the model is focused on the link between volunteer development and active citizenship but is clear that there is also scope for a wider effect if others seek to follow the example set by the ICS teams). Evidence to date suggests that the assumptions underpinning the theory of change are valid and that key internal risks are being managed and, where necessary, actioned by the consortium. The effects of recent and planned actions to develop and improve the programme will be monitored during phase 2. No significant external factors have emerged which have negatively impacted on the programme overall although the contribution of ICS to the observed outcomes will be explored in more depth through qualitative research in phase 2.

The initial assessment of value for money does not raise any concerns. Agencies are all following procedures to ensure that the need to secure value for money is considered in procurement decisions. It is clear that there is some variation in costs between agencies although this is inevitable when considering the different models/approaches which are being used. At this stage, it is likely that upfront/development costs are still affecting the overall unit cost although it would be expected that these will level out over time; as the programme is on-going there is also an issue of the timing of costs/payments not necessarily coinciding with activity which will also impact on the accuracy of the overall unit cost estimate at this stage.

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9.2 Recommendations

Based on the findings which have emerged during phase 1, at this stage we would offer the following recommendations for future development of the ICS programme. It is recognised that recent action has already been taken in some of these areas and that others have been identified as priorities going forward.

- Volunteer learning should include explanation of the theory of change at programme and project levels. This will help volunteers to better understand their role and the outcomes they are working towards. This learning should be facilitated by team leaders during the placement; this will require the theory of change to be included in team leader training although it is understood that the Hub is already developing materials to ensure that this is the case.
- Following on from the above, volunteers should be made aware of their role in relation to other volunteer cycles in order to understand how they contribute to the bigger picture. Volunteers should also be provided with an opportunity to access updates on project progress after they leave so that they can see how their work has been taken forward and helped to make a difference.
- Where agencies are interested in expanding the opportunities available for people with disabilities this should continue to be encouraged, although recognition should also be given to the increased costs associated with working with this group and access to the central fund set aside for this purpose should continue to be provided where required.
- A work plan should be developed to formalise and plan the strategic inputs expected from any non-delivery partners going forward. Similarly, if non-delivery partners are to continue to have recruitment targets they should be required to set out a plan for achieving this to be approved and reviewed by the Hub at appropriate intervals.
- Agencies should review the level of resources allocated to the customer care process in order to minimise drop-out, including providing clear lines of support and communication so that volunteers know who they can speak to if issues or questions arise.
- Agencies should ensure that in-country volunteers receive the training and support they require to play a full part in the programme, and also that they are given a role and responsibilities which are comparable/equal to those of the UK volunteers.
- In-country training should focus on providing placement specific skills and information, rather than training on more generic topics, to ensure that volunteers feel comfortable with the role they are being asked to perform.
- There is still a need to manage volunteer expectations pre-departure, particularly by being clear on the role of pre-departure training and the content of the training/orientation they can expect to receive in-country and by sharing the practical day-to-day experiences of returned volunteers of their time in-country.
- Agencies should consider how to mitigate issues caused by the relatively short length of placements, including maximising time in country, planning for multiple cycles and potential for handover periods (e.g. for team leaders).
- Dialogue should be maintained with project partners in-country to identify any funding issues related to the delivery of ICS activity and explore the implications of this for their role in the programme.
- Agencies should consider whether there is scope to group or bring forward placement travel bookings in order to realise savings and also consider rail travel cost implications when scheduling the timing of UK based events. The Hub should continue to explore opportunities for joint procurement and share their findings with agencies.
- The evaluation team should maintain contact with the M&E function in the Hub to ensure that this process remains on track, particularly while efforts continue to recruit a dedicated M&E manager.

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Evaluation of the International Citizen Service

Phase 1 – Annexes

December 2013

Contents

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Annex One: Terms of Reference

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Evaluation of Department for International Development's International Citizen Service

Terms of Reference

DfID is seeking to engage a supplier to carry out a two-part evaluation of its International Citizen Service (ICS) volunteering scheme. The evaluation will inform the continual improvement of the scheme assess its value for money and will provide lessons for future international youth volunteering schemes.

Introduction

1. ICS is a Government-funded international youth volunteering scheme offering a life changing opportunity for young people from the UK to work alongside 'in-country' volunteers and improve the lives of some of the world's poorest people.

2. All ICS placements will be designed to achieve positive development impact in poor countries. Placements will be required to meet minimum criteria which will include: working alongside local organisations and communities; ensuring that projects continue after volunteers have left; guaranteeing that activities of the volunteers do not economically disadvantage the organisations or communities they are placed with and demonstrably contributing to, or increasing the capacity of the host organisation to contribute to achieving one or more of the Millennium Development Goals.

3. By living and working directly alongside local volunteers in very poor communities, young people from across the UK will also be able to learn first hand about the challenges of global poverty and how it can be addressed, including how they themselves can have a role as active global citizens. Volunteers will develop skills like leadership, communications and project planning, which will contribute to their personal and social development.

4. ICS contributes to the Government's wider ambitions to support and encourage social responsibility, volunteering and philanthropy, and to make it easier for people to come together to improve their communities and help one another.

5. An ICS pilot, which is also being independently evaluated, was launched in March 2011 and will be completed by August 2012. A contract to run the full programme – which will see 7,000 placements involving 14,000 volunteers (7,000 UK and 7,000 in-country) over three and a half years, was awarded in February 2012, following a procurement exercise. The terms of reference is at annex 1 and the business case is at annex 2.

6. The aims of this two-part evaluation are to:

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a. Assess the value for money of the ICS scheme, informing a mid-term review that will aim to maximise the schemes cost-effectiveness;

b. Improve and inform ICS and future international volunteering schemes through assessing the impacts on:

  i. The volunteers (both UK and in-country); and
  ii. The recipient communities and other beneficiaries

Objectives

7. DFID requires a service provider to carry out a two-stage evaluation of the ICS programme. Following each stage a report will be produced and presented to DFID and other interested parties. Reports will be published.

Scope of Work

8. The initial evaluation will run from September 2012 – September 2013. This will address the following questions:

a. What is the impact of the ICS programme on all intended beneficiaries / beneficiary groups across the three identified programme outcomes? This would include:

  i. assessment and validation of monitoring data collected by the consortium;

  ii. additional monitoring of programme if required;

  iii. use of counterfactuals, control groups and longitudinal studies and other methodologies to assess impact; and

  iv. recommendations for improved impact across all desired programme outcomes.

b. Does the ICS programme offer good value for money? This would include:

  i. analysis of value for money framework and the main cost drivers of the programme;

  ii. recommendations to improve the value for money of the programme.

c. Are the links between ICS and National Citizen Service adding value to both programmes?

9. The second evaluation will run from October 2013 to August 2015. The aims and scope will be to answer the following questions:

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a. What is the impact of the ICS programme on all intended beneficiaries / beneficiary groups? (see 8 a i-iv)

b. To what extent have value for money recommendations been implemented, and what were the challenges in doing so;

c. What lessons can be learnt from ICS to inform further ICS placements and / or other future international youth volunteering schemes whilst also defining any limitations of the evidence?

Recipient

10. The recipients of the evaluation will be DFID and the contracted provider of ICS. Reports will be published on the DFID website. Other interested audiences are the Prime Minister's Office, other relevant departments of DFID and international donors who fund similar schemes.

Methodology

11. The service provider's proposed methodology for delivery of the work should include the following tasks:

- Visits to ICS activity sites/events in the UK and overseas related to both pre and post placement, for example assessment days, training courses, post placement debriefing courses, and returned volunteer activities. Interviews with delivery consortium and volunteers;

- Visits to project sites to assess ICS activities overseas and to interview overseas development partners, beneficiary communities, and volunteers. This should include visits at each stage of the evaluation and should also include visits to a range of providing agencies.

- Interviews with ICS delivery agencies and volunteers both in the UK and overseas, and with DFID staff.

- Work with the ICS Hub staff both in the inception phases in order to scope initial approaches and on an ongoing basis to ensure complementarity of monitoring and evaluation work.

- Analysis of learning from other relevant international youth volunteering projects.

Timeframe

12. The contract will start by 1 September 2012. The evaluation will be carried out in two phases: September 2012 – September 2013, and October 2013 – August 2015. The supplier will be required to attend regular meetings with DFID to discuss progress of the work, and to produce reports and presentations as detailed in the table below.

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13. There is the possibility of a 6-month extension dependent upon the needs of the programme and satisfactory performance.

Outputs

Outputs	Content	Date
Evaluation 1		
Proposed work-plan	Following a review of existing ICS monitoring and evaluation tools/ findings, develop review tools and provide explanation of how the work as set out in the ToRs will be delivered, including a detailed budget and timeline.	1 October 2012
Inception report	Presentation of initial findings and further plans to the consortium partners implementing the pilot	12 November 2012
Draft report of Mid-term evaluation	- (see paragraph 8)	1 August 2013
Final report of Mid-term evaluation	- (see paragraph 8)	1 September 2013

Outputs	Content	Date
Evaluation 2		
Refreshed methodology for the PCR stage of evaluation	Explanation of how the work as set out in the ToRs will be delivered.	1 October 2013
Inception report	Presentation of initial findings and further plans to the consortium partners implementing the pilot	12 November 2013
Draft report of end of project evaluation	- (see paragraph 9)	31 July 2015
Final report of end of project evaluation	- (see paragraph 9)	31 August 2015

DFID Coordination

14. ICS delivery agencies and the ICS hub will assist the consultants with the planning of visits to overseas project sites and to UK activity sites, and with organising interviews with stakeholders in the UK and overseas. The contracted provider will also provide the evaluation service provider with in-country transport, translation and other logistical support during overseas visits.

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15. The service provider will report to David Bailey of the DFID Outreach and Stakeholder Relations Department Team His role will be to oversee the delivery of the study and advise on ICS.

16. The programme officer will be Steve Arthur. His role will be financial management and provision of logistical support.

Background

<u>Rationale for ICS</u>

17. ICS supports young people from all backgrounds to make a real difference to some of the world's poorest people. It will give thousands of 18 – 25 year olds from across the UK and from overseas the chance to join the fight against global poverty. It has been designed to increase volunteers' understanding of global poverty and international development, as well as how they can contribute to international development goals as global citizens.

18. The overseas development projects which volunteers will work on will be managed by local development partners, and will all have clear development objectives. They have been chosen specifically to ensure that young, mainly unspecialised volunteers can make a meaningful contribution. The projects also aim to contribute to capacity building of development partners and in-country volunteers who receive the same support and training as the UK volunteers whom they will work directly alongside.

19. Volunteers from the UK and overseas will receive training before and during their placement to help prepare them for and get the most out of their experience, and to increase their understanding of international development. When they return to their own communities, volunteers will be given further support to use what they have learnt to continue their involvement in tackling global poverty and in sharing what they have learnt with others. In this way, ICS aims to have the maximum impact on increasing UK public awareness of international development and building capacity for development work overseas.

<u>The pilot stage</u>

20. A consortium of six development NGOs were contracted to deliver an 18 month pilot of the scheme from March 2011. The consortium is led by VSO. The six agencies have placed over 1000 volunteers in various locations and with varied types of role. The pilot is being independently evaluated. The independent mid term review of the pilot is attached at annex 3

<u>The scale–up</u>

21. Following a procurement exercise a contract to provide a further 7,000 placements, involving 14,000 volunteers over three and half years from March 2012 was awarded to a consortium, again led by VSO.

<u>Costs and value for money</u>

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22. The cost of the programme to DFID will be approximately £55m (ex.vat), with an expected contribution from volunteers of approximately £6 million through means tested contributions and voluntary fundraising. This represents an average cost to DFID of approximately £3,950 per volunteer (including UK and in-country volunteers). While the costs of the scheme are easy to identify and attribute, the benefits – and in particular benefits that can be monetised and used in a cost benefit analysis – have been far harder to identify and quantify. A key objective of this evaluation is to consider how the benefits might be effectively measured and analysed in order to properly asses the value for money.

Existing information sources

23. The ICS pilot scheme and its independent evaluation will provide a range of information and data in relation to many the indicators of achievement set out in the log-frame (included in the business plan). Many of the providing agencies were involved in generating this data. The ICS hub will continue to monitor and evaluate all stages of the volunteer journey for their own purposes and also to provide reporting data to DFID. There will be a dedicated monitoring and evaluation team in the central ICS 'hub,' as well as further monitoring and evaluation resource within each providing agency.

24. The ICS hub will report progress to the project's steering committee against the project indicators on a monthly basis, and the steering committee will compile quarterly reports of progress against milestones.

25. The following data collection tools will be used:

i. **Volunteer journey scorecard**, to measure the impact of each individual volunteer placement against set criteria in terms of development impact, personal and social development and increased global citizenship; (see business plan)

ii. **Knowledge, Attitudes and Practices (KAP) survey**, to measure changes in volunteers' knowledge of global poverty and international development and in their attitudes and practices towards it. The KAP survey will also measure changes in other aspects of the volunteers' personal and social development, for example, communications, team-working, planning and leadership skills and confidence/future aspirations.

iii. **Placement Impact tool**, to measure feedback from overseas partner agencies on the impact of volunteers on development outcomes in host communities. Feedback may include data such as scale and range of community interaction, and evidence of progress or change within a specific project.

iv. **Case Studies** of selected volunteers' experiences to reflect the impact on volunteers, overseas communities and UK communities

v. **Volunteer recruitment statistics** collected by the ICS hub.

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vi. Tools to measure the social actions undertaken by returned volunteers, collected by the ICS hub.

Other relevant schemes and research on them

26. DFID funded a project called Platform2 from 2008 – 2011 to enable disadvantaged young people from the UK to volunteer in developing countries. An external mid term review and an external project completion review were produced, both of which provide useful learning for the design and implementation of international youth volunteering projects.

27. DEMOS produced research on how a Government international youth volunteering scheme should be designed, which was published in 2011. Other studies and research on schemes similar to ICS are also available, for example on the German Government's Weltwarts scheme funded by the Ministry for Economic Cooperation and Development (BMZ).

28. There is currently very little impact reporting for this type of programme. Most evaluations have focussed on the impact on the volunteer rather than the impact of the work.

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Annex Two: About the Authors

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Ecorys UK

Ecorys UK (formerly ECOTEC Research and Consulting[1]) has over 30 years of experience as an independent provider of research, consultancy and programme management/technical assistance services. We have a long track record in undertaking evaluations, impact assessments and other studies related to issues of citizenship, social action and international development along with extensive experience of developing and applying techniques to assess the effectiveness and broader value for money of publicly-funded interventions. The company has around 150 staff based in the UK and, as part of the ECORYS Group, we are also able to draw upon a wider, international network of experts.

Our experience of evaluating international development programmes includes the joint UNICEF-British Council International Inspiration programme promoting participation in sport in communities around the globe. We also developed an M&E framework, tools and implementation plan for the Australian Sports Outreach Program in India, underpinned by theories of change and a highly consultative approach with local NGOs and were recently commissioned by the Laureus Global Foundation to review their youth employability provision based on case study research in Brazil.

Our recent work in researching issues related to citizenship, civic participation and social action includes the evaluation of the EU's 'Europe for Citizens' programme, an assessment of the social impact of the Cadbury 'Spots v Stripes' Community Programme in the UK and Ireland and leading work on the community engagement strand of the meta-evaluation of the impact and legacy of the London 2012 Olympic and Paralympic Games.

The lead researchers and authors of the phase 1 report were Jonathan France and Louise Scott, both Associate Directors at Ecorys UK. Case study research was undertaken by Martina Diep, Rachel Gardiner, Sarah Jenkins (all Ecorys UK) and Anja Willemsen (Ecorys Netherlands).

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[1] On 4th October 2010 we changed our name from ECOTEC Research and Consulting to Ecorys UK. ECOTEC had been part of the ECORYS Group for almost a decade and the change reflected our position as the UK business of ECORYS. See www.uk.ecorys.com for further information about our work.

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Annex Three: List of Organisations Interviewed

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Organisations Interviewed

The following table provides a list of the organisations represented by individuals who took part in interviews as part of the phase 1 evaluation.

Management and Delivery
ICS Hub
International Service
Progressio
Raleigh International
Restless Development
Tearfund
VSO
Other Consortium Partners
Catch 22
Islamic Relief
Other Stakeholders
DFID

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Annex Four: Additional Information on the Evaluation Framework

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Indicators

The table below sets out the key indicators for which data will be collected, in order to test and validate the theory of change and provide evidence to answer the key evaluation questions. The indicators are divided into sections corresponding to the different steps in the intervention logic. The complete set of volunteer outcome indicators are not listed as they are numerous (and can instead be largely found in the KAP survey questionnaires). Similarly, the indicators of in-country outcomes are not listed as they vary by sector and the nature of project activity but projects have been provided with guidance as to how to design indicators to test the outcome areas listed.

Data/Indicator[59]	Collection
Programme Inputs and Activities	
No., type and reach of advertising campaigns undertaken (and success at prompting applications)	Record of campaigns and lead generation data
No. of unique visitors to ICS website (key pages)	Google Analytics
No. and demographic profile of applicants (volunteers and team leaders)	Jobscience
No. of applicants who meet fundraising target	Jobscience
No. of assessment days delivered (and attendance)	Jobscience
No. and profile of attendees at assessment days	Jobscience
No. and profile of selected applicants (and % who defer or decline offer)	Jobscience
No. of training sessions delivered (and attendance)	Jobscience
No. of applicants who meet fundraising target (lower and higher levels)	Jobscience
No. of host organisations engaged and projects identified (by country and activity)	Jobscience/agency reports and interviews
No. of return volunteer events delivered (and attendance)	Jobscience
No. of alumni events/activities (by type) and no. of volunteers who engage with this	Agency reports and interviews
Outputs/deliverables	
No. of volunteers who begin placement	Jobscience
No. of volunteers who complete placement	Jobscience
Satisfaction with programme	KAP survey/partner survey
No. of volunteers who complete action at home	Jobscience
Short-Term Outcomes (Volunteers)	
Awareness/understanding of poverty, equality and development	KAP survey; other volunteer research
Confidence and skills development	
Cross-cultural understanding/perspective and networks	
Inspiration and motivation to make a difference	
Short-Term Outcomes (In-Country)	
Resourcing, practice and awareness in partner organisations and communities	Partner survey; case study research; project M&E
Attitudes/perceptions towards young people	
Infrastructure development	
Longer-Term Outcomes (Volunteers)	
Further volunteering and social action	KAP survey; other volunteer research
Creation of advocates for international and community development	
Personal development and transformation	
Progression to employment/education/training	

[59] Where possible/relevant volunteer data will cover both UK and in-country volunteers.

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Longer-Term Outcomes (In-Country)	
Behavioural and material change in partner organisations and communities spanning key sectors of activity	Partner survey; case study research; project M&E
Host communities better able to support their own development	

Case Study Selection

The sampling of lead case study subjects was undertaken in June 2013 to ensure representation against three criteria:

- Agency – the allocation was made on the basis of the estimated share of the UK volunteer target to be delivered by each of the six original delivery agencies, although two visits have been left unallocated (to an agency) at this stage to account for the fact that other organisations will be involved in delivery (on a sub-contracted basis) from October 2013 onwards and it would be beneficial to visit projects run by at least some of these agencies in phase 2 of the evaluation.
- Country – at the time of sampling, ICS was active in 26 countries and quotas were drawn to ensure proportionate representation of the three regions – Africa, Asia (including Middle East) and America (Central and South).
- Sector (of project activity) – there are five project sectors and quotas have been set based on the relative popularity of each at the time of sampling.

Table 9.1 Sampling Framework

Agency	Region	Sector
International Service = 2	Africa = 7	Civic participation = 1
Progressio = 1	America = 2	Education = 2
Raleigh International = 2	Asia = 3	Environment = 2
Restless Development = 2		Health = 3
Tearfund = 1		Livelihoods = 4
VSO = 2		
Spare = 2		

The sampling framework is intended to determine the 12 lead case study subjects. However, the visit also provides an opportunity to undertake research with other nearby projects run by the agency in question (which may focus on different sectors) in order to increase the amount of fieldwork which can be completed (and therefore the size of the project sample).

Based on the framework set above, and the information on live projects and scheduling which was available at the time of sampling, the following table sets out the resulting sample.

Table 9.2 Case Study Sample

Year 1 (2013)	Year 2 (2014)	Year 3[60] (2015)
Raleigh, Nicaragua, Env.(Aug)	Raleigh, India, Health	Restless Development, Nepal, Health
VSO, Sierra Leone, Civic Par.	VSO, Bangladesh, Livelihoods	International Service, Burkina

[60] As noted, two visits have been left unallocated (to an agency) at this stage to facilitate inclusion of the organisations who will begin delivery from quarter 7 onwards.

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(Oct)		Faso, Education
Progessio, Malawi, Env (Sept)	Tearfund, Bolivia, Education	Spare, Africa, Livelihoods
Restless Development, Zambia, Livelihoods (July)	International Service, Ghana, Livelihoods	Spare, Africa, Health

The sample will be kept under review and may change to accommodate inevitable changes in programming. The timing of year 2 visits will be planned in more detail in early 2014.

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Annex Five: Additional Programme Information

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ICS Activity

The table below provides a summary of activity by agency as at Quarter 5/6.

Agency	Country	Sector
International Service	Bolivia	Education
	Burkina Faso	Education; livelihoods; health
	Ghana	Livelihoods; civic participation
	Palestine	Education; livelihoods
Progressio	El Salvador	Livelihoods
	Honduras	Environment
	Malawi	Health; environment
	Nicaragua	Environment
	Zimbabwe	Livelihoods; health
Raleigh International	India	Health; livelihoods
	Nicaragua	Environment
	Tanzania	Health; environment
Restless Development	India	Health; livelihoods
	Nepal	Health
	Sierra Leone	Livelihoods
	South Africa	Livelihoods
	Tanzania	Livelihoods
	Uganda	Health
	Zambia	Health; livelihoods
	Zimbabwe	Livelihoods
Tearfund	Bolivia	Education
	Burundi	Environment
	Rwanda	Health
VSO	Bangladesh	Health; livelihoods
	Ethiopia	Civic participation
	India	Education; health
	Kenya	Education; environment
	Nepal	Health
	Nigeria	Health; livelihoods
	Philippines	Civic participation; environment; health
	Sierra Leone	Civic participation; health; livelihoods
	Tajikistan	Livelihoods
	Tanzania	Livelihoods; education
	Zambia	Health; livelihoods

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Annex Six: Research Tools

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Research Tools

The table below lists the questionnaires and other research tools which were deployed in phase 1, copies of which are provided overleaf.

Research Tools
KAP survey (1, 2 and 3)*
Action at Home survey
Observation grid
Agency interviews topic guide
Hub interviews topic guide
Stakeholder interviews topic guides
Non-participant survey
Partner survey
Case study materials

Note: no completed KAP 3 surveys were returned in the period covered by the phase 1 report.

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KAP survey

This survey is completed three times by both in-country and UK volunteers: Before they start their placement (KAP 1), just after they complete their placement - preferably while still at their location (KAP 2) and one year after returning home (KAP 3). Found below is a complete version with indications as to which questions features in which version of the KAP.

This survey aims to tell us more about you as a citizen, specifically about your knowledge, attitudes, practices and skills. The information provided will be anonymous and we won't refer to your name without checking with you first. It doesn't matter what you know or what you are involved in - it won't affect your role on the programme at all so please answer the questions as openly as possible.

We will ask you to complete surveys at 3 points in the programme; before you go to your placement, during your placement, and once you have returned home. The aim of the surveys is to evaluate your overall experience of the ICS programme, to see how your experience affects your responses to the questions over time and to see what impact the programme has had, if any, on you as a global citizen.

The survey will take around 15 minutes to complete.

Thank you for taking part in the survey. We look forward to reading your responses!

Q2 What is your name? **Asked KAP1,2,3**

Q3 What is your email address? **Asked KAP1,2,3**

Q28 Please select one of the following options: **Asked KAP1,2,3**
○   I am due to begin my placement soon (1)
○   I am currently on my ICS placement or have completed it within the last couple of months (2)
○   It has been 6 months or more since I participated in and ICS programme (3)

Q4 Which agency are you volunteering with? **Asked KAP1,2,3**
○   International Service (1)
○   Progressio (2)
○   Raleigh International (3)
○   Restless Development (4)
○   Skillshare (5)
○   Tearfund (6)
○   VSO (7)

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Q5 In which country is your ICS placement? **Asked KAP1,2,3**
- ○ Bangladesh (1)
- ○ Bolivia (2)
- ○ Botswana (3)
- ○ Brazil (4)
- ○ Burkina Faso (5)
- ○ El Salvador (6)
- ○ Ethiopia (7)
- ○ India (8)
- ○ Kenya (9)
- ○ Lesotho (10)
- ○ Malawi (11)
- ○ Mali (12)
- ○ Mozambique (13)
- ○ Namibia (14)
- ○ Nepal (15)
- ○ Nicaragua
- ○ Nigeria (16)
- ○ Palestine (17)
- ○ Peru (18)
- ○ Philippines (19)
- ○ Sierra Leone (20)
- ○ South Africa (21)
- ○ Sri Lanka (22)
- ○ Swaziland (23)
- ○ Tanzania (24)
- ○ Uganda (25)
- ○ Zambia (26)
- ○ Zimbabwe (27)
- ○ Other (please specify) (28) _____

Q7 When do you begin your placement? **Asked KAP1**

- ○ June 2012 (1)
- ○ July 2012 (2)
- ○ September 2012 (3)
- ○ October 2012 (4)
- ○ January 2013 (5)
- ○ April 2013 (6)
- ○ Other (please specify) (7) _____

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Q8 What were your main motivations for joining ICS? **Asked KAP1**

Please tick up to 3 of the following options:

❑ Gain new skills (1)
❑ Gain motivation and confidence (2)
❑ Visit a new country/ travel (3)
❑ Meet people from another country   (4)
❑ Contribute something to a community   (5)
❑ Gain a better understanding of poverty (6)
❑ Support in identifying new life goal(s) (7)
❑ Work experience/exposure for developing a career in international development (8)
❑ To get away from problems at home (9)
❑ Having fun, good and relaxing time (10)
❑ Other (please specify)   (11) _____

Q33 Have your motivations for joining the ICS programme been met? **Asked KAP2,3**

○ Yes fully (1)
○ Yes partially (2)
○ Neither/nor (3)
○ Not really (4)
○ Not at all (5)

Q9 How satisfied were you with the following aspects of the ICS programme? **Asked KAP2,3**

	Very Satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	Very Dissatisfied (5)
Recruitment and assessment (1)	○	○	○	○	○
Pre-departure training (2)	○	○	○	○	○
Support at Home pre-placement (3)	○	○	○	○	○
Matching to a placement (4)	○	○	○	○	○
In-country training (5)	○	○	○	○	○
In-country support in placement (6)	○	○	○	○	○

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Q30 How satisfied were you with the following aspects of the ICS programme? **Asked KAP3**

	Very Satisfied (1)	Satified (2)	Neutral (3)	Dissatisfied (4)	Very Dissatisfied (5)
Return volunteer event (1)	❍	❍	❍	❍	❍
Return volunteer support (2)	❍	❍	❍	❍	❍

Q10 How satisfied are you with your overall experience of ICS to date? **Asked KAP1,2,3**
- ❍ Very Satisfied (1)
- ❍ Satisfied (2)
- ❍ Neutral (3)
- ❍ Dissatisfied (4)
- ❍ Very Dissatisfied (5)

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Q11 Before joining the ICS programme, what level of understanding/knowledge did you have in the following areas at that time? **Asked KAP2,3**

	Below Average (3)	Excellent (4)	Above Average (1)	Average (2)	None (5)
The meaning of Millennium Development Goals (MDGs) (1)	○	○	○	○	○
The role of MDGs in International Development (2)	○	○	○	○	○
The difference between "developed" and "developing" countries (3)	○	○	○	○	○
Root causes of poverty around the world (4)	○	○	○	○	○
Links between poverty around the world and the actions of individuals (5)	○	○	○	○	○
The role young people can play in national and international development (6)	○	○	○	○	○
The role of international funding organisations in international development (7)	○	○	○	○	○
Your rights and responsibilities as a global citizen (8)	○	○	○	○	○
The causes and consequences of climate change (9)	○	○	○	○	○
The role gender plays within	○	○	○	○	○

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poverty (10)					

Q29 Thinking about now, how would you rate your level of understanding/knowledge in the following areas currently? **Asked KAP2,3**

	Below Average (3)	Excellent (4)	Above Average (1)	Average (2)	None (5)
The meaning of Millennium Development Goals (MDGs) (1)	O	O	O	O	O
The role of MDGs in International Development (2)	O	O	O	O	O
The difference between "developed" and "developing" countries (3)	O	O	O	O	O
Root causes of poverty around the world (4)	O	O	O	O	O
Links between poverty around the world and the actions of individuals (5)	O	O	O	O	O
The role young people can play in national and international development (6)	O	O	O	O	O
The role of international funding organisations in international development (7)	O	O	O	O	O
Your rights and responsibilities as a global citizen (8)	O	O	O	O	O
The causes and consequences of climate change (9)	O	O	O	O	O
The role gender plays within poverty (10)	O	O	O	O	O

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Q12 How did your experiences on ICS affect your level of knowledge/understanding of these issues?
Asked KAP,2,3

Q13 How much do you agree with the following statements? **Asked KAP1,2,3**

	Strongly agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
It is poor people's fault that they are poor (1)	❍	❍	❍	❍	❍
Richer countries contribute towards poverty around the world (2)	❍	❍	❍	❍	❍
The actions of people can possitively affect people and communities around the world (3)	❍	❍	❍	❍	❍
My actions don't have any effect on people around the world (4)	❍	❍	❍	❍	❍
Poorer countries should look after themselves and stop asking for help (5)	❍	❍	❍	❍	❍
Everyone should help to address poverty around the world (6)	❍	❍	❍	❍	❍
I feel passionate about helping to decrease	❍	❍	❍	❍	❍

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poverty around the world (7)					
I don't have any power to address poverty around the world (8)	❍	❍	❍	❍	❍
There are too many people from poorer countries living in developed countries (9)	❍	❍	❍	❍	❍
Having communities made up of people from around the world brings benefits to us (10)	❍	❍	❍	❍	❍
We can teach poorer communities more than we can learn from them (11)	❍	❍	❍	❍	❍
I like learning new things from people from different backgrounds (12)	❍	❍	❍	❍	❍
I treat everyone the same regardless of their background (13)	❍	❍	❍	❍	❍
Inequality is inevitable (14)	❍	❍	❍	❍	❍

Q14 How has your experiences on ICS affected your attitude? **Asked KAP2,3**

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Q15 Do you talk about development and poverty with your co-workers, friends or family? **Asked KAP1,3**
- ○ Regularly (1)
- ○ Sometimes (2)
- ○ Never (3)

Q18 Do you regularly communicate with someone in another country for example online chat forums, pen-pal scheme etc? **Asked KAP1,3**
- ○ Regularly (1)
- ○ Sometimes (2)
- ○ Never (3)

Q34 Please tell us more about your involvement within your local community: **Asked KAP1,3**

	Yes (1)	No (2)
Have you ever voted in a local or national election? (1)	○	○
Have you organised an event for the community? (2)	○	○
Do you volunteer? (3)	○	○
Have you ever met with your local politician to discuss an issue you are concerned about? (4)	○	○
Have you ever taken part in a public campaign on an issue you are concerned about? (5)	○	○
Have you ever signed a petition? (6)	○	○
Are ethical considerations important to you when purchasing produces? (7)	○	○

Q19 Overall, how useful do you think the ICS volunteer programme has been in terms of: **Asked KAP2,3**

	Very Useful (1)	Useful (2)	Neutral (3)	Not Useful (4)	Not at all Useful (5)
Personal development (1)	○	○	○	○	○
Professional development (2)	○	○	○	○	○

Q20 Please give ONE distinct example where this volunteer programme has significantly contributed to your personal or professional life. **Asked KAP2,3**

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Q21 How much do you agree with the following statements? As a result of my ICS placement I have:
Asked KAP2,3

	Strongly agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
More confidence working within a group of people for a specific task (team work) (1)	❍	❍	❍	❍	❍
I am better able to talk confidently with people from different cultural backgrounds (cross-cultural communication) (2)	❍	❍	❍	❍	❍
I am more confident convincing someone of my point of view even if their opinion differs from mine (negotiation skills) (3)	❍	❍	❍	❍	❍
I am better able to analyse a new situation and decide the best way forward (critical thinking) (4)	❍	❍	❍	❍	❍
I am better able to make key decisions about my future (decision making) (5)	❍	❍	❍	❍	❍
I can more confidently	❍	❍	❍	❍	❍

ECORYS

communicate with people I have just met (communication skills) (6)					
I am more able to make friends with people I have just met (interpersonal skills) (7)	○	○	○	○	○
I can more confidently manage myself in different situations (coping and self management skills) (8)	○	○	○	○	○
I am better able to manage my time effectively (time management) (9)	○	○	○	○	○
I am better able to reflect on my behaviour and its impact on others (self awareness) (10)	○	○	○	○	○
I am better able to come up with creative ideas to solve problems or deliver solutions (creative thinking) (11)	○	○	○	○	○
I am better able to set goals for myself and work towards them (goal setting) (12)	○	○	○	○	○

ECORYS

I can more confidently lead a group of people for a specific task (leadership) (13)	○	○	○	○	○

Q22 If your level of confidence in these skills has changed since taking part in ICS, what role did the programme play in this? **Asked KAP2,3**

Q23 Would you say your placement had a positive development impact? **Asked KAP2,3**
- ○ Yes (1)
- ○ No (2)
- ○ Don't know (3)

Q24 Would you recommend others to join the ICS volunteer programme? **Asked KAP2,3**
- ○ Yes definitely (1)
- ○ Yes but with caution (2)
- ○ No (3)
- ○ Not sure/don't know (4)

(Only displays if answers "no")
Q25 Please tell us why you would not recommend joining the ICS programme. **Asked KAP,2,3**

(Only displays if answers "Yes, but with caution")
Q26 Please tell us why you would recommend joining the ICS programme with caution. **Asked KAP2,3**

Q. 26b. What are you doing now? (select as many as you like) **Asked KAP3**
Study on a government training programme
Studying full-time
Studying part-time
Unemployed
Volunteering
Training
Working full-time
Year out/gap year
Working part-time
Other

Q27 Please use the space provided to tell us any other comments or suggestions you have about your experience to date with ICS. **Asked KAP1,2,3**

ECORYS

Q35 Thank you for taking the time to complete this survey. Your responses will help us to evaluate the impact of our programmes and allows us to identify where improvements are needed.

Many thanks

 ICS Consortium

ECORYS

Action at Home Survey

Thank you for taking the time to complete the Action @ home survey . It helps us understand more about ICS and Action@Home and any information you give will be a big help to us.

Please try to record all of the things you have done to actively engage in your local or wider community since you completed your ICS placement.

The survey will take around 10 minutes to complete. If you have any questions or technical difficulties please contact…………Thank you!

1. First name:

2. Last name:

3. Date of birth:

4. Email address

ECORYS

Which agency did you volunteer with?

- International Service
- Progressio
- Raleigh International
- Restless Development
- Skillshare International
- Tearfund
- VSO
- Lattitude Global Volunteering
- Other (please specify)

SUPPORT FOR THE ICS PROGRAMME

4a. Since finishing your placement, have you done any of the following to let others know about your ICS experience [*tick as many boxes as appropriate*]

	If yes, prompt for:
(1) Helping to select new ICS volunteers at an assessment day	*No. of selection days*
(2) Presenting your experience to future volunteers at their ICS training	*No. of pre-departure training events*
(3) Presenting to returned volunteers at the Returned Volunteer event	*No. of RV events*
(4) Helping out at a recruitment event	*No. of recruitment events*
(5) Writing a personal blog	*No. of posts published since returning, subject of posts, link*
(6) Writing an article for a newspaper / magazine or for online media	*Name of media outlet, date of publication, link*
(7) Organising a talk / presentation for a specific audience e.g. local school or youth group	*Date, location / audience, no. of attendees*
(8) Producing a film	*Title / subject, length, link*
(9) Fundraising for ICS or the project where you worked ?	*Activities, total raised to date*
(10) Other (please specify _____)	
(11) None of these	

ECORYS

- Since your ICS placement, how much time have you spent doing these activities? *An estimation is fine.*
  [NO. OF HOURS]

VOLUNTEERING FOR A GROUP OR ORGANISATION

5. In the last 5 months – since you finished your ICS placement – have you done any voluntary (unpaid) work <u>for a group, club or organisation</u> outlined below ?

	If yes, prompt for:
5a. (1) Children's education / schools (2) Youth / children's activities (outside school) (3) Education for adults (4) Sport - coaching/mentoring (5) Religious (6) Political (7) The elderly (8) Disability (9) Health / First Aid (10) Environmental / animal welfare (11) Justice and Human Rights (12) Local community / neighbourhood / citizens' group (13) Other (please specify _____) (14) None of these	*Name of organisation*

For each tick for [Q5a]:

What kinds of things have you been doing? [*tick as many boxes as appropriate*]

ECORYS

(1) Fundraising

(2) Leading a group

(3) Member of a committee

(4) Organising or helping to run an activity or event

(5) Visiting / befriending people

(6) Mentoring / counselling people

(7) Coaching or tuition

(8) Helping in the office

(9) Campaigning – e.g. lobbying, canvassing, letter writing

(10) Conservation / restoration

(11) Other practical help - for example helping out a school, homeless shelter etc

(12) Other (please specify _____)

OPEN TEXT BOX FOR ELABORATION: Please tell us a bit more about this experience: _____

6. Have you been helping this group /club / organisation regularly or on a one-off basis?
   [REGULARLY / ONE-OFF]

   If [REGULARLY], how often have you been doing something to help?
   (1) At least once a week
   (2) At least once a month
   (3) Less often

7. Were you helping this group /club / organisation before your ICS placement?
   [YES / NO]

ECORYS

If [YES], has the amount of help you have given since your ICS placement:

    (1) Increased (please tell us why _____)

    (2) Remained the same

    (3) Decreased (please tell us why _____)

If [YES], has the <u>type</u> of help you have given since your ICS placement:

    (1) Changed (why _____)

    (2) Remained the same

8. In the past 6 months, how much time have you spent helping this / these organisation(s)? *An estimation is fine.*
   [NO. OF HOURS]

VOLUNTEERING THAT IS <u>NOT</u> PART OF AN ORGANISATION/CLUB

9. In the last 6 months – since you finished your ICS placement – have you given any of the following types of unpaid help, to other people, that was **not** through a group, club or organisation? Tick as many boxes as appropriate

(1) Keeping in touch with someone who has difficulty getting out and about (visiting in person, telephoning or e-mailing, doing shopping or paying bills)   (2) Giving practical help in the house for some one in need   (3) Providing personal care (e.g. washing, dressing) for someone who is sick or frail   (4) Writing letters, translating or filling in forms   (5) Representing someone (for example talking to a council department or to a doctor)   (6) Transporting or escorting someone (for example to a hospital or on an outing)   (7) Other (please specify _____)   (8) No help given in last 6 months

ECORYS

If you ticked a [Q8]:

Who did you do this for?

    (1) Friend / neighbour

    (2) Acquaintance / friend of a friend

    (3) Someone else (please specify _____)

OPEN TEXT BOX FOR ELABORATION: Please tell us a bit more about this experience: _____

10. Have you been helping this person / these people regularly or on a one-off basis?
    [REGULARLY / ONE-OFF]

    If [REGULARLY], how often have you been doing this?

        (1) At least once a week

        (2) At least once a month

        (3) Less often

11. Were you helping this person / these people before your ICS placement?
    [YES / NO]

    If [YES], has the amount of help you have given since your ICS placement:

        (1) Increased (why _____)

        (2) Remained the same

        (3) Decreased (why _____)

    If [YES], has the type of help you have given since your ICS placement:

        (1) Changed (why _____)

        (2) Remained the same

ECORYS

12. In the past 6 months, how much time have you spent helping this person / these people? *An estimation is fine.*
    [NO. OF HOURS]

DOING SOMETHING ABOUT ISSUES THAT ARE IMPORTANT TO YOU

13. In the last 6 months – since you finished from your ICS placement – have you contacted any of the following people? *Please do not include contact related to personal issues e.g. housing repairs, and contact through work.*

    (1) A local councillor or community leader
    (2) Someone else at the local council
    (3) A Member of Parliament/ or elected government representative
    (4) Someone else working in central government
    (5) None of the above

For each tick for [Q13]:
How did you contact this individual?

    (1) Via email
    (2) Face to face meeting
    (3) Wrote a letter
    (4) Other (please specify _____)

OPEN TEXT BOX FOR ELABORATION: What did you say or ask for? Has there been a response? _____

ECORYS

14. In the last 6 months – since you returned from your ICS placement – have you done any of the following things to influence local / national / international democratic decisions more broadly?

	If yes, prompt for:
(1) Attended a public meeting	*How many? What was the issue?*
(2) Taken part in a public demonstration / rally	*How many? What was the issue?*
(3) None of the above	*How many? What was the issue?*
(4) Other (please specify _____)	*How many? What was the issue?*

THE CHOICES YOU MAKE EVERY DAY

15. In the last 6 months – since you returned from your ICS placement – have you donated to charity in any of the following ways?
[*tick as many boxes as appropriate*]

(1) Donating goods or shopping at charity shops regularly
(2) Given your time to charity
(3) Giving money to charity
(4) Attending a fundraiser event
(5) Organised a fundraising event
(6) Other type of giving (please specify _____)
(7) None of the above

16. Were you giving this support before your ICS placement?
[YES / NO]

If [YES], since ICS, has the <u>amount</u> of support you have given to charities:

ECORYS

(1) Increased (why _____)

(2) Remained the same

(3) Decreased (why _____)

If [YES], since ICS, has the <u>type</u> of support you have given to charities:

(1) Changed (why _____)

(2) Remained the same

17. In the last 6 months – since you finished your ICS placement – have you changed your behaviour for ethical / environmental / political reasons? [*tick as many boxes as appropriate*]

(1) Buying fair trade goods / boycotting a product

(2) Participate in an ethically-sourced food network

(3) Selecting green / ethical financial products or services

(4) Other (please specify _____)

18. Were you doing these things before your ICS placement?
[YES / NO]

If [YES], since ICS have you tended to do certain things / buy specific products for ethical / environmental / political reasons:

(1) More (why _____)

(2) The same amount

(3) Less (why _____)

ECORYS

19. Please use the space below to describe any other actions or interactions (not mentioned above) you've had with your local or wider community since finishing your ICS placement?

20. We will be carrying out follow-up interviews with a small number of returned volunteers to discuss their Action at Home experience in more detail. Would you be happy for us to call you as part of this process?

[YES / NO]

Thank you for taking the time to complete this survey.

ECORYS

ICS Observation Tool

Background	Observations
A1. Researcher	
A2. Type of session	
A3. Date	
A4. Start and finish time	
A5. Location / venue - Describe the venue, layout and access arrangements	

Attendance	Observations
B1. Number of applicants/volunteers (planned and actual)	
B2. Profile of applciants/volunteers - What is the gender split? - What is the ethnic breakdown? - Are there any disabled people present? - Other observation on characteristics	
B3. Number of staff - Which organisations are represented? - What are their roles?	
B4. Other attendees	

Delivery	Observations
C1. Key activities - What methods of delivery are used (e.g. presentations, discussions, practical sessions)? - Who delivered the activities? - What topics were covered?	

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Delivery	Observations

C2. Materials available
   - What types of materials are used?
   - What is the purpose of the materials?
   - How useful were the materials?	

C3. What aspects of the session appear to be working well? And why?	
C4. What aspects of the session appear to be working less well? And why?	

Interaction and participation	Observations

D1. Group dynamic
   - How does the mix of people affect the group dynamic?
   - How does the number of attendees affect the group dynamic?
   - Are there any challenges in establishing a positive group dynamic?	

D2. Interaction and participation
   - How much interaction is there between staff and applicants/volunteers?
   - How much interaction is there among the applicants/volunteers?
   - To what extent are the applicants/ volunteers actively participating in the session?
   - Is there greater interaction at certain times of the day / certain sessions?
   - What factors are encouraging greater interaction / participation?	

Outcomes
E1. Key outcomes   - What have the applicants/volunteers

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Outcomes	
learnt? - How have the applicants/volunteers benefitted from the session?	

Closing the session	Observations
F1. Closing the session - How is the session wrapped up? - What kind of tone is the session wrapped up in? - Are any future plans made (e.g. next session, next form of contact)?	
F2. Departure - Do any attendees leave early? - Do any attendees stay to talk to each other / the staff after the session?	

Additional information	Observations
G1. Any additional observations	
G2. Any anecdotal comments from attendees	
G3. Any anecdotal comments from staff	

ECORYS

Topic Guide for Agency Interviews

Background

1. Please outline your role and responsibilities in the programme. *(If necessary, probe if involved in pilot phase)*

2. What do you understand as being the main objectives of the ICS programme?

3. What are the key challenges / strategic priorities that the programme aims to address and how do these fit with the priorities/work of your organisation?

4. Why did your organisation choose to get involved in the ICS programme?

5. How does the ICS programme differ from / complement other international and national volunteering programmes? *(consider the extent to which ICS adds value or overlaps with their existing work)*

Management and delivery

6. What are the strengths and weaknesses of the consortium approach to delivering the programme? *(explore strengths, weaknesses and challenges)*

7. What are the strengths and weaknesses of the ICS Hub model? *(explore division of roles, strengths, weaknesses and challenges)*

8. What are the strengths and weaknesses of the programme structures and lines of communication? *(explore strengths, weaknesses and challenges)*

9. Please outline the approach/model which your organisation is using to deliver volunteer placements. *(Probe on approach to selection and training, identifying host organisations and projects, matching volunteers to placements, team leaders, project cycles and in-country support; any changes/planned changes in approach; strengths/weaknesses/challenges at each stage)*

10. *(If relevant)* What are the main changes compared to the pilot phase and how have you adapted to these?

11. How does your organisation ensure good value for money? *(consider how the respondent organisation contributes to good value for money, particularly in terms of procurement of inputs and control of costs)(probe how actual costs differ from expected at different stages of delivery /by country/by activity)*

12. What monitoring and evaluation structures do you have in place? *(other than the Hub M&E framework – in particular, explore whether there is any collection of baseline data relating to the placements, e.g. surveys in the local community to assess needs and the current situation, and also how they go about measuring the success of placements/projects* and whether they then compare observed outcomes to baseline assessments)

ECORYS

Recruitment of young people

13. How do you recruit young people from the UK onto the ICS programme? How effective is this process? *(i.e. how does the agency promote ICS through its networks and refer potential applicants; explore the strengths, weaknesses and challenges)*

14. How do you recruit young people in-country onto the ICS programme? How effective is this process? *(i.e. how does the agency find in-country volunteers; explore the strengths, weaknesses and challenges)*

15. How do you recruit team leaders onto the ICS programme? How effective is this process? *(i.e. how does the agency select team leaders; explore the strengths, weaknesses and challenges)*

16. Is there anything that could be done to improve these recruitment processes?

17. Can you describe the profile of the young people from the UK that you attract onto the ICS programme? How does the profile of young people compare to those that you engage through your other programmes? *(explore any key differences and the reasons for these, explore positives and negatives of attracting this profile of young people)*

18. In your opinion, why do you think young people choose to take part in the ICS programme (as opposed to another international or national volunteering programme or another use of their time)?

19. Without the ICS programme, to what extent do you think young people would take part in another international volunteering programme? *(explore the extent to which young people are displaced from other international volunteering programmes)*

20. What progress have you made to date in terms of recruitment? *(explore reasons for any variation from targets and future expectations)*

21. How effective is the approach to fundraising? *(consider move away from a means-tested approach and explore the strengths, weaknesses and challenges)*

22. Are the fundraising targets achievable? *(explore reasons why / why not)*

23. How do you deliver pre-departure training for volunteers in the UK? How effective is this process? *(explore the strengths , weaknesses and challenges)*

24. How do you deliver training for in-country volunteers? How effective is this process? *(explore the strengths , weaknesses and challenges)*

Placements

25. What type of host organisations do you work with on the ICS programme? How do you recruit host organisations onto the ICS programme? How effective is this process? *(explore the strengths, weaknesses and challenges)*

26. How do you identify and develop projects for the ICS programme? How effective is this process? *(explore the strengths, weaknesses and challenges)*

ECORYS

27. What types of activity do volunteers undertake through the ICS programme?

28. How do ICS placements differ from those of other international volunteering schemes?

29. What types of activity appear to be most productive (in terms of generating the desired outcomes)?

30. What is the value of involving young people in these projects? *(what is unique or different about the contribution which young people can make, compared to other volunteers or staff?)*

31. What are the key factors that contribute to a successful placement? *(and what are the key challenges in achieving this success?)*

32. What in-country support for the host organisations do you offer? How effective is this approach? *(explore the strengths, weaknesses and challenges)*

33. What in-country support for volunteers do you offer? How effective is this approach? *(explore the strengths, weaknesses and challenges)*

Benefits

34. How do you think your organisation will benefit from being involved in ICS? *(both short and longer-term)*

35. How do you expect young people from the UK to benefit from being involved in ICS? *(both during and post-placement)*

36. How do you expect young people in-country to benefit from being involved in ICS? *(both during and post-placement)*

37. How do you expect the host organisations and communities to benefit from being involved in ICS? To what extent are these benefits additional (i.e. would not have happened in the absence of ICS)? *(both during and post-placements)*

38. Is the ICS programme likely to generate any other benefits? *(including unanticipated or negative consequences)(what about post-placement/longer-term citizenship effects and the potential resulting social benefits?)*

Sustainability

39. How do you expect the ICS programme to deliver sustainable (i.e. long-lasting) benefits?

40. How do you encourage action at home? How effective is this process? *(explore the strengths , weaknesses and challenges)*

41. How do you support and use the alumni group? How effective is this group? *(explore the strengths , weaknesses and challenges)*

42. Is there anything that could be improved in order to deliver greater sustainable benefits?

ECORYS

Lessons

43. So far, what aspects of the overall ICS programme are working well?

44. So far, what aspects of the overall ICS programme are working less well?

45. Is there anything that could be improved?

46. Are there any learning points/lessons from other programmes which may be relevant to ICS?

Any other comments

47. Do you have any other comments?

ECORYS

Topic Guide for Hub Interviews

Background

1. Please outline your role and responsibilities in the programme. *(probe if involved in pilot phase)*

2. What do you understand as being the main objectives of the ICS programme, in relation to your role within the Hub?

3. What are the key challenges / strategic priorities that the programme aims to address and how does your role/responsibilities contribute to this?

4. Based on your knowledge/experience, how does the ICS programme differ from / complement other / previous international and national volunteering programmes? *(consider the extent to which ICS adds value or overlaps with their existing work)*

Management and delivery

5. *(If relevant)* What are the main differences in management and delivery compared to the pilot phase and how has VSO (as lead partner) adapted to this?

6. How has the role played by the Hub evolved since the programme began? What are the strengths and weaknesses of the Hub model? *(explore division of roles, strengths, weaknesses and challenges)*

7. What are the strengths and weaknesses of the consortium approach to delivering the programme? *(explore strengths, weaknesses and challenges)*

8. What are the strengths and weaknesses of the programme structures and lines of communication? *(explore strengths, weaknesses and challenges)*

9. Please outline the approaches/models which different agencies are using to deliver volunteer placements. *(Probe on approach to selection and training, identifying host organisations and projects, matching volunteers to placements, team leaders, project cycles and in-country support; any changes/planned changes in approach; strengths/weaknesses/challenges at each stage)*

10. What steps have been taken to ensure good value for money? *(consider how the Hub and agencies ensure good value for money, particularly in terms of procurement of inputs and control of costs)(probe how actual costs differ from expected at different stages of delivery) (probe any examples of good practice within the Hub or agencies)*

11. What monitoring and evaluation structures do you have in place? *(other than the Hub M&E framework – probe additional information/value added by these structures e.g. log frame balanced scorecard within Hub and/or M&E structures within agencies) (probe any examples of good practice within the Hub or agencies)*

ECORYS

Pre-placement

12. What progress have you made to date in terms of recruitment? *(explore reasons for any variation from targets and future expectations)*

13. How do the agencies recruit young people from the UK onto the ICS programme? How effective is this process? *(i.e. how does the agency promote ICS through its networks and refer potential applicants; explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

14. How do the agencies recruit young people in-country onto the ICS programme? How effective is this process? *(i.e. how does the agency find in-country volunteers; explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

15. How do the agencies recruit team leaders onto the ICS programme? How effective is this process? *(i.e. how does the agency select team leaders; explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

16. Is there anything that could be done to improve these recruitment processes?

17. Can you describe the profile of the young people from the UK that has been attracted onto the ICS programme? How does the profile of young people compare to those that you engage through your other programmes? How does it differ by agency? *(explore any key differences and the reasons for these, explore positives and negatives of attracting this profile of young people) (probe any examples of good practice in securing diversity)*

18. In your opinion, why do you think young people choose to take part in the ICS programme (as opposed to another international or national volunteering programme or another use of their time)?

19. Without the ICS programme, to what extent do you think young people would take part in another international volunteering programme? *(explore the extent to which young people are displaced from other international volunteering programmes)* What would they do instead?

20. What proportion of those accepted are dropping out of the programme? What are the reasons for this? Are levels of drop-out in line with expectations? *(probe whether this differs by agency)*

21. How effective is the approach to fundraising? *(consider move away from a means-tested approach and explore the strengths, weaknesses and challenges; probe level of support provided and any examples of good practice)*

22. Are the fundraising targets achievable? *(explore reasons why / why not)*

23. How do the agencies deliver training for UK volunteers? How effective is this process? *(explore the strengths , weaknesses and challenges) (probe any examples of good practice)*

24. How do the agencies deliver training for in-country volunteers? How effective is this process? *(explore the strengths , weaknesses and challenges) (probe any examples of good practice)*

ECORYS

Placements

25. What type of host organisations do the agencies work with on the ICS programme? How do they recruit host organisations onto the ICS programme? How effective is this process? *(explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

26. How do the agencies identify and develop projects for the ICS programme? How effective is this process? *(explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

27. What types of activity do volunteers undertake through the ICS programme? *(probe any examples of good practice)*

28. How do ICS placements differ from those of other international volunteering schemes?

29. What types of activity appear to be most productive (in terms of generating the desired outcomes)?

30. What is the value of involving young people in these projects? *(what is unique or different about the contribution which young people can make, compared to other volunteers or staff?)*

31. What are the key factors that contribute to a successful placement? *(and what are the key challenges in achieving this success?)*

32. What in-country support for the host organisations do agencies offer? How effective is this approach? *(explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

33. What in-country support for volunteers do agencies offer? How effective is this approach? *(explore the strengths, weaknesses and challenges) (probe any examples of good practice)*

Benefits

34. How do you think the consortium members benefit from being involved in ICS? *(both short and longer-term)*

35. How do you expect young people from the UK to benefit from being involved in ICS? *(both during and post-placement)*

36. How do you expect young people in-country to benefit from being involved in ICS? *(both during and post-placement)*

37. How do you expect the host organisations and communities to benefit from being involved in ICS? To what extent are these benefits additional (i.e. would not have happened in the absence of ICS)? *(both during and post-placements)*

38. Is the ICS programme likely to generate any other benefits? *(including unanticipated or negative consequences)(what about post-placement/longer-term citizenship effects and the potential resulting social benefits?)*

ECORYS

Sustainability

39. How do you expect the ICS programme to deliver sustainable (i.e. long-lasting) benefits?

40. How do agencies encourage action at home? How effective is this process? *(explore the strengths , weaknesses and challenges) (probe any examples of good practice)*

41. How do agencies support and use alumni groups/networks? How effective is this group? *(explore the strengths , weaknesses and challenges) (probe any examples of good practice)*

42. Is there anything that could be improved in order to deliver greater sustainable benefits?

Lessons

43. So far, what aspects of the overall ICS programme are working well?

44. So far, what aspects of the overall ICS programme are working less well?

45. Is there anything that could be improved?

46. Are there any learning points/lessons from other programmes which may be relevant to ICS?

Any other comments

47. Do you have any other comments?

ECORYS

Topic Guide for Stakeholder Interviews

Background

1. Please describe your involvement/awareness of ICS. *(For consortium members: probe on reasons/motivation for getting involved).*

2. What do you understand as being the main objectives of the ICS programme?

3. What are the key challenges / strategic priorities that the programme aims to address*? (where necessary, probe on how it fits with the priorities of the respondent's organisation)*

4. How does the ICS programme differ from / complement other international volunteering programmes? What about UK-based initiatives (including NCS)? *(consider the extent to which ICS adds value and/or duplicates existing activities)*

Management and delivery

5. How effective is the consortium approach to delivering the programme? *(explore strengths, weaknesses and challenges)*

6. How effective is the ICS Hub function? *(discuss role and centralised functions; explore strengths, weaknesses and challenges)*

7. How effective is the approach to identifying host organisations and suitable projects, and matching them to volunteers? *(explore strengths, weaknesses and challenges)*

Recruitment of young people

8. Can you describe the profile of the young people from the UK that are attracted onto the ICS programme and how this compares with expectations?

9. In your view, why do you think young people choose to take part in the ICS programme (as opposed to another international or national volunteering programme)? *(explore potential attractions/motivations)*

10. Without the ICS programme, to what extent do you think young people would take part in another international volunteering programme, or UK-based volunteering/social action? *(explore the extent to which young people are displaced from other international volunteering programmes)*

11. How effective is the approach to recruiting, retaining and supporting volunteers (both in the UK and in-country)?

12. How effective is the approach to fundraising? *(consider move away from a means-tested approach and explore the strengths, weaknesses and challenges of the fundraising criteria)*

13. How effective is the approach to preparing volunteers for their placement? *(consider training for UK volunteers and volunteers in-country and explore the strengths , weaknesses and challenges)*

ECORYS

Placements

14. How do ICS placements differ from those of other international volunteering schemes?

15. What types of activity appear to be most productive (in terms of generating the desired outcomes)?

16. What is the value of involving young people in these projects? *(what is unique or different about the contribution which young people can make, compared to other volunteers or staff?)*

17. What are the key factors that contribute to a successful placement? (*and what are the key challenges in achieving this success?)*

Benefits

18. How do you expect young people from the UK to benefit from being involved in ICS? *(both during and post-placement)*

19. How do you expect in-country volunteers to benefit from being involved in ICS? *(both during and post-placement)*

20. How do you expect host organisations and communities to benefit from being involved in ICS? Are these benefits additional to what might have happened anyway? *(both during and post-placements)*

21. Is the ICS programme likely to generate any other benefits? *(what about unanticipated/ negative consequences?)(what about post-placement/ longer-term citizenship effects and the potential resulting social benefits?)*

Sustainability

22. How do you expect the ICS programme to deliver sustainable (i.e. long-lasting) benefits? Is there anything that could be improved in order to deliver more sustainable benefits?

Lessons

23. So far, what aspects of the overall ICS programme are working well?

24. So far, what aspects of the overall ICS programme are working less well?

25. Is there anything that could be improved?

26. Are there any learning points/lessons from other programmes which may be relevant to ICS?

Any other comments

27. Do you have any other comments?

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Non-Participant Survey

Ecorys is an independent research company which is conducting research on behalf of the Department for International Development (DFID) to review the achievements of the International Citizen Service (ICS) and to help identify how it could be improved.

As part of this research we are contacting a sample of people who applied to take part in ICS but subsequently decided not to participate. We are interested to find out more about you as a person and your experience of ICS. Any information you provide will be a big help to us. Your views will remain completely confidential and all responses will be analysed anonymously The survey will take around 10 minutes to complete.

All responses received by ……….. will be entered into a prize draw offering the chance to win ………….

If you have any questions or technical difficulties please contact ……... Thank you!

Your Application to ICS

Q1 What were you doing at the time you applied to join the ICS programme? (select all that apply)
- ❍ Studying full-time (1)
- ❍ Studying part-time (2)
- ❍ Training (3)
- ❍ Working full-time (4)
- ❍ Working part-time (5)
- ❍ Unemployed – actively looking for work (6)
- ❍ Unemployed – not actively looking for work (7)
- ❍ Year out/gap year (8)
- ❍ Volunteering (9)
- ❍ Other (please specify) (10) _____

Q2 What were your main motivations for applying to ICS? (select up to 3 of the following options):
- ❑ Gain new skills (1)
- ❑ Personal development (e.g. improved confidence) (2)
- ❑ Visit a new country/ travel (3)
- ❑ Meet new people   (4)
- ❑ Keen to get involved in community development   (5)
- ❑ Gain a better understanding of poverty and/or international development (6)
- ❑ Inspiration in identifying new life goal(s) (7)
- ❑ Work experience for developing a career in international development (8)
- ❑ Get away from problems at home (9)
- ❑ To have fun (10)
- ❑ Other (please specify) (11) _____

Q3 Please select **1 main reason** and up to **3 contributing reasons** which explain why you chose not to participate in ICS?

	Main reason (1)	Other reasons (2)
The country of the placement I was offered	○	○
The activity involved in the placement I was offered	○	○
The delivery agency I was matched to	○	○
The fundraising requirement	○	○
The training/support I was provided with	○	○
The timing of departure	○	○
The length of placement	○	○
Feedback from another ICS volunteer	○	○
Illness/disability	○	○
Financial reasons (e.g. existing mortgage commitments)	○	○
Family reasons (e.g. special event, illness of family member)	○	○
Work/professional reasons (e.g. I could not get time off work)	○	○
Educational reasons (e.g. I could not get time off college/university)	○	○
Changed my mind about volunteering overseas	○	○
Another volunteering opportunity came up	○	○
Another opportunity came up (not volunteering)	○	○
Other (please specify) _____	○	○

Q4 What did you do (or plan to do) instead of ICS?

	Did (1)	Planned (2)
I accepted another overseas volunteering opportunity	○	○
I accepted a UK-based volunteering opportunity related to international development	○	○
I accepted a UK-based volunteering opportunity **not** related to international development	○	○
I accepted a job offer	○	○
I looked for work	○	○
I accepted a university/college place	○	○
I decided to go traveling/on holiday	○	○
I decided to take a gap year	○	○
I carried on with existing work/study/volunteering commitments	○	○
Other (please specify) ___ _____	○	○

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Volunteering and Social Action

Q5 Please tell us about your experience of volunteering and other forms of social action:

	Yes (1)	No (2)
Have you ever volunteered for a group, club or organisation in your local community?	❍	❍
Have you ever provided unpaid help or support to someone in your local community? e.g. shopping for an elderly neighbour	❍	❍
Have you ever volunteered overseas?	❍	❍
Have you ever voted in a local or national election?	❍	❍
Have you ever met with or contacted a local/national politician to discuss an issue you are concerned about?	❍	❍
Have you ever taken part in a public demonstration or rally to highlight an issue you are concerned about?	❍	❍
Have you ever completed a questionnaire or signed a petition to highlight an issue you are concerned about?	❍	❍
Have you ever attended a public meeting to discuss an issue you are concerned about?	❍	❍
Have you ever donated to charities working on local/national issues?	❍	❍
Have you ever donated to charities working on international development issues?	❍	❍
Have you ever attended an event to raise funds for charity?	❍	❍
When you buy things, is it important to you that products/services are ethically sourced?	❍	❍
In your daily life, is it important to you to make ethical or green choices? e.g. by recycling or walking/cycling wherever possible	❍	❍

Q6 Do you ever talk about economic or social or environmental issues facing your local area with your friends, family or colleagues?
❍ Regularly (1)
❍ Sometimes (2)
❍ Never (3)

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International Development Context

Q7 What level of awareness/knowledge do you have of the following?

	A great deal (1)	Some (2)	A little (3)	Not very much (4)	None at all (5)
The role of Millennium Development Goals in international development	○	○	○	○	○
The difference between "developed" and "developing" countries	○	○	○	○	○
Root causes of poverty and inequality around the world	○	○	○	○	○
How the actions of richer countries affect people and communities around the world	○	○	○	○	○
The role young people can play in national and international development	○	○	○	○	○
The role of charities in international development	○	○	○	○	○
Your rights and responsibilities as a global citizen	○	○	○	○	○
Gender issues in the developing world	○	○	○	○	○
Disability issues in the developing world	○	○	○	○	○

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Q8 How much do you agree or disagree with the following statements?

	Strongly agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
It is not poor people's fault that they are poor	○	○	○	○	○
I understand that my culture influences my world view and behaviour	○	○	○	○	○
I understand that people sometimes see me in a way that is different to the way I see myself	○	○	○	○	○
I might not agree with the way someone behaves but I try to understand their perspective.	○	○	○	○	○
Having communities made up of people from around the world brings benefits to everyone.	○	○	○	○	○
I like learning new things from people from different backgrounds.	○	○	○	○	○
I treat everyone the same regardless of their background.	○	○	○	○	○
I believe that behaviours vary across cultures but all should be respected.	○	○	○	○	○
I can communicate confidently with people of different backgrounds.	○	○	○	○	○
I am willing to accept other people's views even if I don't agree with them.	○	○	○	○	○
I understand the importance of adjusting my communication style	○	○	○	○	○

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when working inter-culturally.				
Everyone should help to reduce inequality around the world.	○	○	○	○	○
I feel passionate about helping others and making a difference.	○	○	○	○	○
Actions I take can help to address poverty around the world.	○	○	○	○	○
Projects run by charities can help to address poverty around the work.	○	○	○	○	○

Q9 Do you ever talk about global development issues (such as poverty and inequality) with your friends, family or colleagues?
○ Regularly (1)
○ Sometimes (2)
○ Never (3)

Q10 Do you regularly communicate with someone in a developing country, for example via skype or online chat forums, etc?
○ Regularly (1)
○ Sometimes (2)
○ Never (3)

About You
Q11 Are you?
○ Female (1)
○ Male (2)

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Q12 How old are you?
[write in]

Q13 Which part of the UK do you live in?
- ❍ East of England (1)
- ❍ East Midlands (2)
- ❍ North East (3)
- ❍ North West (4)
- ❍ London (5)
- ❍ South East (6)
- ❍ South West (7)
- ❍ West Midlands (8)
- ❍ Yorkshire and Humber (9)
- ❍ Northern Ireland (10)
- ❍ Scotland (11)
- ❍ Wales (12)

Q14 What is your ethnic group?
- ❍ Asian / Asian British (1)
- ❍ Black / Black British (2)
- ❍ Mixed / Multiple ethnic groups (3)
- ❍ White (4)
- ❍ Other ethnic group (5) (please describe)

Q15 Do you consider yourself to have a disability
- ❍ No (1)
- ❍ Yes (2)

Q16 Did you apply to ICS as a volunteer or team leader?
- ❍ Volunteer (1)
- ❍ Team Leader (2)
- ❍ Applied as Team Leader but assessed as Volunteer (3)

Further Research
Q20 We may want to contact you again in the coming months to ask some follow-up questions based on the information you have provided. Please let us know if would be happy for us to do this.

- ❍ Yes – I would be happy to be contacted again (1)

   Please provide your name and email address or telephone number in the box below:

- ❍ No – I would not like to be contacted again (2)

Thank you for taking the time to complete this survey.

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Partner Survey (EN Version)

Ecorys is an independent research company which is conducting an evaluation on behalf of the Department for International Development (DFID) to review the achievements of the International Citizen Service (ICS) and to help identify how it could be improved.

As part of this evaluation we are contacting partner organisations which are involved in ICS projects. We are interested to find out more about your organisation and your experience of ICS. Any information you provide will be a big help to us. Your views will remain completely confidential and won't affect your role on the programme in any way. All responses will be analysed anonymously.

The survey will take around 10-15 minutes to complete. Once you have completed the survey please place it in an envelope and return it to…………..

If you have any questions about the evaluation you can contact ………………………..

Thank you for your time.

Background

This survey is about the placement of ICS volunteers (both volunteers from the UK and national volunteers) in [add name of project and/or country] working with [add name of agency]

Q1: Please tell us the name of your organisation (this is so that we can match it to details of the project you have been running and the details of the teams which have taken part).

Q2: Please tell us how many people work on this project at the present time (excluding ICS volunteers).

No. of staff	
No. of volunteers	

Q3: Before ICS, had your organisation worked with any of the following UK-based organisations? (please place a cross in the box next to all of those you had worked with)

International Service		Raleigh International	
Progressio		Tearfund	
Restless Development		VSO	

Q4: Please tell us why your organisation decided to take part in ICS?

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Volunteers

Q5: Before ICS, had your organisation worked with volunteers from the UK?

Yes – including young people aged 18-25	
Yes – but only people aged over 25	
No	

Q6: Before ICS, had your organisation worked with volunteers from the country where your project is based?

Yes – including young people aged 18-25	
Yes – but only people aged over 25	
No	

Q7: What types of activity do ICS volunteers undertake? (please place a cross in the box next to all of the relevant activities)

Peer education		Action research	
Awareness raising		Training	
Resource development		Community infrastructure development	
Other (please describe)			

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Q8: Please tell us what support your organisation provided to volunteers during their placement.

Q9: How much do you agree or disagree with the following statements about ICS volunteers?

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ICS volunteers were able to successfully engage with the community	○	○	○	○	○
ICS volunteers made a valuable contribution to development of the community	○	○	○	○	○
Volunteers have developed new skills as a result of this placement	○	○	○	○	○
Volunteers have increased their understanding of poverty, equality and development as a result of this project	○	○	○	○	○
Volunteers have increased their understanding of other cultures as a result of this project	○	○	○	○	○
Young volunteers were able to make a unique contribution to this project	○	○	○	○	○
I would be happy to work with young volunteers again	○	○	○	○	○

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Q10: Please tell us why you think the ICS volunteers did (or did not) make a valuable contribution to the development of the local community?

| |
| |

Q11: Please tell us about the benefits for volunteers of taking part in ICS (e.g. the types of skills they developed, whether the placement helped them to find a job, etc.)

| |
| |

Q12: Have you/your organisation kept in contact with any ICS volunteers?

Yes – both UK and national volunteers		Yes – but only national volunteers	
Yes – but only UK volunteers		No	

Impact on organisation

Q13: How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ICS has had a positive effect on my organisation	❍	❍	❍	❍	❍
ICS has increased the resources available to my organisation	❍	❍	❍	❍	❍
ICS has led to my organisation adopting new ways of working	❍	❍	❍	❍	❍
ICS has helped my organisation to think	❍	❍	❍	❍	❍

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	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
differently about youth volunteers					
ICS has helped to improve skills in my organisation	❍	❍	❍	❍	❍
ICS has helped us to improve community engagement	❍	❍	❍	❍	❍
ICS will have a long-lasting effect on my organisation	❍	❍	❍	❍	❍

Q14: Please tell us more about the benefits to your organisation from taking part in ICS (e.g. any changes that you organisation has made and what the result of this change has been)

Q15: If you had not had the opportunity to become involved in ICS, what would you have done instead? (please put a cross in the box next to any/all of the options which apply)

Employed local people as staff to work on the project	
Recruited local volunteers to help with the project	
Continued the project with the resources which were already available	
We would not have run this project at all	
Other (please describe)	

Impact on host community

Q16: How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ICS has had a positive effect on the local community	❍	❍	❍	❍	❍
ICS has led to development of new skills in the local community	❍	❍	❍	❍	❍

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ICS has resulted in local people becoming more involved in/supportive of community development	○	○	○	○	○
ICS has resulted in local people becoming more involved in local decision making	○	○	○	○	○
ICS has resulted in more local people volunteering	○	○	○	○	○
ICS has led to an increased feeling of empowerment in the local community	○	○	○	○	○
ICS has led to an increased voice for disadvantaged groups within the local community	○	○	○	○	○
ICS has encouraged increased take-up of basic education	○	○	○	○	○
ICS has encouraged increased take-up of health services	○	○	○	○	○
ICS has encouraged take-up of new teaching practices	○	○	○	○	○
ICS has supported the creation of new enterprise/jobs	○	○	○	○	○
ICS has led to increased uptake of sexual and reproductive health services	○	○	○	○	○
ICS has led to increased uptake of safer and more effective hygiene practices	○	○	○	○	○
ICS has led to improved management of the natural environment and resources	○	○	○	○	○
ICS has increased positive views of young	○	○	○	○	○

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people within the community					

Q17: Please tell us more about the benefit to the community from taking part in ICS (e.g. any changes that have been made and what the result of this change has been on the community)

Q18: Do you think ICS will have a long-lasting effect on the local community? Why?

Taking part in ICS

Q19: How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Volunteers has received adequate training/briefing before the placement	○	○	○	○	○
My organisation received a full briefing about ICS and what it is trying to achieve	○	○	○	○	○
My organisation received the support required from the UK agency to set up the placement	○	○	○	○	○
My organisation received the details required from the UK agency about the volunteers in advance of their arrival	○	○	○	○	○

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My organisation received the support required from the UK agency to support the volunteers during their placement	○	○	○	○	○

Q20: Please tell us what challenges were faced in working with ICS volunteers.

Q21: Has ICS met your expectations so far?

Yes – fully		Not really	
Yes – party		Not at all	
Not sure/don't know			

Q22: Would you recommend the ICS programme to other organisations similar to your own?

Yes – definitely		No	
Yes – maybe		Not sure/don't know	

Finally

Q23: Please tell us any other comments or suggestions you have about your experience to date with ICS.

Thank you for taking the time to complete this survey.

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Case Study Materials

Topic Guide for Stakeholder Interviews

Background

1. Please outline your role and responsibilities in the ICS programme (check which projects they are involved in)

2. When did you first become involved in ICS? (if not clear, check if they were also involved in the pilot phase)

3. What do you understand as being the key objectives of the ICS programme?

4. Why did you/your organisation or office decide to become involved in ICS? How does the work of ICS fit with the strategic priorities and work of your organisation?

5. How does the ICS programme differ from / complement other international and national volunteering programmes which you are aware of/involved in? (probe the extent to which ICS adds value or overlaps with their existing work and previous experience of involving young people in development)

Inputs and Process

6. What inputs have you/your organisation provided to the ICS programme? (probe in terms of all financial costs, other resources, time; extent to which this is covered by payments received; how they would value non-financial inputs e.g. time)

7. What support has your organisation received as part of the programme? (probe lines of communication and support received to meet programme requirements/standards)

8. Are you involved in the monitoring and evaluation of ICS (probe involvement in quarterly reporting process and/or project/team planning and debrief process)

Project and Placements

9. Please tell me about the ICS project(s) your organisation has been involved in? (probe relationship with ICS volunteers if not clear). What are the objectives of the project(s)?

10. What would this project have looked like in the absence of ICS? (probe history/background to the project(s) and extent to which it would have gone ahead and how/if it would have differed) What added value has ICS brought to the project?

   - Would the project have included volunteers if it had not been part of ICS?
   - If yes, would it have included young volunteers (aged 18-24)? Would it have included young volunteers from this country?

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Outcomes

11. How have volunteers benefited from their ICS experience? (split between UK and in-country volunteers and probe distance travelled in terms of personal and social development as set out in logic model/indicator framework, including inspiration/motivation, cross-cultural understanding and increased awareness of poverty and development – how can they evidence this?) What do you think is the value of these benefits to volunteers? (probe in terms of how these benefits will help volunteers in future and probe how else volunteers might have achieved these benefits – these aspects are particularly relevant for in-country volunteers)

12. How have you/your organisation benefits from involvement in ICS? (probe changes in resourcing, practice and awareness as set out in logic model/indicator framework – how can they evidence this?) What about other partners? What is the value of these benefits to your organisation/other partners? (probe how it will benefit them in future and how else they might have achieved these benefits).

13. How do you think the local community has benefited from involvement in ICS? (probe changes in resourcing, practice and awareness as set out in logic model/indicator framework – how can they evidence this?) What is the value of these benefits to the community? (probe how it will benefit them in future and how else they might have achieved these benefits).

14. What do you think is the value of involving young people n development projects? (probe any changes in attitudes/perceptions of young people and their role in development, also impacts for local young people and those from the UK)

15. Do you think the project will have a lasting effect (on your organisation/volunteers/partners/the community)? Why/why not?

Reflections

16. So far, what aspects of the ICS programme are working well?

17. So far, what aspects of the ICS programme are working less well?

18. Is there anything that could be improved?

Finally

19. Do you have any other comments?

Topic Guide for Volunteer Interviews

Background

1. How did you find out about ICS? (probe application and selection process for in-country volunteers)

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2. Why did you decide to take part in ICS? (for UKVs probe if they had a preference at the time of application for agency, country or type of project they wanted to take part in; explore whether these preferences were met and whether it has impacted on their experience)

3. Team leaders only – why did you decide to apply as a team leader? (probe whether they had experience of this type of role)

4. Had you volunteered before you applied to ICS? (probe type of organisations, work done and how long they were involved; if not, probe whether they had thought about doing volunteering before in any serious way)

5. Were you interested or involved in development issues prior to applying to ICS? (probe level and nature of interest/involvement)

6. What do you think you would have done instead during this time if you had not obtained a place on the ICS programme?

Placement

7. Please tell me about the activities/tasks your team has been involved in as part of your placement. What has been your role in the team? How is the team organised?

8. What existing skills have you been able to draw upon to help you in your placement? (probe in terms of project activity and also more generally)

9. Did you receive adequate training and information about your placement and the role/activity that you were expected to undertake? (probe level of training and information received pre-departure and on arrival and whether they are aware of the project plan and were involved in development of team plan)

10. Please tell me about the support you have received as part of your placement (probe in terms of agency/partner staff and team leaders). Please explain the lines of communication which exist (probe whether they are satisfied with this).

11. What is your role in the monitoring and evaluation process? (probe whether they have been involved in data gathering, etc.)

12. What have been the key challenges you have faced as part of the placement?

Outcomes

13. How have you benefited from your ICS experience? (probe in terms of personal and social development as set out in logic model/indicator framework, including inspiration/motivation, cross-cultural understanding and increased awareness of poverty and development). What is the value of these benefits to you? (probe in terms of how it will benefit them in the future and how else they might have achieved these benefits)

14. How do you think that project partners have benefited from the work of your team and involvement in ICS more generally? (probe changes in resourcing, practice and awareness as set out in logic model/indicator framework – how can they evidence this?) What do you think is the value of these

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benefits to partners? (probe in terms of how it will benefit partners in the future and how else they might have achieved these benefits)

15. How do you think the local community has benefited from the work of your team and involvement in ICS more generally? (probe changes in resourcing, practice and awareness as set out in logic model/indicator framework – how can they evidence this?) What do you think is the value of these benefits to the community? (probe in terms of how it will benefit partners in the future and how else they might have achieved these benefits)

16. What do you think is the value of involving young people in development projects? (probe any changes in attitudes/perceptions of young people and their role in development, also impacts for local young people and those from the UK)

17. Do you think this project would have gone ahead in a similar form in the absence of the ICS programme? Why/why not? (probe how/if it would have differed and why)

18. Do you think the project will have a lasting effect (on you/other volunteers/partners/the community)? Why/why not?

Post-Placement

19. What do you plan to do after ICS? (probe whether these are existing plans or whether their intentions have been influenced by their ICS experience) To what extent and how do you think your ICS experience will help you to achieve these plans? (probe real difference they think it will make to their future, relative to what would have happened anyway)

20. Do you plan to remain involved in development issues?

21. Do you plan to keep in touch with members of your team and/or other people you have met as part of your placement?

Reflections

22. What have been the high points of your placement so far?

23. What have been the low points?

24. Has ICS met your expectations? Why/why not?

25. What have been the key learning points you will take away from your experience?

26. Can you think of any areas that could be improved?

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Finally

27. Do you have any other comments?

Topic Guide for Beneficiary Interviews

Background

1. Please tell me about the project/activity you have been involved in (probe whether it was one-off involvement or on-going and, if so, for how long and if they knew other people who took part).

2. How and when did you first find out about the project? Why did you decide to take part?

3. Have you taken part in similar projects/events before?

Outcomes

4. How did you benefit from the project? (probe using prompts below)
    - Did you obtain any useful information?
    - Did you learn something new?
    - Do you have access to new facilities/resources in your community?
    - Have you learnt about other cultures?
    - Have you changed your attitudes towards other people (e.g. young people, women, disabled people)
    - Have you experienced any other positive or negative changes?

5. Do you think you will change your behaviour as a result of the project? Why/why not?

6. What will be the longer-term benefits of the project for you? (probe for outcomes of any material or behavioural change, e.g. better able to support family as a result of improved business marketing, less likely that family will get ill as a result of improved sanitation)

7. What is the value of the benefits you identified above? (probe whether the benefits have value in terms of avoiding negative outcomes such as ill health and the costs/cost savings which might be associated with this or whether the benefits will help them to access new opportunities such as increased income and the monetary value of this or any other information which would be useful from the point of view of putting together a SROI)

8. How did your wider community benefit from the project? (probe using prompts below and with reference to logic model/indicator framework)

    - Access to new facilities
    - Access to new information
    - Access to new opportunities
    - Changes in environmental/resource management
    - Changes in attitudes/perceptions towards other people/groups
    - Motivation to get involved in volunteering/development efforts/advocacy/civil society organisations

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- Other positive or negative changes

Reflections

9. What aspects of the project were most useful?

10. What aspects of the project were least useful?

11. Is there anything that could be improved?

Finally

12. Do you have any other comments?

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Observation Tool

Background	Observations
A1. Researcher	
A2: Date	
A3. Country	
A3. Project (name, sector and description)	
A4: Partner/host organisation	
A5: Specific activity taking place	
A6. Location / venue	

Attendance/participation	Observations
B1. Volunteers - No. of UKVs present - No. of ICVs present - No. of team leaders present - What are their roles? - Is this the whole project team? If not, why and how has the team been split for this activity?	
B2. Staff - How many staff are present (agency or partner organisations)? - What are their roles?	
B3. Beneficiaries - Who is that target audience for this activity? - How many people from the target audience are present? - Are numbers/profile in line with expectations? - What are their roles? - Any other observations?	

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Attendance/participation	Observations
B4. Other attendees - Is anyone else present? - What are their roles?	

Activity	Observations
C1. Background to the activity - Is it a regular activity or one-off event? - What is the rationale? - How have the volunteers prepared for this and what support have they received? - Has the community been actively engaged?	
C2. Description of the activity - What work is being undertaken? - What are the aims/objectives?	
C3: Link to project/team plan - Is this activity referenced in the project/team plan? - How will they measure success/achievements (outputs and contribution to outcomes)	

Interaction	Observations
D1. Group dynamic - How well do the volunteers interact with each other and work together? - What is the dynamic between volunteers, team leaders and staff?	
D2. Interaction and participation - How much interaction is there between volunteers and beneficiaries? - To what extent are the beneficiaries	

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Interaction	Observations
actively participating in the session? - What factors are encouraging or impeding greater interaction / participation?	

Volunteer development	
E1. Volunteer skills - What skills are the volunteers using to undertake the activity?	
E2. Volunteer learning - Are they able to draw on what they have learnt in the placement so far? (does it link to/follow on from other things?) - What learning points will they take away from this session?	

Community development	Observations
F1. Benefits to participants - How have those who attended/participated in the activity benefited?	
F2. Benefits to partners - How have in-country staff/partners benefited from this activity?	
F3. Benefits to the wider community - How has the community benefited from this activity?	
F4: Taking this forward - What are the next steps? - How will this work be sustained/taken forward?	

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Additional information	Observations
G1. Any additional observations	
G2. Any anecdotal comments from volunteers	
G3. Any anecdotal comments from staff	
G4: Any anecdotal comments from beneficiaries	

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Annex Seven: Case Studies

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Case Study Reports

Individual case study reports (based on research undertaken in phase 1) are available as separate files.

Country	Agency
Malawi	Progressio
Nicaragua	Raleigh International
Sierra Leone	VSO
Zambia	Restless Development

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