Just volunteers

Why International Voluntary Service doesn't work the way you think

Impact report

2010 - 2020

CCIVS
Coordinating Committee for International Voluntary Service
Est. 1948

Erasmus+

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The methodology utilised by CCIVS for its projects and campaigns and included in this report was developed in cooperation with, and with the support of, Solidarités Jeunesses France and International Workcamp Organisation Korea, 72 member and partner organisations, and experts and advisors from John Hopkins University (USA), Salzburg University (Austria), UKM (Malaysia), Myongji University (Korea), University of Illinois (USA) and Ryukoku University (Japan).

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The biggest unknown network in the world

International Voluntary Service (IVS) celebrated in 2020 the 100th anniversary since the first rebuilding effort in Esne-en-Argonne, near Verdun, in the aftermaths of World War I, when volunteers gathered to reconstruct the town with the explicit ideas that volunteering together would become an effective peace work technique and that, as the United Nations would later recognise, 'since war begins in the minds of men, it is in the minds of men that the defences of peace must be constructed' (UNESCO, 1945).

Over 3000 short-term, group projects are held every year and gather 40,000 participants from over 90 different countries and cultural backgrounds to support local communities, aiming at being the catalyst for change within individuals and society, to help breakdown prejudices and stereotypes, and to promote peace, sustainability and social inclusion through the common work at the service of needs and goals of public interest (CCIVS, 2012).

Lasting two to three weeks, workcamps consist of a group of 10-20 volunteers from different countries – ideally never more than two from the same origin to facilitate interaction - working with communities often in remote or marginalised areas with minimal and sometimes conflictual exposure to different cultures (Alliance, 2019). The projects are organised directly by local or national organisations in the hosting countries, and partnerships with international organisations allow them to receive and send volunteers in respect of the principle of reciprocity of exchanges: cooperation is not seen as a linear process requiring the expertise of economically developed countries towards poor communities, but rather as an exchange in which volunteers' movement is not limited to the institutional 'North-South' but is multilateral and multidirectional; workcamp organisations are not humanitarian in nature, but promote sustainable development and education through citizens' participation (Concordia, 2020).

In this sense, they adhere to the principles and critical approach of the pedagogy of the oppressed (Freire, 1970), working with active communities and minorities in fighting against exclusion in rural and urban areas, in the 'global south' as well as in the 'global north' of the world. Fully engaged in the decolonisation

> Before starting the work, I want to know the purpose of this work [...] The purpose is our motivation. So I want to know the purpose of everything we do.
>
> **M.I., Volunteer, Japan**

movements during the 1950s and 1960s, workcamps were then instrumental in building bridges between West and East during the Cold War and with the fall of the Iron Curtain, and became more recently focused on reshaping globalised power dynamics and promoting freedom of movement, social and climate justice 'beyond territories and boundaries' (CCIVS, 2009, 2019).

Through a collective, concrete and critical action that is at once deeply local and globally interconnected and interdependent, these projects positively influence and trigger new dynamics in the very diverse social, cultural and economic contexts in which they intervene, strongly relying also on the methodology of Non Formal Education (Coombs & Ahmed, 1974) and experiential learning (Kolb, 1984).

Promoting a highly participative approach, international group voluntary service stimulates and gives visibility to civil society as a political actor capable of innovating - in particular through the constructive confrontation of different cultures at work in time-intensive, experimental micro-communities - new paths across social and economic relationships, knowledge and active participation in the life of our societies.

They explicitly represent an attempt at promoting learning by doing and using voluntary work as a tool for conviviality, reversing the 'decline in the individual-personal ability to do or to make' (Illich, 1978) and using volunteerism as a mean of re-appropriation (Bourdieau,1990) of the results of one's own work, of common and shared physical spaces, and of society.

Work itself is then also not evaluated in economic terms, but as a meaningful voluntary contribution and a learning tool representing the fundament of durable social relationships, based on the shared understanding of cultural differences and common, cooperative goals that transcend the individual interest and transform the very concept of identity (Allport, 1954)

In short: international workcamps are amazing. Unique. Constantly revolutionary. But nobody knows.

During the 2010 consultations for the first State of the World Volunteerism Report (SWVR) that was being prepared at the occasion of the celebrations for the United Nations International Year of Volunteers +10, I found myself in the slightly surreal position of constantly thinking about Berkeley: "the objects of sense exist only when they are perceived; the trees therefore are in the garden…no longer than while there is somebody to perceive them"; if nobody in the meeting room had the slightest perception about what workcamps were, did they really exist? What else could we bring to the table of academic researchers, intergovernmental agencies, business and philanthropy experts - who all appeared to know what volunteerism is, based on solid scientific evidence - rather than 'volatile' practice and experience?
Needless to say, international workcamps and voluntary service as practiced by the CCIVS

member and partner organisations did not appear in the first SWVR. The closest it came to it was when the report insinuated a doubt - confounding very different, often irreconcilable realities - about short-term practices: "While international volunteering is not new, it has manifested itself in new forms and has taken on new dimensions in an age of globalisation. 'Voluntourism' or student 'gap-year' volunteerism, often undertaken for short periods, are new manifestations and their impact is open to question."

Since then we have taken the question of demonstrating impact more seriously, also thanks to the work of people who were actually present in that consultation room and provided their support. Former CCIVS Director Dr. Simona Costanzo Sow, who had pioneered the first CCIVS impact studies carried out by the volunteers themselves during the 2000s, and co-signed the most cited, if not only, academic article including workcamps among the relevant forms and structures of International Voluntary Service (Sherraden et al., 2006). And Prof. Benjamin Lough of the University of Illinois, who ended up having to deal with the growing requests for advice by CCIVS and several of its member organisations (and the undersigned individual) and seems to have found the experience of working with us if not life-changing, at least definitely amusing.

What follows is a summary of the process and outcomes of the research efforts implemented by CCIVS and its member organisations during the last years, from the 2013 Impact project and the first official cooperation with universities, to the groundbreaking data of the 2014 International Conference organised by IWO in Korea and the 'Changing Perspectives II' program coordinated by Solidarités Jeunesses France in 2015; until the assessment of the thematic programs on social inclusion, human rights education, climate justice and cultural heritage of the CCIVS campaigns between 2017 and 2020.

The two STEP projects, and the facilitation put in place by the 'Artisans of Change' that coordinated them with the incredible constant support of CCIVS Secretariat and Executive Committee, are the turning moments that allowed these efforts to become truly collective, bridging communities across all regions and making the results presented in this report the fruit and ownership of the capable minds and hands of hundreds of people from the International Voluntary Service movement.

Except for the mistakes. Those are only mine, but you can borrow them if you like: they helped me change.

Francesco Volpini
Ryukoku University, Kyoto | Former CCIVS Director

Impact as change

CCIVS promotes the value of International Voluntary Service as a tool for non formal and popular education, where learning is intended, organised, and can produce **transformational change for the individuals, communities and organisations** involved.

By looking at our volunteer programs and participants with the support of strategic research, we therefore aim at building a path towards the recognition of such value, which is reflected in the progressive and complementary achievement of three objectives:

- **Understanding** our practices and the experiences of the participants, and how they influence each other, creating new knowledge, skills and attitudes about and towards themselves, their communities and the larger and interconnected global society;
- **Improving** the capacity of the organisations, communities and individual volunteers involved in our projects to positively take into account these accrued competences and become conscious actors of change;
- **Valorising** the unique processes and results that stakeholders create together thanks to the invaluable interactions of International Voluntary Service, giving them wider visibility across the institutional and public spheres.

CCIVS approach to impact is highly **participative** in nature, from the definition of common goals and questions with the members and stakeholders concerned, to the training of field practitioners and the innovative implementation of participative analysis and implementation research.

Utilising both **quantitative and qualitative methods**, it relies on two key concepts: the idea of **change**, as developed by several CCIVS members and partners during the first "Changing Perspectives" project, coordinated by Solidarités Jeunesses France, for the specific field of International Voluntary Service:

> "A change or an effect on individuals, collectives or environments in the short, medium and long term. Produced by interaction between individuals, communities and environments in the context of International Voluntary Service actions. Perceivable, and as such could lead to social recognition or personal acknowledgment."

And the idea of impact assessment, which looks at the correspondence between our goals and objectives as indicated in the CCIVS Constitution and outlined by specific programs and projects, and the actual results we manage to achieve. This is exemplified by the definition given by Rossi, Lipsey and Freeman in Evaluation: A Systemic Approach:

> "Impact assessments are undertaken to find out whether programs actually produce the intended effects. A program effect, or impact, refers to a change in the target population or social conditions that has been brought about by the program, that is, a change that would not have occurred had the program been absent. [...] establishing that the program is a cause of some specified effect."

Building on the key ideas of impact as change and assessment, the research work implemented by CCIVS and its members and partners is integrated in, and nourishes, the network's **structural processes of monitoring and quality improvement**. These focus on the three pillars of International Voluntary Service, adapting different methodologies to address specific goals:

- **Individuals** (Quantitative and Qualitative research, Training): Personal, Interpersonal and Social development, Life skills and Competences.
- **Communities** (Qualitative research, Participative analysis): Intercultural learning, Active Citizenship and Participation, Conflict Management, Technical Work and Realizations.
- **Organisations and Institutions** (Implementation research, Capacity building, Pentagon methodology): Structure, Functioning, Relationships, Communication, Financial Sustainability.

This report documents the process and main outcomes of the efforts made by the CCIVS network to progressively integrate research into its practices, and to look at three dimensions of impact: **scale**, both in terms of magnitude and of geographical, social and cultural outreach and penetration; **duration**, in particular in terms of continuity of service at the local and global level; and **depth**, ultimately interrogating what the volunteer experience means for the individuals and communities that participate in making it real.

Participative steps toward a common understanding of impact

Building shared theories and practices: 2010–2020

Challenges and strategies

First phase

In this **first phase**, over 100 organisations from all regions of the world participate in the one-year long "Volunteering 2011: Global Strategies for Global Challenges" process, culminating in the White Paper on International Voluntary Service. Approved by the CCIVS General Assembly in 2012, the document identifies for the first time a strategic objective towards the *"Development and constant updating of a global mechanism / system encompassing specialised human resources and tools that coordinate the measurement, research, collection, analysis and sharing of the impact of IVS on a local and international level."*

2010

9th Asia-Europe Young Volunteers Exchange
ASEM 8th Summit
3rd Networking Conference for Asian & European Young Volunteers

During the summer 2010, volunteers from Asia and Europe receive training and conduct explorative field research that identifies key shared goals and fields of learning across the three pillars of International Voluntary Service: communities, volunteers and organisations. The results are presented in October during the "Creating skills and competences for living and working in the ASEM area" workshop, organised for the first time in partnership between CCIVS, the Asia-Europe Foundation and the universities members of the ASEM Education and Research Hub for Lifelong Learning. CCIVS members then take the reflection further during an interregional networking meeting in order to expand the discussion on impact from individual competences to community participation and the quality of local actions.

2011

International Year of Volunteers +10
1st State of the World Volunteerism Report

CCIVS participates in the civil society consultation process coordinated by the United Nations Volunteers for the preparation of the first State of the World Volunteerism Report (SWVR). While several of the actions carried out by CCIVS and its members appear in the UN Secretary General report to the General Assembly at the end of the year, short term International Voluntary Service and workcamps in particular are absent from the SWVR, where despite over 90 years of history IVS group and short-term practices are confounded with the emerging trend of 'voluntourism'. The lack of available data suggests that the network needs to improve its recognition efforts through research and complement them with evidence-based assessments of its actions, and the issue is brought to the members.

impact

This **second phase**_ sees the establishment of solid partnerships with individual researchers and recognised universities, as well as the emergence of CCIVS members playing a leading role in the development, testing and reinforcement of concrete and participative tools. The academic cooperation allows the adaptation of research designs and methods from the social sciences, but also and most importantly stimulates the discussions and shared perspectives on the identification of common goals that would allow International Voluntary Service organisations to evaluate the effects of its programs and practices against clear and agreed objectives.

In terms of quantitative research, twelve core dimensions of expected impact on volunteers at the personal, interpersonal and social development level are confirmed with all stakeholders to be used as the core elements for the design of pretest-posttest questionnaires. The qualitative approach and field methodology are then privileged by members for the assessment of change at the community level, with the identification of four macro-domains.

Partnerships, tools and members involvement

Second phase

2013

ImpAct: Creating synergies between NGOs and the Academic Sector to Measure and Value the Impact of International Voluntary Service in Europe and Asia

The first official partnerships between CCIVS and academic institutions are signed at the occasion of the ImpAct project: during one year targeted trainings, field work and conferences are organised so that voluntary service organisations can better understand the impact their work has on individuals, organisations, communities and societies; while formal education actors have the opportunity to substantially contribute through their knowledge- driven volunteerism and community-based learning programmes to the local need of the projects in a sustainable and integrated perspective. The guidelines for interviews and focus groups with volunteers and community members that constitute the core of CCIVS qualitative research are first developed during the ImpAct project.

2014

International Workcamp Conference

At the occasion of CCIVS General Assembly, hosting member, International Workcamp Organisation dedicates a day at the National Assembly of Korea to the presentation and discussion of the results of the largest study to date, involving over 1,200 volunteers on international workcamps, conducted in cooperation with two universities. Aside from constituting a crucial effort of mapping global data about workcamps at a given time to establish a baseline of the projects in each region, the research introduces the use of statistical analysis and of pretest-posttest design that constitute the core of CCIVS quantitative research, focusing on the change produced by volunteering as a non formal education and experiential learning activity.

2015

Changing Perspectives II

Following up and expanding the scope of a first project in 2011, Solidarités Jeunesses's "Changing perspectives: from impact measurement to the recognition of International Voluntary Service" project integrates for the first time both quantitative and qualitative research to look at the impact of workcamps on individuals and communities. Supported by CCIVS and several of its members, the activities involve the organisations, volunteers and communities themselves in the very process of redefining the categories of expected impact, using grounded theory and participative analysis to build and consolidate the essential elements of today's approach to assessment and evaluation for all major CCIVS actions and campaigns.

During the **third phase**, the core competences approach is kept in place to include additional volunteer data and further assess practices in different regions, allowing for the first comparisons across programs, cultures and time; an important investment is made into trainings and capacity building for organisations, staff and volunteers to be able to fully participate in the research activities and contribute their own goals and ideas, constantly helping reshaping the impact work of the network to fit the reality of the field.

New thematic constructs are built with member organisations- to assess the specific impact of programs and campaigns in such diverse fields as heritage, human rights...

Global data, trainings and thematic issues

Third phase

2017

P.A.T.H. Partnerships, actions and Tools for Heritage

For the first time the assessment of volunteers' experiences and learning adds an in-depth thematic dimension, complementing the core competences approach with a series of questions and constructs looking at specific outcomes according to the project activities: 27 different member and partner organisations build together an agreed set of objectives, questions and indicators to evaluate the change in knowledge, skills and attitudes towards cultural and natural heritage that the participants in workcamps should gain through their involvement. Impact sessions are included in all the seminars and trainings of the project, and the data and results from this experience will later feed the UNESCO publication for the 10th anniversary of the World Heritage Volunteers initiative, also confirming the correlation between the perceived meaningfulness of the manual work performed and the acquisition of soft skills.

...education and climate justice, and a particular attention is given to the evaluation of inclusive practices and the involvement of participants with fewer opportunities, minorities, refugees and asylum seekers.

Implementation research is also introduced as an eight-steps, adaptive framework to start assessing the practices and structural changes at the organisational level that may require better understanding, improvements and strategic partnerships to reach the desired outcomes for volunteers and communities.

For the first time, CCIVS publishes impact reports for its main campaigns, and begins to be recognised as having expertise in the field of voluntary service impact assessment and evaluation both by its membership and by external partners and researchers, which start using data from CCIVS and its members' researches in their own conferences and publications.

2017-18

STEPS to Change
#IVS4peace

The impact research actions of CCIVS, supported by an official partnership with the University of Illinois, become an integral part of the network's organisational development activities: members in all regions of the world participate in short targeted trainings through the STEP project, and implement directly field observations and interviews that while providing an unprecedented amount of data also stimulate a participative redefinition of the aims and objectives of International Voluntary Service at the local level. In parallel, the outcomes of the first researches are presented at UNESCO during the Forum "Just Volunteers: The Transformational Power of International Voluntary Actions for Climate Justice and Freedom of Movement". The #IVS4Peace two-years project gathers information and insight from some of the most active and experienced members in the field of inclusion: the volunteers impact assessment process extends and adapts to the needs and inputs of participants from minorities, migrants, asylum seekers and refugees, connecting with youth and social workers, and helping to build a clearer understanding of the great diversity of participants that enhanced inclusive practices can generate.

2019

Raising Peace campaign
IVS for Climate Justice
PRIME Training

A comparative assessment brings together the learning outcomes of the volunteers involved in the IVS for Climate Justice and the Raising Peace global campaigns, providing the opportunity to test through the use of 'control groups' the correspondence between the focus of different thematic actions and the thematic impact on the participants' knowledge, skills, attitudes and perspectives toward environmental, sustainability and human rights issues...

The first CCIVS training uniquely dedicated to impact takes place in Hungary, and after the event participants design and implement their own field research, providing evidence of the strong connection between the practices and outcomes of the local actions of the Raising Peace campaign and the global values and goals of the International Voluntary Service movement.

2020

STEPS to the Future
#IVS4peace
E-learning, webinars, publications

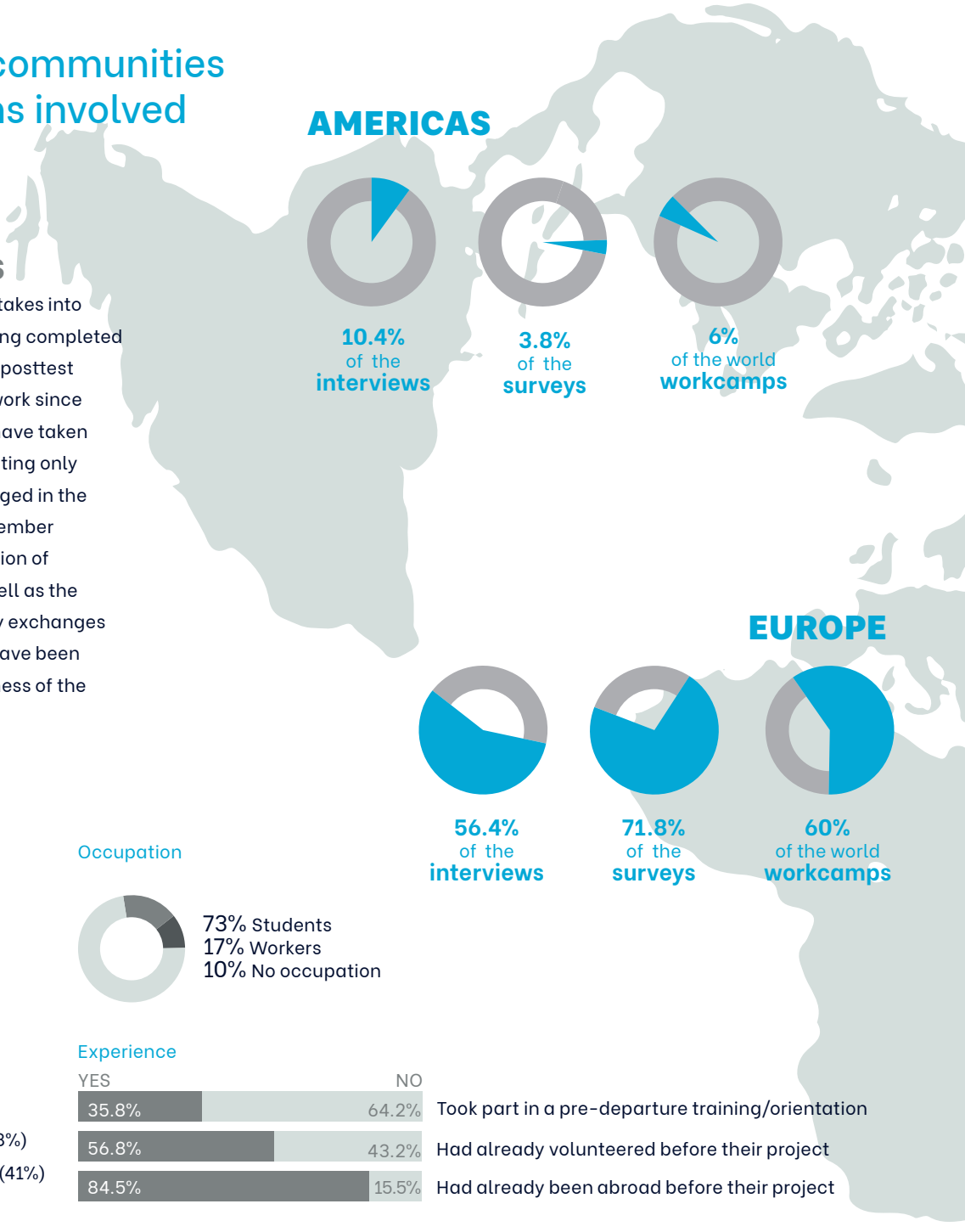
Research and assessment activities are fully integrated into CCIVS work, and its new practices and expertise begin to be recognised both internally and externally: impact reports from different CCIVS and members' projects are published online, while webinars and e-learning resources dedicated to impact and evaluation are also put in place, also reaching the general public; data and case studies from the network are included in events and publications by UNESCO World Heritage Centre, the United Nations Volunteers Innovation Challenge and Forum IVCO. The #IVS4Peace project establishes for the first time a working group utilising research outcomes to build evidence-based recommendations and advocacy for inclusive voluntary service practices. A small strategic objective at the beginning of the 2010s, impact research and assessment are now indispensable pillars of the consultative process to define the CCIVS Strategic Plan for the coming decade, and promise to increasingly become a support for the network and its members.

"And I think the most important is when you recognise what you did together. When we finished the first work that we did, the wall, I started to cry, I mean...because you have a good feeling, a really good feeling that you have done something, and you are like, capable of making that."

C.P., Camp leader, Peru

A representative diversity, unbalanced global exchanges

The volunteers, communities and organisations involved



663 volunteers

The statistical analysis presented takes into account only the participants having completed both the standardised pretest and posttest questionnaires utilised by the network since 2015; over 2,000 more volunteers have taken part in the research, either completing only a part of the surveys or being engaged in the experimental studies carried by member organisations leading to the adoption of common formats. Their data, as well as the available information on the yearly exchanges of volunteers within the network, have been used to assess the representativeness of the samples.

Individual variables

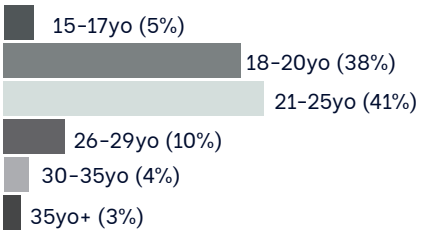
Gender expression

67.6% Female
31.5% Male
0.9% Non binary

Occupation

73% Students
17% Workers
10% No occupation

Age



Experience

124 interviews

Field research involved community representatives, local leaders and volunteers from 45 different hosting projects in 31 countries, conducted in 20 languages with and by the active members of local volunteer organisations trained during the projects.

107 hours

of recorded conversations in Albanian, Bahasa Indonesian, Catalan, Czech, English, Ewé, French, Greek, Hindi, Hungarian, Italian, Khmer, Korean, Lingala, Luganda, Macedonian, Spanish, Tagalog, Telugu, Thai, Yoruba.

1700+ pages

of interviews translated, transcribed and coded through participative analysis with the cooperation between local volunteers, academic experts and voluntary service organisations.

92 countries

While in 2020 CCIVS membership currently covers 81 countries and territories, the inclusion work of several of the members and projects concerned allowed to engage in the research volunteers representative of cultural minorities, migrants and refugees, expanding the total number of cultures, countries and societies represented in the studies beyond the network membership and reflecting the diversity that voluntary service activities can achieve when appropriate measures are in place.

ASIA-PACIFIC

20..2% of the **interviews**

19% of the **surveys**

23% of the world **workcamps**

AFRICA

12.9% of the **interviews**

5.4% of the **surveys**

11% of the world **workcamps**

Programme variables

Project theme

Duration

Data from volunteers from 17 countries and territories where no International Voluntary Service activity is implemented by CCIVS members and partners: members of cultural minorities, migrants, refugees serving in their hosting country, mostly in Europe.

Afghanistan, Burundi, Cameroon, Gambia Guinea, Guyana, Iraq, Ivory Coast, Kurdistan Madagascar, Mali, Moldova, Niger, Roma nation, Rwanda, Senegal, Syria.

Data from volunteers and community representatives from 76 countries and territories where International Voluntary Service organisations implement exchange programs, serving abroad or at home in all regions of the world.

Albania, Argentina, Armenia, Austria, Azerbaijan, Bahrain, Belgium, Bulgaria, Cambodia,Canada, China, Congo DR, Costa Rica, Czech Republic, Denmark, Ecuador, Estonia, Finland, France, Germany, Ghana, Greece, Haiti, Hong Kong S.A.R., Hungary, Iceland, India, Indonesia, Iran, Ireland, Italy, Jamaica, Japan, Jordan, Kenya, Korea, Libya, Malaysia, Mexico, Mongolia, Morocco, Nepal, Netherlands, Nigeria, North Macedonia, Oman, Pakistan, Palestine, Peru, Philippines, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, South Africa, Spain, Sri Lanka, Swaziland, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Togo, Tunisia, Turkey, Uganda, Ukraine, United Kingdom, United States, Vietnam, Zimbabwe.

A participative approach

Methodology

The impact assessment process developed within the CCIVS network, with a leading role of its members Solidarités Jeunesses (France) and International Workcamp Organisation (Korea) and the participation of 72 different organisations in all regions of the world, was inspired by essential elements of Grounded Theory, Theory of Change and Program Theory and Evaluation, and followed a mixed methods approach in its data collection. The work conducted during the first two phases with the participants and representatives of the partner associations and institutions (2010-2015) allowed to establish an agreed set of objectives and expected outcomes and indicators emerging from the practice and field work of the organisations, making explicit the elements shared by all stakeholders.

Starting from the 2015 Changing Perspectives II project, the research started utilising a standardised pretest-posttest design to gather quantitative evidence: volunteers engaged in different activities answered the same series of questions before and after their participation in a project, self-reporting their agreement or disagreement with different statements on standard 1-5 or 1-7 Likert scales. In the preparation of the surveys, which had a confirmative goal, several questions were clustered according to their content to create constructs. The survey included eleven constructs relating to general competences that organisations expect the participants to develop at the:

- **Personal level** Autonomy, Self-awareness, Motivation and self-confidence, Problem-solving;
- **Interpersonal level** Communication, Language ability, Group integration and teamwork, Conflict management;
- **Social-Cultural level** Diversity and inclusion, Cultural openness, Active participation.

The Satisfaction With Life Scale developed by Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin (1985); and the short form of the Social Interaction Anxiety Scale - SIAS (Mattick and Clarke, 1998) were also included in the questionnaires to assess the volunteers' perceived well-being.

In addition to these categories, which addressed the general learning and change objectives shared by all International Voluntary Service actions and allowed for wider comparison across projects and programs, additional and complementary items (for a total of 20 short questions) were developed to assess the specific goals of CCIVS thematic campaigns, focusing around issues of Peace, Social Inclusion, Human Rights, Climate

Justice, Sustainable Living and Cultural Heritage, in order to highlight the expected correspondence between theme-oriented programme objectives and programme results.

The scores from the 663 volunteers having completed both the pretest and posttest questionnaires (online or offline) were tested for relevant differences and correlations in order to also underline the specific impact of individual and programme variables that could have influenced the outcomes of the programmes. Based on the existing literature and preliminary results from the first phase, particular attention was given to the role or pre-departure training and orientation, to the project location, theme and duration, to previous volunteer experiences and experience abroad of the participants, as well as to their age, biological sex and occupational status.

The presence in all projects of people facing obstacles to their participation in International Voluntary Service, from marginalised youth and cultural minorities to asylum seekers, migrants and refugees also permitted to evaluate the relevance and impact of the inclusive practices of the network, considered as positive change both in terms of access and outcomes.

Data from the overall number of projects and exchanges within the CCIVS membership were finally utilised to confirm the representativeness of the samples, which reflect proportionally well the great diversity and cooperation capacities of the network but also the structural unbalance of international mobility and freedom of movement, a crucial challenge for an International Voluntary Service that is rooted in the principle of reciprocity.

At the community level, the main method adopted consisted in semi-structured interviews and focus groups with representative individuals related to the projects (local associations, public institutions, group leaders, beneficiaries of the actions,...). During the 2015-2020 period a total of 124 interviews were conducted in 31 different countries, initially starting in Asia and Europe and progressively consolidating and extending the geographical scope and socio-cultural diversity of the samples - often respondent-driven - to communities in Africa and America.

The interviewers were themselves members of International Voluntary Service organisations who were trained during the projects in the specific methodology, and performed several interviews to relevant community members first in their own and then also in each other's hosting communities to also build a better understanding of different realities among CCIVS members. The choice of directly involving the leaders, active volunteers and professionals within each organisation was not only directed at improving the capacities of the network to implement field research, but also at making sure that the interviewing process would stimulate and facilitate a deep reflection and discussions with community members about their own experience and vision of International Voluntary Service, its effects and challenges to an extent and depth that went beyond the usual practices.

For the interviews analysis necessary to identify, assess and utilise the actual impact evidenced within the interviews, again a coherent choice was made: that the reading, coding, clustering of the texts would be done collectively – following all rules of orthodox analysis, for which additional training was also provided during several regional events – by the groups of project participants that made the field visits and interviews. While the process also ensured in every phase a constant triangulation with the external professionals and academic experts leading the projects and ensuring the reliability of their research outcomes, the choice of participatory analysis allowed to include different perspectives at every stage of the impact assessment as well as to enlarge is scope and outreach.

An essential element of the interview process was therefore also to confirm the key areas of intended results that all partners and stakeholders involved shared as characteristic of their common approach towards working with local communities through International Voluntary Service, implementing and adapting projects in very different geographical, economic and socio-cultural contexts within a wider and agreed framework of the CCIVS movement.

As such, the conversations with the representatives of community members in the four continents focused around four interrelated aims that program stakeholders consider constitutive of the common efforts to build a culture of peace: **cultural and intercultural competency; active citizenship and participation; conflict management; and technical work**. The quotes extracted from the over 1700 pages of interviews in 20 different languages attempt at restituting the importance of these four key aspects of International Voluntary Service work at the community level, as well as the view and perspectives of the local hosts on the experience of the volunteers themselves, illustrating the challenges and achievements of communities around the world through their own voices, reflections and ideas.

Principal component analyses and reliability analyses.

In order to test the convergent and discriminant validity of the constructs, survey items were factored together. A Principal Components Analysis (PCA) was completed to determine appropriate indicators for the disparate concepts originally proposed. For all the categories presented, all items loading on the various components were greater than .40—indicating good convergent validity, i.e. variables within a single component are sufficiently correlated to indicate a distinct and common construct. After underlying constructs were identified, the internal consistency of the constructs was tested using Cronbach's alpha statistics. An internal reliability coefficient of $\alpha = .70$ or higher was set as the minimal threshold for composite variables. These variables were then used as a single composite variable in the regression analysis when describing an "outcome": all the composites introduced here met or exceeded this minimum reliability coefficient.

Composite indicators.

Each category under the areas of impact on the level of the volunteers (e.g. Autonomy, Communication, Problem-Solving, Conflict Management, Social Integration, Cultural Openness) is therefore composed of at least three indicators. These are individual survey items (statements from the questionnaire) that went through statistical analysis to confirm their reliability and distinct contributions to a uni-dimensional construct. Summing the scores of individual items allows us to have greater confidence that multiple correlated indicators measure a similar outcome, such as "cultural openness".

Bivariate analyses and multivariate regression.

Correlations, chi-square and t-tests were run, as appropriate to the level of each construct, to examine differences before and after volunteers participated in the projects and to determine whether such differences were statistically significant and not due to error or chance. The threshold for all analyses was set at 95% confidence, a standard commonly used in social sciences: all outcomes reported here satisfied this criterion and can be considered reliable differences. Multivariate regression analyses were also performed in order to better understand how the volunteers demographics and different practices (e.g. individual and program variables such as prior volunteer experiences, pre-departure orientation, etc.) were related to outcomes.

Impact trainings: three key components

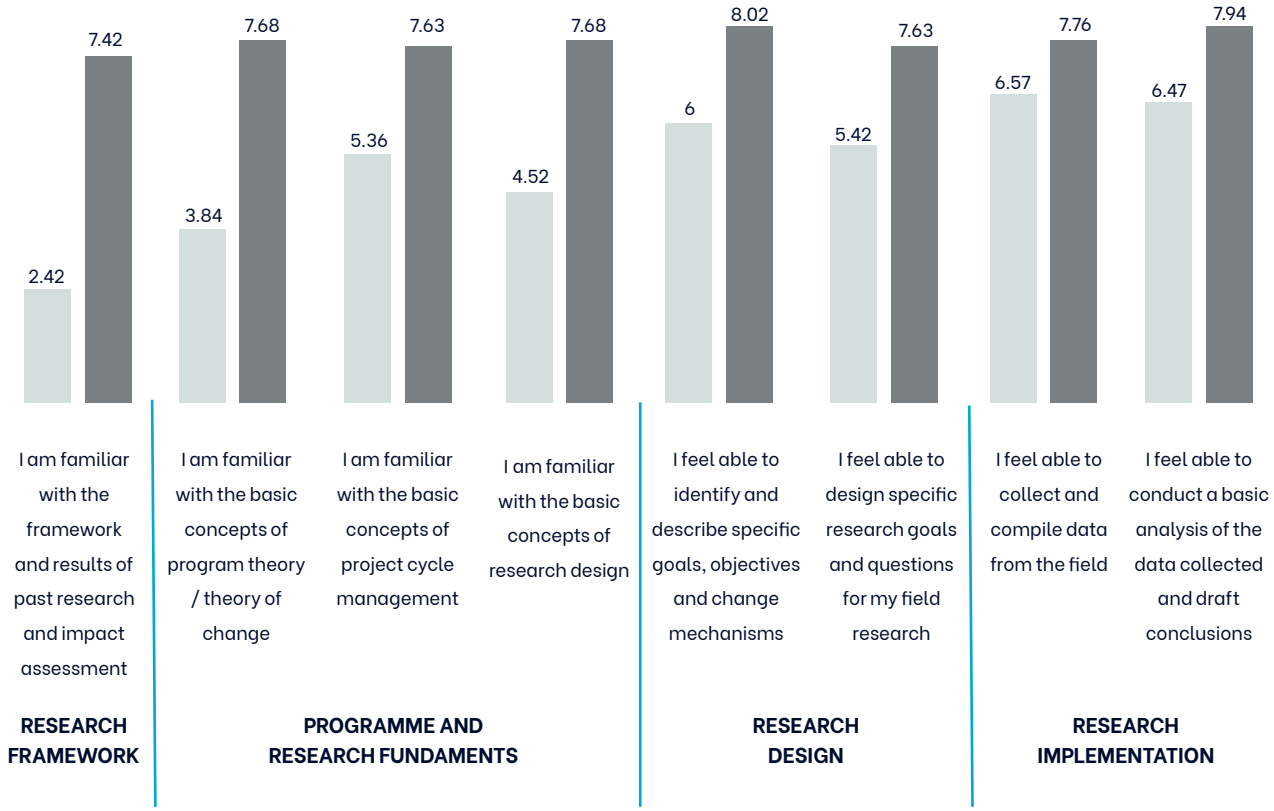
The capacity building activities run by CCIVS to sensitise and train its member organisations about impact assessment and evaluation tried to reflect as much as possible the participative characteristics of the overall research. Difficult theoretical inputs about research design, program evaluability and theory of change were built block by block always starting from the participants' direct experience and knowledge of International Voluntary Service. The mosaic-like approach implied that the final results would come as much from the initial design as from the efforts, cooperation and contribution of all the participants to link the goals and objectives of their projects to the overall aims of International Voluntary Service and CCIVS global campaigns: leveraging on the learning during the trainings, participants improved their ability to design and implement simple impact assessment research at the field level within their own organisations.

Theory. Different sessions introduced separately elements from Maxwells' interactive research design model (Goals, Conceptual framework, Research questions, Methods, Validity); from Rossi's evaluability assessment criteria (Agreement on goals, Explicit program theory, Plausible program theory, agreement on performance criteria, Readiness to implement changes); from Weiss Theory of change (Inputs, Activities, Assumptions, Causality, Outcomes pathway); and from Kolb's experiential learning (Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation).

Field. The hosting organisations were instrumental to the success of the trainings by ensuring the conditions for the participants to immediately apply the concepts through field interviews, focus groups and observations: interacting during the trainings with the very local communities that hosted and contributed to International Voluntary Service, participants could test their own abilities and the validity of the methods proposed, also providing feedback from improvement of the tools.

Analysis. The data collected was then used during the training to exercise the participants' analytical skills and capacity to utilise the framework provided to identify information relevant to their research goals, to link the data with the objectives and practices of their organsiations, and to build evidence-based internal and external advocacy messages around the three pillars of understanding, improving and valorising International Voluntary Service.

PRIME - Participatory Research on Impact Measurement and Evaluation (Training course)



The use of a baseline survey for the self-assessment of the training objectives by the participants allowed not only to: 1) evaluate the actual impact of the activities in relation to each of the specific objectives; but also to: 2) introduce through a concrete and personalised case study the concept of pre-post test and elements of quantitative research. Like for the rest of the training, the focus was on transforming research theory into a direct and relatable experience, leveraging on the training methods utilised to reinforce and widen experiential learning cycles.

Volunteering as non-formal education: (some) ways we learn

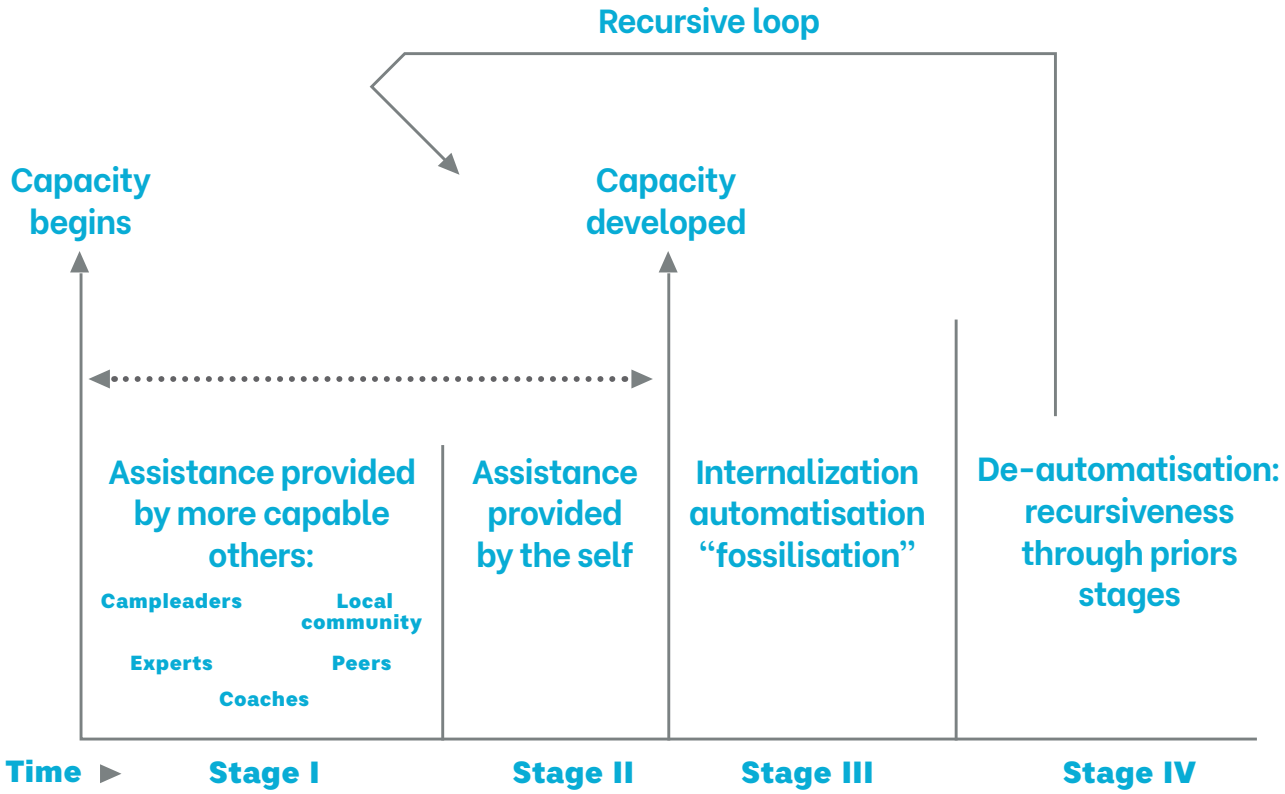
Grounded Theory analysis (Strauss & Jukiet, 1994) examining the aims and objectives of the over 100 organisers of international workcamps shows how the process relies heavily on the contact hypothesis (Engle & Engle, 2003) that the successful exposure to, and reciprocal acculturation from, different cultures and social norms that happens in international group voluntary projects, acting as small social laboratories, is expected to have both a short- and long-term positive impact on the individuals and communities concerned (Lough, 2011, Lough et al., 2011).

Acting like an ethical vaccination, despite intervening only punctually over short periods of time, the projects guarantee a continuity of service thanks to their recurring engagement in the same communities over years and decades; they aim at stimulating structural, transformational changes in terms of personal and collective knowledge, attitudes and behaviors in relation to key societal issues and challenges, promoting both community and personal development through the idea that 'by taking up the problems of the Other, it is possible to find oneself' (Glissant, 1997).

Ultimately such a pivotal shift, resulting from the increased awareness and attention to the diversity of cultural processes that shape different societies, and the consequent acquisition of new competences are expected to result in accrued levels of social integration, cultural openness and of subjective well-being and life satisfaction (Cheung & Kwan, 2006; Kwok et al., 2013; Han, 2014).

At the sociological level, the program theory and logic expressed by the International Voluntary Service organisations echoes Bourdieu's (1977, 1990) interrelated concepts of habitus (unwritten rules and patterns of culture), field (range of different objective conditions) and strategies (subjective and adaptive responses of the individual): by being confronted with new fields through an intentional process of de-socialization, experiential and situated learning and acculturation, volunteers become capable of acquiring new cultural capital and build resilient strategies once returned to their home countries, thus not only resisting the symbolic violence of their own societies but also contributing actively to changing them through the transformational experience of deterritorialization (Deleuze & Guattari, 1980). At the practical level, the projects

utilise the elements of Kolb's (1980) experiential learning to create series of recursive loops that progressively expand the zone of proximal development (Vygotsky, 1962) of the participants, adjusting activities to intervene in the region of proximal learning (Metcalfe & Kornell, 2005) and challenging the system - individual and collective - within its optimal range (Stine-Morrow & Payne, 2015). The role of camp leaders in acting as facilitators to provide initial assistance to the volunteers, as well as in ensuring the de-automatisation of the internalised process in order to continue the learning and capacity development, is essential, as is the space left to the participants themselves to cultivate peer learning.



Adapted form Gallimore &Tharp, 1990

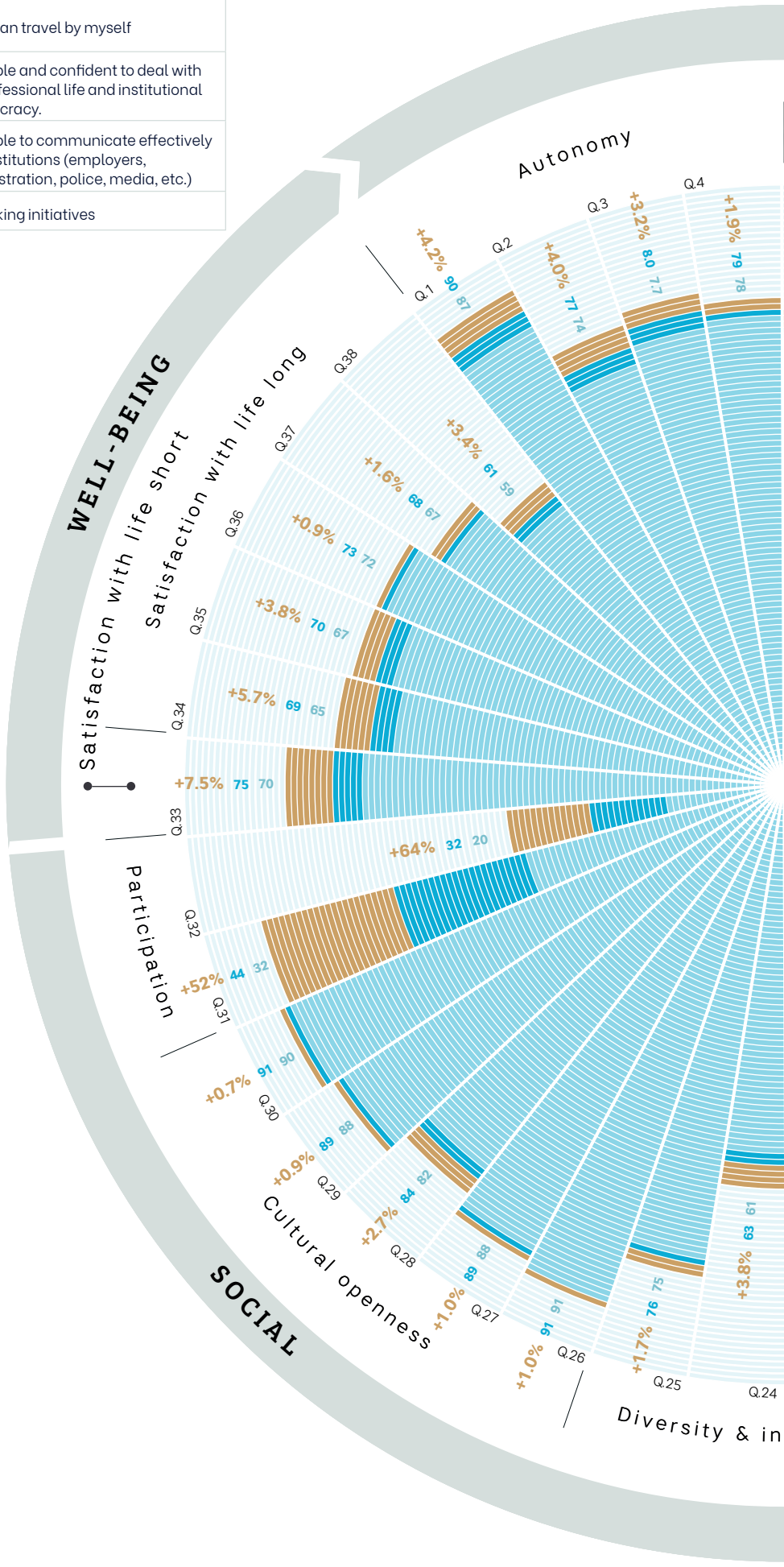
Competences overview

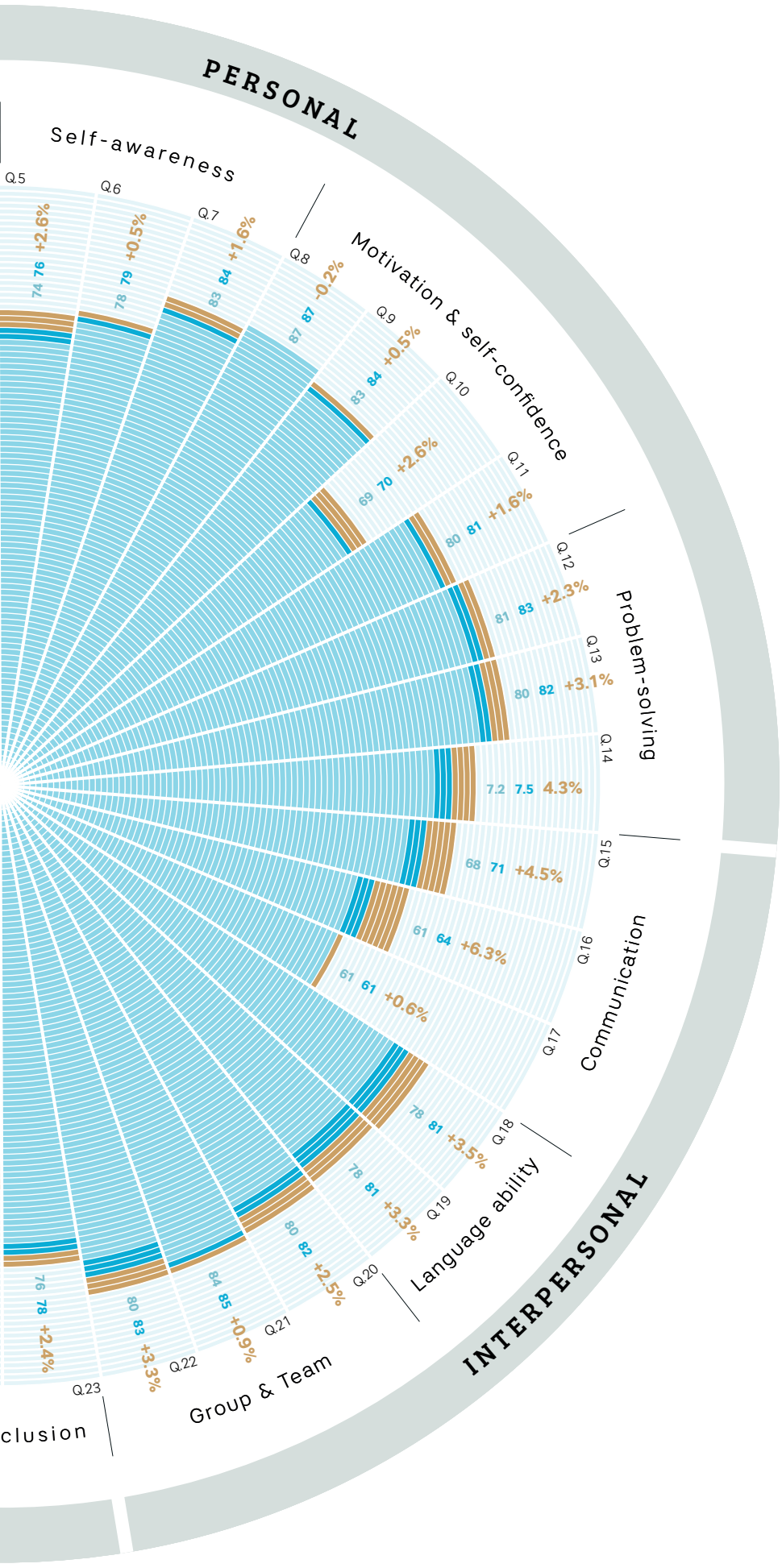
Positive Increases

PERSONAL		
Autonomy	1	I feel I can travel by myself
	2	I feel able and confident to deal with my professional life and institutional bureaucracy.
	3	I feel able to communicate effectively with institutions (employers, administration, police, media, etc.)
	4	I like taking initiatives

SOCIAL		
Satisfaction with life short	33	Imagine an 11 ladder
Satisfaction with life long	34	In most ways my life is close to my ideal
	35	The conditions of my life are excellent.
	36	I am satisfied with my life.
	37	So far I have gotten the important things I want in life.
	38	If I could live my life over, I would change almost nothing.

SOCIAL		
Diversity & inclusion	23	I feel that I live in a diverse society
	24	I feel that I live in an inclusive society
	25	I feel well integrated in the society where I live
Cultural openness	26	I like to meet people from other cultures
	27	I'm open when it comes to interacting with other cultures including religion, economy, etc.
	28	I think I have a good level of understanding of people with different societal and cultural backgrounds
	29	I respect people who hold different values, heritage and identity than my own
	30	I am motivated to learn about cultures and habits of people in my own country and abroad
Participation	31	...spent some time doing volunteer work for a social/civic/ No-governmental organisation
	32	...spent some time on activities promoting international peace and/or solidarity



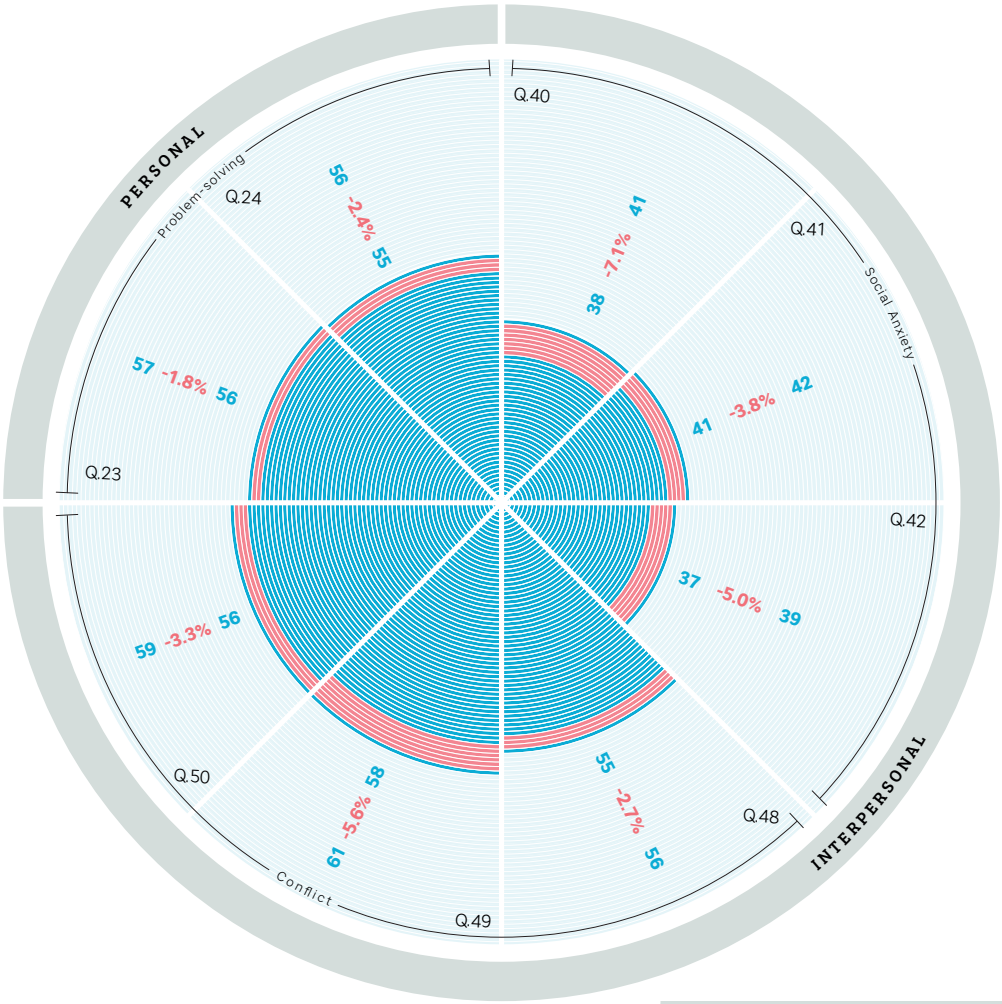


(cont)... **PERSONAL**		
Self-awareness	5	I am aware of my best abilities
	6	I am aware of my weakest points
	7	I am aware of my own culture and identity
Motivation & self-confidence	8	I like to reach my objectives and to finish what I start
	9	I feel I can stay focused on my work
	10	I am confident taking part in debates and discussions
	11	I can easily accept new responsibilities when the job demands it
Problem-solving	12	When facing problems I tend to... try to find ways to improve the situation
	13	When facing problems I tend to... find some alternatives and help to change the situation
	14	When facing problems I tend to... understand them as opportunities that will improve my life and myself

INTERPERSONAL		
Communication	15	I tell others what I need or feel
	16	I tell others when they make me feel uncomfortable
	17	I expect others to know what my feelings or needs are
Language ability	18	I feel able to communicate in a foreign language
	19	I feel able to communicate with people from different countries and cultures, even if we do not speak the same language
Group & Team	20	I feel I can integrate in a group
	21	I feel I can be a part of a team : to work, to play, to cooperate
	22	I think I have some work-related skills (such as using tools, working with my hands, team work, etc.)

Positive Decreases

PERSONAL		
Problem-solving	23	When facing problems I tend to... get upset or depressed
	24	When facing problems I tend to... feel very unprepared



INTERPERSONAL		
Social anxiety	40	I am nervous mixing with people I don't know well
	41	When mixing in a group, I find myself worrying I will be ignored
	42	I am tense mixing in a group
Conflict	48	I am afraid of conflicts and find it difficult to deal with them
	49	When confronting a potential conflict with other people, I tend to feel un-comfortable
	50	When confronting a potential conflict with other people, I tend to either try to avoid any situation

Different scores validated on Likert 1-5, 1-7 and 1-10 Scales are introduced here on a proportional 1-100 scale for ease of representation

Meaningful International Work: back to the basics

The volunteer's path described in these pages is not a linear process but - in its virtuous expressions - a positive spiral that builds on increased personal knowledge, skills, attitude and perspectives to expand one's interpersonal relationships, appreciation of diversity and active participation in the local and global society; the higher scores on life satisfaction and perceived well-being that result from this holistic growth are in turn expected to stimulate the sustainability of the participants' engagement and further acquisition of competences useful for themselves and the life of their communities.

The statistical analysis of individual and programme variables points out to three characteristics that seem to confirm, under the right assumptions, this shared theory of continued social and situated learning through exposure to, and work with, peoples and communities from all regions and backgrounds:

- at posttest, returned volunteers that had already volunteered before reported significantly rated higher than the others on several of the constructs, including problem-solving and cultural openness, confirming the central role of service and practical work.

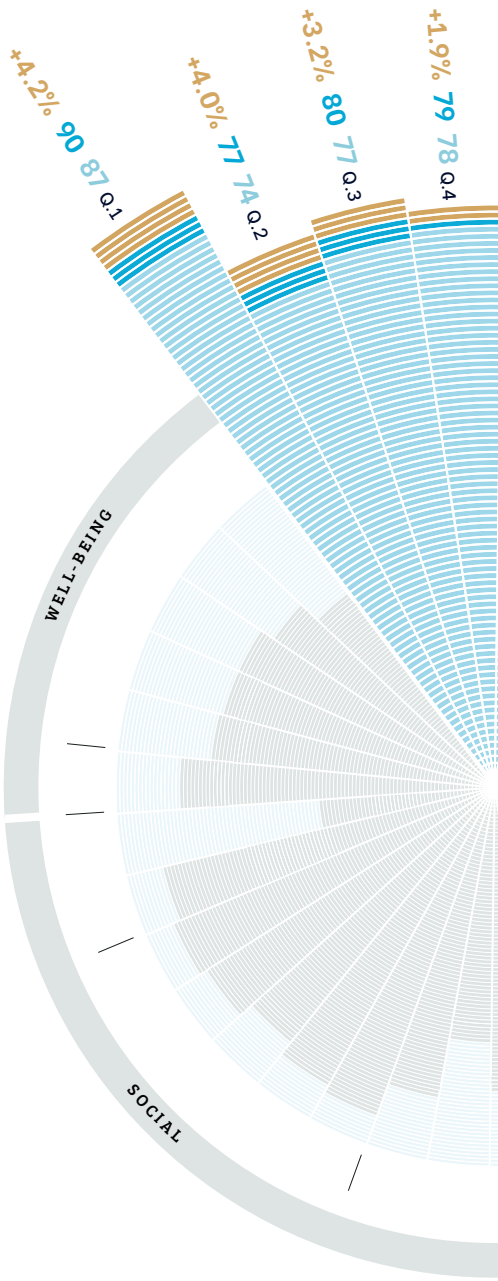
- returned volunteers that had already participated in another type of international program, at home or abroad, also rated higher than the others on several of the constructs described here, from conflict management to feelings of social integration, underlining the importance of nurturing the unique international and intercultural dimension of voluntary service, including for the local volunteers and hosting communities at the grassroots level.

- The meaningfulness attributed by the participants to the work performed was significantly positively correlated to all composite outcome variables, from autonomy to communication and participation, reminding us that communicating properly the connection between the short-term local activities of the camps, their long term presence and impact in the community, and the wider societal goals of the International Voluntary Service movement, represent the essence of its potential.

Since Pierre Ceresole' first mention of international workcamps as a 'peace technique' in the 1920s, these three pillars remain unchanged to imagine the construction of a better world through participation: opportunities for short but systematic volunteer engagement, at home or abroad; in international, socially and culturally mixed and diverse groups and communities; working together to implement meaningful actions that transmit a sense of purpose, bridging local and global impact.

82/100 Autonomy

Often the first step towards fundamental changes in terms of attitudes towards oneself and the society, the feeling of being independent and autonomous in dealing with the challenges of the daily life gained during their project inspires volunteers towards new possibilities. While the initial process of de-socialisation benefits from the protected environment typical of the workcamps's micro-societies, volunteers preserve the acquired autonomy and spirit of initiative upon their return home.



+3.3% after the project

1	I feel I can travel by myself
2	I feel able and confident to deal with my professional life and institutional bureaucracy.
3	I feel able to communicate effectively with institutions (employers, administration, police, media, etc.)
4	I like taking initiatives

Focus on individual & programme factors

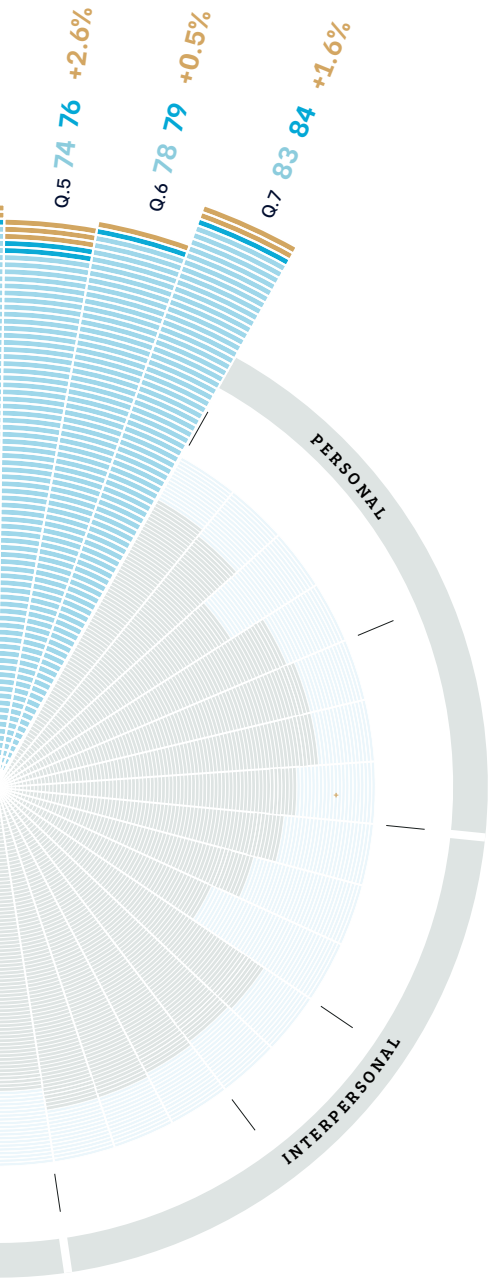
Participants identified by the organisations as youth with fewer opportunities, members of minorities and marginalised groups, migrants, asylum seekers or refugees reported the most significant increases in their feeling of **being able to travel (+5.2% after the project)** by themselves as well as to **communicate effectively with institutions (+3.0% after the project):** the latter also correlated with a decrease in their feeling of being very **unprepared when facing problems (-9.0% after the project).**

He's someone who's always complaining, looking for commiseration, and there, on the project, he ended up being very autonomous.

My job, is to make them actors of their own path. So this helps me working with them. Now he's proactive, he's interested, he's...volunteer, for his own life path.

N.L. Social worker, France

Self awareness 88/100



Learning about oneself through the confrontation with the other participants and the community can be a very demanding process, but also a rewarding moment (re-) generating substantial knowledge, skills and attitudes for the volunteers. Knowing better their abilities and limits, participants become open to learning and confident in finding their own role and spaces of participation within their societies.

+1.5% after the project

5	I am aware of my best abilities
6	I am aware of my weakest points
7	I am aware of my own culture and identity

Focus on programme factors

Volunteers involved in projects part of the IVS for Climate Justice campaign reported the highest amount of change in terms of **awareness of their weakest points (+4.7% after the project).** Self-awareness becomes here as a strong ally in the process of sensitisation promoted by the campaign, as data show these volunteers now also ***think* more about the consequences of their daily actions (+8.2% after the project** on the environment, culture and society , and feel **more personally responsible (+ 16.7% after the project)** in their daily life to actively engage engage to address the consequences of Climate Change and promote Climate Justice.

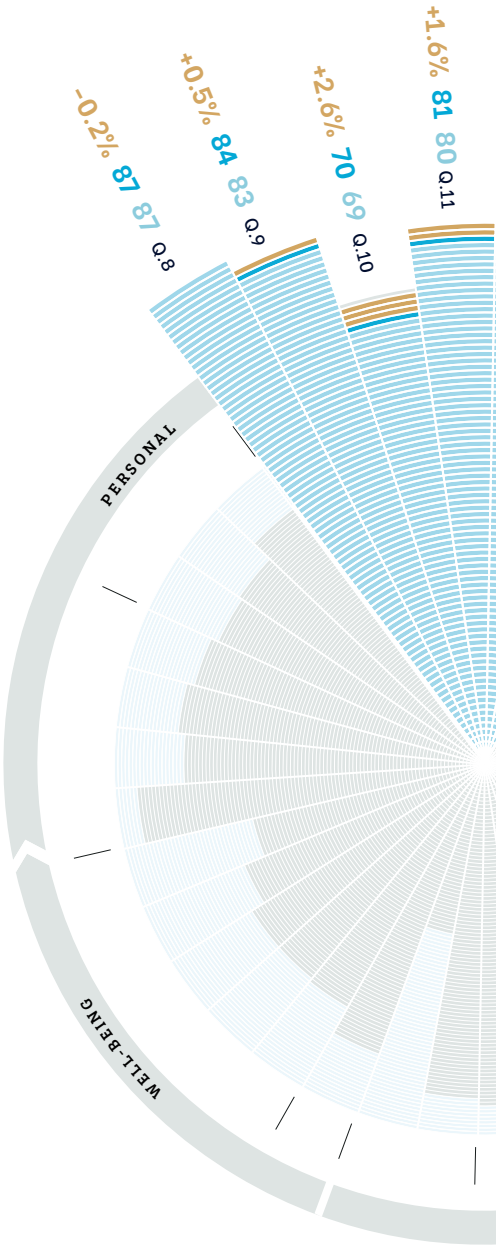
I had the feeling that no one knows me, I am in a foreign country, and I can be myself.
So, I became myself.

And I saw that people liked me, they liked who I am, and this meant a lot to me.

M.R., Volunteer, Hungary

81/100 Motivation & self-confidence

Working in and with the communities, local and international volunteers take part every day in small and bigger achievements that - together with tasks that stimulate the discovery and acquisition of skills - support the growth of their motivation, confidence and sense of responsibility. The perception of possessing useful capacities and ideas is also an essential step towards facing and solving problems and interacting with others in a group.



+1.0% after the project

8	I like to reach my objectives and to finish what I start
9	I feel I can stay focused on my work
10	I am confident taking part in debates and discussions
11	I can easily accept new responsibilities when the job demands it

Focus on programme factors

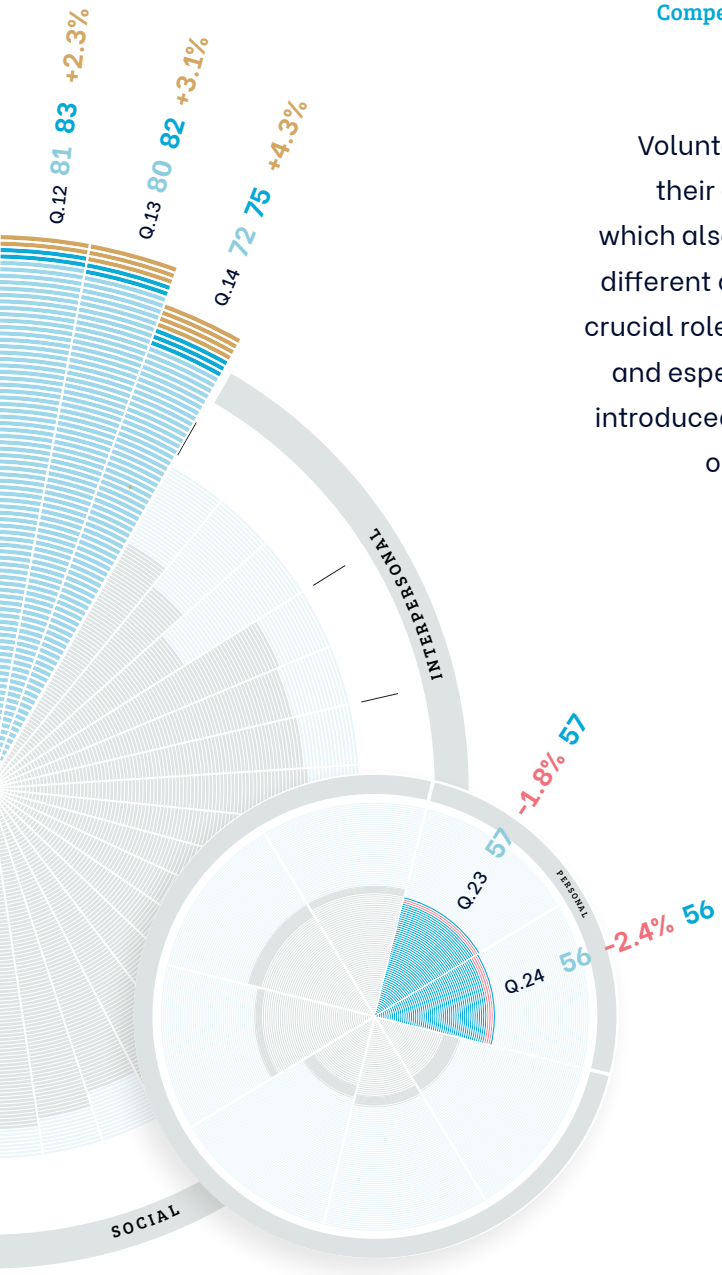
Participants engaged in the thematic global campaign Climate Justice reported significantly higher scores in terms of their accrued sense of **responsibility (+4.6% after the project)** as well as concerning their capacity of remaining **focused (+4.0% after the project)** on their work, suggesting that environmental and sustainability issues constitute a strong motivation factor for volunteer engagement, an idea also reflected at the community level by the growing number of projects - more than one in three at the global level - related to the theme.

> International workcamps can also set free some things in those young people and more specifically make them realise that: yes me too I am able to do it, if there are some young people who come from very far away, in my neighbourhood, to participate, to bring life to the neighbourhood, and create activities... I can do that too. Maybe my future is not locked. And me too, I would like to put things in action.

E.D., City council, France

> After the camp I realised I feel more self-confident, and I realised I can communicate and cooperate with different kind of people.

Volunteer, Russian Federation



Volunteers report after their project an important shift in their approach towards simple and complex problems, which also invests a series of personal changes touching at different contiguous categories. Data correlation suggest a crucial role is played not only by work-related tasks, but also and especially by collective life tasks and rules as they are introduced and developed in function of the group diversity, objectives and context by participants themselves.

+3.2% after the project

12	When facing problems I tend to... try to find ways to improve the situation
13	When facing problems I tend to... find some alternatives and help to change the situation
14	When facing problems I tend to...understand them as opportunities that will improve my life and myself

-2.1% after the project

23	When facing problems I tend to... get upset or depressed
24	When facing problems I tend to... feel very unprepared

Focus on programme factors

Considering the different factors influencing the outcomes in terms of problem-solving skills, volunteers serving for longer **duration** and participants who had already participated in another type of international program at home or abroad rated significantly higher than those on shorter **duration** projects or joining an international program for the first time.

Almost 75% of the group projects surveyed lasted for two weeks or less, but volunteers on short-term projects of three weeks or more also reported higher scores at post-test in terms of conflict management skills and feelings of social integration

It´s about leaving your comfort zone and that´s cool, to experience something new, not to live only in everyday stereotypes... and mainly to help somewhere where it's really needed, not to have everything only [planned] but also to solve problems.

It's probably this, new experiences, problem solving, how to solve them or to help solving them, this is the way it's enriching.

J.K., Volunteer, Slovakia

66/100 Communication 81/100 Language ability

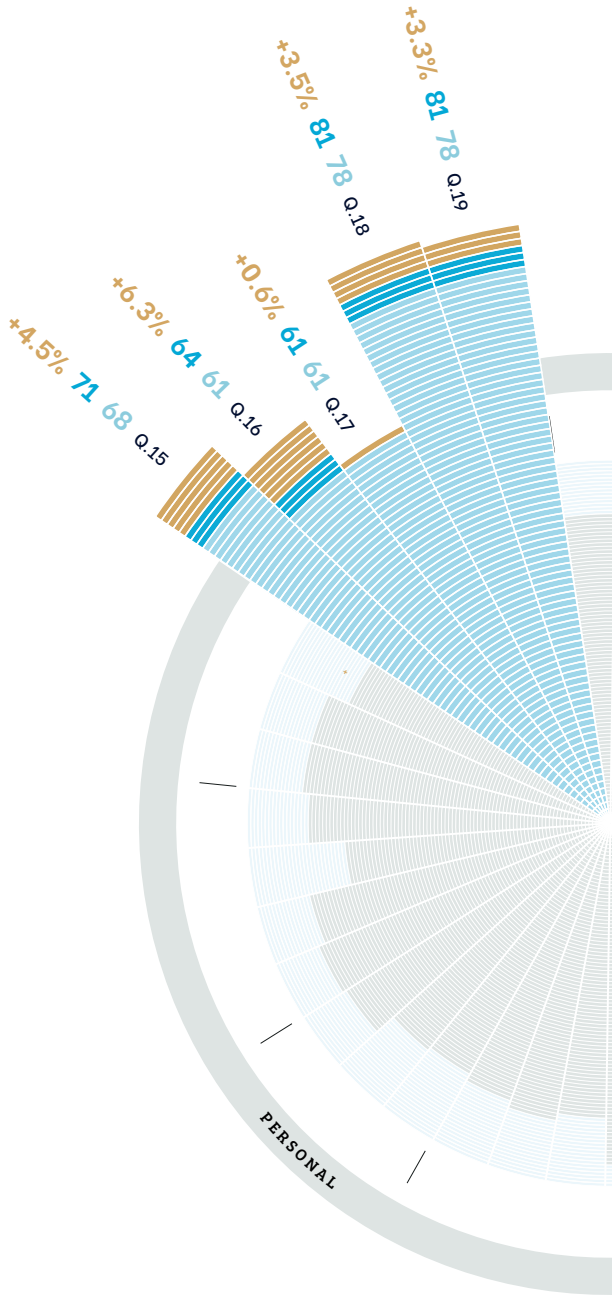
The ability to overcome personal and cultural communication boundaries allows participants and communities to create better understanding of different realities and meaningful and long-lasting relationships. Both the work activities and **participation to the daily tasks of the collective life** in smaller teams facilitate this process, which is closely related to further gains in the volunteers' feelings of usefulness and integration into the group, and in their larger social context upon return.

+3.8% after the project

15	I tell others what I need or feel
16	I tell others when they make me feel uncomfortable
17	I expect others to know what my feelings or needs are

+3.4% after the project

18	I feel able to communicate in a foreign language
19	I feel able to communicate with people from different countries and cultures, even if we do not speak the same language



Focus on individual & programme factors

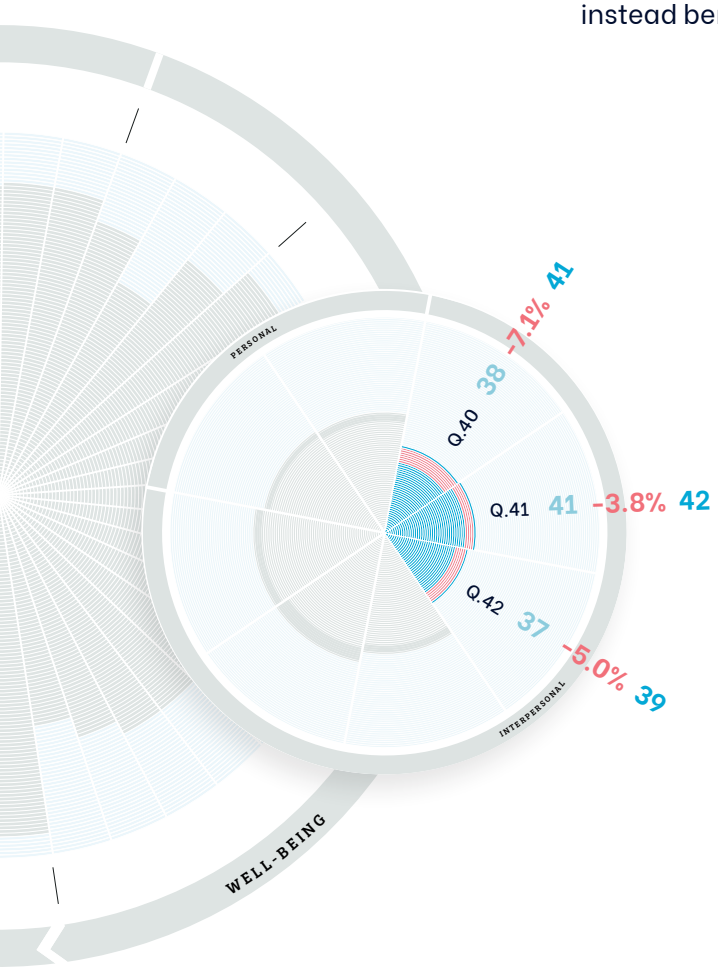
Participants engaged in the inclusion project #IVS4Peace, and in particular those from minorities, migrants, asylum seekers and refugees, reported much higher scores in terms of their improved comfort in expressing their **needs and feelings (+6.6% after the project)**, and **communicating their distress (+16.8% after the project)** to others.

> Some of the local volunteers were actually teenagers from a local association that works on migration... We became closer with some people so yeah, is really really like... because you see, the problems that they are living, they are like, really really problems.
>
> **C.G., Camp leader, Peru**

> The biggest fear was to communicate with people from around the world and also to cooperate with each other. That was the biggest fear for me. And I think we overcame, yes, through the working together, talking a lot and living together
>
> **M.I., Volunteer, Japan**

Social anxiety 39/100

Reducing the levels of social anxiety among volunteers and community participants means removing a major obstacle in the construction of interpersonal and intergroup relationships. When energy is spent managing fear and anxiety, learning becomes virtually impossible: personal and social development instead benefit greatly from a renewed desire and comfort in building meaningful social interactions.



-5.3% after the project

40	I am nervous mixing with people I don't know well
41	When mixing in a group, I find myself worrying I will be ignored
42	I am tense mixing in a group

Focus on individual factors

While understandably still reporting the highest levels of perceived social anxiety among all volunteers, participants taking part in the projects through the inclusion channels of CCIVS member organisations, coming from disadvantaged or marginalised groups, show by far the strongest decrease in their feelings of **unease when mixing with people they don't know (-17.5% after the project).**

> It really creates links among people, I think it breaks a lot of stereotypes and prejudices, I think it changes something in their lives, in their way of seeing the others and the world.

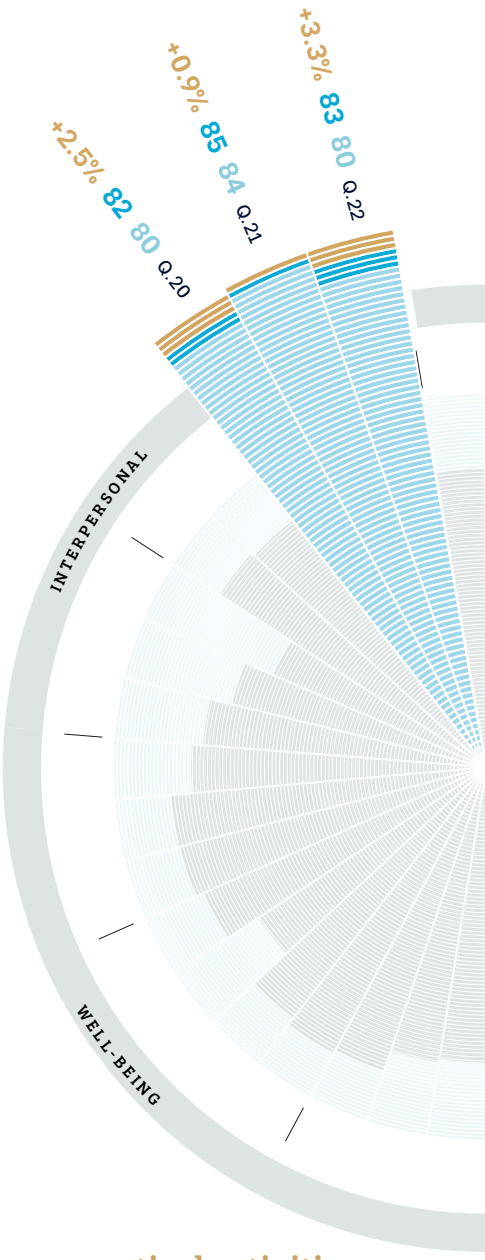
L.P., Local host, France

> My youngster [...] was so angry to be there, miserable, with all his aggressiveness, and all is very difficult background, with all his injections making him totally lifeless, making him sleeping all the time, with this self-exclusion, this introversion, and his complains because he "doesn't like to build the walls, he doesn't like to do workcamps", he didn't want to be there and so on. And then the same guy, back on track, head high, smiling and kidding, who says goodbye to everyone crying and asking for contact details of each one, who is still asking for news to the other volunteers, who says he loved to work on the wall, who opened his mind to everything!

C.P., Camp leader, Peru

84/100 Group integration and teamwork

Working together is the very essence of International Voluntary Service, and for participants to find their place in the activities of the group and feel valorised as **skilled members** of a very diverse society, no matter how small and temporary, is an important result. Moreover, it stimulates the recognition of the practical achievements by the community, and its progressive participation in the sustainability of the local actions.



+2.2% after the project

20	I feel I can integrate in a group
21	I feel I can be a part of a team : to work, to play, to cooperate
22	I think I have some work-related skills (such as using tools, working with my hands, team work, etc.)

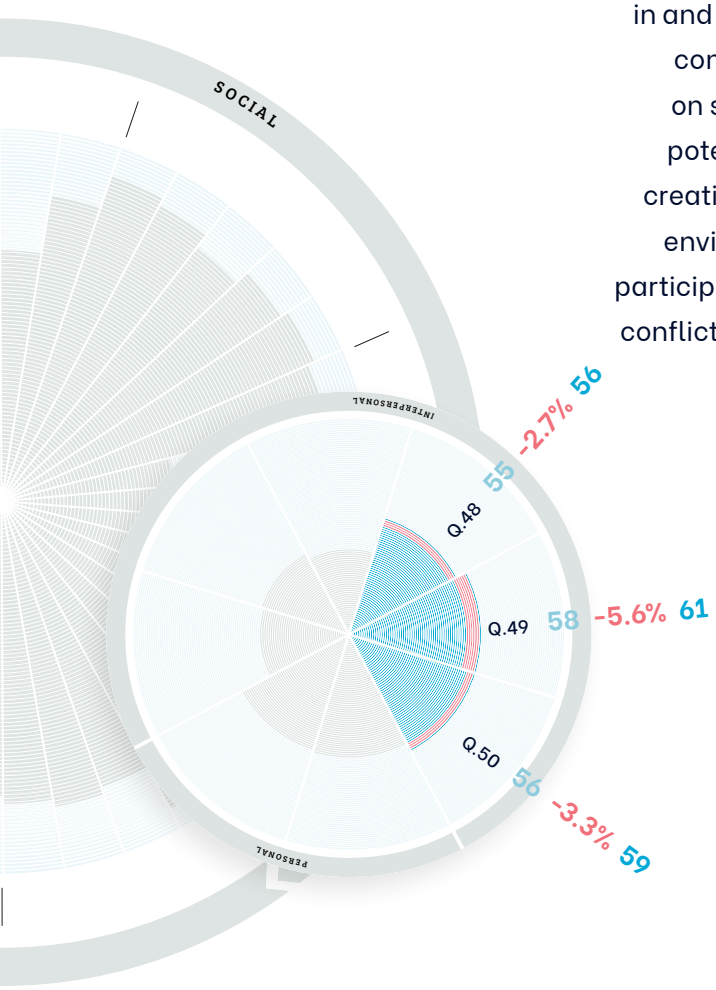
Focus on programme factors

Participants taking part in the projects through the inclusion programs of CCIVS member organisations, coming from disadvantaged or marginalised groups, show the strongest increase in their perceived capacity of **integrating in a group (+6.8% after the project)**, as well as of **contributing actively to cooperative (+ 4.9% after the project)** work and activities. Volunteers from the IVS for Climate Justice project, which integrate several thematic training activities and workshops before and during the camps, report the highest increase in their feeling of **possessing work-related skills (+6.6% after the project).**

> Thanks to many practical activities, team-building, different experiences from other people, it all came together, the small practical knowledge and skills. We had to work together. It was not just for fun. We planned sessions, created new games, explained stories from our countries. If it was not a workcamp, I would not have the chance to hear these stories and never experience seeing the way foreign people work, their attitudes, approaches, their ethics.
>
> **R.T., Local volunteer, Hungary**

Conflict avoidance 59/100

While they utilise and put forward nonviolent and collaborative communication techniques, International Voluntary Service projects are experiments of education in and for conflict: strong group interactions and positive confrontations are encouraged and guided, including on sensitive issues, rendering explicit the very roots of potential conflicts. Participants are involved in finding creative and constructive solutions within the protected environment of the camp and community, stimulating participants to become actors and mediators of their own conflicts, and potentially of those they face in the society.



-3.9% after the project

48	I am afraid of conflicts and find it difficult to deal with them
49	When confronting a potential conflict with other people, I tend to feel uncomfortable
50	When confronting a potential conflict with other people, I tend to either try to avoid any situation

Focus on programme factors

Volunteers from the inclusion programs of #IVS4Peace showed the highest decreases in terms of **fear of conflicts (-7.4% after the project)**, as well as **conflict avoidance (-6.9% after the project)**. Participants in the IVS for Climate Justice project reported the strongest change in their **discomfort (-15.5% after the project)** towards potential interpersonal confrontations.

> It's not that I want conflict to happen, but a little bit yes... You know, like that level of conflict where people realise that there are differences, that there are things to take into account that they don't usually take into account.
>
> **L.L., Coordinator, France**

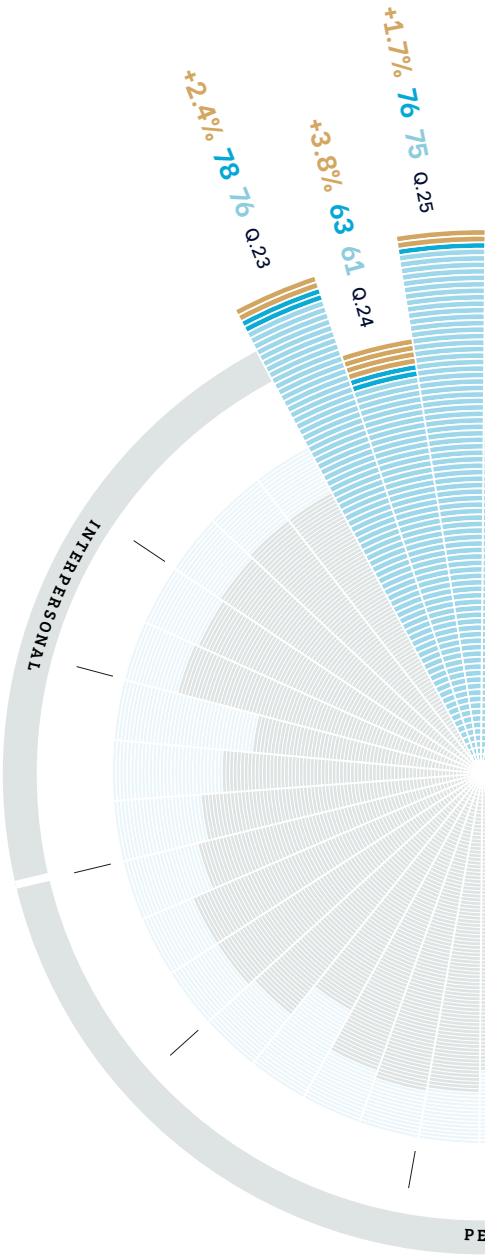
> [I could] learn to communicate, get on well with other people, other nationalities or cultures and just mainly to communicate in the sense of explaining something to be understandable and in a non-offensive way, not to insult, not to hurt anybody because this can be difficult.
>
> **M.S., Volunteer, Slovakia**

73/100 Diversity and inclusion

Social cohesion in a multicultural context is a dynamic that involves change in both the individuals and communities engaged. The respect of traditional elements of contact theory is instrumental to generating affective ties and facilitating behavioural changes: the projects guarantee to all project participants equal status, set common cooperative goals and provide guidance and support for learning about the out-groups.

+2.6% after the project

23	I feel that I live in a diverse society
24	I feel that I live in an inclusive society
25	I feel well integrated in the society where I live



Focus on programme factors

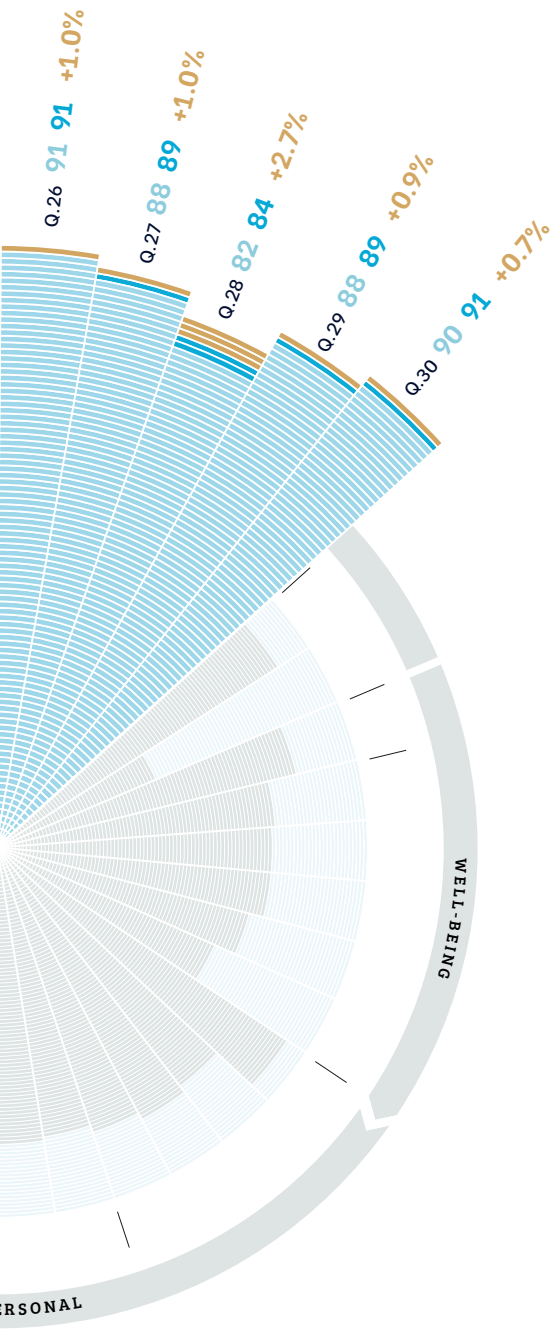
Participants in the Raising Peace campaign, focusing on Human Rights Education, report the most significant increase in their feeling of living in a **diverse (+7.0% after the project)** society, as well as in an **inclusive society (+10.7% after the project).**

Similarly, volunteers in the other thematic projects and campaigns of CCIVS, on cultural heritage (PATH) and sustainability (IVS for Climate Justice) also score significantly higher than average on this dimension, suggesting a direct positive influence of the trainings and workshops for leaders and volunteers implemented on these topics during the programs.

> It is not easy to gather youngsters in our rural municipalities because for several reasons they are scattered.
>
> But the workcamp also allows to gather them, and to meet the [international volunteers], and to have exchanges.
>
> **M.L., Mayor, France**

> I think we all spent a lot of time all just...together. Like we went to have walks together...On all the pictures I took, we are almost all together...every time. It was very nice.
>
> **S.J, Volunteer, Korea**

Cultural openness 88/100



Intercultural learning and understanding are inscribed in the constitution of CCIVS and of most International Voluntary Service organisations, both as an objective in itself and as the defining element to build a culture of peace and justice. The culminating peak of the participants' competences path, real cultural openness represents the final threshold to overcome, and it's as much the fruit of a painful work on oneself and the relations with the others, as it is the intangible result of the blisters on one's hands at the end of a satisfactory working day with volunteers and communities.

+1.3% after the project

26	I like to meet people from other cultures
27	I'm open when it comes to interacting with other cultures including religion, economy, etc.
28	I think I have a good level of understanding of people with different societal and cultural backgrounds
29	I respect people who hold different values, heritage and identity than my own
30	I am motivated to learn about cultures and habits of people in my own country and abroad

A Workcamp is forever

In its 2014 survey of 1044 Korean alumni having participated in a project between 2005 and 2013, the International Workcamp Organisation also found the higher self-assessment score of **89/100** on the question whether participants thought that thanks to the workcamps they now had "a better understanding of people with different societal and cultural backgrounds and less prejudices"

Focus on individual and programme factors

Participants from cultural minorities and with a migration background, and those involved in the PATH project on cultural heritage, reported the highest increases in their ***openness* (+5.3% after the project)** to interaction with other cultures, their **understanding of diversity (+5.5% after the project)** as well as their **respect of people who hold different values and identities (+2.7% after the project).**

59/100 Active participation

The long-term engagement of local and international volunteers in their home communities and societies even after the international projects is an objective of all organisations, and an indicator of potential impact in the society well beyond the limits of the activities of the network and its partners.

In the last six months, have you...

31	...spent some time doing volunteer work for a social/civic/ No-governmental organisation
32	...spent some time on activities promoting international peace and/or solidarity

BEFORE (YES)
44.1%
of volunteers

AFTER (YES)
67.4%
of volunteers

I look at myself and I say
I am a human, and
I make mistakes,
but who doesn't [...]

I discovered things about myself and others but I still can't wait to participate in something.

It doesn't matter what, but
I want to participate..

M.I., Volunteer, Hungary

BEFORE (YES)
20.0%
of volunteers

AFTER (YES)
32.9%
of volunteers

The local people, the local government, the police department all supported well the volunteers while they built a turtle information centre, nurtured the baby turtles, protected the sea turtles and their eggs. Sea-turtle conservation and environment interlink together. The work done by volunteers helped to protect the environment. If fishermen conserve sea-turtles then only it helps to sustain their livelihood, because the presence of turtles helps fishermen to get more fish.

So those trainings and awareness programs helped the fishermen to participate in this project and ensure the sustainability of the project.

And nowadays the local people don't consume the turtles or the eggs. Now people protect the sea turtles. They realised that if the volunteers are doing such things, why couldn't we also follow the same path ourselves?

R.S., Fisherman, India

Thematic understanding and changes

With the progression of the research and assessment activities, starting with the PATH project in 2017 and continuing with Raising Peace and IVS for Climate Justice, CCIVS built - together with its members involved in these actions - targeted thematic items and constructs that were included in the surveys in order to evaluate the impact of its major global campaigns on the priority areas of Heritage, Human Rights Education and Climate Justice, also looking at the volunteers' understanding and opinion of the Sustainable Development Goals.

Beyond the higher average scores reported by the participants of PATH projects on the common standardised measures of cultural openness and social integration, the campaign achieved its more specific objectives related to the arising among the volunteers of a spirit of deeper respect for people who hold different values, heritage and identity than their own, another item showing positive differences after the camps. Such respect also seems to be deeply rooted in the unique interaction proposed by the PATH projects through activities stimulating at the same time the cognitive, affective and psychomotor domains: not only volunteers report higher levels of knowledge of the cultures and heritage of both the hosting country and the community where their project took place; they also feel that they now possess both more technical and manual skills and more knowledge and ideas useful to protect and preserve cultural and natural heritage and diversity.

Participating in a PATH camp also brought the volunteers to recognise more the role of communities in the preservation of heritage: in particular, the surveys after the projects show positive differences in how much they believe that local knowledge can contribute to the sustainability of both tangible heritage (environmental and cultural sites) and intangible heritage (cultural practices, expressions, artifacts and spaces).

Finally, the unique combination of awareness-raising and hands-on activities proposed by the PATH camps is also reflected in the way volunteers project themselves positively into the future as conscious actors of the society: they now reportedly think more about the consequences of their daily actions on the environment, culture and society, and they show a stronger commitment to take action for the preservation of cultural heritage and diversity.

Item description (identical questions were asked before and after the project)	% of change
I have a good **knowledge of the cultures and heritage of the local community** where the project takes place	**+21.4%**
I have a good **knowledge of the cultures and heritage of the hosting country** where the project takes place	**+15.4%**
I feel I have **technical / manual skills** useful to protect and preserve cultural and/or natural heritage	**+9.5%**
I **think about the consequences of my daily actions** on the environment, culture and society	**+8.2%**
I feel I have **knowledge and ideas useful** to protect and preserve cultural heritage and diversity	**+6.7%**
I **participate actively** in preserving, promoting and protecting cultural heritage and diversity	**+5.9%**
I believe that **local knowledge can contribute to the sustainability of cultural practices**, expressions, artifacts and spaces (intangible heritage)	**+5.0%**
I am **committed to take action** for the preservation of cultural heritage and diversity	**+5.0%**
I believe that **local knowledge can contribute to the sustainability of environmental and cultural sites** (tangible heritage)	**+2.9%**

An analysis of the correlations between variables showed an intricate network of connections pointing at the intersections between volunteers' motivation, perceived skills and knowledge, and feelings and attitudes towards society and diversity. As it could be expected given the coherence of the heritage approach, many of the thematic dimensions described above presented medium to strong positive correlations (Pearson's coefficients oscillating between r = 0.550 and r = 0.743 among different binomia), with all of them proportionally increasing their scores together after the projects.

Medium to strong statistically significant correlations between technical/manual skills and different thematic items

I am **motivated** to learn about cultures and habits of people in my own country and abroad

I have a good **knowledge** of the cultures and heritage of the local community where the project takes place

I **participate actively** in preserving, promoting and protecting cultural heritage and diversity

Whenever I have an important problem, I know people I can **trust** and will help me honestly

I feel well **integrated** in the society where I live

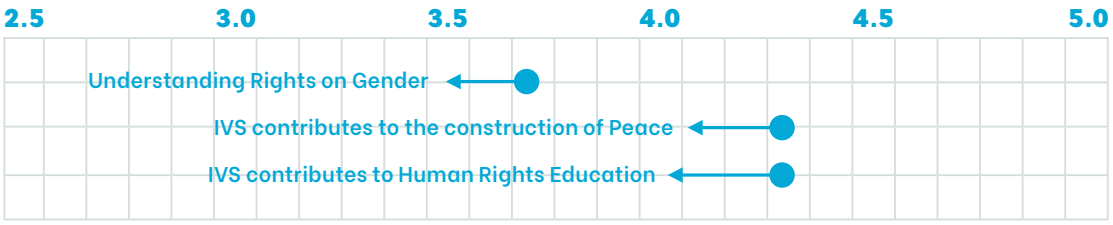
I feel that I live in an **inclusive** society

I **respect** people who hold different values, heritage and identity than my own

One element of the web of correlations identified is worth particular attention because of its symbolic value: at the core of the very idea of International Voluntary Service since the first workcamps in the 1920s, the practical work - and more specifically the manual skills associated to it, whether they are possessed or learnt by the volunteers during the project - connect every important learning outcomes of the projects.

Statistics, indicating medium to strong correlations with such diverse items, confirm the central role of manual work connecting motivation, knowledge, active participation, but also trust, feelings of integration, inclusion and respect. While correlations are not, as it is important to repeat, causation - and we cannot therefore say that these learnings depend on the acquisition of manual skills and directly on the manual work performed by the volunteers, we can certainly rejoice to see (confirmed by the data) the funding assumption of International Voluntary Service: that most learnings are connected, to different degrees but always in a positive relationship, with work.

After their projects, participants in the workcamps and activities of the Raising Peace campaign reported statistically significant differences in their general feelings and understanding in relation to several of the thematic items and constructs surveyed.



The decreases in volunteers' understanding of Rights on Gender, Body and Sexuality, and their relative loss of trust in IVS strength in front of the difficult tasks of the construction of Peace and the creation of inclusive societies and in IVS contribution to Human Right Education and the respect of Human Rights all over the world appear unusual and counterintuitive given the focus of the Raising Peace campaign. But several elements from both quantitative and qualitative analysis rather suggest a process of temporary 'unlearning' where existing knowledge is questioned and moderated by the experience in a new, more intercultural environment. The overall judgement by the volunteers on those issues remains positive (from 3.56/5 to 4/5), but what is important to notice is that the new questioning rather stimulated their commitment: the percentage of respondents having spent time during the last two months doing volunteer work for a social/civic/non-governmental organisation or helping other people outside their family without being paid increased from 60.7% before their involvement in the Raising Peace campaign, to 82.1% after. So did the percentage of respondents having spent time during the previous two months on activities promoting international peace and/or solidarity, increased from 28.6% before their involvement in Raising Peace, to 55.4% after.

Spent time doing voluntary work

BEFORE. AFTER.

Spent time promoting Peace and solidarity

BEFORE. AFTER.

Several other items, while not achieving statistical significance, still showed a trend towards better understanding and engagement after the projects for key Raising Peace issues :

» I have a good understanding of the Rights of Migrants and Refugees **+4.3%**

» I have a good understanding of the Peace movement and its actions **+6.9%**

» I feel personally responsible to actively engage to address and mitigate the consequences of Climate Change and promote Climate Justice **+9.4%**

Important changes between before and after the projects also concern the percentage of participants who believe they have a good understanding of each of the thematic issues that constituted the objectives of the Climate Justice campaign:

+15% **The Sustainable Development Goals**
from 61.7% (before)
to 76.7% (after)

+10% **Bio-construction and Earth Building**
from 65% (before)
to 75% (after)

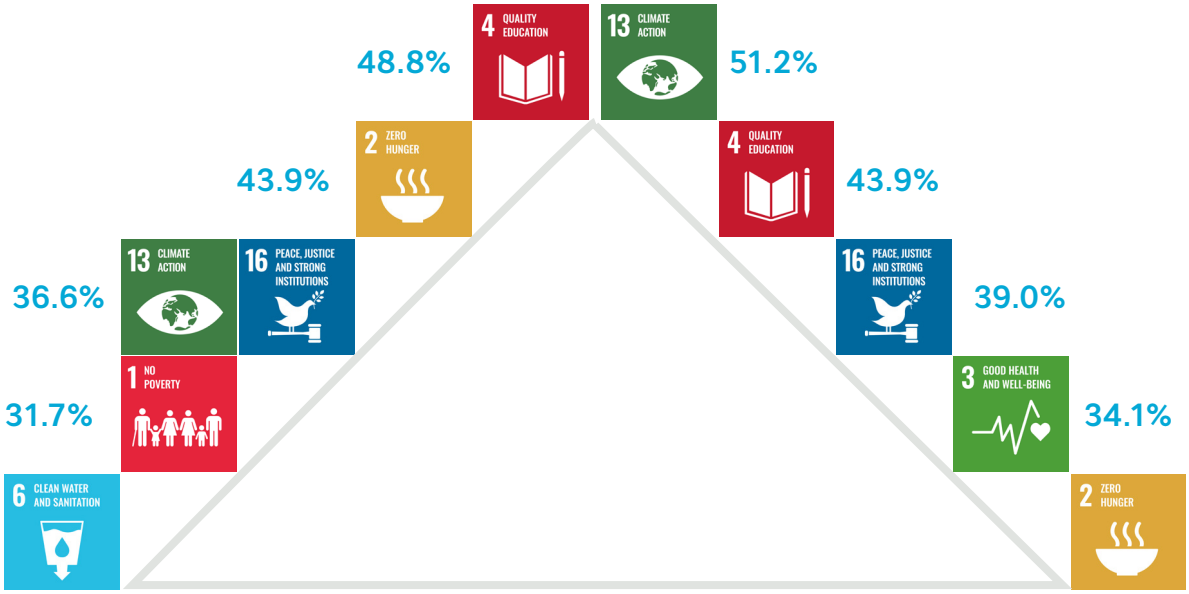
+8.3% **Sustainable Food Production**
from 75% (before)
to 83.3% (after)

+6.7% **Carbon Offsets actions**
from 50% (before)
to 56.7% (after)

+5% **Global Warming and Climate Change**
form 83.3% (before)
to 88.3% (after)

Whenever targeted workshops were run during the camps, such outcomes in terms of thematic understanding were significantly higher: study elements introduced during the camps on Healthy Life and Housing, Water and Land Rights, Global Warming, Sustainable Food Production, the SDGs, all produced statistically significant better results on one or more of the learning objectives above when compared to projects within and outside the Climate Justice campaign where such study elements were not integrated in the activities.

Changes in the volunteers' understanding of key Climate Justice issues extend to the way participants in the campaign considered as their top five priority SDGs before and after their volunteer experience:



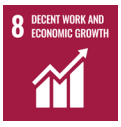
» Before: 48.8% of volunteers considered *Goal n. 4* **Quality Education** among their top priorities, followed by *Goal n. 2* **Zero hunger** (43.9%), *Goal n. 16* **Peace, Justice and Strong Institutions** and *Goal n.13* **Climate Action** (36.6%), *Goal n.1* **No Poverty** (31.7%), and *Goal n.6* **Clean Water and Sanitation** (26.8%).

After their projects, participants reflected their increased understanding of Climate Justice issues and impact in their SDGs preoccupations, also showing a more holistic approach and a deep understanding of the principles of Climate Justice: Goal n.13 Climate Action was now mentioned by 51.2% (+14.6%) among there top priorities, becoming the n.1 across the participants' sample, still followed by Goal n. 4 Quality Education (43.9%) and Goal n. 16 Peace, Justice and Strong Institutions (39%), but also by strongly increased Goal n. 3 Good Health and Well-Being 34.1% (+21.9%), and Goal n. 2 Zero hunger and Goal n. 1 No Poverty – 31.7%.

In addition to the dramatic increase in the percentage of volunteers considering Climate Action as their top priority after taking part in a Climate Justice camp, and in that of participants now including Good Health and Well-Being in their list, it is to be noted that other theme-specific and cross-cutting SDGs relevant to the Climate Justice campaign and activities also saw a significant increase in the ranking by the volunteers:

Responsible Production and Consumption
4.9% before, 14.6% after

Gender Equality
7.3% before, 12.2% after



Decent Work and Economic Growth
9.8% before, 14.6% after

Partnerships for the Goals
0% before, 7.3% after

This seems to reflect not only the direct impact of the Climate Justice thematic activities on the participants' worldview (Climate Action, Responsible Consumption, Good Health and Well-Being), which were treated extensively in the camps both in terms of work performed and pedagogical activities; but also the indirect impact and recognition by the participants of the importance of some of the working pillars that constitute the essence of IVS non formal education practices (Decent Work, Gender Equality, Partnerships).

A renewed sense of responsibility . In addition to the considerable changes in the quality and extent of the participants' understanding of crucial Climate Justice issues, volunteers also reported important increases in the percentage of respondents who feel personally responsible in their daily life to...

...actively engage for the construction of Peace and the creation of inclusive societies: 60% (before) to 80% (after) **+20%**

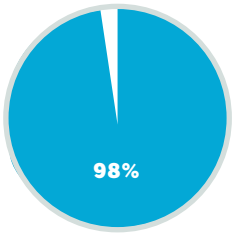
...actively engage to address the consequences of Climate Change and promote Climate Justice: 65% (before) to 81.7% (after) **+16.7%**

...actively engage for the achievement of the Sustainable Development Goals: 61.7% (before) to 78.3% (after) **+16.7%**

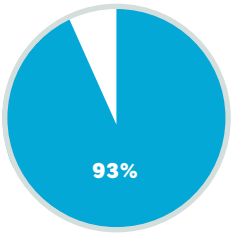
THE POWER OF IVS. The Climate Justice campaign relied on the strong belief that "IVS projects and activities are a powerful tool to support local communities worldwide, and allow to reallocate resources and capacities. By taking active steps against climate change and demonstrating solidarity with most vulnerable population groups and peoples, we assume our responsibility in the global sustainability challenge and seek to do our part in attaining climate justice."

It is therefore promising and reassuring that, beyond the undeniable impact produced by the campaign in a great diversity of domains related to Climate Justice, after their projects the overwhelming majority of participants also show a strong believe in the role of International Voluntary Service: 98.3% of then considers that it can contribute to the construction of Peace and the creation of inclusive societies, 93.3% that it can contribute to Human Rights Education and the respect of Human Rights all over the world, 96.7% that it can contribute to address and mitigate the consequences of Climate Change and promote Climate Justice, and 91.7% that it can contribute to the achievement of the Sustainable Development Goals.

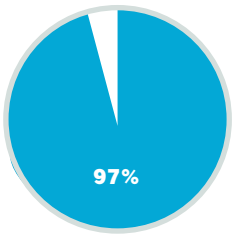
"I believe that International Voluntary Service can contribute to..."



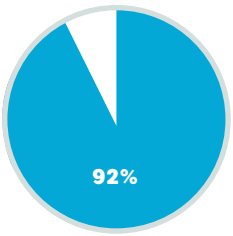
The construction of Peace and the creation of Inclusive Societies



Human Rights Education and the respect of Human Rights all over the world



Address the consequences of Climate Change and promote Climate Justice

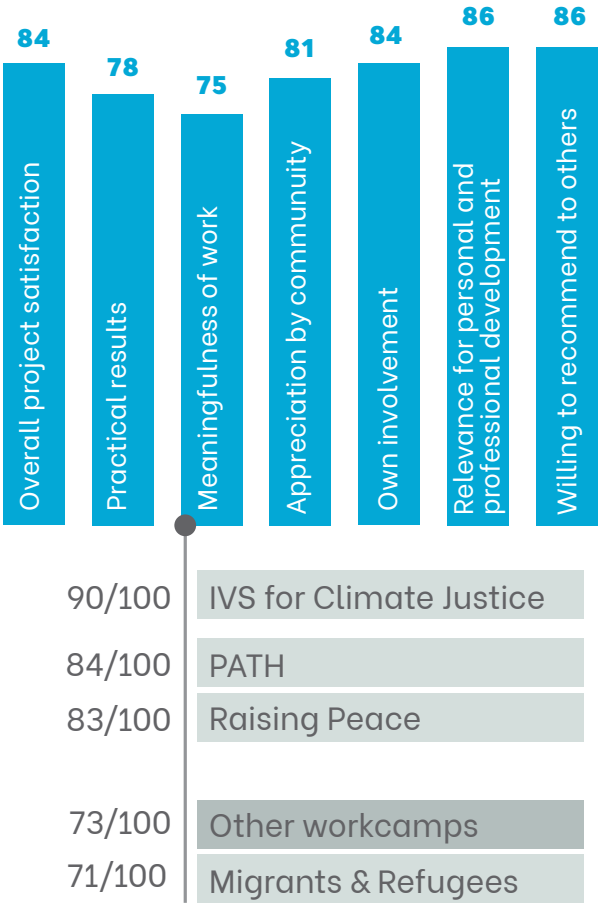


Human Rights Education and the respect of Human Rights all over the world

+ SCHOLARSHIPS
− FINANCIAL DIFFICULTIES
− NO PUBLIC SUPPORT
+ STRONG
− LACK OF FUNDS
FINANCIAL
SUSTAINABILITY
RELATION
+ NETWORK
+ ALLIANCES w/ PUBLIC SECTOR
− NEED TO INCREASE
+ STRONG NATIONAL
RELATIONS
− LOW RECOGNITION

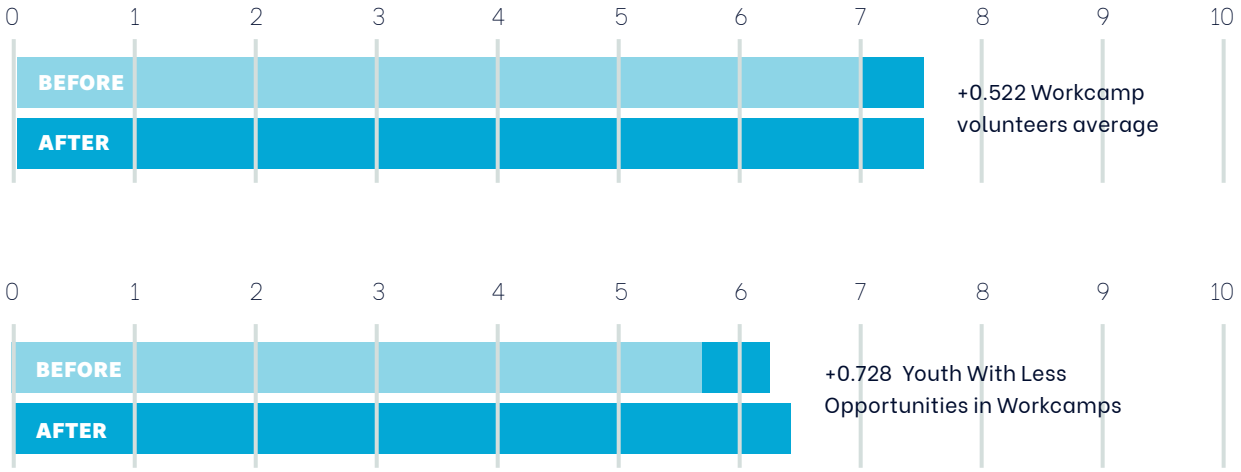
Satisfaction with work and life 82/100 75/100

The evaluation by the participants of their overall volunteering experience evidences the strong positive correlation between the meaningful attributed to the work performed and several personal and interpersonal development constructs, from autonomy and self-awareness to teamwork and cultural openness. This is also confirmed by the significantly higher scores reported by participants in camps part of CCIVS global campaigns, where the strong thematic focus rendered more evident the connection between the local actions and their interdependence and impact at a larger scale.



Coherently with the increases in several of life satisfaction determinants, from personal growth to interpersonal relationships and meaningful work achievements, after their projects volunteers also report higher scores in all the wellbeing indicators utilised: while it is important to point out the even stronger impact for participants coming from disadvantaged and marginalised backgrounds, when the causes of personal dissatisfaction are rooted in the difficulties of one's social context it is only the complementary intervention in and with the local communities and environments that can support real transformational change.

Imagine an eleven-rung ladder where the bottom (0) represents the worst possible life for you and the top (10) represents the best possible life for you. On which step of the ladder do you feel you personally stand at the present time?



Satisfaction with Life Scale	After
In most ways my life is close to my ideal	**+5.7%**
The conditions of my life are excellent.	**+3.8%**
I am satisfied with my life.	**+0.9%**
So far I have gotten the important things I want in life.	**+1.6%**
If I could live my life over, I would change almost nothing.	**+3.4%**

"To understand life satisfaction scores, it is helpful to understand some of the components that go into most people's experience of satisfaction. **One of the most important influences on happiness is social relationships**. [...] Another factor that influences the life satisfaction of most people is work or school, or performance in an important role such as homemaker or grandparent. **When the person enjoys his or her work, whether it is paid or unpaid work, and feels that it is meaningful and important, this contributes to life satisfaction**. When work is going poorly because of bad circumstances or a poor fit with the person's strengths, this can lower life satisfaction. **When a person has important goals, and is failing to make adequate progress toward them, this too can lead to life dissatisfaction**. A third factor that influences the life satisfaction of most people is **personal – satisfaction with the self, religious or spiritual life, learning and growth, and leisure. For many people these are sources of satisfaction**."

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Technical work

95/100 Community respondents mentioned positive impact

At the centre of all International Voluntary Service projects, the technical work performed together by volunteers and community members is the catalyst around which intercultural learning, active participation and conflict management are - literally - built every day in workcamps and long-term volunteer programs around the world. The open conversations with local partners, community leaders, teachers, authorities, construction workers, farmers, students, allowed to let the essential aspects of our common goals and work emerge.

Needs-based activities

Meaningful, long term impact at the community level relies on a share understanding of the local needs and willingness to take action to overcome the challenges faced.

Continuity of service

Short-term group volunteering is not disconnected from long-term local development: it contributes with regular inputs of work, people and ideas, making the activities evolve together with the changing requests and local achievements.

Direct and indirect causality

In terms of programme assessment, interviewers helped identifying the direct links between the workcamp activities and their concrete outcomes, sometimes as the unique form of community cooperation and other times in the framework of larger local and international partnerships.

> The nearest school from here was in seven miles. So [ten years ago] we started building our own school with workcamps.
>
> So [ten years ago] we started building our own school with workcamps.
>
> And it was all constructed through only workcamps.
>
> **N.L.K., Community leader, Uganda**

Re-appropriation of spaces

We have worked here for 20 years, it's never ending. Which allowed us - I am talking about the renovation of the built heritage - to build a project around this site, and little by little reconquering these spaces that had been abandoned and unclaimed for decades. And we're writing a new history for this Fort, around culture and tourism: it becomes a place of [...] permanent and temporary exhibitions, theatre, concerts...a space welcoming the public, meeting rooms and seminars. So step by step, the actions we implement on this site liberate year after year new spaces, public spaces that we could valorise thanks to the actions of the organisation, and like this we keep advancing. The most significant change? It contributes to opening the Fort site. I am telling you, ten years ago there were maybe 2000 visitors, this year there have been 10,000. Sure, it is not only the workcamps, but workcamps participate in this...Workcamps inscribe themselves in the project of the Fort.

L.B., Mayor, France

And the most important and basically the most visible and most productive thing was the work itself, that it is done. The fence of the cemetery is painted and the wall of the shop is painted. Actually this was the main goal, to do some work.

F.M., Local organiser, Hungary

The impact of the mini library is that children gain more interest and habit in reading.

Even though not yet to every child, but I see more children are interested to the library and stay to read something here.

Not only during the workcamp. It is still happening until now.

K.D., Teacher, Indonesia

Exchanges of ideas

The creation and renovation of public spaces brings out their old and new functions, stimulating the use of community resources across generations and facilitating the inclusive exchange of knowledge and ideas.

Sustainable outcomes

The appropriation of the work results by the community, which is based on its full participation in all stages of the project, goes beyond the limited time of presence of the international volunteers. Triggered by meaningful interactions, new and sustainable habits become an integral part of the change produced by workcamps, and the yield is shared across the community boundaries.

Valorisation of practices

The technical result has been that we've been more productive over the last two years, the quality of the produce is better, the yield is higher. But the most significant change is the cultural aspect that has been brought to the organisation. It has contributed more diversity and made our work more interesting. As I said, it brings us together, but I think it also makes us realise that when people come in from the outside they appreciate how much of a community we have here, it makes us thing about how important having the organic farm is, and...

it makes us realise that we are something special and a bit unique, that we do something together which is special and hopefully by sharing this we can make it something that other people might do, and take away and get involved in their own communities.

G.L, Farmer, Wales

Intercultural learning

98/100 Community respondents mentioned positive impact

A new understanding of diversity is often the first result of a continuous process of discovery and self-discovery brought by the need to adapt to new, uncertain situations created by the cultural encounters of International Voluntary Service projects. Coming initially as a challenge, the interaction between global and local perspectives relies on the equal status: among all participants, which in turns often supports the re-appropriation and valorisation of community cultures, people and values that through the confrontation with others become more evident and appreciated in their unicity: volunteers and communities share and adjust to each other's as they advance to the common goals of the projects.

> One of the biggest challenges has been maybe to be open to volunteers, as they come from a different country, try to know about their culture, how they live and also try to adjust to them and they to us.
>
> **S.I., Teacher, Ecuador**

Discover and share diversity

It is very interesting for the children to know other cultures, as well as for each volunteer, as there are volunteers from many countries and everyone can share information about their heritage. [...] things that the kids did not know, and they wanted to know, it got them interested. [...] Overall as influences, they know other cultures and with that also other food, music.

But there is an exchange above all, the kids also show us their country, what their heritage means to them.

F.C., Volunteer, Mexico.

Value of own community

[Our] is a very small community. I don't know, maybe it may be having an "inferiority complex". I feel the small communities are falling behind the big communities.

Through workcamps, we came to have a lot of confidence in our community, and some courage to feel our community is not just small.

Y.K., Businessman, Korea

Reduction of prejudices

There was someone who told me: "ha!, these youngsters are good people, even the Algerian ones." As we had an Algerian on the workcamp [...] And someone else told me: "this has changed totally my way of looking at others". You see, through these two testimonies, I think we simply achieved our aim.

M.L., Former Mayor, France

The importance of engagement dynamics that reach out to the community and beyond is also an essential aspect of workcamps, with local and international volunteers supporting their own communities or those distant thousand of miles with the same understanding of interdependence. The presence of a centre of activity in the community, around the work done by the different stakeholders, constitutes a unique trigger capable of transforming curiosity into solidarity, participation and engagement. From the commitment and contribution of children's families to the physical work of local youth and the creation of income-generating activities dedicated to expand the outreach of the projects, giving back to others what the project brought to them, the active involvement of local communities presents all the characteristics of global citizenships.

Welcoming foreigners is far-reaching: in addition to receiving people from other countries - exotic - also people from Buenos Aires join the volunteers and, a meaningful point, people from the neighbourhood join them. This community made of diverse persons appeals the neighbours' curiosity. Thereby the mothers of the children of the neighbourhood visit us, and this is a decisive point .

J..L, B.R., Community organisers, Argentina

Local youth involvement

There were youngsters from our side, the ones who worked with us and some who were involved from other villages around.

And then some who were totally not in connection with us, but they came because there is a voluntary project. Some kids, the youngsters, are not so spontaneous if it's about volunteering [laugh], they were just around and popped by, but they were not necessarily volunteers, they were around. [...]

Then they helped, then they started to paint themselves.

F.B., Local partner, Hungary

Inter-generational work

So, in the first camp, there was barely attention from the villagers and they only thought that some foreigners came to visit the beach.

However, in the last year, since they came to know about the [volunteers], some people, like the elderly, dropped by with some ice-cream and cool drinks. So, **the local residents came to pay much attention to the camp and the volunteers**.

Before, the general perception was that foreigners tend to be individual or think of themselves first [...] But **when the volunteers were painting the walls, the villagers were asking like, "Oh, can we try, can we help too?**

Although it could be a very short moment, they tried to do it together.

K.H., Construction worker, Korea

Whether it is in the kitchen of a workcamp or at the border between divided communities, International Voluntary Service projects approach conflict as a source of deeper understanding and an opportunity for cooperation, leveraging the transformational potential of small and bigger sources of disagreement and clashes. Relying strongly on the idea of equal status beyond economic, social and cultural differences, the projects promote collaboration and participative decision-making form the smallest choices of a camp diet, to the involvement of local and national governments, always in a spirit of education to empower individuals and communities to recognise, mediate, transform and reconcile conflicts.communities share and adjust to each other's as they advance to the common goals of the projects.

Collaborative communication

My colleagues were learning this... how to save the lunch [without conflicts]. Volunteers start cooking and you see it will be ready at half past two and it will not be enough... so you join them, with a suggestion: "hey, what about adding this?" And somehow it works.

We considered it as a something special at the beginning... but now I saw that it turned into a something totally normal - when some of us came to the kitchen and checked it - to take care not to provoke any trauma...

> From the beginning it was about conflict. We wanted to do something there because there was conflict, because it was a place where they [young people in the neighbourhood] hang out, they fight, it is a place of insecurity, so it creates a perimeter of emptiness around, all those problems... it creates a centre of "shit" in the heart of the neighbourhood [...]
>
> But in my point of view, the international workcamp participates as well to the regulation , not to the point of solving the conflicts, but regulating them.
>
> **E.D.B., City council, France**

Cooperative communities

The main idea is to do the project, not to be patriots divided ethnically: [...] but the first thing, like the first reaction from people is in ethnicity...

So we tried to fit in the community, if they're Serbians put the banner in Serbian not Albanian or Macedonian or another language, in other places we try not to put all in Serbian to make sure everything is okay. And then in the end we get a call from them, because there are three municipalities divided, we had a meeting with all of them and with the main actors and they saw that it's the same project in every community, it's like an equal cooperation, so they also started to cooperate with us, and among them.

V.S., Coordinator, North Macedonia

Conclusions

Just Volunteers

Non Formal Education for Sustainable Development

International Voluntary Service is a unique form of people action capable of creating strong connections between local action and global action, thus building bridges among the three dimensions that UN Secretary General António Guterres considered crucial in his call for a Decade of Action for the Sustainable Development Goals.

Born out of the conscientious objection movement's work for peace, the International Voluntary Service network coherently integrates today the SDGs as inevitable bricks in building a sustainable future and creating a just and fair society. Addressing the unequal allocation of benefits and burdens by relating poverty and climate change to matters of justice, human rights, freedom of movement and migrations can only be done by leveraging the interconnectedness of peoples and communities beyond territories and boundaries, stimulating transformational change through learning: the evidence gathered in this report reminds us how collective action like that of workcamps electrifies local communities and authorities and mobilises them around projects benefiting their environments and societies; but it also highlights how serving in an international context, at home or abroad, reshapes the prism through which volunteers themselves see their own home societies and the impact and consequences of their daily lifestyle on peoples and cultures thousands of miles away.

The meaningfulness of the concrete actions implemented in the field by International Voluntary Service organisations to support the Sustainable Development Goals therefore relies as much in the concrete local impact of the activities as in the non formal education value of collective, volunteer work. The qualitative and quantitative data collected by CCIVS and its partners since 2015 reflect this unique capacity of volunteering as an intended, organised form of experiential learning and non formal education; and restitute the essential role and added value of the network coordination in building trainings and campaigns that provide more knowledge, partnerships and purposeful focus to all stakeholders towards the common goals.

In addition to the considerable changes in the quality and extent of the participants' understanding of crucial sustainability issues and in their feeling of possessing the necessary knowledge and skills to raise to the challenge, this impact research also reminds us how volunteers and community representatives feel now more than ever personally responsible in their daily life to actively engage for the construction of peace and the creation of inclusive societies; ready to actively engage to address the consequences of Climate Change and promote Climate Justice; and are capable of working together, locally and globally, for the achievement of the Sustainable Development Goals.

The individuals, communities and organisations that are brought together by CCIVS share the believe that International Voluntary Service, generating global shifts in people's mindsets while bringing local, practical impact, can be an essential answer to the urgent and ambitious action that the UN Secretary General called for: by working and learning together for social and Climate Justice, we are not 'just volunteers':

We become, just volunteers.

Annexes

Annex I - Data summary

2015-2020	QUANTITATIVE DATA (pretest-posttest)		ORGANIZATIONS	QUALITATIVE DATA
Countries/Territories	Volunteers from	Serving in		Interviews and focus groups
Afghanistan	1	-	-	-
Albania	4	-	-	-
Argentina	7	7	1	1
Armenia	-	2	1	-
Austria	6	-	1	-
Azerbaijan	-	1	1	-
Bahrain	-	2	1	-
Belgium	19	43	2	11
Bulgaria	1	-	1	-
Burundi	1	-	-	-
Cambodia	1	1	1	3
Cameroon	1	-	-	-
Canada	2	3	1	-
China	8	16	2	-
Congo DR	3	-	1	3
Costa Rica	-	-	1	3
Czech Republic	84	30	1	17
Denmark	1	2	1	-
Ecuador	-	-	1	3
Estonia	2	11	1	-
Finland	1	7	1	-
France	155	87	3	12
Gambia	1	-	-	-
Germany	10	69	2	-
Ghana	-	1	1	2
Greece	10	24	2	7
Guinea	7	-	-	-
Guyana	1	-	-	-
Haiti	-	1	-	-
Hong Kong S.A.R.	5	8	2	1
Hungary	8	25	1	8
Iceland	2	14	1	-
India	2	19	2	5
Indonesia	10	10	2	3
Iran	7	12	1	1
Iraq	1	-	-	-
Ireland	1	-	-	-
Italy	80	28	2	4
Ivory Coast	1	-	-	-
Jamaica	2	4	1	-
Japan	4	9	1	-
Jordan	1	-	-	-
Kenya	2	12	2	-
Korea, Republic of	75	15	1	5
Kurdistan	1	-	-	-
Libya	2	-	-	-

Macedonia, North	14	20	1	3
Madagascar	-	2	-	-
Malaysia	-	2	-	-
Mali	1	-	-	-
Mexico	11	1	1	3
Moldova	1	-	-	-
Mongolia	-	5	-	-
Morocco	3	9	2	-
Nepal	-	4	1	-
Netherlands	-	1	-	-
Niger	1	-	-	-
Nigeria	3	2	1	4
Oman	1	-	-	-
Pakistan	1	-	-	-
Palestine	2	-	1	1
Peru	-	-	-	2
Philippines	-	8	1	1
Poland	39	7	1	-
Portugal	-	14	-	-
Roma nation	3	-	-	-
Romania	3	-	-	-
Russian Federation	7	2	1	-
Rwanda	1	-	-	-
Senegal	1	-	-	-
Serbia	1	7	1	-
Slovakia	2	1	1	-
Slovenia	-	3	1	-
South Africa	1	-	-	-
Spain	18	52	2	3
Sri Lanka	-	1	-	-
Swaziland	-	2	1	-
Sweden	-	1	1	-
Switzerland	-	5	1	-
Syria	1	-	-	-
Taiwan	4	5	1	-
Tanzania	-	3	1	-
Thailand	1	4	1	3
Togo	-	1	1	3
Tunisia	2	-	-	-
Turkey	-	2	-	-
Uganda	4	6	2	3
Ukraine	3	-	1	-
United Kingdom	-	22	1	5
United States	3	3	1	1
Vietnam	1	5	1	2
Zimbabwe	-	-	1	1
92	**663**	**663**	**72**	**124**

Annex II - BEFORE Survey 2019

2019 - Raising Peace Impact - Before EN
About the survey - Demographics

International Voluntary Service projects, like the one you are going to join soon, exist since the early 1920s, and every year more than 3,000 projects take place in all regions of the world, with more than 40,000 local, national and international volunteers working together.

Voluntary service organisations have partnered to start collecting and analyzing evidence of the strong, meaningful and long-lasting impact that International Voluntary Service projects have on the lives of the participants and local communities, highlighting the present and future contributions they can bring to personal, interpersonal and social development,as well as to common global issues like cultural heritage and diversity, and ultimately to peace.

The purpose of this questionnaire is to find how well International Voluntary Service projects serve the needs of participants like you, volunteers who dedicate time and energy to projects in your own country and around the world. The research takes place in two phases – before and after the project you join – and consists of simple questions that will take around 15 minutes to be answered. We ask you to try to be as honest and spontaneous as possible, and we thank you in advance for your feedback, which will help us improve the quality of our projects and their positive impact for volunteers and communities.
In order to provide a thoughtful analysis and take into consideration important variables, we would like you to answer a few questions that will allow us to guarantee academic relevance and accuracy while preserving your privacy. The information gathered will be used purely and exclusively for the purpose of this researchand personal data will not be shared with third parties. Consolidated results and analysis from the survey will always be communicated in anonymous form to the researchers involved and to the public, and you will be able toaccess and modify your personal information at any time by contacting your sending and/or hosting organisation.

1. Nationality

2. Date of birth (year)

3. Gender

4. Current occupation (main)

5. Level of formal education (latest attended/obtained)

6. Major field of studies

7. Country where your project takes place

8. Project theme (main)

9. Project duration (please indicate the total number of days including arrival and departure)

10. Did you take part in a pre-departure orientation/training before your project?

11. Have you already volunteered before?

12. Have you already been abroad?

If yes, how many weeks did you spend abroad in total (1 year = 52 weeks)?

13. What are the three words that best describe your motivation to join this project?

My motivation 1
My motivation 2
My motivation 3

14. In the last two months, have you...	Yes	No
..spent some time doing volunteer work for a social/civic/non- governmental organisation or helping other people outside your family without being paid	○	○
...spent some time on activities promoting international peace and/or solidarity	○	○
..spent some time on activities promoting Human Rights (e.g. Rights of minorities, Rights of migrants and refugees, Rights on gender, body and sexuality, Rights to Healthy Life and Housing, etc.)	○	○
...spent some time on activities promoting Climate Justice and sustainable living (e.g. Climate change awareness, protection of ecosystems, water and soil management, food production, bio- construction, etc.)	○	○

15. In the next six months, do you plan to...	Yes	No
...spend some time doing volunteer work for a social/civic/ non- governmental organisation or helping other people outside your family without being paid	○	○
...spent some time on activities promoting international peace and/or solidarity	○	○
..spent some time on activities promoting Human Rights (e.g. Rights of minorities, Rights of migrants and refugees, Rights on gender, body and sexuality, Rights to Healthy Life and Housing, etc.)	○	○
...spent some time on activities promoting Climate Justice and sustainable living (e.g. Climate change awareness, protection of ecosystems, water and soil management, food production, bio- construction, etc.)	○	○

16. What distance did you travel to reach your project from your usual place of residence (approximate number of kilometres, one way)?

17. Which of the following was your main transportation to the project (the one used to cover the longest distance of your trip)?

Walking / Bicycle | Car | Bus / Tramway | Rail (Train, Subway,) | Boat | Airplane

18. Contact (e-mail). This information is only used for verification purposes (tracking responses before/after).

19. Imagine an eleven-rung ladder where the bottom (0) represents the worst possible life for you and the top (10) represents the best possible life for you. On which step of the ladder do you feel you personally stand at the present time?

20. A1. In general...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel I can travel by myself					
I feel able and confident to deal with my professional life and institutional bureaucracy (apply for a job offer, taxes, insurances,...)					
I like taking initiative					
I like to reach my objectives and to finish what I start					
I feel I can stay focused on my work					

21. A2. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I become tense if I have to talk about myself or my feelings					
I tense up if I meet an acquaintance in the street					
I am nervous mixing with people I don't know well					
When mixing in a group, I find myself worrying I will be ignored					
I am tense mixing in a group					

22.A3. Generallyspeaking...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel that I live in a diverse society	◯	◯	◯	◯	◯
I feel that I live in an inclusive society	◯	◯	◯	◯	◯
I feel well integrated in the society where I live	◯	◯	◯	◯	◯
Whenever I have an important problem, I know people I can trust and will help me honestly	◯	◯	◯	◯	◯
	◯	◯	◯	◯	◯

23. A5. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I tell others what I need or feel	◯	◯	◯	◯	◯
I tell others when they make me feel uncomfortable	◯	◯	◯	◯	◯
I expect others to know what my feelings or needs are	◯	◯	◯	◯	◯

24. A6. When I encounter problems I usually:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Get upset or depressed	◯	◯	◯	◯	◯
Feel very unprepared	◯	◯	◯	◯	◯
Find some alternatives and help to change the situation	◯	◯	◯	◯	◯
Understand them as opportunities that will improve my life and myself	◯	◯	◯	◯	◯

25. A7. Generally speaking...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am confident taking part in debates and discussions	◯	◯	◯	◯	◯
I can easily accept new responsibilities when the job demands it	◯	◯	◯	◯	◯
I feel I can integrate in a group	◯	◯	◯	◯	◯
I feel I can be a part of a team : to work, to play, to cooperate	◯	◯	◯	◯	◯
I think I have some work-related skills (such as using tools or techniques, working with my hands, team work, etc.)	◯	◯	◯	◯	◯

26. A8. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am afraid of conflicts and find it difficult to deal with them	◯	◯	◯	◯	◯
When confronting a potential conflict with other people, I tend to feel uncomfortable	◯	◯	◯	◯	◯
When confronting a potential conflict with other people, I tend to either try to avoid any situation that could lead to a disagreement, or to just remain silent	◯	◯	◯	◯	◯

27. A9. In general...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am aware of my best abilities	◯	◯	◯	◯	◯
I am aware of my weakest points	◯	◯	◯	◯	◯

28. B1. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I like to meet people from other cultures	◯	◯	◯	◯	◯
I'm open when it comes to interacting with other cultures including religion, economy, etc.	◯	◯	◯	◯	◯
I think I have a good level of understanding of people with different societal and cultural backgrounds	◯	◯	◯	◯	◯
I respect people who hold different values, heritage and identity than my own	◯	◯	◯	◯	◯
I am motivated to learn about cultures and habits of people in my own country and abroad	◯	◯	◯	◯	◯
I am aware of my own culture and identity	◯	◯	◯	◯	◯

29. B2. Currently...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel able to communicate in a foreign language	◯	◯	◯	◯	◯
I feel able to communicate with people from different countries and cultures, even if we do not speak the same language	◯	◯	◯	◯	◯
I would like to improve my knowledge of foreign languages	◯	◯	◯	◯	◯
I would like to learn a new language Strongly Disagree	◯	◯	◯	◯	◯

30. C1. I believe that I have a good understanding of...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
...the Peace movement and its actions	◯	◯	◯	◯	◯
...the International Voluntary Service movement and its actions	◯	◯	◯	◯	◯
..the Universal Declaration of Human Rights	◯	◯	◯	◯	◯
...the Rights of Migrants and Refugees	◯	◯	◯	◯	◯
..the Rights on Gender, Body and Sexuality	◯	◯	◯	◯	◯
...the Rights to Healthy Life and Housing	◯	◯	◯	◯	◯
...Water and Land Rights	◯	◯	◯	◯	◯
...Global warming and Climate Change	◯	◯	◯	◯	◯
...Sustainable food production	◯	◯	◯	◯	◯
...Bio-construction and earth building	◯	◯	◯	◯	◯
...Carbon Offsets actions	◯	◯	◯	◯	◯
...the Sustainable Development Goals	◯	◯	◯	◯	◯

31. C2. In my daily life, I feel personally responsible to...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
..actively engage for the construction of Peace and the creation of inclusive societies	◯	◯	◯	◯	◯
...actively engage for Human Rights Education and the respect of Human Rights all over the world	◯	◯	◯	◯	◯
...actively engage to address and mitigate the consequences of Climate Change and promote Climate Justice	◯	◯	◯	◯	◯
...actively engage for the achievement of the Sustainable Development Goals	◯	◯	◯	◯	◯
...Bio-construction and earth building	◯	◯	◯	◯	◯
...Carbon Offsets actions	◯	◯	◯	◯	◯
...the Sustainable Development Goals	◯	◯	◯	◯	◯

32. C3. I believe that International Voluntary Service can...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
..contribute to the construction of Peace and the creation of inclusive societies	◯	◯	◯	◯	◯
...contribute to Human Rights Education and the respect of Human Rights all over the world	◯	◯	◯	◯	◯
...contribute to address and mitigate the consequences of Climate Change and promote Climate Justice	◯	◯	◯	◯	◯
..contribute to the achievement of the Sustainable Development Goals	◯	◯	◯	◯	◯

33. C.4 According to the United Nations, «The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice». While all the Goals are interconnected, which of the Goals do you consider to be the most important priority at the global level? (choose up to 3 Goals)

- Goal n.1 - No Poverty
- Goal n.2 - Zero Hunger
- Goal n.3 - Good Health and Well-Being
- Goal n.4 - Quality Education
- Goal n.5 - Gender Equality
- Goal n.6 - Clean Water and Sanitation
- Goal n.7 - Affordable and Clean Energy
- Goal n.8 - Decent Work and Economic Growth
- Goal n.9 - Industry, Innovation and Infrastructure
- Goal n.10 - Reduced Inequalities
- Goal n.11 - Sustainable Cities and Communities
- Goal n.12 - Responsible Production and Consumption
- Goal n.13 - Climate Action
- Goal n.14 - Life Below Water
- Goal n.15 - Life on Land
- Goal n.16 - Peace, Justice and Strong Institutions
- Goal n.17 - Partnerships for the Goals

34. C5. I feel that...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
In most ways my life is close to my ideal	◯	◯	◯	◯	◯
The conditions of my life are excellent.	◯	◯	◯	◯	◯
I am satisfied with my life.	◯	◯	◯	◯	◯
So far I have gotten the important things I want in life.	◯	◯	◯	◯	◯
If I could live my life over, I would change almost nothing.	◯	◯	◯	◯	◯

THANKS FOR ANSWERING OUR QUESTIONS!

This questionnaire is the result of the cooperation and agreement between different national, regional and International Voluntary Service organisations and builds on the experience of three research projects and the surveys they had developed together with leading academic institutions:
«Changing Perspectives I and II» (2012/2015)

Coordinated by Solidarités Jeunesses (France) with the scientific support of Johns Hopkins University and the University of Illinois at Urbana-Champaign, USA, and with the financial contribution of the Youth in Action and Erasmus+ Programme of the European Commission.

«ImpAct: Creating synergies between NGOs and the Academic sector to measure and value the impact of International Voluntary Service in Europe and Asia» (2013)

Coordinated by the Coordinating Committee for International Voluntary Service (CCIVS), with the scientific support of the University of Salzburg, Austria and of the National University of Malaysia (UKM), and with the financial contribution of the Youth in Action Programme of the European Commission.

«Development for Peace: International Workcamps for Global Education and Development» (2014)
Coordinated by Better World (Korea) with the scientific support of Myongji University, Korea and the University of Illinois at Urbana- Champaign, USA.

The publicly available work of the Asia Society, United Way and the UN Competency Development Framework were among the additional sources of inspiration for the questionnaire. This also includes questions on life satisfaction developed and made available by Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin (1985, Journal of Personality Assessment), as well as the short form of the SIAS (Mattick and Clarke, 1998) and the Friendship Scale (Hawthorne, 2006).

Annex III - BEFORE Survey 2019

2019 - Raising Peace Impact - After EN
After the project

Thank you for joining again our research! As you already know, the information gathered here will be used purely and exclusively for the purpose of this research and personal data will not be shared with third parties. Consolidated results and analysis from the survey will always be communicated in anonymous form to the researchers involved and to the public, and you will be able to access and modify your personal information at any time by contacting your sending and/or hosting organisation.

1. Contact (e-mail). This information is only used for verification purposes (tracking responses before/after).

2. What are the three words that best describe your project experience?

My experience 1
My experience 2
My experience 3

3. On a 0 to 10 scale, how satisfied are you with the project you have joined?

1 2 3 4 5 6 7 8 9 10

4. On a 0 to 10 scale, how satisfied are you with the practical results of the work performed during the project?

1 2 3 4 5 6 7 8 9 10

5. On a 0 to 10 scale, how meaningful do you think the work performed during the project was?

1 2 3 4 5 6 7 8 9 10

6. On a 0 to 10 scale, how much do you feel the local community appreciated the work done?

1 2 3 4 5 6 7 8 9 10

7. On a 0 to 10 scale, how satisfied are you with your own involvement and active participation in the project?

1 2 3 4 5 6 7 8 9 10

8. On a 0 to 10 scale, how relevant do you believe this experience is for your personal / professional development?

1 2 3 4 5 6 7 8 9 10

9. On a 0 to 10 scale, how would you rate your willingness to recommend this experience to your close friends and family?

1 2 3 4 5 6 7 8 9 10

10. Did your project include a clearly distinct study/learning activity, e.g. workshops, lectures, group discussions, training, community research, etc. on the topics below? (Choose all items that apply)

- ☐ The Peace movement and its actions
- ☐ The International Voluntary Service movement and its actions
- ☐ The Universal Declaration of Human Rights
- ☐ The Rights of Migrants and Refugees
- ☐ The Rights on Gender, Body and Sexuality
- ☐ The Rights to Healthy Life and Housing
- ☐ Water and Land Rights
- ☐ Global warming and Climate Change
- ☐ Sustainable food production
- ☐ Bio-construciton and earth building
- ☐ Carbon Offsets actions
- ☐ The Sustainable Development Goals
- ☐ Other (please specify)

11. In the last two months, have you...	Yes	No
...spent some time doing volunteer work for a social/civic/non- governmental organisation or helping other people outside your family without being paid	◯	◯
...spent some time on activities promoting international peace and/or solidarity	◯	◯
..spent some time on activities promoting Human Rights (e.g. Rights of minorities, Rights of migrants and refugees, Rights on gender, body and sexuality, Rights to Healthy Life and Housing, etc.)	◯	◯
...spent some time on activities promoting Climate Justice and sustainable living (e.g. Climate change awareness, protection of ecosystems, water and soil management, food production, bio- construction, etc.)	◯	◯

12. In the next six months, do you plan to...	Yes	No
...spend some time doing volunteer work for a social/civic/ non- governmental organisation or helping other people outside your family without being paid	◯	◯
...spent some time on activities promoting international peace and/or solidarity	◯	◯
..spent some time on activities promoting Human Rights (e.g. Rights of minorities, Rights of migrants and refugees, Rights on gender, body and sexuality, Rights to Healthy Life and Housing, etc.)	◯	◯
...spent some time on activities promoting Climate Justice and sustainable living (e.g. Climate change awareness, protection of ecosystems, water and soil management, food production, bio- construction, etc.)	◯	◯

13. Imagine an eleven-rung ladder where the bottom (0) represents the worst possible life for you and the top (10) represents the best possible life for you. On which step of the ladder do you feel you personally stand at the present time?

1	2	3	4	5	6	7	8	9	10
◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

14. A1. In general...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel I can travel by myself	◯	◯	◯	◯	◯
I feel able and confident to deal with my professional life and institutional bureaucracy (apply for a job offer, taxes, insurances,...)	◯	◯	◯	◯	◯
I feel able to communicate effectively with institutions (employers, administration, police, media, etc.)					
I like taking initiative					
I like to reach my objectives and to finish what I start					
I feel I can stay focused on my work					

15. A2. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I become tense if I have to talk about myself or my feelings	◯	◯	◯	◯	◯
I tense up if I meet an acquaintance in the street	◯	◯	◯	◯	◯
I am nervous mixing with people I don't know well	◯	◯	◯	◯	◯
When mixing in a group, I find myself worrying I will be ignored	◯	◯	◯	◯	◯
I am tense mixing in a group	◯	◯	◯	◯	◯

16. A3. Generally speaking...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel that I live in a diverse society	◯	◯	◯	◯	◯
I feel that I live in an inclusive society	◯	◯	◯	◯	◯
I feel well integrated in the society where I live	◯	◯	◯	◯	◯
Whenever I have an important problem, I know people I can trust and will help me honestly	◯	◯	◯	◯	◯
	◯	◯	◯	◯	◯

17. A5. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I tell others what I need or feel	◯	◯	◯	◯	◯
I tell others when they make me feel uncomfortable	◯	◯	◯	◯	◯
I expect others to know what my feelings or needs are	◯	◯	◯	◯	◯

18. A6. When I encounter problems I usually:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Get upset or depressed	◯	◯	◯	◯	◯
Feel very unprepared	◯	◯	◯	◯	◯
Find some alternatives and help to change the situation	◯	◯	◯	◯	◯
Understand them as opportunities that will improve my life and myself	◯	◯	◯	◯	◯

19. A7. Generally speaking...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am confident taking part in debates and discussions	◯	◯	◯	◯	◯
I can easily accept new responsibilities when the job demands it	◯	◯	◯	◯	◯
I feel I can integrate in a group	◯	◯	◯	◯	◯
I feel I can be a part of a team : to work, to play, to cooperate	◯	◯	◯	◯	◯
I think I have some work-related skills (such as using tools or techniques, working with my hands, team work, etc.)	◯	◯	◯	◯	◯

20. A8. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am afraid of conflicts and find it difficult to deal with them	◯	◯	◯	◯	◯
When confronting a potential conflict with other people, I tend to feel uncomfortable	◯	◯	◯	◯	◯
When confronting a potential conflict with other people, I tend to either try to avoid any situation that could lead to a disagreement, or to just remain silent	◯	◯	◯	◯	◯

21. A9. In general...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am aware of my best abilities	◯	◯	◯	◯	◯
I am aware of my weakest points	◯	◯	◯	◯	◯

22. B1. Usually...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I like to meet people from other cultures	◯	◯	◯	◯	◯
I'm open when it comes to interacting with other cultures including religion, economy, etc.	◯	◯	◯	◯	◯
I think I have a good level of understanding of people with different societal and cultural backgrounds	◯	◯	◯	◯	◯
I respect people who hold different values, heritage and identity than my own	◯	◯	◯	◯	◯
I am motivated to learn about cultures and habits of people in my own country and abroad	◯	◯	◯	◯	◯
I am aware of my own culture and identity	◯	◯	◯	◯	◯

23. B2. Currently...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel able to communicate in a foreign language	◯	◯	◯	◯	◯
I feel able to communicate with people from different countries and cultures, even if we do not speak the same language	◯	◯	◯	◯	◯
I would like to improve my knowledge of foreign languages	◯	◯	◯	◯	◯
I would like to learn a new language Strongly Disagree	◯	◯	◯	◯	◯

24. C1. I believe that I have a good understanding of...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
...the Peace movement and its actions	◯	◯	◯	◯	◯
...the International Voluntary Service movement and its actions	◯	◯	◯	◯	◯
..the Universal Declaration of Human Rights	◯	◯	◯	◯	◯
...the Rights of Migrants and Refugees	◯	◯	◯	◯	◯
..the Rights on Gender, Body and Sexuality	◯	◯	◯	◯	◯
...the Rights to Healthy Life and Housing	◯	◯	◯	◯	◯
...Water and Land Rights	◯	◯	◯	◯	◯
...Global warming and Climate Change	◯	◯	◯	◯	◯
...Sustainable food production	◯	◯	◯	◯	◯
...Bio-construction and earth building	◯	◯	◯	◯	◯
...Carbon Offsets actions	◯	◯	◯	◯	◯
...the Sustainable Development Goals	◯	◯	◯	◯	◯

25. C2. In my daily life, I feel personally responsible to...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
..actively engage for the construction of Peace and the creation of inclusive societies	◯	◯	◯	◯	◯
...actively engage for Human Rights Education and the respect of Human Rights all over the world	◯	◯	◯	◯	◯
...actively engage to address and mitigate the consequences of Climate Change and promote Climate Justice	◯	◯	◯	◯	◯
...actively engage for the achievement of the Sustainable Development Goals	◯	◯	◯	◯	◯
...Bio-construction and earth building	◯	◯	◯	◯	◯
...Carbon Offsets actions	◯	◯	◯	◯	◯
...the Sustainable Development Goals	◯	◯	◯	◯	◯

26. C3. I believe that International Voluntary Service can...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
..actively engage for the construction of Peace and the creation of inclusive societies	◯	◯	◯	◯	◯
...actively engage for Human Rights Education and the respect of Human Rights all over the world	◯	◯	◯	◯	◯
...actively engage to address and mitigate the consequences of Climate Change and promote Climate Justice	◯	◯	◯	◯	◯
...actively engage for the achievement of the Sustainable Development Goals	◯	◯	◯	◯	◯
...Bio-construction and earth building	◯	◯	◯	◯	◯
...Carbon Offsets actions	◯	◯	◯	◯	◯
...the Sustainable Development Goals	◯	◯	◯	◯	◯

27. C.4 According to the United Nations, «The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice». While all the Goals are interconnected, which of the Goals do you consider to be the most important priority at the global level? (choose up to 3 Goals)

- Goal n.1 - No Poverty
- Goal n.2 - Zero Hunger
- Goal n.3 - Good Health and Well-Being
- Goal n.4 - Quality Education
- Goal n.5 - Gender Equality
- Goal n.6 - Clean Water and Sanitation
- Goal n.7 - Affordable and Clean Energy
- Goal n.8 - Decent Work and Economic Growth
- Goal n.9 - Industry, Innovation and Infrastructure
- Goal n.10 - Reduced Inequalities
- Goal n.11 - Sustainable Cities and Communities
- Goal n.12 - Responsible Production and Consumption
- Goal n.13 - Climate Action
- Goal n.14 - Life Below Water
- Goal n.15 - Life on Land
- Goal n.16 - Peace, Justice and Strong Institutions
- Goal n.17 - Partnerships for the Goals

28. C5. I feel that...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
In most ways my life is close to my ideal	◯	◯	◯	◯	◯
The conditions of my life are excellent.	◯	◯	◯	◯	◯
I am satisfied with my life.	◯	◯	◯	◯	◯
So far I have gotten the important things I want in life.	◯	◯	◯	◯	◯
If I could live my life over, I would change almost nothing.	◯	◯	◯	◯	◯

THANKS FOR ANSWERING OUR QUESTIONS!

This questionnaire is the result of the cooperation and agreement between different national, regional and International Voluntary Service organisations and builds on the experience of three research projects and the surveys they had developed together with leading academic institutions:
«Changing Perspectives I and II» (2012/2015)

Coordinated by Solidarités Jeunesses (France) with the scientific support of Johns Hopkins University and the University of Illinois at Urbana-Champaign, USA, and with the financial contribution of the Youth in Action and Erasmus+ Programme of the European Commission.

«ImpAct: Creating synergies between NGOs and the Academic sector to measure and value the impact of International Voluntary Service in Europe and Asia» (2013)

Coordinated by the Coordinating Committee for International Voluntary Service (CCIVS), with the scientific support of the University of Salzburg, Austria and of the National University of Malaysia (UKM), and with the financial contribution of the Youth in Action Programme of the European Commission.

«Development for Peace: International Workcamps for Global Education and Development» (2014)
Coordinated by Better World (Korea) with the scientific support of Myongji University, Korea and the University of Illinois at Urbana- Champaign, USA.

The publicly available work of the Asia Society, United Way and the UN Competency Development Framework were among the additional sources of inspiration for the questionnaire. This also includes questions on life satisfaction developed and made available by Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin (1985, Journal of Personality Assessment), as well as the short form of the SIAS (Mattick and Clarke, 1998) and the Friendship Scale (Hawthorne, 2006).

Annex IV - Interview guidelines and analysis grid

Interviews for the community members

This format was used in the projects "ImpAct", "Changing Perspectives" and "STEP". The projects "Raising Peace" and "#ivs4peace" utilised sets of specific questions developed by the participants themselves based on the goals and objectives of their organisations in the framework of the CCIVS projects concerned.

Some basic approaches for the interviews:

1. "Interview" means to talk with somebody

One important basic rule

- Interview = Talk = getting information from an unknown person in a certain time
- Interview IS NOT a questionnaire
- Mind the other person with respect for feelings, emotions, etc
- Mind the two levels:
  - » Emotional level
  - » Content level

2. Planning and preparing the interview

- Step 1: General goal/s of Interview: main subjects as a compass through
- Step 2: First draft:
  - » List of questions
  - » List of themes
- Step 3: Running order of the interview: Adapt to the person,
  - » Follow the chapters of the interview
  - » Find a good starter
  - » Find a good end
- Step 4: Try the interview with somebody!

3. Doing the interview

Setting: Emotional preparation!

- Start giving an overview
- Describe the roles: interviewer, interviewee
- NOT the specific questions

The talk

- Use your questions as a guiding tour
- You manage the interview (don't be lost by your interviewed)
- Address emotions and disturbance
- Let the person finish the answer

- Avoid monologues from both sides
- Give examples “Imagine …”
- Ask in your own habit / attitude of language / talking
- Don’t complicate!
- Avoid generalisations
- Be precise!

Making an interview as a researcher: General advice

- Try to find a comfortable space and ambience for both you and the interviewed
- Cooperate with a native speaker (if you are not) when doing the interviews! We strongly recommend that interviews are done by/in cooperation with native speakers
- Show respect towards the person you are interviewing!
- Adapt yourself/the interview to the specific situation, find the way that it all makes sense and at the same time we achieve the necessary results.
- Take care that you have all your research tools available (questionnaire, batteries, recorder, notebook, pens)
- Reflect on your prejudices, stereotypes and barriers! (And try not to project them to your interviewed)
- Be open minded and flexible towards different points of view!
- Inform yourself well about the background of the project and about the culture and traditions of the local community!

The method needs a good implementation: it affects the results and the reliability

Gianni (expert, ex-SCI and ex-CCIVS board member) has insisted during the whole process in the need of a correct and improved implementation of the methods: the way we make interviews, the way we prepare them, even the way we analyse them or train the future interviewers affect decisively the final results, thus also our capacity to use them or showcase them.

There are questions relative to the guidelines for the interviews, other have to do with a good enough preparation of interviewers [to which extent they deeply understand the purpose and approach of the interview they are going to perform; and how much they are able to transmit that to the interviewee, so that the conversation can be plain, honest and deep enough; or how to ensure the appropriate selection of interviewees]. Finally, there are some related to the performance or the setting of the interview: how much has it influenced in this round of STEPs interviews the presence of a STEPs expert in the easiness of the conversation for some of the interviewees? (In the reading of some specific texts, or the actual experience in situ, it seems evident that certain interviewees may have been more impressed by the presence of a foreigner, or a potential “evaluator” to whom positiveness or specific messages needed to be addressed; than they would have been with the mere presence of a national partner. Despite the attempts to explain well, and the creation of a comfortable setting, in some cases it seems this has remained).

Of course, this needs to be put in a context in which the basis is solid -both academically and methodologically-, where results are useful, and enlightening in several dimensions. So the need is to revise critically in order to improve and strengthen, not to question or rebuild.

GUIDING QUESTIONS

Demographic Data

Location of the project
Type of location (rural/urban/sub-urban)
Name
Nationality
Age
Gender
Occupation and role in the community
What Project/work here? For how many years has this project been implemented?
Your role/relation in/with the project?

I. Starting the interview (QUESTIONS TO SITUATE AND make your interviewed feel AT EASE)

Hosting International Volunteers

1. When did you host the first international volunteer(s)? a) Year: b) How many international volunteers you hosted?
2. What was your "initial" motivation to host international volunteers?
3. What are the challenges faced in hosting international volunteers? How were you able to deal with those challenges? Please give concrete examples.
4. How does the presence of international volunteers influence the relationship between different local community stakeholders (authorities, sponsors, local government, media, etc)?

II. Questions about how the IVS project touches/ has an outcome on/for the local community

5. What do you think about the project? (what's your general opinion, the stronger points, the challenges)
6. How do you think the project has an impact on the community members? → Can you share any examples of impact this project has had on the community members? / has the project brought any changes to the community? (Changes in daily routine, lifestyle, intercultural exchange, technical skills…)

More in depth:

6a. as the project produced any change on the attitudes, beliefs and behaviour of the local community?

6b. any change regarding the outlook/perceptions of members of the local community with reference to people with different origins/cultures

6c. any change regarding the outlook/perceptions of members of the local community

with reference to their own community

6d. did members of your community participate in THIS PROJECT? (in which ways?) can you share any examples?

6e. did members of your community participate IN ANY OTHER international programmes as a result of this project?

6f. do voluntary service projects contribute to any crucial challenges of your community? (which ones, how?)

7. What is the technical result of the volunteers' work? In a single project /As a result of the several projects of last years (if it is the case)
8. According to your perspectives, what are the (positive and negative) impacts on:

8a. Environment and sustainability (improvement by the work done; effect of their presence, raising awareness on environmental issues, long term actions, three levels of sustainability; social, economic, environmental)

8b. Heritage and cultural diversity (renovation/ awareness raising heritage; any effect on intercultural relations?; with local non-autochthonous community?)

8c. Human rights and peace (more information on peace and human rights, different vision of this area, relations between different people different backgrounds)

8d. Social inclusion and active participation (gender and equality/ greater participation of people in activities, in interest in activities, skills for personal development)

8e. Poverty reduction and health promotion (greater awareness on; food sovereignty (the right of people to define their own food systems)/ HIV AIDS, healthy/clean environment to live in, new skills for professional development)

8f. Local economy (examples: spend money in village, more visits to heritage by …; regional investment; jobs supporting project life,…)

Final Questions

9. Did any new initiatives start in the community influenced by the camp?

Conflict management

10. Did the camp bring any conflict? How was it managed and with which result
11. Did this affect on the way people approaches conflicts in your community?
12. What's the most significant change this project brought?
13. What is your suggestion for the improvement of the project in the future?

Eg: What are the things that the local community can do to support the IVS project? What can the IVS organisation do to support the local community?

ORG / Interviewee	Mention NO Impact	# occurences How many	Paste sentences that mention NO IMPACT here	Mention NEGATIVE Impact	# occurences How many	Paste sentences that mention NEGATIVE IMPACT here	Mention POSITIVE Impact	# occurences How many	Paste sentences that mention NEGATIVE IMPACT here
Cultural/intercultural competences What's the cultural impact of the project in the community? How is it in terms of: • Intercultural learning? • Does it change anything within the community? • On the self-image? • On the image of others?									
Citizenship and participation What's the impact regarding • active participation within the community (higher involvement), or • in IVS projects or other international opportunities? (participate or think to participate)									
Conflict management Did it (and how) affect the way the community members/ collectives deal with conflicts? (personal, interpersonal, social,...) • where there any conflicts • did they find specific ways to deal with them?									
Technical work Which is the level of impact of the technical work developed?									
Thematic actions Did the project have an impact in any of the Thematic actions defined in the White Paper as priority for IVS? • Environment and sustainability • Heritage and Cultural Diversity • Human rights and peace • Social inclusion and active participation • Poverty reduction and health									
Local economy Does the project contribute to the Local economy in any sense?									
Other findings (not include in the above) please specify									

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Just volunteers
Why International Voluntary Service doesn't work (the way you think)

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