Final Activity Report
Of the Action 4.3 Project
"Training on Cross-Cultural Volunteering Impact"

18 – 22 April 2013, London, UK

Education and Culture DG

'Youth in Action' Programme

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Youth

ICYE
International Cultural Youth Exchange

Content:

INTRODUCTION

The last two decades have seen volunteering in all its different forms and especially international voluntary service programmes (the long-term exchange of "non-qualified young volunteers") gain greater visibility and prominence on the agendas of governments, supranational bodies and international organisations, notably as a result of the UN International Year of Volunteers (IYV 2001), the IVY+10 (2011) and the European Year of Volunteering 2011. Yet, while the value and significance of voluntary service is widely recognised today, most programmes are still poorly evaluated and lack the empirical evidence of their impact on volunteers, host organisations and the different local communities within which volunteers live and work. Serving to fill this gap in knowledge, the main goal of this project has been to identify and develop tools that are easy to use and to adapt to different local contexts to measure the impact of long-term international volunteering.

This is the final activity report of the "Training on Cross-Cultural Volunteering Impact" – funded by the Action 4.3. of the EU 'Youth in Action' Programme - which took place in London, UK from 18 – 22 April 2013 and brought together 26 youth workers and staff members of ICYE organisations and host projects from 11 different countries in Europe (UK, Finland, Denmark, Austria, Germany, Italy, Switzerland, Sweden, France, Iceland and the Russian Federation) to exchange good practice, discuss and develop knowledge, skills and competencies for impact assessment. The five-day training began with a Steering Group Meeting that set the guidelines for the project and the training course. The head of the Institute for Volunteering Research, Nick Ockenden, provided input on research and methodologies through the course of the project, and we are very thankful for his guidance. Dansk ICYE, Grenzenlos and Maailmanvaihto – ICYE Finland conducted sample assessments with long-term volunteers and host organisations in their respective countries after the training, which allowed us to test the research tools developed in London. In October 2013, the Steering Group and representatives of the three organisations conducting sample assessments met for an evaluation meeting in Helsinki, Finland, where the results of the training and assessments were examined, and the practical guide for testing the impact of long-term volunteering was finalised.

We would like to extend a warm thank you to ICYE-UK and Maailmanvaihto – ICYE Finland, their staff members and volunteers, for their hospitality, their time and incredible work in organising a successful training and meeting in London and Helsinki respectively. We are grateful for the support of the European Commission and the 'Youth in Action' Programme Action 4.3 grant without which this project would not have been possible. And finally… behind every successful training are its participants and partner organisations, and we would like to thank all of them for their active participation and enthusiastic discussions which have led to tangible results and enriching learning experiences for us all.

ICYE International Office

AIMS AND OBJECTIVES

The main aims and objectives of this project include:

1. Empowering ICYE staff and representatives of host organisations with skills that can be implemented in their work, i.e. skills to support and undertake impact studies in Europe.

2. Identifying and developing easy to use and effective methods to measure the impact of long-term international volunteering on volunteers, host organisations and local communities in Europe.

3. Producing a toolkit/practical guide with tools and guidelines for assessing the impact of long-term international voluntary service.

4. In the long run, impact assessment findings should inform the improvement of international volunteering programmes, creating a change in volunteers’ intercultural awareness and active citizenship, as well as having a positive impact on local host organisations and communities.

PROGRAMME OVERVIEW

Date	**Day**	**Activities Foreseen**
18.4.	**Day 1**	**Training Course**
10:00	10:30	Official welcome Introducing the hosts and the team, Logistics, Introductions of participants
10:30	10:40	Aims and objectives of the training course & the support of the YiA Programme
10:40	11:30	1. Expectations, contributions, fears 2. Presentation of the training programme 3. Reporting training sessions
11:30	12:00	Coffee / Tea Break
12:00	13:30	*Intercultural Learning Session I: Identity, stereotypes* 1. Introduction: Why ICL? 2. Free Movement in Room
13:30	14:30	Lunch
14:30	16:15	*Intercultural Learning Session 1:* 3. Identity Molecules 4. Iceberg Model of Identity
16:15	16:45	Coffee / Tea Break
16:45	18:30	*Intercultural Learning Session II: Representation practices and the media* 1. Captions for pictures 2. Presentation: Stereotypes and Popular Images in the mass media
18:30	19:00	Steam Groups
20:00		Dinner
19.4.	**Day 2**	
09:30	11:30	*The what and why of research and impact assessment*

11:00	11:30	Coffee / Tea Break
12:00	13:30	*Who experiences the impact and what you need to ask?*
13:30	14:30	Lunch
14:30	16:00	*Collecting data: methodologies* -What methods do you use? -Quantitative research
16:00	16:30	Coffee / Tea Break
16:30	18:30	-Qualitative research
18:30	19:00	Steam Groups
20:00		Dinner
20.4.	**Day 3**	
09:30	11:00	*Practical issues and challenges*
11:00	11:30	Coffee / Tea Break
11:30	13:00	Using research: analysis and presenting results
13:00	13:30	Mid-term evaluation
13:30	14:30	Lunch
14:30	-	Free time / Sightseeing
20:00		Dinner
21.4.	**Day 4**	
09:30	11:00	*Guidelines for developing research methods* Developing tools, methods and strategies for research in long-term international volunteering.
11:00	11:30	Coffee / Tea Break
11:30	13:30	Working groups contd...
13:30	14:30	Lunch

14:30	16:30	Working groups contd...
16:30	17:00	Coffee / Tea Break
17:00	19:00	Working groups contd...
20:00	-	Dinner
22.4.	**Day 5**	
09:30	11:00	*Working group presentations*
11:00	11:30	Coffee / Tea Break
11:30	13:30	*...contd. Working group presentations*
13:30	14:30	Lunch
14:30	16:00	*Discuss Sample Assessments* -How will you do it? -Why? Who? When?
16:00	16:30	*Youthpass: What is it and how do you get a Youthpass?*
16:30	17:00	Coffee / Tea Break
17:00	18:00	*Final Evaluation* -Filling in a final evaluation questionnaire -Interactive evaluation
20:00	-	Dinner
23.4.	Day 6	Departure of participants

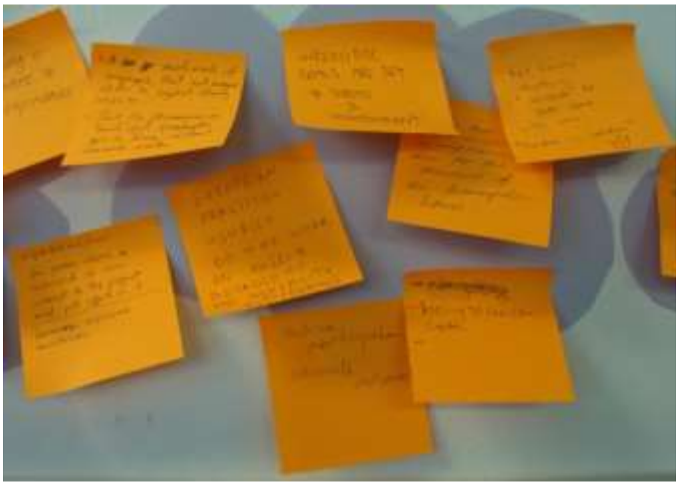
DAILY REPORTS BY PARTICIPANTS

Day 1: 18.04.2013
Session 1: Morning
Activities: Draft Presentation of Training Sessions and Outcomes

Saturday morning started with an official welcome and introduction by the ICYE International Office and the host of the training ICYE-UK, the introduction of the team of facilitators and the participants.

This was followed by a presentation of the aims and objectives of the training (which have been described on page 4).

In the next session, the participants were invited to express their "Expectations, Contributions and Fears" using three different coloured post-its, one for each category. Every participant presented his/her post-its and pasted them onto the Impact Tree. As the photo shows, the orange post-it's on the clouds depict the fears the participants had vis-à-vis the training, the yellow post-its forming the bark of the tree reveal their expectations of the training, and the magenta post-it's at the roots described their own contributions, that which each participant brought to the training.



Before the coffee break, the five-day training programme was presented to the participants. Whilst doing so, the facilitators reviewed participants' previously expressed expectations and ensured that these were part of the training programme.

Day 1: 18.04.2013
Session 2: Afternoon
Activities: Intercultural Learning part 1: Identity and Stereotypes

Saturday afternoon focused on intercultural learning (ICL). There was a brief introduction to ICL, and its relevance in the training was discussed, which also subsequently emerged through the following three methods.

- **Exercise: Free Movement in the room**

Aims and objectives:

1. To see the influences that create a personal culture at a very individual level, i.e. 2 people from very different cultures or countries can have so much in common as against two people from the same country due to differences in social class, interests, political beliefs, profession, etc.
2. Learning to listen
3. Introduction to the theme
4. Getting acquainted with different social and cultural identities, and beliefs and opinions
5. Getting to know one another
6. Becoming aware of your own prejudices
7. A chance to reflect on your own position and opinion

- **Exercise: Identity Molecules**

Aims and objectives:

1. Reflection on your own cultural identity
2. Perception of similarities and differences with the group
3. Recognising that you belong to multiple groups, and perceiving the diversity of such group memberships
4. Understanding that identity is shifting, fluid and changing

- **Exercise: Iceberg Model of Identity**

Aims and objectives:

1. How people are labelled through descriptions
2. How we use culture-based expressions/features on a daily basis to describe a person
3. “Open yourself to others” to build trust

Day 1: 18.04.2013
Session 3: Evening
Activities: Intercultural Learning Part 2: Representation practices and the media

The last session on intercultural learning centred on representation practices and the media. It comprised an exercise and a presentation:

- **Exercise: Captions for pictures – "What do you see?"**

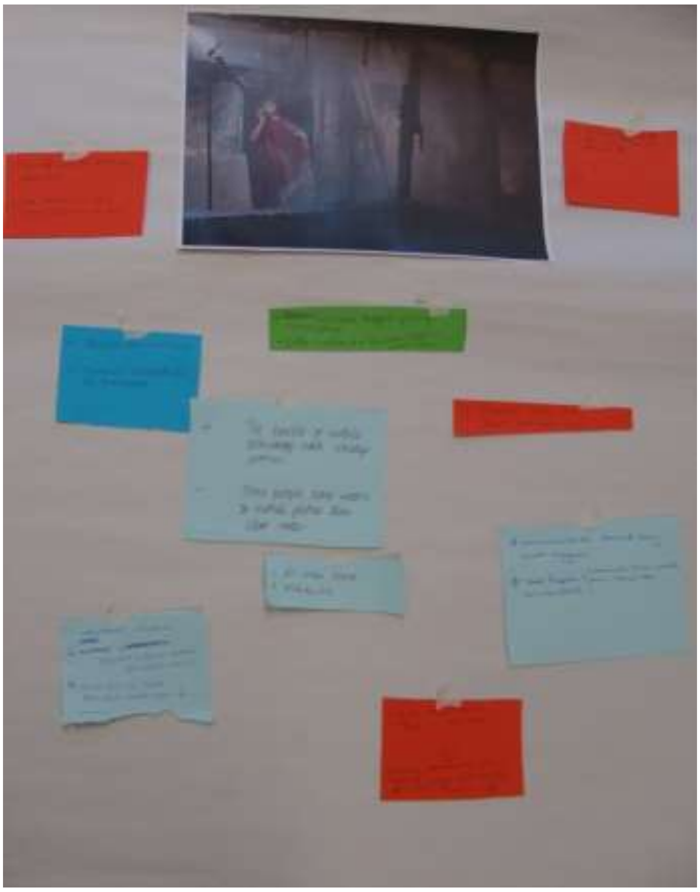
"Reading" pictures is a skill, which has to be learned and developed. It refers to the skills of analysing, understanding and interpreting the text as a whole. In much the same way, some people talk about "visual literacy" to describe the skills of "reading" an image. To "read" a picture, you have to ask who made the image and why they made it in the way they did - what are their motives? You also have to be aware of the emotional impact the picture has and how it affects your attitude to the subject.

Aims and Objectives:
-To explore how pictures are used in the press
-The use and misuse of images to provide information and to evoke emotive responses
-The perpetuation of stereotypes and prejudice through the media
-To develop skills of critical analysis

- **Presentation: Stereotypes and Popular Images in the mass media**

This presentation sought to bring theory closer to practice and presented the popular images in the media dating back to the Olympics of 1988 and 1992 and the depiction of black people in the media. The presentation required participants to think about how certain people are portrayed in the mass media and consider to what extent – if at all - representational practices have changed since the late 1980s.

This presentation is based Stuart Hall's "Representation: Cultural Representation and Signifying Practices (Culture, Media and Identities)," The Open University, 1997.



Day 2: 19.04.2013
Session 1: Morning
Activities: The what and why of research and impact assessment

Sunday morning started with a discussion on “the what and why of research and impact assessment” and thinking about the question “What is impact?” The session on research and impact assessment was led by Nick Ockenden, head of the Institute for Volunteering Research (IVR), UK. The participants were required to find a definition and discuss it in pairs.

Steps for assessing impact

Step 1
Identify why you want to undertake a volunteering impact assessment

Step 2
Identify the scale of the assessment and resources you need

Step 3
Identify and prioritise which differences you want to assess and which groups to focus on

Step 4
Choose the tools for your assessment

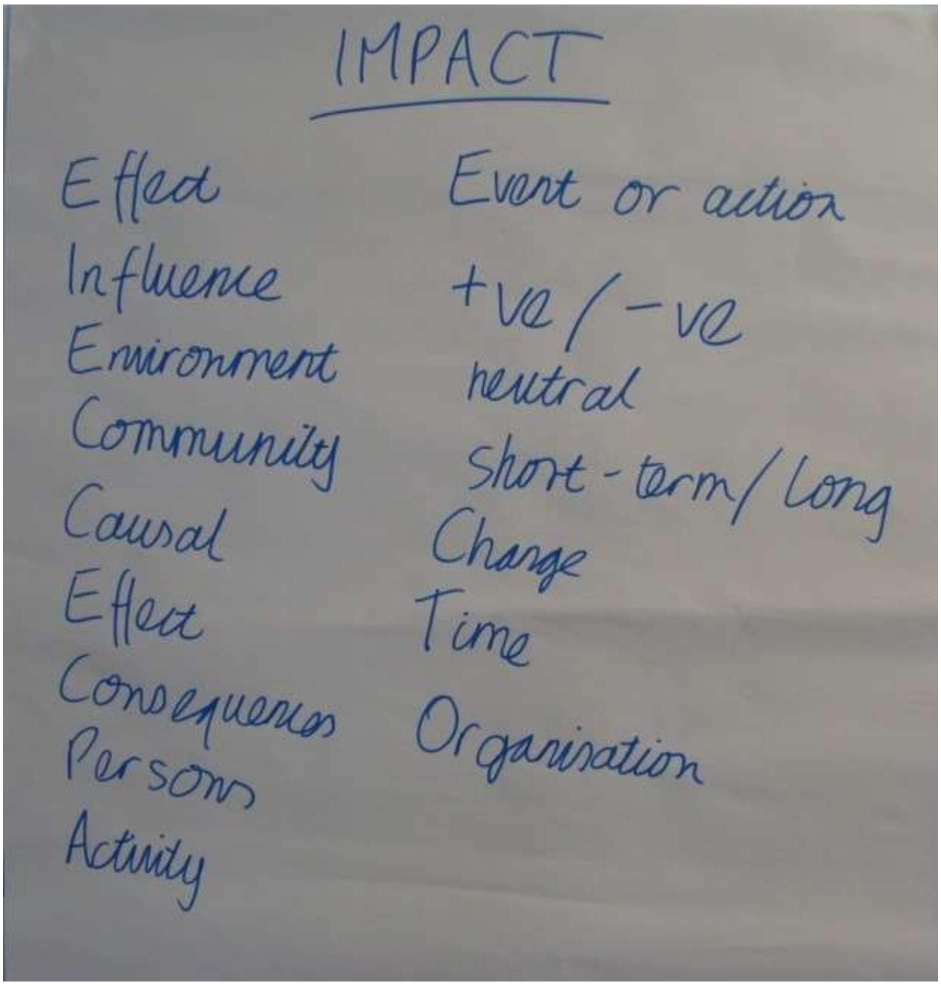
Step 5
Undertake the assessment

Step 6
Analyse the results from your assessment

Step 7
Use the findings from your assessment

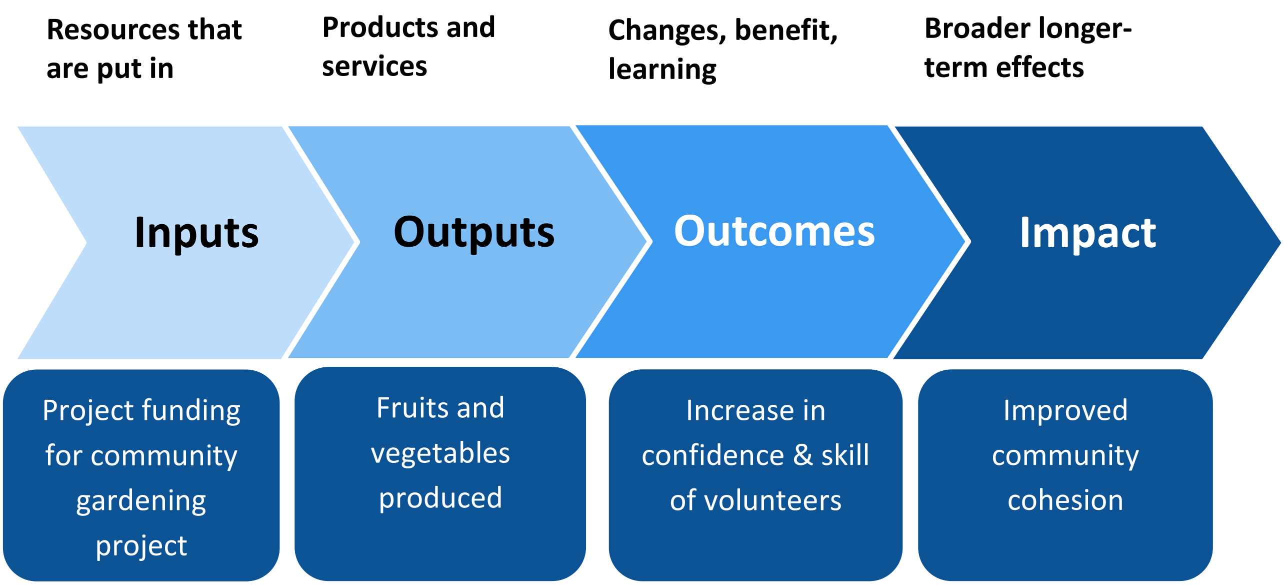
- **Exercise: What is impact?**

The exercise required participants to spend two minutes on their own writing out a definition of impact. The second step was to find someone else, and discuss the two definitions. They were to come up with a new one, combining the original two, or taking the best one. The pair was to find another pair, and continue. It ended with feedback to the group, which highlighted keywords in the different definitions (as seen in the flipchart below entitled IMPACT).



The definitions of impact from the participants:
-The “difference” that volunteering makes.
-This can include the outcome of volunteer’s activities – the changes, benefits, learning or other effects that result from volunteering; and also the impact of the volunteering programme – the longer term, higher level changes.

Theory of change/logic



Change requires a process starting with the inputs or resources put into a project, the produce that results, the learning that is achieved and the longer term effects of the inputs and outputs.

- **Input** (for example funding for a community garden, hours spent by a volunteer in a project, hours spent by staff to train and support the volunteer, etc.)
- **Outputs** (can be counted immediately, for example, the amount of fruit which is produced thanks to the community garden, the improved hygiene of children in an orphanage, etc.)
- **Outcomes** (increase in the confidence and practical skills of volunteers, introduction of new practices in the host organisation – introduced by the volunteer, etc.)
- **Impact** (longer-term effects, for example improved community cohesion, improved care and support for the children in an orphanage, better understanding of cultural diversity for volunteers, staff of host organisation and beneficiaries, etc.)
    - ➢ The longer term impact depends on the longitude of the impact assessment study.

Definitions: volunteering

To assess the impact of volunteering, it is necessary to come to a common agreement on what volunteering means. The next step was therefore to discuss and work on the definition of volunteering. The following definition and aspects of volunteering were presented and discussed:

- **Of an individual´s freewill**, unpaid and of benefit to the wider community or the environment
- *Volunteering is an activity that involves spending time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives (The Volunteering Compact Code of Good Practice, 2005)*
- **Formal volunteering** (through a group, club or organisation)
- **and informal volunteering** (independently of such structures)
- Long-term
- International

The discussion in the group also centred on the following:

- Impact is a part of volunteering.
- Difference between formal and informal volunteering is related to the distinction in volunteering in different countries, for example, in France bénévole = volontaire (which is a complex distinction).
- It was emphasized that the above definition (like many other definitions of volunteering) reflects one-way thinking, i.e. the aspect of exchange is not considered in the definition.

Volunteer management good practice

- The focus on Volunteer management can affect the impact (more satisfied volunteers will be more involved and will have greater impact). How impact and volunteer management are linked and positively influence the organisation and the programme was therefore the next importance aspect taken up:

- **Assessing and understanding impact part of good volunteer management**
  - Knowing which practices facilitate or limit impact

- **Impact and volunteer management linked**
  - More satisfied volunteers likely to be more effective
  - Impact is satisfying in itself
  - Satisfied volunteer more likely to report positively on their experience and the host organization
  - Satisfied volunteers likely to stay longer = less money spent on recruitment / re-training and more change to have impact

The above presentation on volunteer management good practice was followed by an exercise on “Why assess impact?”

- **Exercise: Why assess impact?**

In groups, participants discussed why you should assess the impact of volunteering. This was followed by feedback to the group.

Results of the working groups:

Group 1

- Quality improvement
- Fundraising
- Marketing und recruitment
- volunteers
- host projects
- host families
- Develop long-term partnerships
- Influence (government) policy and strategy
- Cultural exchange / sharing best practice
- Develop long-term strategy (NCs)
- Changing attitudes through the media

Group 2

- Impact can be good/ bad
- Add value to the program
- Show why people should participate
- So that organisations know how to monitor and improve what they are doing
- Make the motivation visible for volunteers and hosts
- Break down preconceptions

Group 3

- improving volunteer management (increase efficiency also at the organizational level/support level)
- Have actual data for the impact of internal communication for motivation, of external communication for marketing, for funding, for recruiting of host families
- Lobbying, the role you can play in society to change things
- Recognition/motivation
- To show that the impact of long-term volunteering is different from that of voluntourism
- To improve the matching of volunteers with host projects

Group 4

- Inspire discussion on actual goals (it is important to discuss the impact of volunteering at the different levels)
- Identify necessary changes within the organisation – quality development
- Get an idea of your role in society
- Get more clear and conscious about the different levels that impact has: intended and unintended impact on all actors actively or passively involved

Group 5

- To determine the effects on both the volunteer and society
- To optimize the quality of the support and the volunteers
- Motivation and Increased cooperation

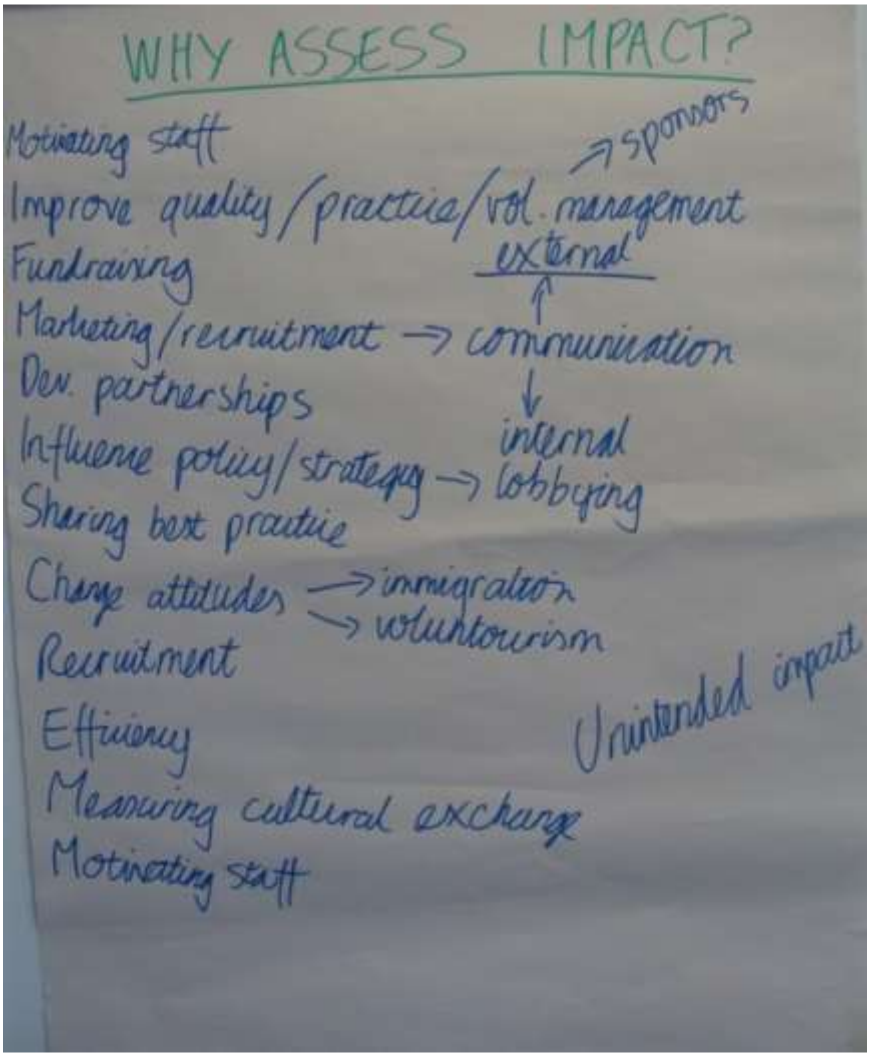
Nick Ockenden presented a summary of why to assess impact:

Increase your understanding of:

- Which roles and activities are most impactful
- Which groups of volunteers have the greatest impact
- Where impact could be enhanced
- How to develop strategically
- Identify what works well and how you can better manage your volunteers
- Provide feedback to volunteers on the difference and contribution they make
- Showcase the social and personal benefits of volunteering to attract new volunteers
- Raise the profile of your organisation
- Evidence for funders
- Influence policy and legislation at the national, regional and local level

The group discussed the priorities, and for example that, if impact assessment is conducted only for fundraising purposes, motivation for undertaking assessment is rather low.

Results from the group: See flipchart below - Why impact assessment



To complete the morning session on the “Why” of impact assessment, Nick Ockenden gave an overview of some key questions an organisation should ask before starting an impact assessment:

- **Why are you undertaking this impact assessment?**
  - A genuine desire to improve the volunteer experience? Check motivation, set a goal
  - A requirement of funding? Do not do it just because it is required by the funders.
  - An attempt to generate positive PR? Have positive stories, but do not leave out the negative stuff as you have to be credible.

- **What will you use the results for and who is the audience?**
  - Do you need a formative or summative approach? Be clear about the format. A formative approach is a long term process, so you make changes within the process and you can evaluate also changes done within the process. In a summative approach, changes take place after the program has been completed.

- **What information is already available?**
  - Data monitoring
  - Check what is already out there? Do not duplicate studies! Undertake some research before you start with your study as data may already exists out there.

- **What resources are available?**
  - Finances, but also staff time and experience: Look at your resources (also the competences you already have within your organisation, and be aware of the relationship between the one accessing and the one accessed.
  - Governs size and scope of the impact assessment
  - Who will be undertaking the impact assessment?

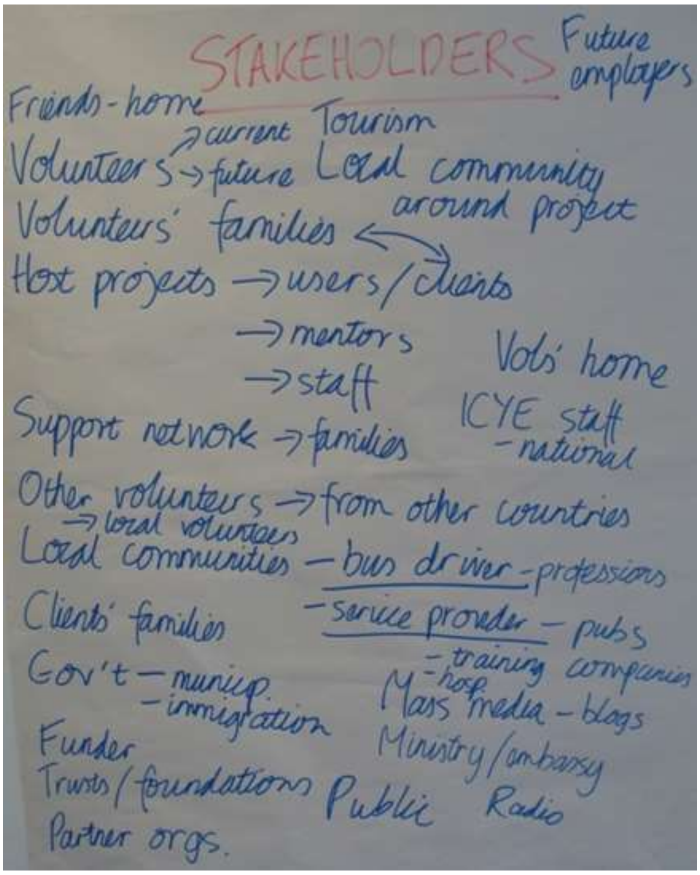
- **What is the duration of the volunteering project or programme?**
  - Is it about impact or outcomes? Look at the timeframe: does it suit outcomes or impact? (see above Theory of change, logic models)

- **How accessible is the body of volunteers?**
  - Email and phone contact?
  - Are they in the same geographical area?

Day 2: 19.04.2013
Session 2: Day
Activities: Who experiences the impact and what do you need to ask?

After a coffee break the questions being examined included **"Who experiences the impact and what do you need to ask?"**
The participants were asked to feedback ideas on key issues /challenges they are wrestling with.

- **Exercise: Who are the stakeholders?**
- In groups, participants listed as many stakeholders as they could think of, who may be impacted upon by volunteers.
- Feedback and discussion.



- **Feedback from group (see also flipchart below)**:

<u>Stakeholders:</u>

- Volunteers
- Volunteers` families
- Friends back home
- Host projects (users/clients, mentors, staff)
- Families to the ones in host projects
- Support networks – families
- Other volunteers – from other countries
- Local communities - service providers e.g. bus driver, all professions, places e.g. pubs, hospital
- Government – municipals, immigration
- Local community around project
- Partner organizations
- Funder
- Trust, foundations
- Volunteers' home
- Mass media – blogs, radio etc.
- Public
- Ministry, embassy
- Tourism
- Future employers
- Training companies
- ICYE staff - international

- **Nick presented the core stakeholders on whom volunteering impacts:**
- Volunteers
- The host organisations
- The beneficiaries
- The wider community
- ICYE

- **Thereafter, he presented how volunteering makes a difference**
  - **Physical** capital (goods and services received)
  - **Economic** capital (benefits or costs with financial value)
  - **Human** capital (knowledge, skills, health)
  - **Social** capital (relationships)
  - **Cultural** capital (sense of identity and understanding of others)

- **Exercise: The impact on stakeholders?**

-In groups, participants were required to identify what 'differences' or 'changes' that the work of their volunteers and their volunteering programme might have or make on one or more of the stakeholders. In small groups, they worked together to fill in the 'stakeholder vs. impact grid', followed by feeding back to the group and discussion. The session reconvened with participants spending a moment looking at their completed grids and thinking about which impacts they would focus on bearing in mind who the assessment is for.

- **The discussion in the group revolved around the following aspects**:
- Focusing on economic capital (benefits or costs with financial value) is tricky, as volunteers cannot and should not be seen as taking away jobs or being a cheap alternative to hired employees. The trend over the last years is that governments use the fact that volunteers work for free as an excuse not to invest money. The issue is therefore complex, and it was questioned whether one should focus at all on economic capital when assessing the impact of volunteering.
- It is the process of working out what impact is important to you and what impact it is possible to measure
- Important to bring people together from different perspectives to do this process
- Easier to assess the impact on volunteers and host organisations
- Physical capital is hard to assess

- Economic capital is also hard to assess but if we had no volunteers we would have no programme
- The dividing line between physical and economic capital is rather thin.
- Cultural capital is similar across all groups but the level of impact is different
- It emerged that human and cultural impact is important to ICYE
- It is difficult to generalize. Can adapt impact assessment to the specific areas the volunteers are accommodated in (rural/city).
- The sections that were easier to fill in are probably the things we should be focusing on.

Nick Ockenden elaborated upon other aspects to be considered such as the scope and scale of your assessment – and that this may be something that will need revision according to the resources available for the assessment. More specifically, he explained:

What else you need to explore

- **Demographics of volunteers**

-Does impact vary according to different groups (age, ethnic groups, etc.)? For example, past experience has shown that there is more focus on career development with younger people and more of a focus on social development with older people.
-Large populations are needed to do this accurately

- **Volunteering behaviour**

-Time – time of the year, duration, etc.
-Frequency – i.e. the link between the frequency of volunteer work and the impact
-Activity – kind of volunteering action
-Role – role of the volunteering in the project

- **Expectations placed upon them**

-Workload and time requirements – i.e. - how much time are they expected to give, as too much time can disengage a volunteer

-Level of responsibility – the degree volunteers can give to decision-making can have an effect on impact

- **Their motivation for volunteering**

-The extent to which their motivation matches the opportunity.

- **Views on their support, management and training**

-Their volunteer manager (approach / availability, etc.)
-Opportunities for feedback / reflection
-Perceptions of bureaucracy (e.g. CRB, interviews)
-Importance of payment of out-of-pocket expenses

- **Views on the reward and recognition they receive**

-Thanks received, for example, 50% of volunteers felt that receiving recognition was important – people think that volunteers should receive verbal thanks (69%), written thanks (44%), award / certificate (22%), reference / testimonial (20%)

- **Relationship to paid staff**

-Stress, over-work, conflict

- **Opportunities for strategic input**

-Ability and desire to feed in to decision-making
-Extent to which they are listened to

- **Views on opportunities for socialising**

-Whether they are able to make new contacts and friendships

- **Whether they see their involvement as meaningful**

-What they see as the impact of their volunteering
-Whether they perceive their help as being needed
-Whether they perceive any barriers limiting this.

One should ask protagonists what difference they're making. If the response is no difference, then ask what the barriers are = making a difference is a motivating factor for impact. It is important to find out what factors facilitate impact and what factors block impact.

- **Unexpected impacts**

-Do not to be too rigid about the unexpected.

- **Negative impacts**

-Burn out, stress, isolation - keep an open mind to these blockers. By addressing these, you will also find a lot of positive impacts.

Day 2: 19.04.2013
Session 3: Afternoon
Activities: Collecting data: methodologies

The afternoon session addressed data collection and research methodologies. It began with the following exercise:

- **Exercise: methodologies**

Participants were asked to think about any research / evaluation methodology they have used in the past or are aware of. They were asked to consider the following questions based on the methodology previously used:

-What have you been able to find out using this approach and what have you not been able to learn?

-How would you overcome any shortcomings with that approach?

The participants had used the following methods:

- Online surveys
- Interviews – group and on-to one
- Comparative approaches
- Observation
- Focus groups
- Questionnaires - Structured
- Text analysis
- Reports (EVS write a final report)
- Diaries
- Semantics
- Data collection (e.g. statistics)
- Anecdotal /case studies through
- Blogs

-

The main points of the flipchart discussion on the different methods previously used by the participants are as follows:

Flipchart discussion on advantages/disadvantages (see flipchart on previous page): Pink= advantages; Orange= limitations

Interviews: Hierarchy between interviewer and interviewee. Language can be a problem.
Observation: Observation works well with interview and focus groups.
Focus groups: No hierarchy but the discussion depends on the participants.
Questionnaires: Language barriers, misinterpretation of the questions, and therefore not getting the answers you want. Quantifiable, but they are more difficult to research to assess quality factors – the problem is always to assess the quality. Response rate is always pretty low.
One-way street, no motivation is a problem → the higher the interaction the more motivation.
Illiteracy can be a problem.
Data collection: Statistics are really useful, recognised by everyone, but they are open to interpretation, so they may lose credibility. Depending on the angle, you can interpret what you want.
Other methodologies: Not structured, you may not be able to target certain focus groups, but you can be more creative.
Important point: There is no perfect method. It is an issue about the quality of the methodology, so it is more important to understand the limitations.

Mixing different approaches: E.g. interviews and questionnaires (recommended approach). The strongest methodology is one where you bring different approaches together. If you mix, you can cross-check your answers. The more informal (e.g. observation) the method, the more answers you will get to questions you didn't ask (surprising, unexpected information).

In the next step, Nick Ockenden outlined the questions they must ask before embarking on a research project:

- What exactly do you want to know?
- Who is the impact assessment for?
- What methods are appropriate for specific groups of people?
- Who will conduct the impact assessment?
- What are the ethical issues?
- How easy will it be to collect information and to analyse it?

The focus thereafter turned more concretely to the understanding and differentiation between quantitative and qualitative methodologies:

Different methodologies: Quantitative and Qualitative Methodologies

Quantitative and qualitative approaches:

- **Quantitative: How many? When? Where? How often?**
  - Numerical data that can be statistically analysed
  - Can inform qualitative approaches
- **Qualitative: Why? What? How?**
  - More in-depth
  - Views, attitudes, experiences
- **Mixed methodology approaches – a combination of qualitative and quantitative methods**
- **Quantitative Methods**

The questionnaire survey was presented and discussion followed by a discussion with the participants:

- Why run a survey?
- Can collect a lot of data cheaply and efficiently
- Allows statistical analysis
- Allows anonymity for respondents = more honesty – People are more likely to be honest if if they do not need to put in their names.

- Who to ask?

- The sample population – The questionnaire can be completed in an Internet café, but it will be hard to know who the person behind the answer is. If you do not need to know the person behind the answer, you can use this method. It all depends on what you want to get out of the survey.
- Response rate and representativeness - You can increase the number of people answering the survey if people hand over to you the filled in questionnaires. In this way, you will be more likely to have more completed questionnaires. In addition, a survey will be more effective if you have a relationship with the persons answering the questionnaire, i.e. the respondents of the survey.

• Designing the survey
- Logical, easy to understand, simple questions, short as possible
- Open and closed questions
- Testing and piloting the survey

• Format
- Post, telephone, face-to-face, online –For telephone interviews, many people can be disturbed or do not like being phoned for a survey.
- Access to email and internet - You need to know beforehand if your respondents are likely to have good access to the internet.

• Maximising response rates
- Well-designed and short questionnaires
- Raise profile and follow-up
- Incentives (e.g. a prize draw) – This depends on the resources in your organisation. On the other hand, people answer more surveys if they know that they will get something out of it, for the volunteers as well. It can be an idea but it may not work.
- You have to interest, motivate and engage people to participate in the survey.
  You can ask volunteers to send over some reports from their volunteering and put it up on the webpage to make others see their experiences. There is a willingness from the volunteers to give information about their volunteering experience. This is an advantage for ICYE. We have good relationships with our volunteers and they generally want to evaluate their year abroad.

• Tips for a good survey
- Feeding back results (what has changed)
- Design a good survey questionnaire, short and quick
- Yes/no questions will limit the answers
- Test a pilot survey questionnaire on other persons

Nick Ockenden also elaborated upon the usage of existing data through the following:

Data records and monitoring

- On-going and regular systems for collecting data and monitoring progress (e.g. outputs)
- Often existing data collection systems
- Can be collected through surveys, registration forms, etc.

It is therefore important to look at all the data you already have. Have an ongoing system for collecting data.

It may also be useful to consider a cost-benefit analysis:

- Volunteer Investment Value Audit (VIVA) – this tells you how much it costs to run a volunteer programme and what you will get back for running the programme. Add up all the costs of the programme - salary, cost of training, etc.
- It enables you to calculate an equivalent financial value for the work of volunteers
- Also demonstrates the value of what you put in
- Total volunteer value
- Total volunteer hours x hourly wage rate
- Total volunteer investment
- Salary of volunteer manager + out-of-pocket expenses + etc
- To calculate the ratio
- Total volunteer value / total investment in volunteers = VIVA ratio (e.g. 8:1)

Doing a cost-benefit analysis reminds you that volunteering does not come for free, you will still benefit from it. It can be useful to get more people to know the economic impact of volunteers, but it can also be negative if you focus only on the economic benefit and not on other aspects of volunteering. Nevertheless, it can still be interesting to look at the numbers.

See http://www.ivr.org.uk/images/stories/Institute-of-Volunteering-Research/Migrated-Resources/Documents/V/VIVA-bulletin-(second-edition).pdf.

Day 2: 19.04.2013
Session 4: Evening
Activities: Qualitative research

Qualitative research

Interviews and focus groups were presented and discussed with the participants:

In-depth interviews

- **One-to-one**
- **Face-to-face or telephone**
- **Semi-structured and topic areas**
- **Tips and suggestions**

- Introduce how it will be used and that it is confidential and anonymous
- Record and transcribe if possible (taking notes is hard and imprecise)
- Avoid leading or closed questions (e.g. yes / no answers) or overly lengthy questions

- **Informal approaches: walking interviews**

Focus (discussion) groups

- **Discussion group with volunteers, service users, staff…**

- Follows a list of topics (but be flexible)
- 8 – 10 people
- 60 – 90 minutes
- Facilitated by one individual

- **Why hold a focus group?**
  - It can get you additional in-depth information, e.g. about group dynamics
  - A good way to involve people less likely to respond to surveys or interviews
  - Enjoyable and sociable for participants
- **The role of the facilitator**

- To steer the discussion and to keep on topic
- To keep on time
- To stop one or two people dominating and to bring in quieter participants

- **Tips and suggestions**
  - Include opening rounds and introductions, interactive discussions and activities
  - Record and transcribe if possible – ask permission first
  - Provide refreshments and travel expenses
  - Hold in accessible venue
  - Avoid leading or closed questions (e.g. yes / no answers)
  - Avoid having staff in the discussion

The participants were then asked to experience facilitating focus groups as an exercise:

- **Exercise: focus groups**

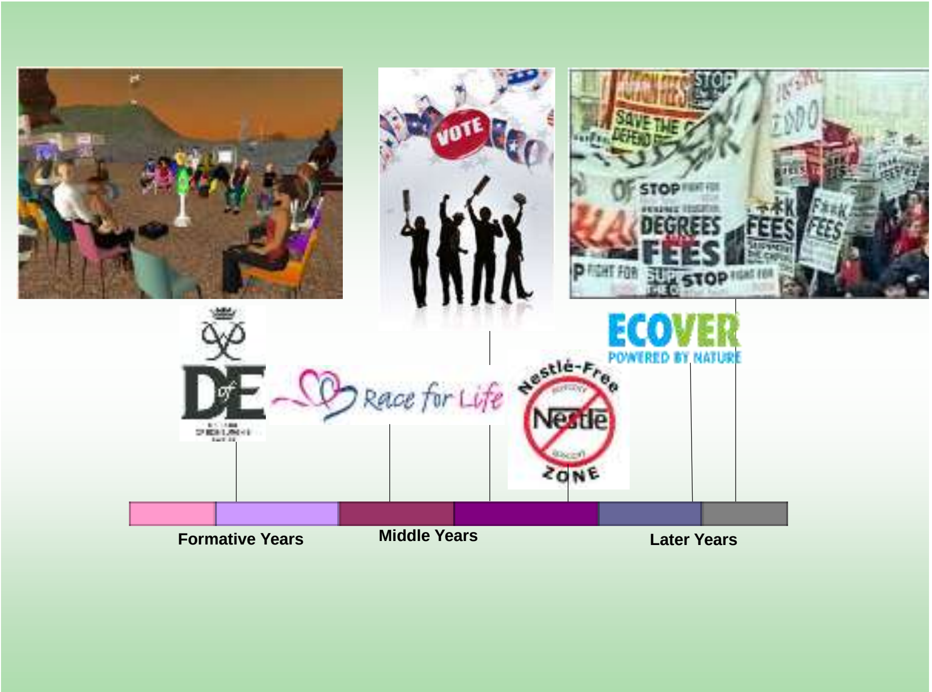
  Participants were asked to design a short set of questions as a whole group. They were split into three focus groups, and one person in each group took on the role of facilitator; the rest were participants. The focus group lasted for about 20 minutes and ended with feedback on how it felt, what worked and what was challenging.

Innovative and creative methods

Nick Ockenden described a range of innovative and creative methods that can be used in qualitative research:

Mapping exercises:

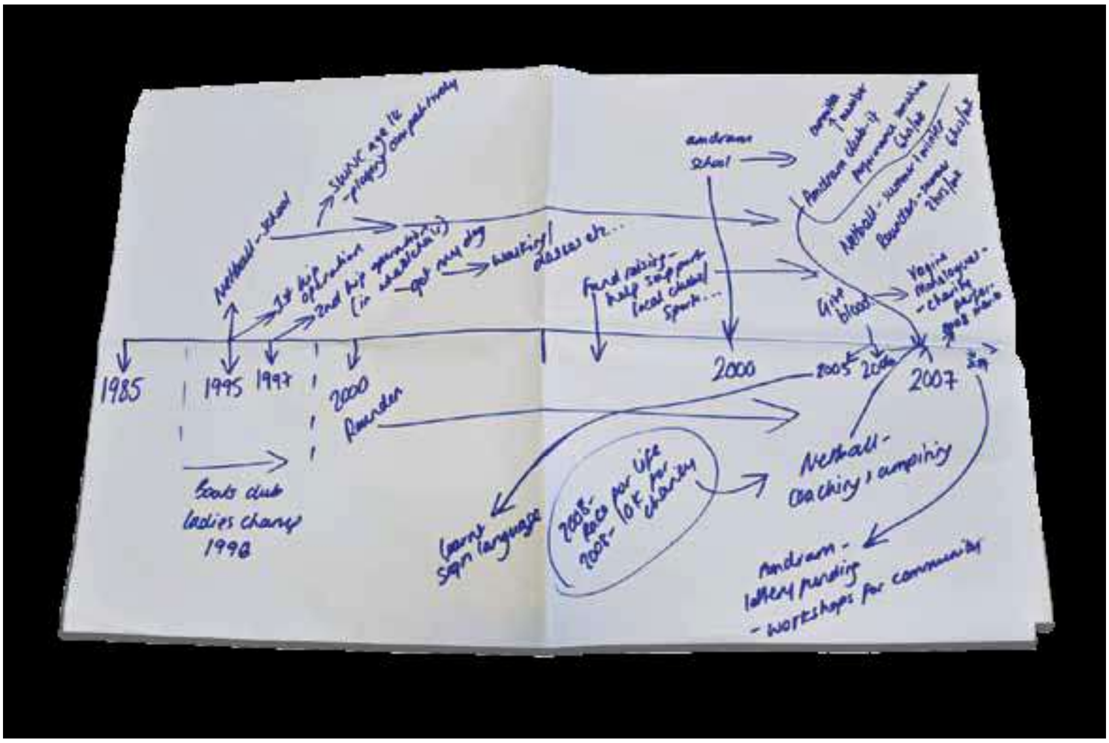
Biographical interviewing:



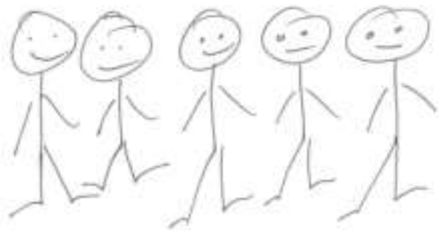
Understanding volunteering in relation to:

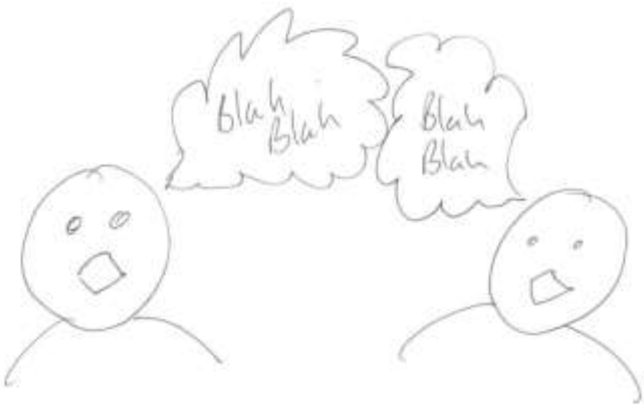
- Wider life history of volunteers
- Wider environment

Timeline:

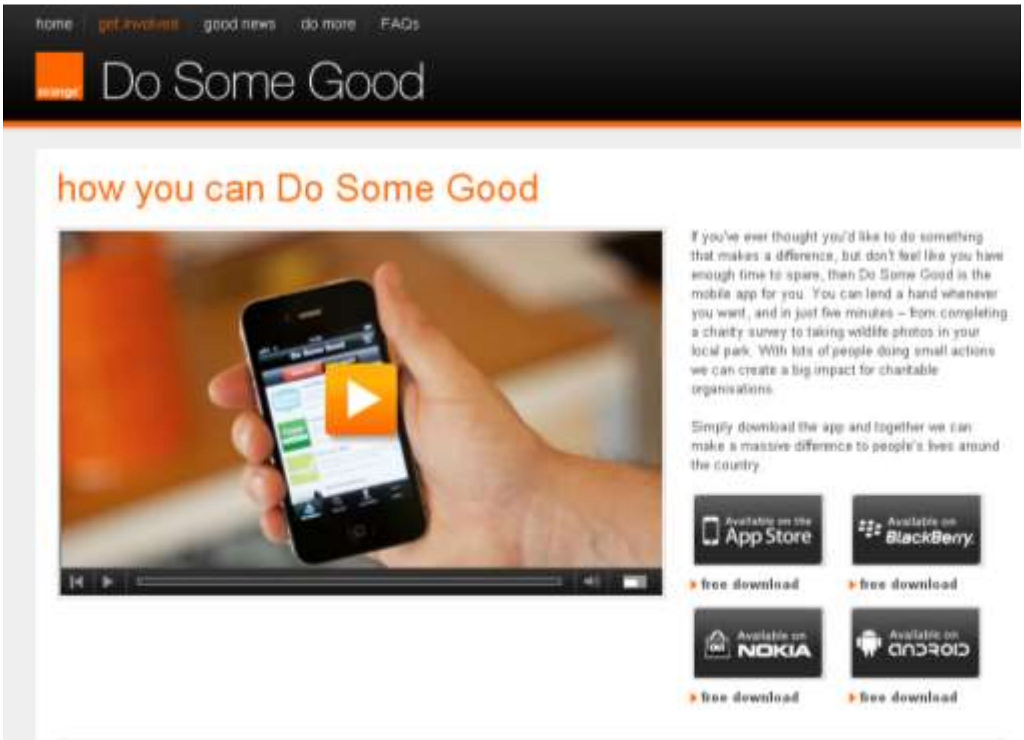


Drawing:





Smart phones and technology:

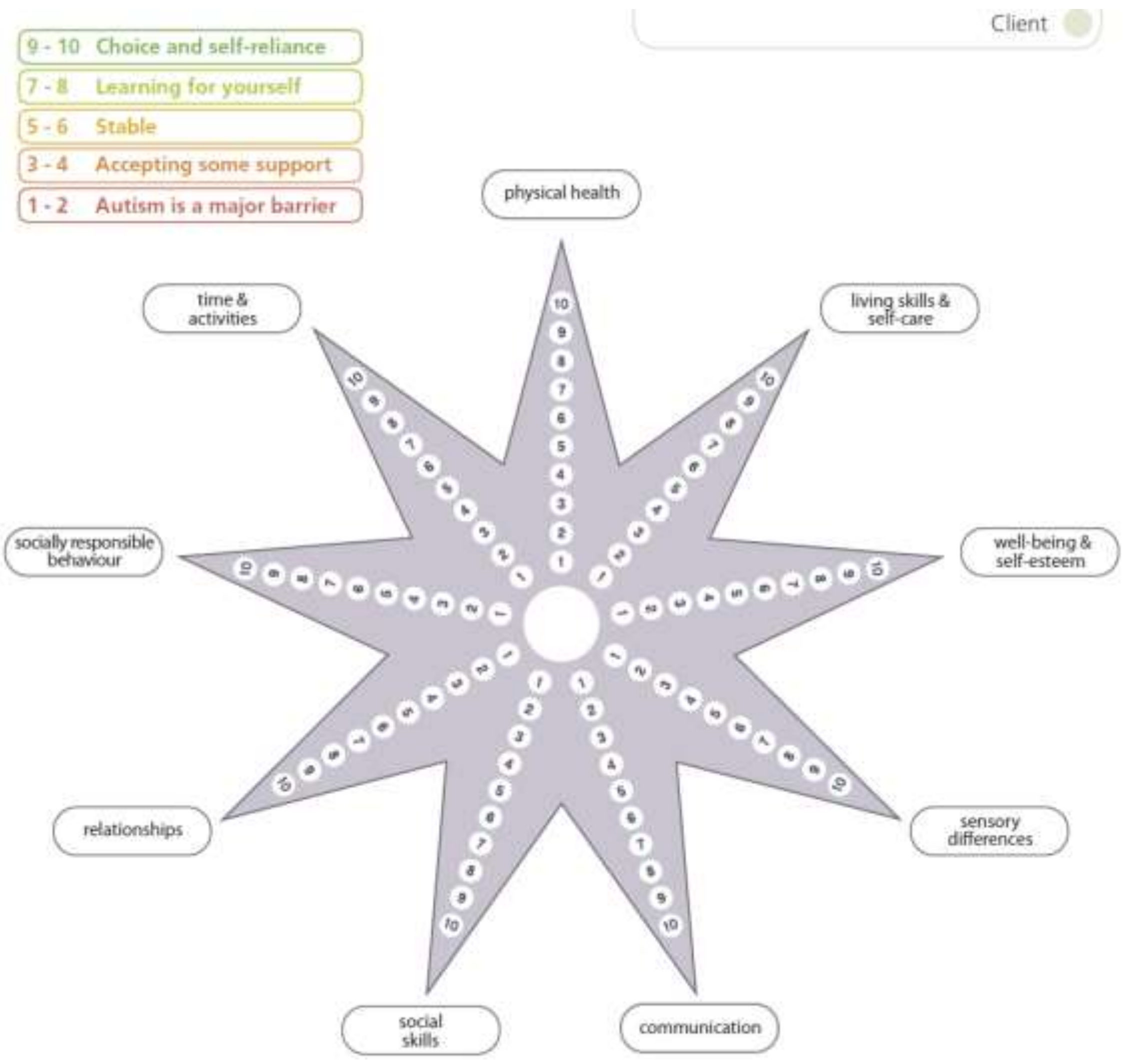


Distance-travelled

Impact from the time the person started volunteering until s/he returns home again. You can repeat some questions from the beginning until the end to see if the person feels differently from time to time. This is a good way to see how the individual changes through a volunteer exchange. It can be good to do surveys over time. Have one survey when the volunteer starts, one during the programme, and one 6 months after the programme. The problem here is that you can lose some volunteers after the programme and it can be hard to reach them. In that case, it can be a good way to call them up instead of sending a survey by email.

Distance-travelled

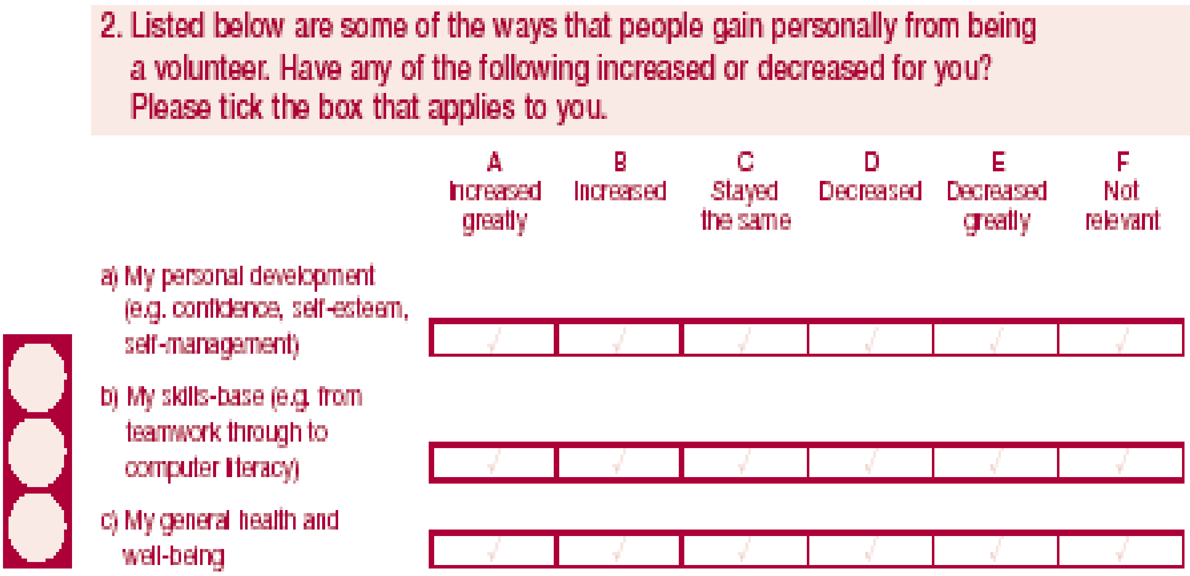
- **Tracking impact over time**
- Establishing a good base-line
- Longitudinal
- Control groups
- **Outcomes stars**



Using toolkits

- The Volunteering Impact Assessment Toolkit
- Hard copy and website
- Assesses impact on volunteers, the organisation, service users and wider community
- Guidance on tools and methods

The VIAT



2. Listed below are some of the ways that people gain personally from being a volunteer. Have any of the following increased or decreased for you? Please tick the box that applies to you.

	A Increased greatly	B Increased	C Stayed the same	D Decreased	E Decreased greatly	F Not relevant
a) My personal development (e.g. confidence, self-esteem, self-management)						
b) My skills-base (e.g. from teamwork through to computer literacy)						
c) My general health and well-being						

Day 3: 20.04.2013
Session 1: Morning
Activities: Practical issues and challenges

The third day of the training began by tackling practical issues and challenges when doing impact assessment. This started with an exercise:

- **Exercise: Challenges**

Participants were requested to write on post-it's the challenges they had experienced when undertaking research and the things that will make it easier to do impact assessment. Once done, they pasted their notes on the wall.

Feedback from groups:
What will help or make it easier to undertake impact assessment?

- It is very important to have enough time and resources
- Creating a working group could be very useful.
- Using activities you already have - focus groups at volunteer camps.
- Use knowledge of others - use local universities, local students (doing their M.A. or PhD).
- Motivation is very important for everyone involved in data collection (staff, board, volunteers, hosting projects, etc.)
- Positive attitude of everyone involved helps the process.
- Having support or backup of board members or members / co-workers
- Using the right equipment helps
- Make sure you have enough volunteers for the sample group
- Established member groups available - volunteers, co-workers.
- Use co-workers or volunteers in order to collect data as researchers
- Use information you have previously gathered - evaluation forms, informal interviews (there is a lot of information already available)
- Clear idea and motivation helps the organisation to see the research through - clear goals and outcomes. Practical positive outcomes
- Road map - a clear process is necessary - from the goal to the final outcomes. Make a clear plan why you are collecting the data, how you will collect the data and how you will use the data
- Good networks are very useful

What will make it harder for you to conduct impact assessment?

- It can be difficult to create proper questions - lack of experience
- Lack of staff resources
- Understanding how to use results could be an issue
- Lack of time in order to complete the research
- Lack of knowledge within staff team
- Adding paper work can give the impression of increased bureaucracy
- Difficult to bring people together for focus groups - need to use current events – e.g. camps
- Will peers / volunteers really open up while working with volunteer coordinators
- Doubling up research with current methods will increase work load

- There could be too much data and too many methods at the same time and this could be an issue
- Volunteers could need a lot of encouragement in order take the research seriously or to open up
- Need for good time management
- Lack of right equipment
- Need a clear purpose - why is the research being carried out, what is the data for?
- Measuring long-term impact can take a long time and need a lot of resources
- Language barriers
- Hierarchies involved in data collect can cause issues
- Lack of resources
- Staff and co-workers need to be trained
- Current networks limited to volunteers, volunteer coordinators, co-workers, members - if we want to analyse a large group or a new area, we must start from scratch

The following section dealt with the questions of attribution, self-reported impact, the role of paid staff, involving volunteers and people with support needs, as well as other sensitive and ethical issues:

- **How do I attribute the part played by volunteering?**
  - Is it important to show an association or a causal link?
  - Is it all about an absolute achievement, or progression along a pathway (e.g. employability)?
  - The use of control groups

The above points depend on the reasons for the research and who the target audience is.

- **How can I avoid self-reported impact?**
- This is unavoidable to a certain degree
- Can attempt to triangulate the results (e.g. speak to staff, clients) – in other words, speaking to different sources of information about the same topic.

- **What is the role of the volunteer coordinator or paid staff?**
- Recruiting participants
- Presence during fieldwork
- Access to raw results
- Confidentiality and anonymity

It is very likely that staff members will collect data, conduct interviews, etc. This may lead to volunteers not being open. However, if one clarifies the purpose of the research and what the data will be used for, and that it will remain confidential, it is possible to minimise the risk of the responses not being volunteers’ honest opinions.

- **Should I involve volunteers* in the process?**
- Peer researchers
- Accessing new skills and experiences
- Ability of volunteers to form different relationships with respondents, as peers
- Quality of data vs. professional development of volunteers – what’s your aim?
- Project guidance and steering groups

- Volunteer / user perspective (e.g. the development of research tools)
- It is cost effective
- It allows access to new skills, but it is important to remember that volunteers can lack experience with those skills. Although involving them may be a positive experience for them, it may mean that they did not have the level of experience for complicated research
- Volunteers with no experience may need additional training and support

*It should be noted volunteer here refers not to the participant of a voluntary service and exchange programme but to any person voluntarily offering his/her time and service to an organisation and/or larger community.

- **How do I involve volunteers and residents with additional support needs?**

- e.g. disability, low confidence, illiteracy
- Cost and time implications but everyone needs to have the opportunity to participate
- Consider the extra support necessary and tailor research techniques to help them - deaf, blind etc.

- **What happens when something negative is raised?**

- Unintended impacts
- Don't assume volunteering is always good – the downsides of volunteering
- Need for sensitivity
- Raising sensitive and personal issues in interviews and focus groups

It is important to be aware that some research may be upsetting or difficult.

It is equally important that the participants of an impact assessment are allowed and encouraged to talk about both positive *and* negative impacts.

- **What are the key ethical issues?**

- Protecting vulnerable individuals
- Gaining consent
- Participants' knowledge of what the research will be used for
- Anonymity and confidentiality
- Data protection and data storage (e.g. personal details)

Social research association provides guidance on research ethics - data protection (UK). See http://the-sra.org.uk/sra_resources/research-ethics/ethics-guidelines/

Day 3: 20.04.2013
Session 2: Day
Activities using research: analysis and presenting results

This session focused on data analysis and the presentation of the findings of impact assessments:

Analysing data

- **Quantitative data analysis**
- **Data entry**
- **Cleaning data sets**
- Deleting outliers (extreme results)
- Using a different code when people have not answered (e.g. -99)
- Deleting personal details
- **Using software**
- Surveymonkey - https://de.surveymonkey.com/
- Excel
- SPSS – for more advanced analysis (e.g. crosstabs) -
- http://www.spss.co.in/

- **Confidentiality and Anonymity**:

-Make sure you save things carefully. There are guidelines to protect data.
-Records: Whether it is a transcript or a survey, make data codes: 001, 002, etc.
-Remove details like names or anything that leads to identifying a person.
-The way you keep data is relevant. You don't need all the data collected after the final report. Delete it after final report has been published so that it does not get into the wrong hands.

- **Quantitative data analysis:**

-First you clean data sets. There is usually a lot of junk in the data and it needs to be double checked. It might be that people fill out the form, even though they do not belong to the main group.
-Personal details need not be stored and should be deleted.
-If questions are left blank, then it is quite hard for the computer programme to recognise it. So use e.g. -99 – indicating that a question was left blank.

- **After data are cleaned**:

-Think about how many details you want?
-What you want find out?
-Excel is good and can present data in graphs.
-If a more detailed analysis is required, then SPSS, which is a statistical programme, is commonly used. There are many open source programmes as well. If you are not into statistics, it may be better to use Excel. But if you want to get detailed information from your data, you should use SPSS.

- **Surveymonkey**:

Within few clicks you have the chance to create a chart. But you need to have cleaned data prior to doing this. It will show the number of responses and the immediate outputs. There are some limitations, e.g. it doesn't work if you want very detailed information. On other hand, it is easy to analyse data with it. You can do a lot of different designs (e.g. snap).

- **Qualitative data analysis**

- **Using transcripts**
- **Making anonymous and using identifiers**
- **Coding**
- Identifying themes, points of consensus or disagreement, and quotations
- Highlighting themes using coloured pens (in transcripts)
- Using computer packages (e.g. NVIVO)
- **For focus groups: include results from flipcharts and post-it's**

- **Qualitative data analysis:**

-It is good practice to go through the interview recordings again. Look for free programmes to transcribe the recorded material. There are lots of programmes available.
-Coding the names of the respondents (you can delete their names): Bend 001...
-Get the transcripts done and read through them. Mark important things and relevant text. You should do this several times.
-You will come up with different topics; you mark each topic with a specific colour. In this way, you get a coloured document = Coding process. The remaining text which is not marked (left blank) is unimportant. Computer programmes help (e.g. NVIVO – http://www.qsrinternational.com/products_nvivo.aspx) In any case, you need to go through the same process even with the help of a computer programme.

- **Exercise: Coding in groups & feedback**

The participants were split into groups and received texts which they went through individually and then in their group to try out the process of coding.

- **Participants' ideas on the process:**

- Different definitions of the themes made group work difficult at first. One group noticed the different conceptions of the terms only after working for a while.
- Method: Quick reading after deciding the themes. After a while, discuss how it worked. Make necessary changes.
- Easier to think of questions rather than themes, e.g. research questions.
- Interview questions and themes related to each other, but not necessarily the same – a theme may come up under many different questions.
- Not easy to find. Overlapping themes and sub-themes emerged. Another group: clear themes, but the danger of overlapping.
- Easily too much weight put on the interview question.

The exercise ended with some comments by Nick Ockenden on the coding process:

- Themes are a good way of informing the structure and formulation of final report.
- Computer programmes can also help you structure data.

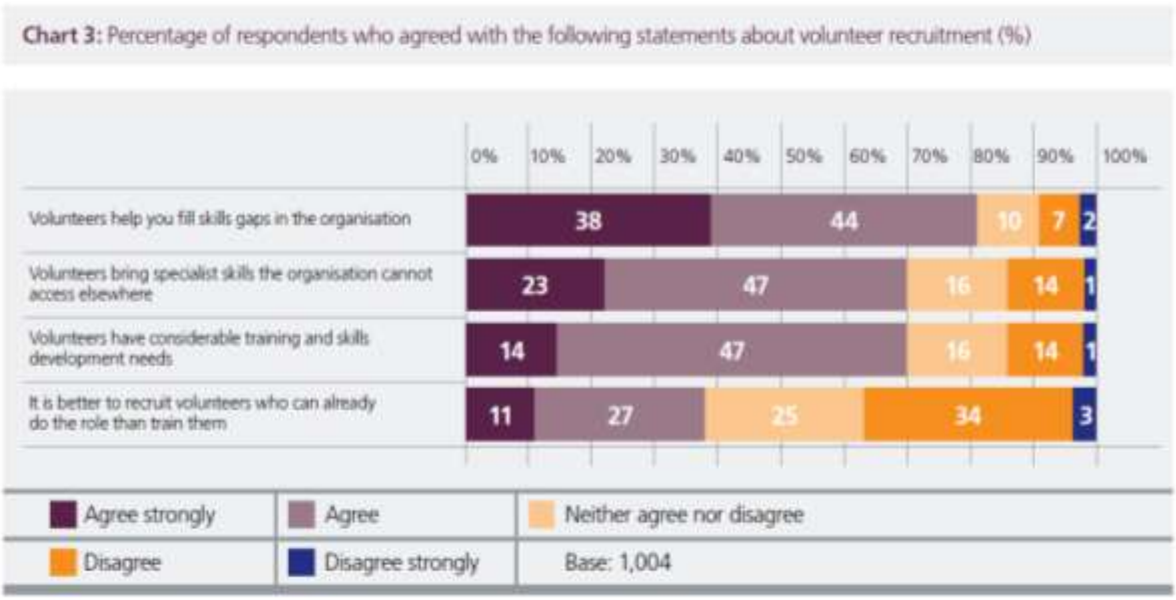
Presenting and communicating results

Participants were presented with different possible ways to present findings, and the advantages and disadvantages of each. It was emphasized that they should consider the following questions before deciding how to present findings:

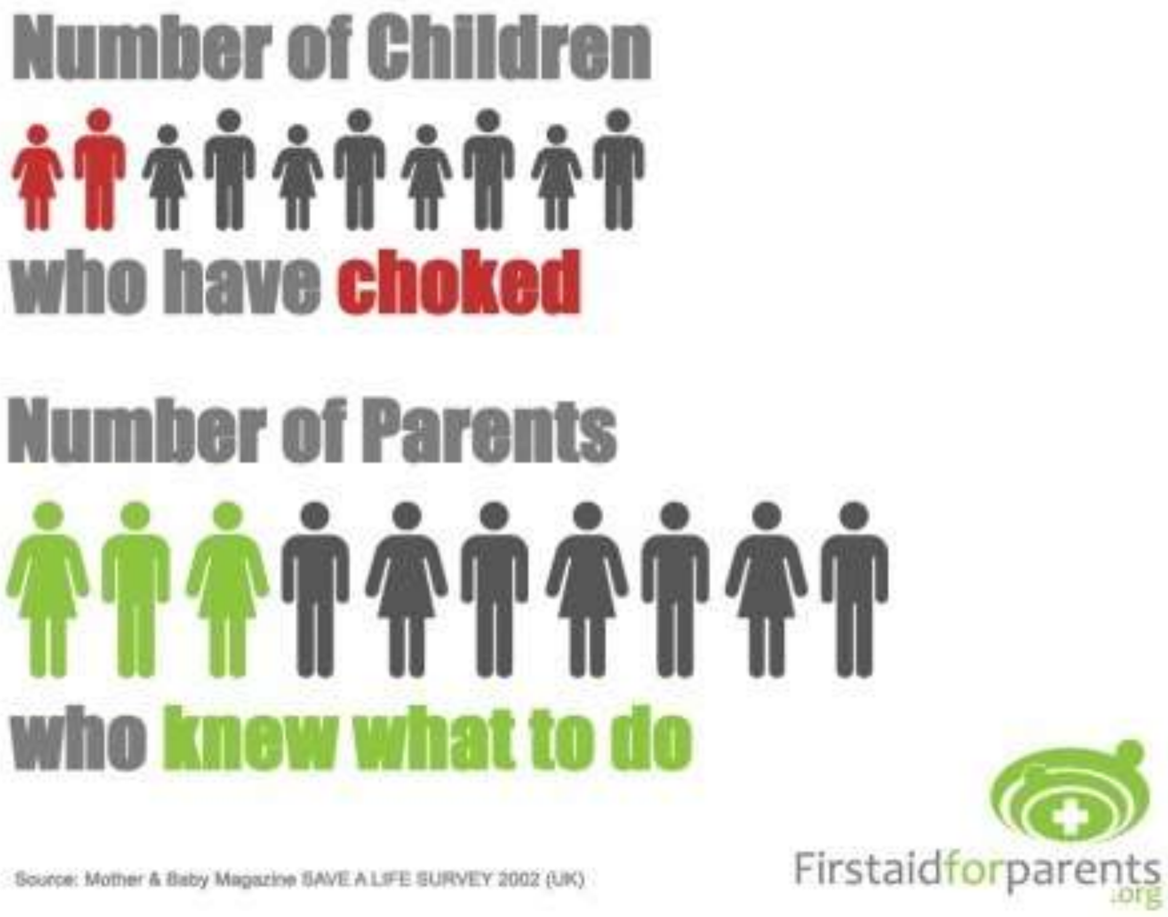
- Which of these approaches do you see yourself using?
- Who might be interested in these findings?

Some graphic /illustrative ways of presenting the results have been presented below:

Charts, graphs and tables:



Info diagrams:


Number of Children
who have choked
Number of Parents
who knew what to do
Source: Mother & Baby Magazine SAVE A LIFE SURVEY 2002 (UK)
Firstaidforparents
.org

Word clouds:


CHANGE
PEOPLE
PURPOSE
WORLD
PRIDE
SPIRIT
COMMUNITY
DIFFERENCE
POSITIVE
CULTURE
DISCIPLINE
MAKING
WANT
YEAR
CITY
YOUNG
GOAL
TOGETHER
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MAKE
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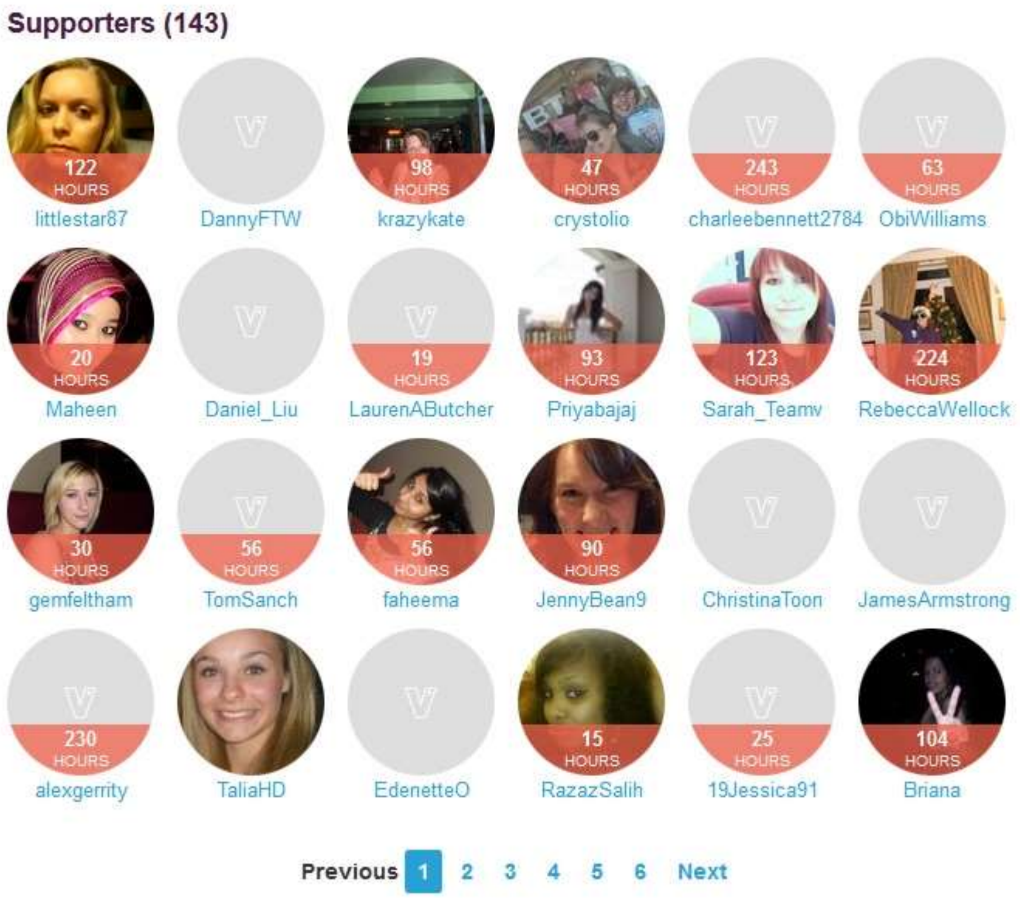


www.vinspired.com/teamv

The module on impact assessment ended with a few points to take note of:

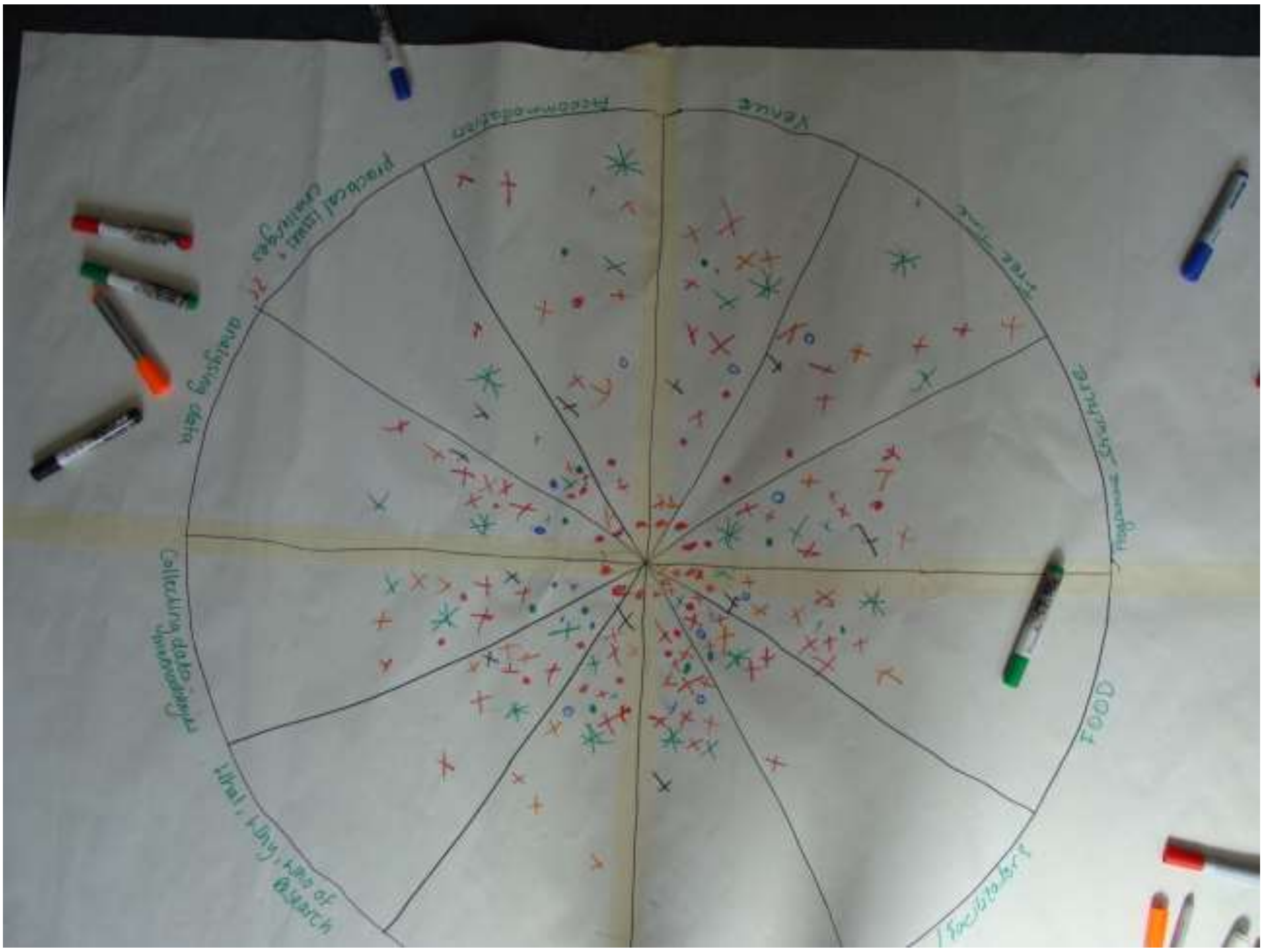
Things to remember:

- Accessibility of findings
  - Full report vs. summary
  - Plain English and awareness of audience
- Honesty and accuracy
  - Will increase trust in findings
- Feedback to the respondents and the volunteer body
  - Recommendations / changes need to be communicated as well as reasons for not changing something
- Review of changes / developments

Mid-term Evaluation

The mid-term evaluation was conducted using the well-known Pizza method. The closer the dotes and crosses to the centre of the pizza, the more satisfied the participants are with the various aspects of the training, which included the programme and content, as well as logistics such as food and accommodation, etc.

A visual presentation of the interactive mid-term evaluation



Day 4: 21.04.2013
Session 1: Morning
Activities Guidelines for developing research methods

On day four of the training the participants worked on the tools and methods for impact assessment for long-term international volunteering.

Participants were randomly divided into two groups: 1) volunteers, 2) host organisations
They were first asked to discuss and identify the methods they wanted to develop taking into account the challenges of international voluntary service, organisational practices, human and financial resources, etc.

The participants identified the following methods to be developed for testing the impact of long-term international voluntary service:

For impact on volunteers:
- Questionnaire – analysis
- Interview – analysis, and
- Timeline

For impact on host organisations:
Target Groups:
- The organisation
- Its beneficiaries

For both, the human, social and cultural impact on the beneficiaries is to be measured.

Methodologies:
- Focus groups with staff
- Interview with director/s
- Timeline / focus group with beneficiaries

Day 4: 21.04.2013
Session 2: Morning
Activities: Develop the method

The next step was to develop the methods presented above. Participants chose to the group they wished to be part of - 1) volunteers, 2) host organisations - to develop the methods discussed and decided upon in the previous session. In doing so, they were asked to consider the following:

Develop the method

Develop the method taking into account the following points:

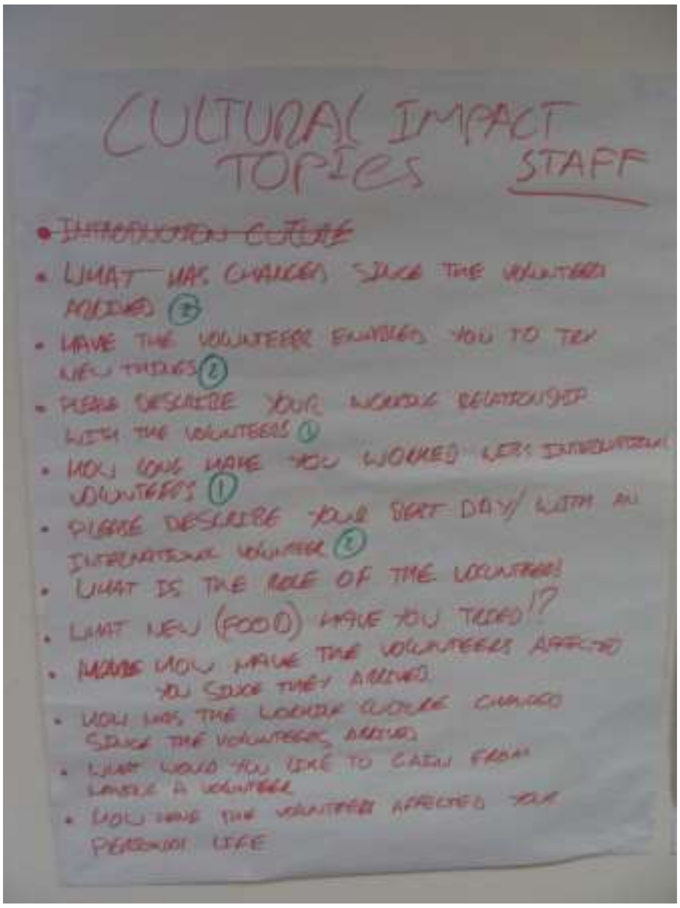
1. Why this method?
2. How will it be structured?
3. What resources do you need?
4. Challenges and benefits
5. How will you collect data?
6. How will you analyse data?
7. Presentation and communication of the findings of your research
8. What will you do with the results?

The participants worked for the rest of the day and until 11:30am the next morning when they presented the methods they had worked upon.

Day 5: 22.04.2013
Session 1: Morning
Activities: Working group presentations

The two groups presented the methods they had worked on. The group working on "impact on volunteers" presented a questionnaire and the questions for one-on-one interviews. The group working on "impact on host organisations" presented questionnaires for staff of the host organisation, and questions for focus groups with staff, interview with director and focus group with beneficiaries.

These methods are not presented in this report as they were further developed at the evaluation meeting "Evaluation of a Volunteering Research Training" in Helsinki, Finland, in October 2013. The final methods have been published separately in the form of a toolkit / practical guide for assessing the impact of long-term international volunteering.



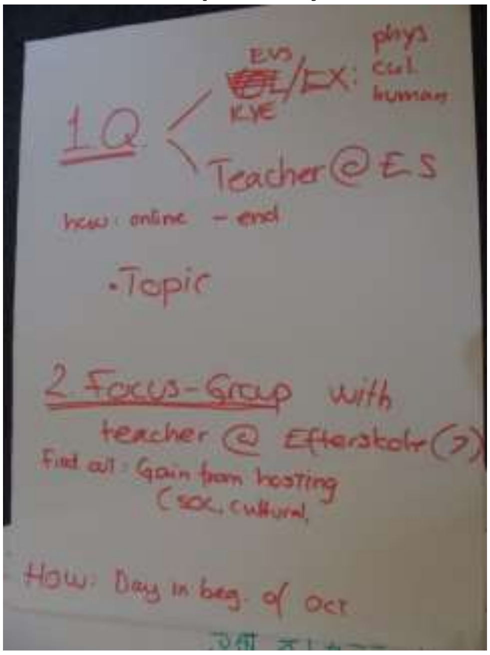
Day 5: 22.04.2013
Session 2: Afternoon
Activities: Discuss Sample Assessments

Discuss Sample Assessment

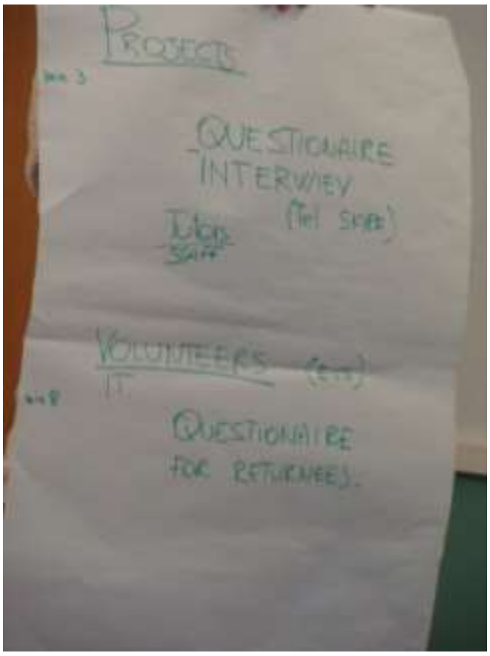
All participants were asked to plan the why, who, when and how of impact assessment for their respective organisations and countries. In particular, Grenzenlos, Maailmanvaihto – ICYE Finland, AFSAI and Dansk ICYE, the four countries that were to conduct sample assessments within the scope of this project, were asked to draw up a plan for the assessments in the coming months.

The four plans for assessments are as follows:

Plan for sample study in Denmark:



Plan for sample study in Italy:



Plan for sample study in Finland:

Plan for sample study in Austria

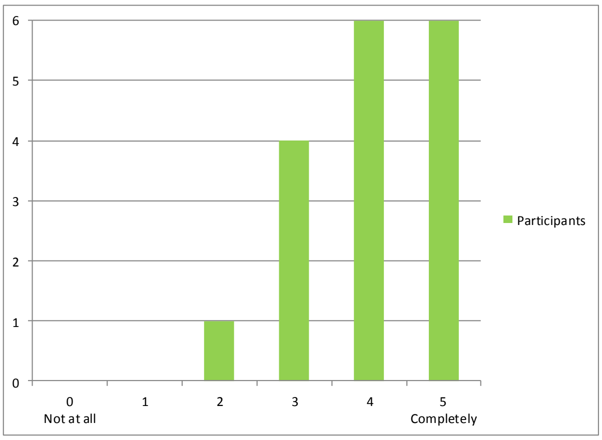
Day 5: 22.04.2013
Session 3: Afternoon
Activities: Youthpass: What is it and how do you get a Youthpass?

Before the final closing and evaluation of the training, participants were explained what the Youthpass is and how they could get a Youthpass certificate. They were informed that after the training the project would be registered online on the Youthpass website and that they would receive an email with login details to fill in the necessary information to complete the Youthpass process.

Day 5: 22.04.2013
Session 4: Evening
Activities Final Evaluation -interactive and written

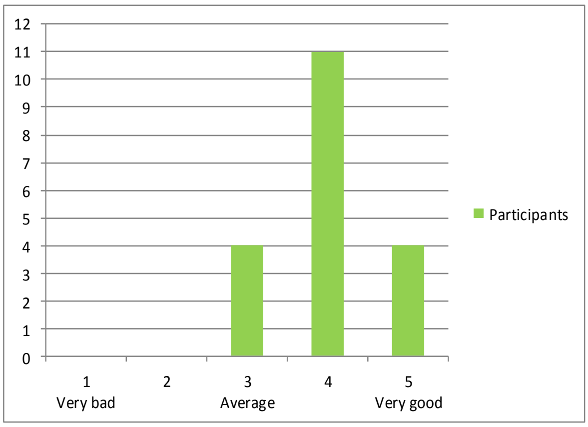
A written evaluation was followed by a round of feedback from the participants. The final evaluation questionnaire results are presented below:

1. **Were your expectations expressed at the start of the training fulfilled?**



Note: One participant did not answer.

2. **How would you rate the working methods used?**

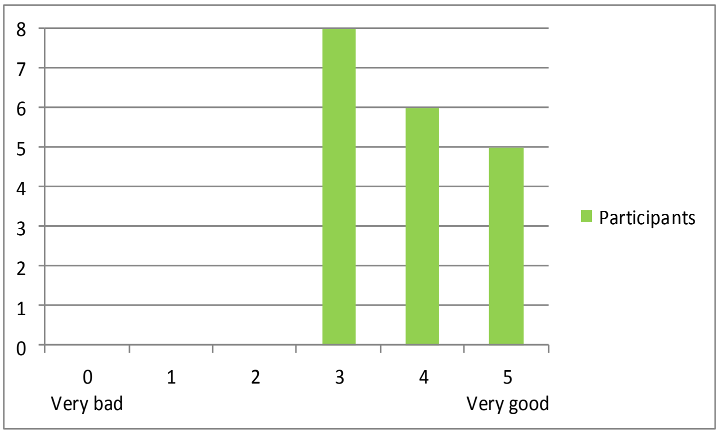


Note: One participant did not answer.

Suggestions/comments:

1. Good but shorter sessions during the long power point session (and more breaks) might have helped.
2. A lot of variation: on the first days very good, on the last days (working groups), the methods were not very well designed.
3. I think it was a problem how frustrated one group was after Monday. It took us a long time in the morning to cope. The frustration was due to the feeling of no structure and mixed info from trainers.
4. It was great with the mix of information sessions, splitting into groups and regrouping.
5. Maybe more "guided" development when developing actual tools/procedures.
6. Good mix between theory and practice.
7. Very good using both theoretical aspects and then use them in practice.
8. More clarity needed on the 4th day about how we should be producing the methodology and why we are producing it (more direction).
9. Facilitation should have been more focused on the last days.
10. The first days worked well but then things fell apart a bit and the facilitators gave out contradictory guidelines on how to fulfil /do/complete the required tasks.

3. How would you rate the effectiveness of working groups?



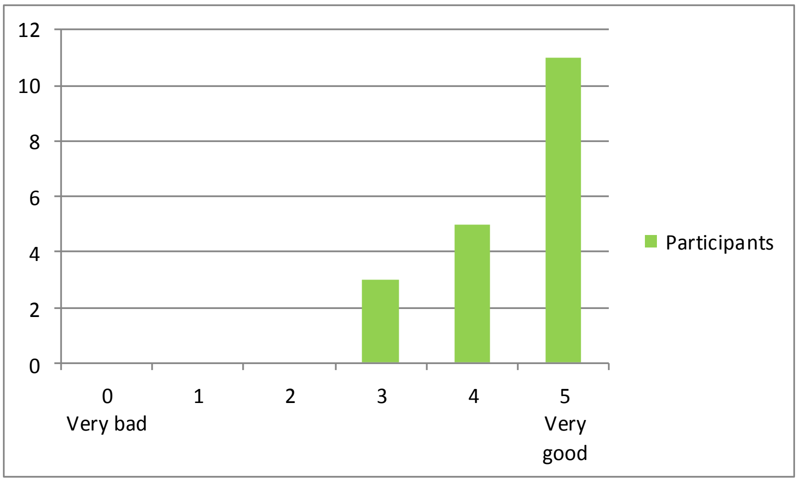
Note: One participant did not answer.

Suggestions and comments:

- More Structure in the final group session (impact tools) would have been good.
- A lot of variation: from good to bad. The lack of structure in working group was very frustrating.

- It varied throughout the time. It took a while to get on the same page and different people had very different perspectives, which while it adds to the process also did slow it a bit.
- In some group forming there was lack of someone(s) who could help the group moving forward. E.g. helping to end an endless discussion and articulate an answer.
- See question 2, number 5.
- Too many leaders and strong wills sometimes, but this was also an advantage in the process.
- It was hard to work on the toolkit by ourselves.
- It’s good to work in working groups but because of different opinions it was sometimes hard to get good dynamic.
- Took some time to get going but once started it was all good.
- The push to actually produce something by the facilitators could have come earlier.
- Some discussions ran in a circle.
- We didn’t know what was expected of us.

4. How would you rate the preparation of the facilitators?

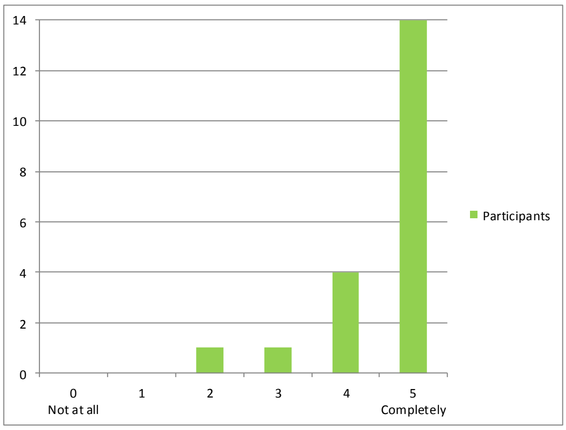


Note: One participant did not answer.

Suggestions/comments:

- Excellent!
- Again the first days very good but there was virtually no facilitation – the working group worked under inadequate instructions.
- They were well prepared to give the relevant information.
- Very good facilitators!
- ☺
- General expectations should be clarified from the beginning… (the last two words were not legible).
- The first days were excellent.

5. Were you satisfied with the administrative and logistical assistance provided?

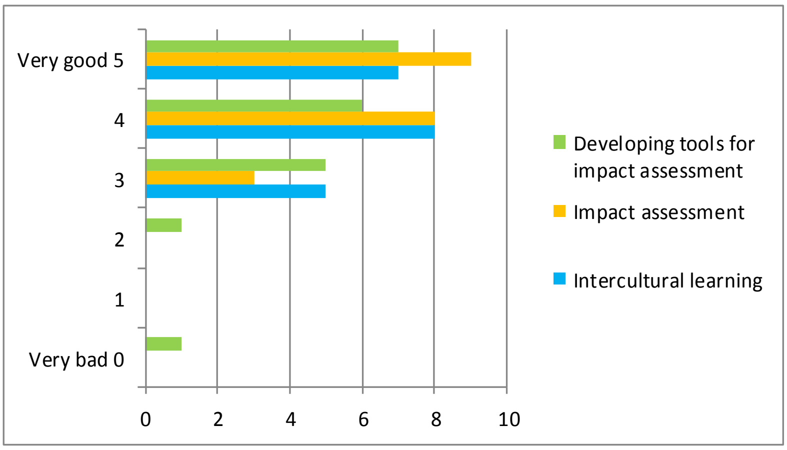


Note: One participant did not answer.

Suggestions/comments:

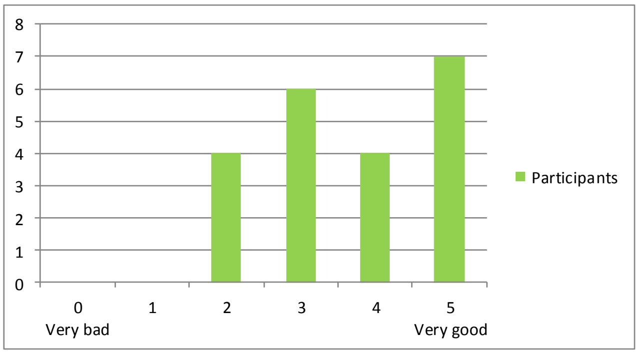
1) Excellent food and support!!
2) In London quite good, but previous information / communication was lacking.
3) Very good!!!
4) Thank you so much, ICYE-UK! I felt very well taken care of.
5) Especially while in England!!! Big thumbs up to ICYE-UK! (Would have been nice with access to Wi-Fi at YMCA).
6) The information about the venue and accommodation came really late and we had to ask for it!

6. Please rate the individual sessions of the training.

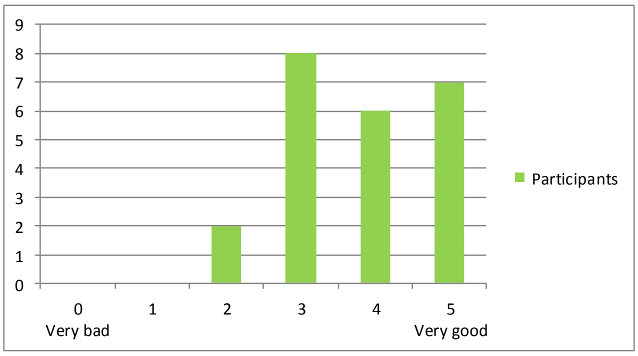


Note: The participant that chose 0 for the Developing tools for impact assessment, comment that is referred to the working groups.

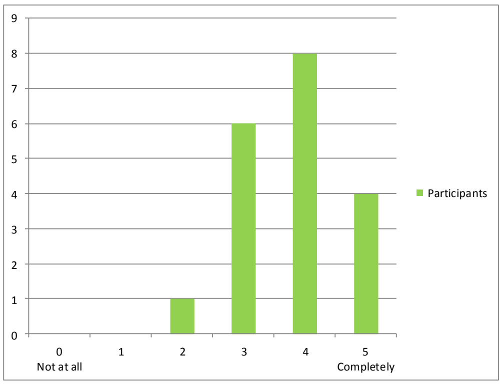
7. **How do you rate the management of time in plenary and working groups?**



8. **How do you rate your own overall contribution?**

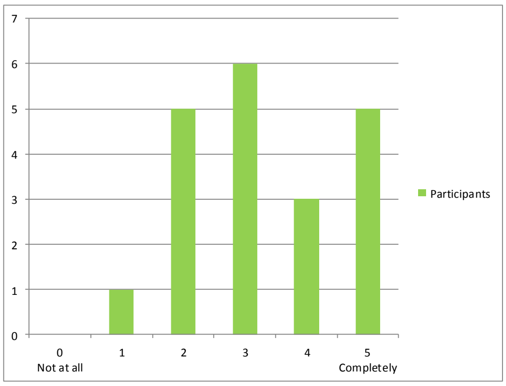


9. **Do you think you will use the tools produced at this training?**

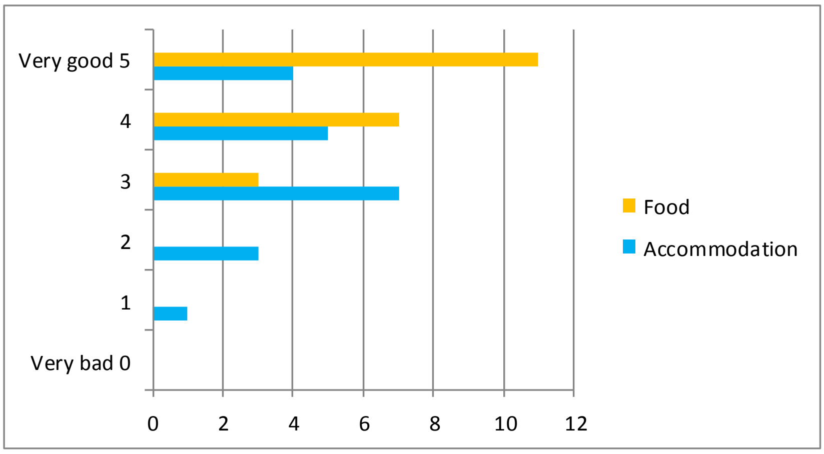


Note: One participant did not answer.

10. **Did you have sufficient free time?**



11/12. Accommodation and food



Note: One participant did not answer on the accommodation question.

13. Other comments/suggestions:

1. *A fantastic seminar, with very useful ideas and networking. More time would have been better but overall very good!*
2. *A lot of assumptions not communicated to participants.*
3. *More time would have been good.*
4. *Seating should have been managed so that everyone could see. More variation in input-output and more 'guidance' from trainers in what you wanted us to do.*
5. *The staff from ICYE-UK have been really helpful and put a lot of effort in providing us with everything.*
6. *To have a restaurant everyday was great! But it is difficult to do any urgent work done (emails), since there is no internet at YMCA and late return home. The idea of having outside dinner is great but then more internet accessible at venue. It was great to have the inputs on day 2 & 3 but it was overwhelming task for the working group on day 4/5. Maybe it is good to have a more "step by step" approach.*
7. *I am happy with most things. Being "new", I got some basic information about ICYE and EVS, but maybe I could have prepared better before arriving… Thanks!*
8. *Really good assistance / help. The atmosphere was very good. Thanks for a really good experience!*
9. *The overall theme and aim should have been more explained beforehand.*
10. *It would have made things a lot easier if the goals of the training would have been stated honestly and openly. Now there was a lot of information that wasn't stated and we were just expected to know it.*

Annex 1: List of software for research

Name	Where to find	Used for	Price
Surveymonkey	www.surveymonkey.com	Online Surveys	Costs apply
NVIVO		Qualitative data Analysis	Costs apply
R	cran.project.org	Analytics in general	Free
Octave	GNU License	Linguistics Automation Data entry	Costs apply
Gnumeric	Gnumeric		Costs apply
Framework	Nat Cen	Qualitative data analysis	Costs apply
SPSS		Quantative analysis	Costs apply
Highcharts		Online diagramms/ charts	Free
Cytoscape		Graphs; interact.	Costs apply

ANNEX 3 - Methods used in the training:

Free Movement in Room

Tool Topic: Getting to know one another, identity

Aims and objectives:

1. To see the influence that creates a personal culture at a very individual level, i.e. 2 people from very different cultures or countries can have so much in common as against two people from the same country due to differences in social class, interests, political beliefs, profession, etc.
2. Learning to listen
3. Introduction to the theme
4. Getting acquainted with different social and cultural identities and beliefs
5. Getting to know one another
6. Becoming aware of your own prejudices
7. Confronted with opinions that are different from your own
8. A chance to reflect on your own position and opinion

Time Frame: 45 min – 1 hour (according to number of questions or statements asked/made).

Material required: List of questions to talk about, stop watch, music, stereo

Number of Participants: 6 to 30

Description of the Exercise:

1. Introduce the exercise to the participants as one about finding out about each other and different values.
2. Explain that you will now play some soft music and participants are to walk freely around the room. When the music stops, each one is to find a partner.
3. Explain that you will then read out a question or situation and on which they have to talk to their partner for one minute. While one person is talking, the other remains silent. When the one-minute is over, the other partner will have the chance to talk on the same subject for one minute.
4. When the one-minute is up, the music will come on again. This is a sign for participants to walk around the room again. When the music stops, each one is find another partner, a new person this time. Explain that with each time, participants should find someone new, someone they hadn’t spoken with until then.
5. The exercise comes to an end when all questions have been read out by the trainer and the participants have all talked for one minute on all questions.
6. It should be specified that the participants are not to speak, question, interrupt when their partner is talking. They will have their turn immediately after.

Questions to be read out during the exercise:

1. What is your name? First and last. What does it mean? Do you like it? Why? Why not?
2. Talk about your positive characteristics. What do you like about yourself?
3. What qualities do you dislike in other people?
4. Mention a prejudice you have? Why do you have it? Where does it come from? When do you think you learnt this prejudice?

5. Tell your partner about an ethnic, cultural or religious groups (other than your own) which you admire, respect or like. Why?
6. What do you understand by intercultural learning?
7. What do you find exciting about working in a multi-cultural setting?
8. What motivates you to work in the field of international voluntary service?

Debriefing questions:
1. How did it feel to exchange such personal information each time with a new partner?
2. What did your partners do to give you the feeling that they were listening to you?
3. Was anything said that was new or surprised you?
4. Were some questions more difficult than others? Which ones? Why? What questions were you happy to answer?
5. Did you learn anything new about yourself?
6. How was it to listen for an entire minute without interrupting? Did you wish to interrupt?
7. How was it to speak without interruption from your partner?
8. Did you notice the similarities or things you have in common (in this group) although you do not come from the same country?
9. How often do we think about our prejudices? Do we even know that we have them?

Tips for facilitators:
Evaluation of this exercise should focus on the information that was conveyed, the feelings and experience of discussing such information, and the personal qualities and methods used during the short monologues. The Talking Wheel allows participants to get to know one another, become acquainted with different social and cultural identities and beliefs, think about and possibly reflect on one’s own opinions, and learn to listen effectively and actively. The reflection session and the debriefing questions asked should cover some of these issues.

Sources: Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de/index.html

Identity Molecules

Tool Topic: Identity, Culture

Aims and objectives:

1. Reflection on your own cultural identity
2. Perception of similarities and differences with the group
3. Recognising that you belong to multiple groups, and perceiving the diversity of such group memberships.

Personal identity is created from several interacting identities, forces and social factors. These are fluid and what people identify themselves with can change depending on time, space and circumstances. Therefore it is important to recognize this fluidity of identity and realize that it changes on a day-to-day basis and most definitely over a longer period of time. Identity Molecules aims to also bring out the number of similarities and differences that exist within a group and also people in general (irrespective of where they come from), and allow them to understand that everyone is unique and creates their identity through their experience, feelings, situation and many more variables.

Time Frame: 1 hour

Material: Molecule sheets; A4 coloured paper, cut into 3

Number of Participants: 8 to 16

Description of the Exercise:

1.

a) Distribute molecule sheet.

b) Do one yourself on the flipchart so that the participants have a clear idea what you are talking about.

c) Each participant is to fill out the molecule sheet, with their name in centre and 5 groups to which he/she belongs and feels strongly about. (They should not think to long and hard about it; the answers should be spontaneous: what they feel here and now.)

d) Write 2 or 3 most relevant molecules on coloured sheets, one molecule per sheet.

2.

a) Divide into pairs

b) Discuss any two molecules with your partner on the basis of two questions:

1. How is it to my advantage to be a member of these two groups?
2. What makes it easier or difficult to be part of these groups?

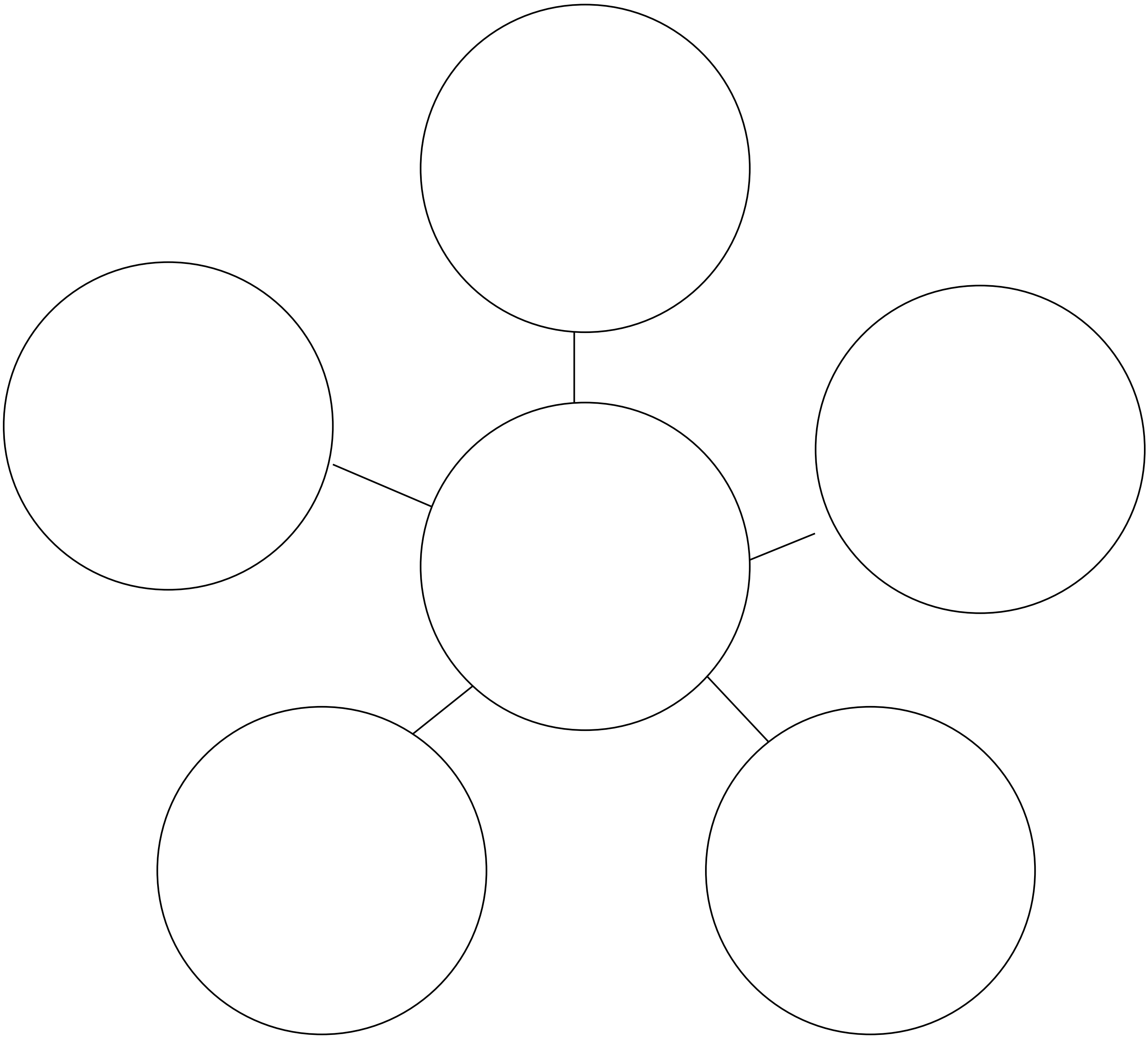
Meanwhile, trainer collects the coloured sheet with participants' molecules and pastes them on the wall/flipchart.

3.
The group is now back in plenary. Before you start the last part of this exercise, ask the participants the following questions:
a) How was the discussion in pairs?
b) Was it easy or difficult to come up with five identity molecules? Or was it easier or more difficult to decide which five molecules to select and write down?
c) How did the partner discussions go? How was it to answer the two questions? Painful? Interesting?
d) Would you choose the same molecules tomorrow or in a month?
4. Now begin the last part of this exercise:
a) Sit in a closed circle. No talking but you can look at each other.
b) The trainer explains how this part of the activity will work: As trainer calls out one category after another, the participants can stand up if they feel they belong to the group. They can stand even if they did not write the molecules, but if they feel that they belong to the group. The stronger and more intense your sense of belonging to a certain group, the longer you may stand. You may even stand if you feel you belong only symbolically to the group. When all are seated again, only then will the trainer call out the next category.
c) Go through all or at least 60% of the categories/groups written on the coloured slips by the participants.

Debriefing questions:
1. How was it? (General feeling about this part of the exercise)
2. How did you feel when you stood alone or almost alone?
3. How did it feel to be part of a bigger group?
4. Did you realize/learn something new or surprising about yourself?
5. Did anyone notice interesting group behaviour, for example when a gender category is called out, only women stand. What does it mean?
6. Can belonging to certain groups be problematic or painful? Which ones? Why?

Tips for Facilitators:
-The exercise is a complex one. If the trainer has never led or personally experienced the exercise before, he/she should either not do it or try it out beforehand with a group of colleagues, family or friends.
-Depending on the size of the group, you can draw either 4 or 5 circles (molecules) on the molecule sheet (see below). If it is a larger group, go with 4 molecules, if smaller go with 5.
-Evaluation of Identity Molecules should allow for the reflection of both the participants personal identity and the identities of others, and the understanding that these identities are fluid and different factors and forces interact to create the identities. In addition participants should be given the opportunity to reflect on their feelings of belonging to some groups and not others, and any pressures they may have felt during the exercise.

Identity molecules



Please write your name in the central molecule. In the outer molecules write groups to which you belong and which make up your identity.

Source: Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias www.anti-bias-werkstatt.de

Iceberg Model of Identity

Tool topic: Exploring (personal & cultural) Identity

Aims and Objectives:

1.How people are labelled through descriptions

2.How we use culture-based expressions/features on a daily basis to describe a person

3.“Open yourself to others” to build trust

Time frame: 15 min.

Number of participants:

2 - 16

Description of the Exercise:

Guidelines to present the Iceberg Model of Identity.

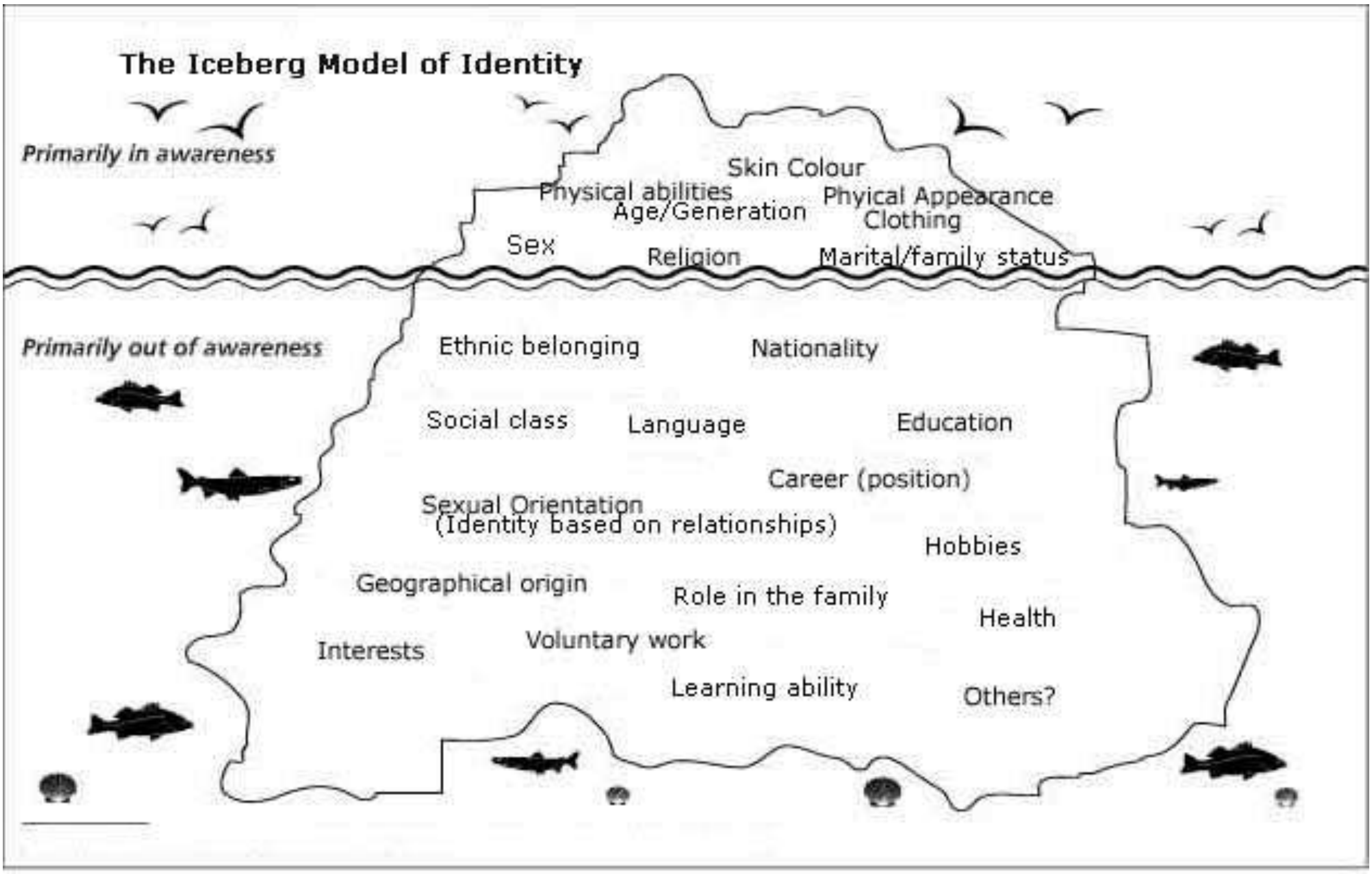
1. Show the tip of the iceberg. Explain: the features that form the tip of the iceberg and are above the water level are those that are visible – we can see them when we become acquainted with someone.
2. The construction of the iceberg is such that only 15% of its entire size is above water level. With people, the same concept applies. We have just as limited or narrow a perception about others when we do not go beyond the visible features such as gender, ethnic belonging, age, etc.
3. Go to the 2nd area at the water level: family status and religion. Explain: these characteristics are sometimes visible due to visible symbols people carry: cross, hijab, a pregnant woman, etc.)
4. Point to the next field- below the water level: these descriptions or features often serve the purpose of communication, understanding the “real” person. It is not easy to show or talk about these feature at the workplace or even on a first meeting as these things depend on trust between co-workers, general conditions such as private space, security, etc.)

If one wants real, authentic knowledge about a person, one will have to go below the water level to discover characteristics and qualities that make up the cultural identity of a person. We allow people to look deeper within ourselves when we want to build trust.

Tips for facilitators:

You can make this an interactive session by asking participants to give their own views and inputs on the features that are visible and those that aren’t, before explaining how we use this initial image of a people in our interactions.

Iceberg Model of Identity:



Source: Eine Welt der Vielfalt Berlin e.V.
www.ewdv-berlin.de

Captions for pictures – "What do you see?"

Tool topic: media, stereotypes, prejudices

Aims of the exercise:

- To explore how pictures are used in the press
- The use and misuse of images to provide information and to evoke emotive responses the perpetuation of stereotypes and prejudice through the media
- To develop skills of critical analysis

Description of the Exercise:

1. Four images from magazines and newspapers should be mounted one per flipchart.
2. The participants were asked to study each picture and decide the situation/setting of the picture. Based on the setting they had decided upon, they are asked to write 2 captions for each image, a positive caption and a negative caption.
3. When they finished, they are to paste their captions below each image (positive on the left of the image and negative on the right).
4. When all of them have written and pasted their captions, hold up the pictures one at a time and invite volunteers to read out their captions.

Questions to be read out during the exercise:

1. The subject: who, what, where and when?

Who is portrayed; what is their age, sex, health, wealth or status?
What does their posture and facial expression tell me about them?
Is the subject aware that they are being photographed? Was the picture posed, or is it natural?
What are the surroundings like? Do they harmonise with the person, or do they contrast with him/her?
What are they doing? Is it a normal activity, or something special?
What is your overall impression of the person? Is it positive or negative, sympathetic or disinterested?

2. The context

Where was the picture originally published? In a newspaper, magazine or travel brochure? In other words, was it being used for information, sales, or propaganda? Or what?
Is there a title or any other information with the picture that seals the message which the photographer wants the viewer to receive?

3. Technical details

Is the picture in black and white or in colour? Does this affect the impact it has on you? Would the picture have a bigger impact if it were larger?

Are you impressed by the angle the picture was taken at?
What special effects have been used, such as soft lighting or focusing? Why?
Has the image been manipulated? Does the picture lie? Is the image actually what was in front of the photographer when they took the picture, or have they used a computer to retouch the image (to make the person look more glamorous, for example?)

4. Who took the picture?
What is the relationship between the photographer and the subject?
Are they sympathetic to their subject?
Are they being paid, or is it an amateur snapshot?
Why did the photographer want to take the picture? What were their motives? What were they trying to "tell us" with the picture?

Debriefing questions:

- What did you learn/experience during the exercise?
- In how many different ways can one picture be interpreted?
- Did different persons see different things in the same picture?
- When you read a newspaper or a magazine, do your eyes first fall on the picture or on the caption?
- How far do pictures depict the reality of a situation?
- How difficult was it to write captions?
- What makes a good caption?
- If a picture can say a thousand words, why do they need captions?
- What visual symbols or stereotypes have you recognised
- If time permits, one can go into different aspects such as how media and advertising play a significant role in maintaining normative gender roles in societies: how women or men should look, dress and what work they should do, what their likes and dislikes should be.

Source: “**COMPASS”- A Manual on Human Rights Education with Young People, Council of Europe, May 2002.**
http://eycb.coe.int/compass/