

Annex 3:

Impact of Volunteering on “Efterskole” Projects Hosting Long-term International Volunteers
ICYE Sample Assessment Report, 2013
By Uffe Engsig, Dansk ICYE

Table of Contents

1. Introduction.....2

2. Methods.....2

3. Phase 1: Questionnaires..... 2

4. Phase two: Focus group.....3

5. Timeframe.....4

6. Conclusion.....5

Annexes

Annex 1: Questionnaire students.....7

Annex 2: Questionnaire teachers.....13

Annex 3: Results of the survey at the schools.....20

Annex 4: Minutes of the focus group with teachers.....28

1. Introduction

At the seminar in London, we decided to investigate the impact of our international volunteers on our hosting organisations. In particular, we wanted to know how the staff's ideas concerning culture had changed through their experience of working with international volunteers.

Furthermore, we wanted to investigate how students and teachers describe the experience of having international volunteers at the school.

This report will describe the methods we used in our assessment, as well as providing a picture of how many resources and hours spent to make the assessment.

2. Methods

We decided that we needed to use research methods that were cost effective and easy for the staff members to engage with.

The goal was to investigate the cultural impact on the host projects on the "Efterskole" projects in Denmark.

The impact assessment was divided into 2 phases with two different methods.

Phase one: Questionnaires to staff and students on 7 schools

Phase two: Focus group meeting with representatives from each of the 7 schools.

3. Phase one: Questionnaires

The questionnaires were designed with a high degree of inspiration from the questions at the seminar in London. The plan was to send out the questionnaires in May, but due to changes and lack of co-workers originally assigned to the impact assessment, the task was transferred to the office. This led to delays in the process and the questionnaires were sent out later than originally planned. On the 26th of June we sent out questionnaires to 7 schools. We issued a separate questionnaire for students and teachers.

We had originally planned that the international volunteers should also fill in a questionnaire for volunteers. However, due to the delay, most of the volunteers had already left the projects for their travel month, and we therefore decided not to send out questionnaires to the volunteers. For future assessments we will make sure to be on time in order to include also international volunteers in the study.

The questionnaire was sent to the school principals or contact persons, after which these persons took care of the further distribution of the questionnaires.

You will find the questionnaires for both students and staff in annexes 1 and 2.

The purpose of the questionnaires was to generate results, statements and information, which could form the basis of the planned focus group meeting in autumn.

Why this method?

The questionnaire allows us to gain a broad range of information, including quantitative data. It also allows us to sample a large group: More than 800 students and 140 staff members were potential respondents in this sample study.

The questionnaire did cover a broad range of topics assessing the impact of the international volunteer on the hosting project.

Unfortunately, the questionnaires were sent at the time the school year ends, which is why it has been difficult to get a satisfactory number of respondents.

Although we received answers from just a limited numbers of respondents, both we and the focus group found the detailed answers very interesting and valuable for the future assessments and discussions.

4. Phase two: Focus group

The questionnaire was followed by a focus group meeting.

The focus group enabled us to dig deeper into the culture impact that the volunteers had on the staff of their host project.

The focus group was made up of a range of staff members from all the different school projects. The focus group was asked to discuss the cultural impact of - and by - the international volunteers.

The focus group was led through the discussion of the cultural impact of the volunteers on the students and staff members by way of three phases.

The first phase introduced the topic of the international volunteers.

The second phase discussed how the staff/students feel about different cultures after having spent time with the volunteers. The third phase ended with a discussion about future volunteers.

Originally all 7 schools who hosted international volunteers during the first half of 2013 were invited to the focus group meeting in September.

Before the meeting we sent them statistics and answers from the students and teachers, together with comments on the data received from the questionnaire. Please see annexes 3 – 4.

Participants were reimbursed their transport costs, and the meeting ended with a dinner where representatives from the schools where able to network and exchange experiences and stories from the projects.

The discussion in the focus group was led by the director, and our intern took the minutes.

Unfortunately, only 4 of the 7 schools were able to participate in the focus group.

The three schools that were not present were also the schools that had expressed the most challenges and problems hosting a volunteer.

At the seminar in London, we had planned to analyse the data by transcription data and doing content analysis (close reading and word clouds).

It was not possible to transcribe the focus group as it is a time consuming process. I therefore decided to have the office intern take the minutes, which also served as a presentation to the projects afterwards.

The minutes (annex 4) of the focus group were sent to all 7 schools.

For future assessments we will prioritize audio recording and transcribing because the results and data from the focus group meeting are difficult to analyse from memory and from the minutes.

5. Timeframe

In this section, I will try to explain how the work was organised and how much time was spent on each part of the assessment.

Mid June: The questionnaires are constructed and entered into an online survey tool - Relationwise. The process took approximately 12 hours using the questions that had already been prepared in London.

26th of June: The link to access the two questionnaires was sent out to the 7 schools. We have been in contact with the schools before this date and informed them of the whole process (Questionnaire and focus group meeting). Along with the two links, there is an explanation about the persons to whom these links should be sent, and a short presentation of the questionnaire - which was also to be sent out to the participants.

Approximately four hours was spent on contacting the schools, writing the information and sending the emails.

The questionnaire was online for 1½ month (during the summer period) but the ones who responded, mainly responded within the first two weeks.

Mid-August: The data from the questionnaires was gathered and made presentable in graphs and statistics.

A short presentation (Annex 3) was prepared for the participants in the focus group meeting. The invitation for the focus group meeting was sent late August to the seven schools.

Preparing a presentation of data and sending out invitations: 7 hours

Late August: Analysing data and preparing the focus group meeting.

In-depth preparations of the programme and questions for the meeting: 7 hours

10th of September: Focus group meeting with participants from 4 schools, a representative from the "Efterskole" organisation and 2 members of the office staff. The meeting ended with a dinner where the schools had possibility to network and to share experiences/best practice: 5 hours (two persons).

Taking minutes and sending it to all the schools invited: 2 hours

Analysing data from the focus group meeting and presenting it to the rest of the organisation (board and co-workers involved in the "Efterskole" projects: 10 hours.

In all, we spent approximately 52 hours on the impact assessment as well as all the hours put in by our partners (respondents and participants in the focus group meeting).

As I mentioned earlier, we decided not to involve international volunteers in the survey. In addition, we chose to make a general summary of the focus group meeting instead of doing transcriptions because of the lack of human resources and time. If we had chosen to include both international volunteers in the survey as well as performing an analysis of the focus group meeting on the basis of a transcript, we would have spent far more time on the entire.

6. Conclusion

To conduct a questionnaire survey followed by a focus group meeting is a time consuming process. It is important to consider the challenges of working with co-workers in relation to the task. Who will take over the task if the assigned co-worker stops?

In this case, the task was carried out by the office, which is not sustainable without having the necessary resources.

For small organisations with limited financial and human resources, it is important that volunteers perform a large part of the task.

Though the impact assessment is not scientifically correct, it led to more unexpected outcomes that have been beneficial to the organisation:

- **Networking and relationship building** - Focus groups enable staff from different projects to network and make stronger contacts.
- **Reflection** - Focus groups enable the participants to reflect on their work with international volunteers and the involvement of volunteers at their organisations.
- **Additional information** - Focus groups enable the participants to give direct feedback on the questionnaire and to answer new or unasked questions.

What to do with the results:

- **Increase awareness** - Use the results to increase awareness of international volunteers and our programs.
- **Justification of our programs** - Use the outcomes to justify our programmes and international volunteers in hosting projects.
- **Marketing and recruitment** - Use the results to increase marketing and volunteer recruitment.
- **Programme quality and development** - Use the results to look for areas of possible improvement and development.
- **Working relationships** - Improve the working relationship between the project staff and the international volunteers.

Uffe Engsig, Aarhus, 05.01.2014

Annex 1: Questionnaire students

Survey: Evaluation of “Efterskole”-projects, Danish ICYE

English translation of the questionnaire for the students

Please note that this questionnaire has been translated from Danish to English. This might have caused minor changes in some of the used terms and further affect the links between questions and answers. It is also important to be aware of cultural differences that might affect the understanding of the used expressions. The questions are directed towards an average young student at a Danish efterskole.

Page 1 - Question 1

Dear efterskole student,

This survey is made in order for ICYE to achieve knowledge concerning positive experiences and challenges in relation to the organization's projects where international volunteers work on efterskoler in either 6 or 12 months.

The questionnaire takes about 10 min. to complete and has been send out to 8 efterskoler. The answers are anonymous.

Thank you in advance for your help!

First we need some background information about you:

Page 2 - Question 2

Sex

- Male
 Female

Page 3 - Question 3 - visible -

Grade

- 8th grade
 9th grade
 10th grade

Page 4 - Question 4 -

How many hours a week have you spend with the volunteer?

- Less than one hour
 1-2
 3-4
 5-6

- 7-8
- 9-10
- More than ten hours

Page 5 – Question 5 -

Which of the following statements describes your experience of how much time you have spent with the volunteer better?

- I would have liked to spend more time with the volunteer
- I have spent an appropriate amount of time with the volunteer
- I have spent more time with the volunteer than I wished to

Page 6 - Question 6 - visible -

The following questions concern the challenges that might be connected to having a volunteer on the school

Page 7 - Question 7 - visible -

To which extend to you agree or disagree with the following statements:

| | I Disagree strongly (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I agree strongly | I don't know |
|--|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| It is necessary that the students are introduced to the volunteer's role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer distracts the classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer is welcome in the local society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is easy to get in contact with the volunteer at the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The duration of the volunteer's stay is appropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer has the required skills for him to carry out his duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 8 - Question 8 -

Do the benefits of having an international volunteer outweigh the challenges?

- Yes (Please elaborate your answer)

No (Please elaborate your answer)

I don't know

Page 9 - Question 9 - -

In the following we ask you to assess some of the volunteer's competences. If you have had more than one volunteer on your school, please give us an overall assessment.

Page 10 - Question 10 - -

Indicate the volunteer's English skills on arrival

Beginner

Basis

Fluent

I don't know

Page 11 - Question 11 -

Indicate the volunteer's general ability to make him or herself understood on arrival

Very bad

Bad

Fair

Good

Very good

I don't know

Page 12 - Question 12 - visible -

To which extend to you agree or disagree with the following statements concerning the importance of the volunteer's language skills

| | I disagree strongly (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I agree strongly (7) | I don't know |
|---|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The volunteer's ability to write Danish is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer's ability to write correct English is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer's ability to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Speak Danish is important | | | | | | | | |
| The volunteer's ability to speak English is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer's general communication skills are more important than specific language skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 13 - Question 13 -

Have the volunteer's language skills gotten better over the year?

- Yes
- No (Jump to element 15)
- I don't know

Page 14 - Question 14 -

Have the improved language skills enabled the volunteers to take on more challenging tasks?

- Yes
- No
- I don't know

Page 15 - Question 15 -

To which extent do you agree or disagree with the following statements about the volunteer:

| | I disagree strongly (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I agree strongly (7) | I don't |
|--|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| He/she is outgoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she is insecure when taking on tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she is insecure when speaking Danish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she has easily become part of the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she has generally been in a good mood | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 16 - Question 16 - -

In the following questions we ask about what the volunteer's stay has meant for you and your school.

Page 17 - Question 17 - -

How do you feel the relation between you and the volunteer has been?

- Very bad
- Bad

- Fair
- Good
- Very good
- I don't know

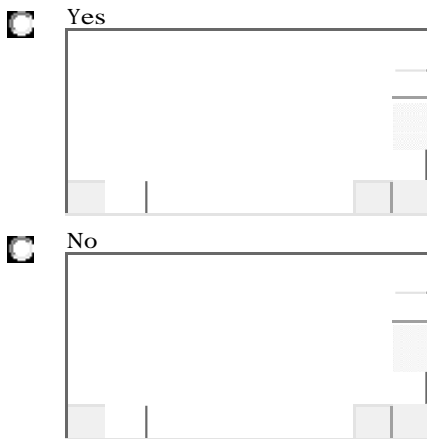
Page 18 - Question 18 - -

How has the relation between the volunteer and the students been in general?

- Very bad
- Bad
- Fair
- Good
- Very good
- I don't know

Page 19 - Question 19 - -

Has your interest in the volunteer's culture increased during his or her stay? Please elaborate.



Page 20 - Question 20 - -

Has the volunteer's stay led to any new ideas or initiatives on the school? If so, please indicate in which area(s).



Page 21 - Question 21 - -

To which extend has the volunteer's stay has made you think about cultural differences?

- Not at all
- Not much
- To some extend
- To a great extend
- I don't know

Page 22 - Question 22 - -

To which extend to you agree or disagree with the following statements concerning the interest in the volunteer's home country:

| | I disagree strongly (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I agree strongly (7) | I don't know |
|---|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The students have generally been interested in learning about the volunteer's culture. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer has had a positive effect on the students in general. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The students have, in general, given the volunteer opportunities to tell about his or her home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The students have spent their free time with the volunteer, e.g. on trips, vacations or weekends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The students have discussed similarities and differences between Denmark and the volunteer's home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The students have learned about the volunteer's home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 23 - Question 23 - -

Do you have any comments, proposals or experiences with the volunteer that you wish to add

Page 24 - Question 24 - -

Thank you very much for your participation!

Annex 2: Questionnaire teachers

Survey: Evaluation of “Efterskole”-projects, Danish ICYE

English translation of the questionnaire for the teachers

Please note that this questionnaire has been translated from Danish to English. This might have caused minor changes in some of the used terms and further affect the links between questions and answers. It is also important to be aware of cultural differences that might affect the understanding of the used expressions.

Page 1 - Question 1 -

Dear efterskole teacher,

This survey is made in order for ICYE to achieve knowledge concerning positive experiences and challenges in relation to the organization's projects where international volunteers work on efterskoler in either 6 or 12 months.

The questionnaire takes about 10 min. to complete and has been send out to 8 efterskoler. The answers are anonymous.

Thank you in advance for your help!

First we need some background information about you:

Page 2 - Question 2 -

Sex

- Male
- Female

Page 3 - Question 3 - -

How many hours a week have you spend with the volunteer?

- Less than one hour
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than ten hours

Page 4 - Question 4 - -

Which of the following statements describes your experience of how much time you have spent with the volunteer better?

- I would have liked to spend more time with the volunteer
- I have spent an appropriate amount of time with the volunteer
- I have spent more time with the volunteer than I wished to

Page 5 - Question 5 - -

The following questions concern the challenges that might be connected to having a volunteer on the school

Page 6 - Question 6 - visible -

To which extend to you agree or disagree with the following statements:

| | I strongly disagree (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I strongly agree (7) | Ved ikke |
|---|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| It is necessary that the teachers are introduced to the volunteer's role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is necessary that the students are introduced to the volunteer's role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer distracts the classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer is welcome in the local society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is easy to get in contact with the volunteer at the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The duration of the volunteer's stay is appropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer has the required skills for him to carry out his duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is necessary that volunteer is supervised during the stay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It has been clear to me what kind of activities I could use the volunteer for | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 7 - Question 7 - -

Do the benefits of having an international volunteer outweigh the challenges?

- Yes (Please elaborate your answer)
- No (Please elaborate your answer)



I don't know

Page 8 - Question 8 - -

In the following we ask you to assess some of the volunteer's competences. If you have had more than one volunteer on your school, please give us an overall assessment.

Page 9 - Question 9 -

Indicate the volunteer's English skills on arrival

Beginner

Basis

Fluent

I don't know

Page 10 - Question 10 - -

Indicate the volunteer's general ability to make him or herself understood on arrival

Very bad

Bad

Fair

Good

Very good

I don't know

Page 11 - Question 11 - -

To which extend to you agree or disagree with the following statements concerning the importance of the volunteer's language skills

| | I strongly disagree (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I strongly agree (7) | I don't know |
|---|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The volunteer's ability to write Danish is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer's ability to write correct English is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The volunteer's ability to speak Danish is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer's ability to speak English is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer's general communication skills are more important than specific language skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 12 - Question 12 - visible -

Have the volunteer's language skills gotten better over the year?

- Yes
- No (Jump to element 14)
- I don't know (Jump to element 14)

Page 13 - Question 13 - -

Have the improved language skills enabled the volunteers to take on more challenging tasks?

- Yes
- No
- I don't know

Page 14 - Question 14 - -

To which extend to you agree or disagree with the following statements about the volunteer:

| | Meget uenig (1) | 2 | 3 | Hverken enig eller uenig (4) | 5 | 6 | Meget enig (7) | Ved ikke |
|---|--------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| He/she is outgoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she is insecure when taking on tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she is insecure when speaking Danish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she easily has easily become part of the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| He/she has generally been in a good mood | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 15 - Question 15 - -

In the following questions we ask about what the volunteer's stay has meant for you and your school.

Page 16 - Question 16 - -

Have you introduced the volunteer to activities in the local society?

Yes

No

Page 17 - Question 17 - -

How do you feel the relation between you and the volunteer has been?

Very bad

Bad

Fair

Good

Very Good

I haven't spent time with the volunteer

Page 18 - Question 18 - -

How has the relation between the volunteer and the students been in general?

Very bad

Bad

Fair

Good

Very good

I don't know

Page 19 - Question 19 - -

How has the relation between the volunteer and the teachers been in general?

Very bad

Bad

Fair

Good

Very good

I don't know

Page 20 - Question 20 - -

Have you noticed that the students' interest in the volunteer's culture has increased during his or her stay?
Please elaborate.

Yes

No

Page 21 - Question 21 - -

Has the volunteer's stay led to any new ideas or initiatives on the school? If so, please indicate in which area(s).



No

Page 22 - Question 22 - -

To which extend do you sense that the volunteer's stay has made the students think about cultural differences?

- Not at all
- Not much
- To some extend
- To a great extend
- I don't know

Page 23 - Question 23 - -

To which extend to you agree or disagree with the following statements concerning the interest in the volunteer's home country:

| | I strongly disagree (1) | 2 | 3 | I neither agree or disagree (4) | 5 | 6 | I strongly agree (7) | I don't know |
|---|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The volunteer has had a positive effect on the teachers in general. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The teachers have generally been interested in learning about the volunteer's culture. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The teachers have, in general, given the volunteer opportunities to tell about his or her home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The employees have spent their free time with the volunteer, e.g. on trips, vacations or weekends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The teachers have articulated similarities and differences between Denmark and the volunteer's home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The students have learned about the volunteer's home country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The volunteer has had a positive influence on the students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Page 24 - Question 24 - -

Do you have any comments, proposals or experiences with the volunteer that you wish to add?

Page 25 - Question 25 -

Thank you very much for your participation!

Annex 3: Results of the survey at the schools

Results of the survey at the schools

Preliminary comments

During the summer Danish ICYE made a short questionnaire, which seeks to identify various aspects of international volunteers at 7 Danish schools. We have issued a separate questionnaire for students and teachers.

The questionnaire was sent to the school principals or contacts on 26th of June 2013, after which these accounted for the remaining distribution. Unfortunately, the questionnaires were sent at the same time the school year end, why it has been difficult to get a satisfactory number of respondents. 49 students have completed a questionnaire, while 18 teachers have completed a questionnaire. In both forms almost twice as many respondents commenced an answer without completing it, which suggests that there have been problems with the questionnaire form, either technically or in spirit.

The low number of respondents means that we have failed to obtain a representative sample - both among students and teachers. The survey can be considered as inspiration for further work, qualitatively or quantitatively.

The students

Among the students' answer is a preponderance of female respondents, representing 71.4% of the full sample.

Students comments

| Have the benefits of having an international volunteer offset the challenges? | |
|---|---|
| | Yes (please explain your answer) |
| | You learned a lot English and about other cultures |
| | Our volunteer has given our class another learning opportunity , so that we can get help from a real German. |
| | They have helped a lot with the different languages, since they speak it fluently. |
| | It has been great to get help in the linguistic and somewhat different lessons . |
| | They have been good to help and take care of us , but is still a little more " friends - like " than teachers |

| |
|--|
| I have learned a lot about another culture through conversations with the volunteer , and I also learned something about my own culture when the volunteer is questioning something I usually take for granted. |
| you can talk English in everyday life ... since it is one of the only way you can talk together - and learn another person to talk Danish ... |
| Having a Spaniard teaching Spanish is quite clearly better than that having a Dane teaching Spanish. And it has just been cozy☺ |
| They have been very anonymous and mostly you do not notice them or the possible problems that could be, so yes it was fine enough |
| Yes, since there is hardly any challenges in that they are here. |
| Just yes |
| Yes definitely, having to speak English. It was a challenge at first, but I'm really happy about it! |
| They have thought us a lot about their culture. |
| You get insight into the volunteers culture, and our volunteers were really nice and blended in well with the students without overshadow them. |
| Learning about other cultures is a challenge right now, but it is an advantage later in life. |
| There is a group that certainly talks "everyday English". It is always the same group talking to the volunteer. |
| That you were allowed to meet someone with a different culture. |
| Regarding the teaching part the volunteer I have been in contact with, had a good relationship with all students. It does happen sometimes that there are problems, but it has not been the volunteers fault. Personally I have helped the volunteer with his Danish and he has helped me develop my English. Having a volunteer is clearly something I can recommend. |
| Yes, because one is forced to speak English with him to understand him and it strengthens one's language ability |
| The only thing was having to talk a different language , which is difficult , |

| | |
|--|--|
| | We had a Spanish volunteer. She helped in the Spanish class. This meant that there was a lot more progress than I expected. |
| | it's been really exciting and instructive. I learned a lot about other cultures and have even been attracted to travel the world . |
| | It has given much in the form of assistance in language learning, and in general just the social life at the school |
| | Yes, we learned so much about German culture thanks to her and she has always been kind enough to help us and I miss having her teaching |
| | You learn a lot about the country he / she comes from and learn to engage effectively with people from other countries |

| Have you felt that your interest in the volunteer culture has grown during his / her stay? Please clarify. | |
|--|---|
| Yes | |
| | He's from the South Korea . |
| | I have learned a lot about Germany, besides wurst and lederhosen☺ |
| | You want to learn more about the country and culture once you 've heard a little about it |
| | Yes, when you are told something about another country you would like to go there on your own and experience it. |
| | you get a lot more background knowledge about the person's country , and you can also learn the language ... |
| | Yes, certainly, but I was a little bit interested in advance. |
| | I have been curious about how students in their home country are taught and the relationship between teacher and student. And generally just how their daily life is. |
| | It's very funny to hear about their school |
| | Yes because our one volunteer is from Spain and I am going on an exchange in Spain next year |
| | Because I have got to know them. |
| | It was just kind of fun to hear about. |

Yes, I have always been interested in other cultures and especially Asia but I am even more interested now.

It very much depends on where the volunteer comes from, but in general , I have great interest.

Yes I've learned so much about German culture thanks to her, so definitely yes

Have you felt that your interest in the volunteer culture has grown during his / her stay? Please clarify.

No

Don't like much about Germany

Have not had time

It was a German, I am German. Therefore, I know enough about the Germans.

No, not very much, since I already know a lot about both their countries

I have not had much contact with our two volunteers

My interest in culture is generally great, so it has not changed anything, that there have been volunteers.

Do not know.

Have the volunteer's stay brought new ideas at your school? If yes, please explain in what area (s).

Yes

To try their food

She has contributed to a more varied teaching

He had Korean / Japanese subject some evenings.

He taught us Japanese and Korean,

German games and play

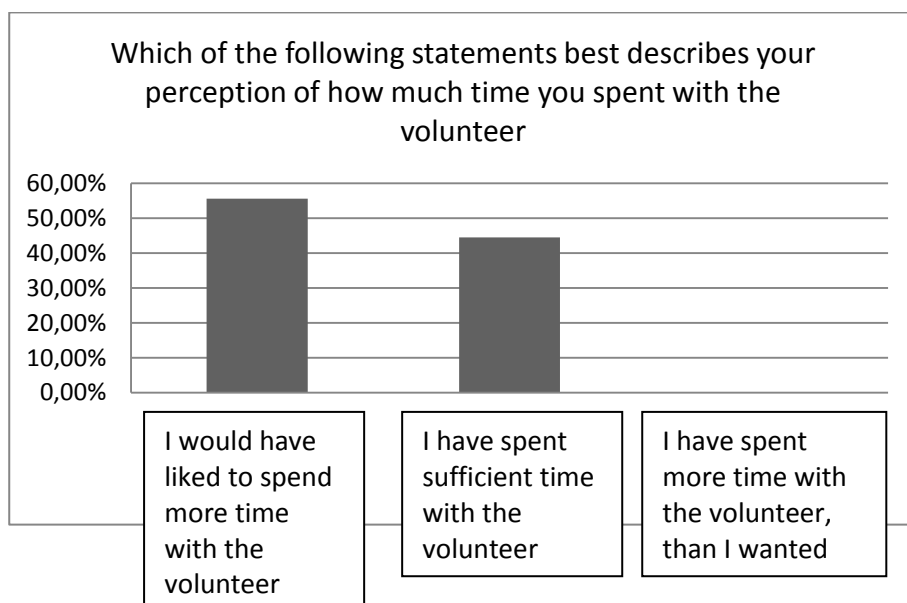
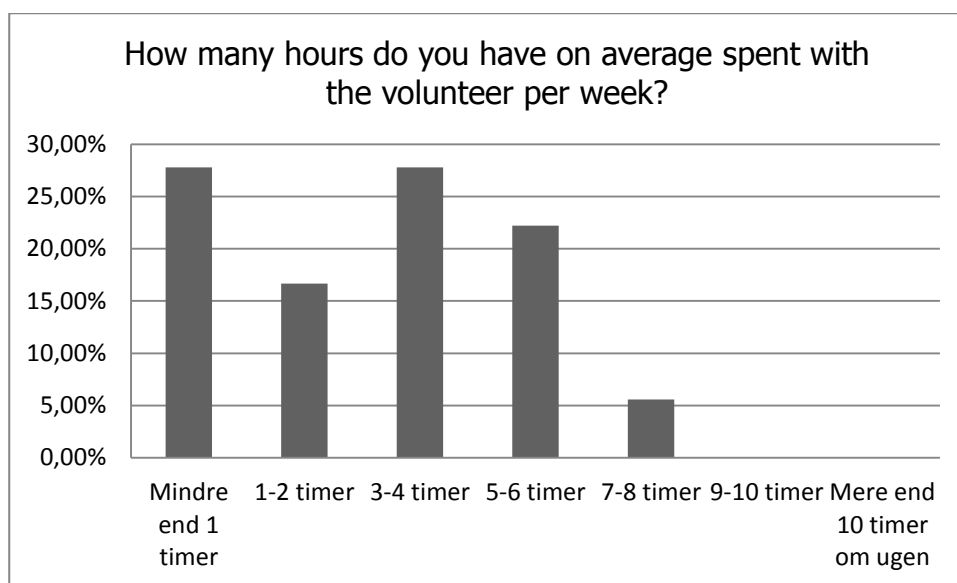
Learn the language from his home country, taste food from his home country

| Do you have any comments, suggestions, experiences with volunteers you would like to add?: | | | |
|--|---|--|--|
| | It's been nice to have Corina and Carla as volunteers. And I can recommend them as volunteers. | | |
| | It has made me want to travel as a volunteer . | | |
| | He is very nice and it's been a nice year | | |
| | It has been a great experience to have two foreign volunteers ! | | |
| | It has been great, can only be recommended . | | |
| | No not really, our volunteer 's just been really nice ! | | |
| | Not really. | | |
| | The volunteer must start with presenting himself at the beginning of the stay, it will make it easier for him / her to be a part of the school. | | |
| | It's been really cool to have the volunteers at the school for a year. | | |
| | It was nice to know him | | |
| | It has been really cool and I 'm glad that I have learned to know them. | | |
| | There should continue to be volunteers, for it has been really nice . | | |
| | That's fine , we've had a German volunteer and it has been great to teach her Danish , her willingness to learn has been good :-) | | |
| | it's been really good to have Hyun to stay at the school. | | |
| | It has been greeeeaat☺ | | |
| | I have had an enjoyable experience with volunteers , but I would have liked them to be introduced , officially for us at the beginning of the school year . | | |
| | Corinna - miss you : (| | |

The teachers

Average number of hours spent together with the volunteers

Of course there are differences in how much time each teachers spent with the volunteers. It varies from less than one hour to 7-8 hours per week. Around 55% would like to have spent more time with the volunteer, while about 45% think that they have used the appropriate amount of time with the volunteer. Nobody thinks that they have spent too much time with the volunteers. When looking at these figures, it appears that those who would like to have spent more primarily used between 1 and 6 hours/week, but it would require a larger sample, should there be concluded on this.



Teachers comments

| Have the benefits of having an international volunteer offset the challenges? | |
|---|---|
| | It has been great to see how volunteers have developed during the stay. One of them now wants to study to become a teacher. |
| | It is a challenge to meet a person with a completely different culture, and that they also have to communicate with him in English is challenging their language skills. |
| | Interesting to hear about the volunteers daily life before coming to DK. The cultural meeting is important to get into the school. Forcing students to converse in English. All in all a very positive experience and the small problems that naturally arise along the way have been resolved by discussion and sharing of expectations. |
| | It is important to meet cultural differences for both students and staff. |
| | But only a small yes. It is very difficult for a volunteer to start in February at a boarding school. The volunteer gets a peripheral role of the students. The volunteer's personality and extroversion plays a very important role for the mutual benefit. |
| | It has given us and the students a constant presence of an international dimension. |
| | An enrichment of the school and linguistically for all |
| | Exciting with the cultural meeting - and basis for reflection of everyday life. |
| | Yes, it has been a good experience, but we miss more initiative from the volunteer. It is an adult who must take responsibility for making contact with students. Our volunteer has had great difficulty in being active and initiative. |
| | It has been an eye opener and in many ways positive. Good to have two volunteers at the school. |
| | It is good to have a helping hand at a boarding school. It's good for students to meet adult contact and it's exciting when there is an international dimension too. |
| | It has been exciting with a completely different cultural input at the school. |

| |
|---|
| Have the benefits of having an international volunteer offset the challenges? |
| No (please explain your answer) |
| I do not think our volunteer has achieved enough of it. She has not been active and outgoing, and has not been so good taking on tasks. |

| |
|--|
| Have you noticed that students' interest in the volunteer culture has grown during his / her stay? Please clarify. |
| Yes |
| A little ... primarily due to her stories about her home country. |
| Several students have gotten to know the volunteer better, and have grown to a more thorough knowledge of his background and daily life at home. |
| They have asked a lot of specific questions regarding the daily life in the respective countries and thus gained sense of the countrys culture |
| Many have wanted to talk to him about cultural differences. A course with the volunteer created much attention |
| Yes – with a few students. |

| | |
|---|--|
| Have you noticed that students' interest in the volunteer culture has grown during his / her stay? Please clarify. | |
| No | |
| I think that the interest in cultural differences are largest at the beginning of the process. | |
| Not really because the students are more interested in their own culture. Something to focus on with the next volunteer. | |

| | |
|---|--|
| Have the volunteer's stay brought new ideas at your school? If yes, please explain in what area (s). | |
| Yes | |
| A course in Japanese | |
| An optional evening classes in Japanese language and culture | |

| |
|--|
| They have been good to engage in dialogue about issues - and helped in many places |
|--|

| Do you have any comments, suggestions, experiences with volunteers you would like to add?: | | |
|--|--|--|
| | | |
| | I would like that volunteers are better prepared when they come to our school. An introductory course on Danish culture and Danish conditions and a crash course in Danish would help volunteers to quickly feel like part of the community. | |
| | The personality is essential for how the exchange work. Why do the volunteers actually to Denmark? I feel that some come by desire for economic growth. | |
| | I am very unsure of what outcome a young man from Uganda get of coming to Denmark and see our rich country, when he in the end just travels back to hopelessness. | |

Annex 4 - Minutes of the focus group with teachers

Thanks for a good meeting!

The talk went, and we shared good experiences, gave advice and suggestions on how a volunteer stay can be improved, elaborated interesting stories from everyday life with volunteers at the schools and talked about the benefits and challenges in receiving volunteers, on respectively the EVS and the ICYE program.

Everyone's project

More topics went again, and you could often recognize each other's experiences from your own school. In particular one thing was much discussed: Some expressed the view that not all employees are equally committed to the volunteers stay as you are. A major challenge is that a few people are eager to have a volunteer, and there was consensus that it would help - both teachers and volunteers - if the project was just not one teacher's project, but everybody's project.

Different form

As an attempt to improve the volunteer's stay and make the project to "everybody's project", "Efterskolen Solgården" has decided to make a new scheme for the volunteer each week, for the first two months. In this way, the volunteer test disciplines, functions and tasks at the school and after the two months has ended he or she in cooperation with the school decide what he or she wants to work with.

Several factors come into play

There was broad agreement that a varied schedule can be a good way to integrate volunteer at the whole school. At the same time forcing the staff to engage in - and be interested in the volunteer.

Several also mentioned that the age, personality, sex and maturity affect how well the volunteer will be integrated, and how well a relationship you will get to him / her. Both Alex and Peter have been pleased with the EVS program, as the recruitment base are bigger, and it is easier to invite volunteers to Skype conversation before deciding.

Christian told that they on "Skibelund efterskole" have had good experiences with two volunteers at the same time but have not yet received the best out of it. They have considered the EVS program as they see an advantage in that the volunteer may be at the school for a whole year, and you can receive the volunteer at the start of the school year. This makes it easier for the volunteer to be part of the school, and he / she can experience a full year at a boarding school. Christian was expressed that he would like to learn more about the EVS program, since they do not know enough about it.

There was general agreement that a Skype interview is a very good tool in terms of getting an idea of the volunteer, inform about boarding school form, and balance expectations in relation to the project.

Peter said that in "Efterskolen Solgården" they have created the culture of having volunteers. In the teachers' room, they talked about how it's gone from being a burden to be an advantage. There will always be some who are skeptical, but you get better at being a "project".

Else said that an EVS project is a good idea. On "Vesterbølle Efterskole" they have had volunteers on the LTP ICYE for three years and have had mixed experiences depending on personality, age and maturity. It is getting easier every year.

Social and professional contributions

On "Rejsby efterskole" they have seen that the weak students get a good and close relationship with the volunteers, and it gives them confidence and courage to jump into conversations in another language.

Students are getting their prejudices challenged by putting a face to a person who does not fit into prejudices.

Some of you said that teachers gets better at speaking English, even if they were not comfortable at it first. Finally some of you tell that a volunteer add to the school's culture, traditions and activities. For example Alex told that he has begun to speak English instead of Danish during morning assembly. He also mentioned that it forces teachers to think about how the school works and how the school can improve. Else's school introduced exotic food days.

You have to be up to it

There was broad consensus that a volunteer can be recommended, but not under all circumstances. You have to be ready for it. Some said that one must be willing to put hours of work into it, and others said that one should be prepared for the challenges of cultural differences. Finally, all agreed that it is important to have as many people as possible on board the idea.

Peter said that when the volunteer is chosen, one should know exactly what to expect from him and not be afraid to say it. "Efterskolen Solgården" has introduced weekly meetings with their volunteers, as they talk about expectations and do follow-up on how things are.

The meeting was concluded with lunch where Peter from "Efterskolen Solgården" told about what it takes to become a EVS project.

Referent - Yasmin Kishik