



# VSO International Citizen Service: Social Return on Investment Evaluation

**Final report and recommendations**



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# Executive summary

## Introduction

International Citizen Service (ICS) is a volunteer model that brings together young people (aged 18-25) from the UK and developing countries who volunteer to work together on education, health, livelihood and civic participation projects in Africa and Asia (and previously Latin America). The aim of the programme is to make a positive contribution to poverty reduction and the sustainable development outcomes of the host country. In addition, the programme supports the longer-term personal and social development of the volunteers: they build skills that enable them to act as agents of social change within their own communities and beyond.

This report was commissioned by VSO, which is managing the ICS programme, and delivered by NEF Consulting. It represents the findings of a summative evaluation, exploring the socio-economic value that ICS volunteers generate for themselves and the long-term return on investment of youth volunteering. The impact of volunteers' community work is not included in this study.

The evaluation sought to understand two broad research questions:

- The longer-term impact of the ICS experience on volunteers.
- Whether socio-economic impact varies across different groups of volunteers.

The research used a qualitative research approach to develop a programme theory of change and to verify the outcomes detailed within it. Existing UK volunteer survey data collected by VSO at three points in time (during selection, at the end of the volunteer placement, and 12 months post-placement) were used in the Social Return on Investment (SROI) analysis. This study focused on UK volunteers due to data availability, however the analysis can be extended in the future to include national volunteers, based on the learning from this study.

## Outcomes

**Increase in confidence was one of the most widely reported changes experienced by UK volunteers.** When asked about the effects of their ICS placement, nearly half of all volunteers stated that ICS had influenced their confidence 'a lot'<sup>1</sup>. Only 18.1% of UK volunteers reported no influence on their confidence levels.

**UK volunteers were involved in higher levels of active citizenship post-placement than is found generally amongst 16-24 year olds in England.** Of the volunteers who did voluntary work during the 12 months after returning, 93% did at least as much before their placement began, and 38% reported that they did 'a lot' more. The number of volunteers who engaged

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<sup>1</sup> The volunteer surveys use a four point scale which are described as: 1= Not at all, 2= A little, 3= Some extent, 4=A lot.

regularly with at least one organisation rose by 7.5% post-placement, and volunteers who reported at least one form of regular civic engagement increased by 7.2%.

**UK volunteers reported that they had kept in touch with other ICS volunteers.** 82% of UK volunteers reported that they had kept in touch with both UK and national volunteers.

**UK volunteers improved their ability to work in a multicultural environment.** The rate of volunteers indicating that they felt confident in communicating with people of different backgrounds rose by 4%, by the end of the ICS placement. Understanding that their communication style should be adjusted when working cross-culturally rose by 18.9%, 12 months post-placement.

## Social return on investment (SROI)

The SROI modelling process estimated the net impact of the programme by adjusting for the concepts of deadweight, attribution and displacement,<sup>2</sup> before monetising the benefits created by ICS using financial proxies, and plotting the duration of these benefits over time.

**The ICS programme is estimated to have created benefits equivalent to £176,962,812 for UK volunteers at a total cost of £38,166,808.** The SROI ratio is **4.64:1**, meaning that for every £1 spent on the programme an estimated £4.64 in social value is created.

**Female UK volunteers and UK volunteers from lower income households<sup>3</sup> experienced higher levels of impact from the ICS programme.** Female volunteers derived a higher estimated impact from ICS than male volunteers, with an associated SROI ratio of nearly 5:1 for female volunteers compared to 3.22:1 for male volunteers. This was due mainly to the higher proportion of female volunteers stating ICS had improved their confidence 'a lot'.<sup>4</sup>

UK volunteers from lower income households who had received free school meals saw a much greater impact on confidence and active citizenship relative to those who had never received free school meals, resulting in a 5.68:1 SROI ratio compared to a 4.17:1 SROI ratio.

## General reflections

Limitations of the existing data excluded a number of key outcomes from the SROI model. Recommendations are included in this report to improve data collection, with particular reference to matching indicators to key outcomes, establishing the benefit period and drop-off of key outcomes, and estimating deadweight.

<sup>2</sup> **Deadweight** refers to the change in outcomes that would have occurred anyway in the absence of ICS. **Attribution** refers to an adjustment for the proportion of the benefit that is caused by ICS, as opposed to other factors. **Displacement** takes account of whether the improvement in outcomes experienced by ICS volunteers prevented others from achieving those same outcomes.

<sup>3</sup> In this instance, lower income households are defined as households of volunteers who had received free school meals at any point.

<sup>4</sup> The difference between the proportion of female volunteers citing this improvement and the equivalent proportion of male volunteers was statistically significant at the 5% level.



# 1. Introduction

## 1.1 ICS programme overview

International Citizen Service (ICS) brings together young people (aged 18-25) from the UK and developing countries to volunteer together in some of the poorest and most marginalised communities in the world.

The ICS model is based on developing counterpart volunteering teams (one from the UK and one from the host country) which are paired up to work on education, health, livelihood and civic participation projects in Africa and Asia (and previously Latin America). A counterpart pair of team leaders manages each team. The volunteering placements last 10-12 weeks. All ICS volunteers follow a standard process of application, selection and on-boarding, and undergo the same experience of planning and working on a set of identified projects, in partner organisations. A set learning and training process supports volunteers during the course of their journey. Each placement aims to make a positive contribution to:

- Poverty reduction and sustainable development outcomes in the host country.
- The personal and social development of volunteers.
- Building the skills for each volunteer so that they better understand international development and act as agents of social change within their own communities and beyond.

The programme has expanded rapidly since the initial pilot in 2011, which provided placements for approximately 1,200 UK volunteers and 720 national volunteers. Phase 1 of the programme (April 2012 to August 2015), provided placements for 7,000 UK and 7,000 national volunteers; this was expanded in Phase 2 (September 2015 to February 2019) to 10,000 UK and 10,000 national volunteers. An extension of Phase 2 to December 2019 plans to provide an additional 1,525 UK and 1,525 national volunteering placements.

Overall, ICS has delivered projects in 34 countries. Phase 2 of the programme focused on 28 countries and started 298 projects, 59 of which were active during 2018. The extension period of Phase 2 will operate across eight countries: Bangladesh, Cambodia, Kenya, Malawi, Nepal, Nigeria, Tanzania and Uganda.

The UK Government, through the Department for International Development (DFID), funds the ICS programme. DfID has committed a total of £173 million (including VAT) to ICS between 2011 and 2019, and contracted Voluntary Services Overseas (VSO) to manage and deliver over 50 percent of the current phase of the contract. The other agencies involved in Phase 2 are: Balloon Ventures, Challenges Worldwide, International Service, Raleigh International, Restless Development, Tearfund, and Y Care International.

## 1.2 Wider context

The business case for Phase 2 developed by DFID highlighted a critical role to be played by volunteering in the success of the post-2015, post-millennium development goal framework.<sup>5</sup> It echoed the position of the United Nations, which published a series of papers that 'outline the contribution of volunteerism to different issues and highlight its cross-cutting role.'<sup>6</sup> Volunteerism has been identified in these debates as having the potential to result in diverse multiplier effects that promote social change and empowerment, which will help to overcome sociocultural barriers to the equitable delivery of essential services for the poor.

## 1.3 Purpose of the research

VSO commissioned NEF Consulting to explore the socio-economic value that ICS volunteers generate for themselves and those they work with, and the long-term return on investment in youth volunteering, using existing data collected by VSO. This research is expected to contribute to the evidence-base relating to the understanding of change supported by volunteering for UK and national volunteers; and to support the improvement of data collection systems that will enable VSO to conduct SROI analysis in the future. Although beyond the scope of this evaluation, NEF Consulting was also asked to comment on how a study could be conducted to capture the social multiplier effect of volunteering.

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<sup>5</sup> UNODC (n.d) 'Post-2015 Development Agenda' (online). Available at: <https://www.unodc.org/unodc/en/about-unodc/post-2015-development-agenda.html> (Accessed on 24 May 2019).

<sup>6</sup> UN Volunteers (2019) 'Shape the future of volunteering: Online conversations (online). Last updated 25 April 2019. Available at: <http://www.unv.org/current-highlight/integrating-volunteerism-in-the-post-2015-development-agenda.html> (Accessed on 24 May 2019).

## 2. Research questions and approach

### 2.1 The research questions

The research questions focus on understanding the longer-term impact of the ICS experience on the volunteers, and the SROI that is generated among youth who have completed an ICS placement. The research questions were refined following discussions during the inception meeting with the VSO team, and a review of the available data. They have been grouped into three themes below:

1. **What are the longer-term impacts of the ICS experience on volunteers?**
  - To what extent UK volunteers are more likely to work with their communities and drive sustainable development after completing an ICS placement.
  - Whether participation in ICS has resulted in greater collaboration to achieve social change after placement, for both national and UK volunteers.
  - Whether marginalised UK youth are more likely to take up community or social development activities after ICS placement.<sup>7</sup>
  - To what extent individuals benefitting from ICS are more likely to pursue volunteer activities after completing their ICS placement.
  - The extent to which ICS has contributed to improved professional development or employment outcomes for both UK and national volunteers.
2. **Does socio-economic impact vary across different groups of volunteers?**
  - Whether socio-economic impact of ICS differs between those with different educational attainment of UK volunteers.
  - To what extent the socio-economic impact of ICS differs between UK volunteers from different geographic and socio-economic backgrounds across the UK.
  - To what extent socio-economic impact varies based on gender, for UK and national volunteers.
3. **Where is the greatest value created?<sup>8</sup>**
  - To what extent social return on investment differs between volunteers placed in low-income or middle-income countries.

### 2.2 Research approach

The research approach comprised five stages:

**Stage 1: Establishing the scope of the research.** Discussions at the inception meeting, together with a review of available data, established the scope of the study and refined the

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<sup>7</sup> The original question referenced both UK and national volunteers but, due to limited data availability, the national volunteers were excluded from the analysis.

<sup>8</sup> Originally the research questions included consideration of whether SROI differs among volunteers working in fragile states. This question was excluded in discussions during the inception meeting.



research questions. A review of the data collected by VSO found that demographic data was collected consistently for UK and national volunteers, accounting for gender, ethnicity, religion, and for UK volunteers only: disability. There was no data on the socio-economic background of national volunteers, and data on socio-economic indicators was not found to be robust for UK volunteers.

**Stage 2: Identifying outcomes.** A co-design session was held with members of the ICS team in VSO to develop the theory of change. Outcomes were identified for named stakeholders during the session, and these were reviewed against the programme's high-level theory of change and initial findings from key informant interviews. The resulting ICS programme theory of change is presented in section 3 of this report.

Primary data collection was undertaken using qualitative research methods to verify outcomes experienced by volunteers. Semi-structured interviews were conducted with nine UK volunteers who had been volunteers between 1-5 years previously, and eight national volunteers who had been volunteers between 2-4 years previously. A list of the interview questions and interviewees are detailed in Appendix 2. Two case studies were conducted with individual volunteers (one national and one UK volunteer), to illustrate how volunteering creates value for volunteers.

**Stage 3: Developing the evaluation framework.** A set of indicators was identified to capture change, in light of the existing ICS data available and the qualitative research undertaken in the previous stage.

**Stage 4: Developing the SROI model and analysis.** The SROI model was developed using data already collected by VSO through three volunteer surveys: the first completed at selection, the second at the end of the volunteer placement, and the third on the one-year anniversary of the volunteer's end-of-service date. These surveys aimed to capture information on changes in each volunteer's knowledge, attitudes and practices.

**Stage 5: Reporting.** Findings from the analysis are to be reviewed with VSO, and a written guide to the SROI framework will be developed to support VSO in continuing to apply an SROI analysis.



## 3. Findings of the qualitative research

### 3.1 Theory of change

A theory of change is a description and illustration of how and why a desired change is expected to happen in a particular context. It depicts a journey of change linking the activities of a programme to short-term, medium-term and longer-term outcomes, as experienced by stakeholders. It also identifies the external factors that could enable or prevent change from happening. A theory of change for the evaluation of the ICS programme was developed initially in a co-design session with members of the VSO ICS team, and then refined through the qualitative research process, as presented in Figure 1. A description of the theory of change, and findings from the qualitative research are detailed below. A list of the interview questions and individuals interviewed as part of the qualitative research are detailed in Appendix 2.

#### Context and aim

The context in which ICS operates consists of a multitude of diverse challenges that the programme aims to address, each reflecting the cultural and socio-economic diversity of the localities across all countries involved. The overarching issues that the programme aims to respond to include:

- A lack of opportunity for young people, especially those from marginalised backgrounds, to get involved in development work.
- A need for volunteering to engage more meaningfully with development work.

In this context, the programme aims to engage and mobilise young people to address the poverty challenge, through an active citizenship model which focuses on the development of skills that will enable them to conceptualise solutions to development problems.

#### Stakeholders

Primary stakeholders (the individuals or organisations who are most positively or negatively affected by the programme) were identified through the co-design session and via interviews with key informants (UK volunteers, national volunteers, volunteers from less privileged socio-economic groups) and team leaders from delivery partners (VSO, Raleigh International, and Restless Development). Other stakeholders that were identified included communities in the Global South, local organisations and their staff, and DFID.

#### Outcomes

Outcomes are illustrated by stakeholder in the theory of change, with some outcomes applying to all volunteers and others applying particularly to UK volunteers, national volunteers, volunteers from marginalised socio-economic groups, and team leaders. The outcomes were placed in three categories of chronological order: short-term (pre-placement training and country orientation), medium-term (during the Action at Home phase) and long-term (after the Action at Home phase). This chronological order implies a sustained,

incremental process of change, with short-term outcomes leading to medium-term outcomes, which in turn led to long-term outcomes. Key informants identified **increased language skills** as the only outcome which related exclusively to the national volunteers.

A key concern during the initial stages of this evaluation focused on how a broad range of outcomes that varies across different cultures and countries, could be measured consistently. The approach we have taken seeks to explore the commonalities and shared experiences of young people who undertake voluntary community development work, rather than to 'homogenise' a diversity of outcomes.

Key informants identified the material outcomes for the young people volunteering, as:

- **Confidence:** Increased confidence, empowerment, and the ability to have a voice on development issues.
- **Knowledge:** Increased knowledge of development challenges and trans-cultural understanding of their context.
- **Networks:** The relations, connections and peer networks, built through these experiences.
- **Active citizenship:** Development towards a lifetime as active citizens, working globally and locally.

Key informants also referred to an expected longer-term 'transformative impact' on the mind-set of the volunteers throughout their lives, resulting from involvement in the programme. ICS aims to **increase the agency for change** in the longer-term by increasing awareness of the issues at stake, through exposure to the context and challenges, and by developing volunteers' confidence and ability to participate with local communities, in conceptualising and co-creating solutions to development challenges. This change is expected to be evidenced through volunteers' choice of career and their behaviour, as well as impacting positively on the behaviour and mind-set of their peers (a social multiplier effect). The ability to sustain these outcomes is a key assumption that underpins the ICS approach, which is premised on a 'relational model'. It puts emphasis on a complex set of stakeholders and informal connections that form the basis for establishing 'constituencies for change'. These material outcomes are indicated by a yellow star in Figure 1.

Key informants identified a range of characteristics of the ICS volunteering model that distinguish it from other approaches:

- Equality of UK and national volunteers in terms of their participation in the programme.
- Establishing north-south and south-south networks and relations that will sustain impact in the long-term.
- Working and collaborating with organisations and communities at a local level. Ensuring that the diagnosis of and solution to problems faced by the communities, emerges from the volunteers' work with the communities. That is, communities co-own the solutions to their problems.



- Engaging volunteers in the local context of poverty and the challenges of development.

These features of the ICS model highlight the significance of the shared and long-term outcomes identified previously:

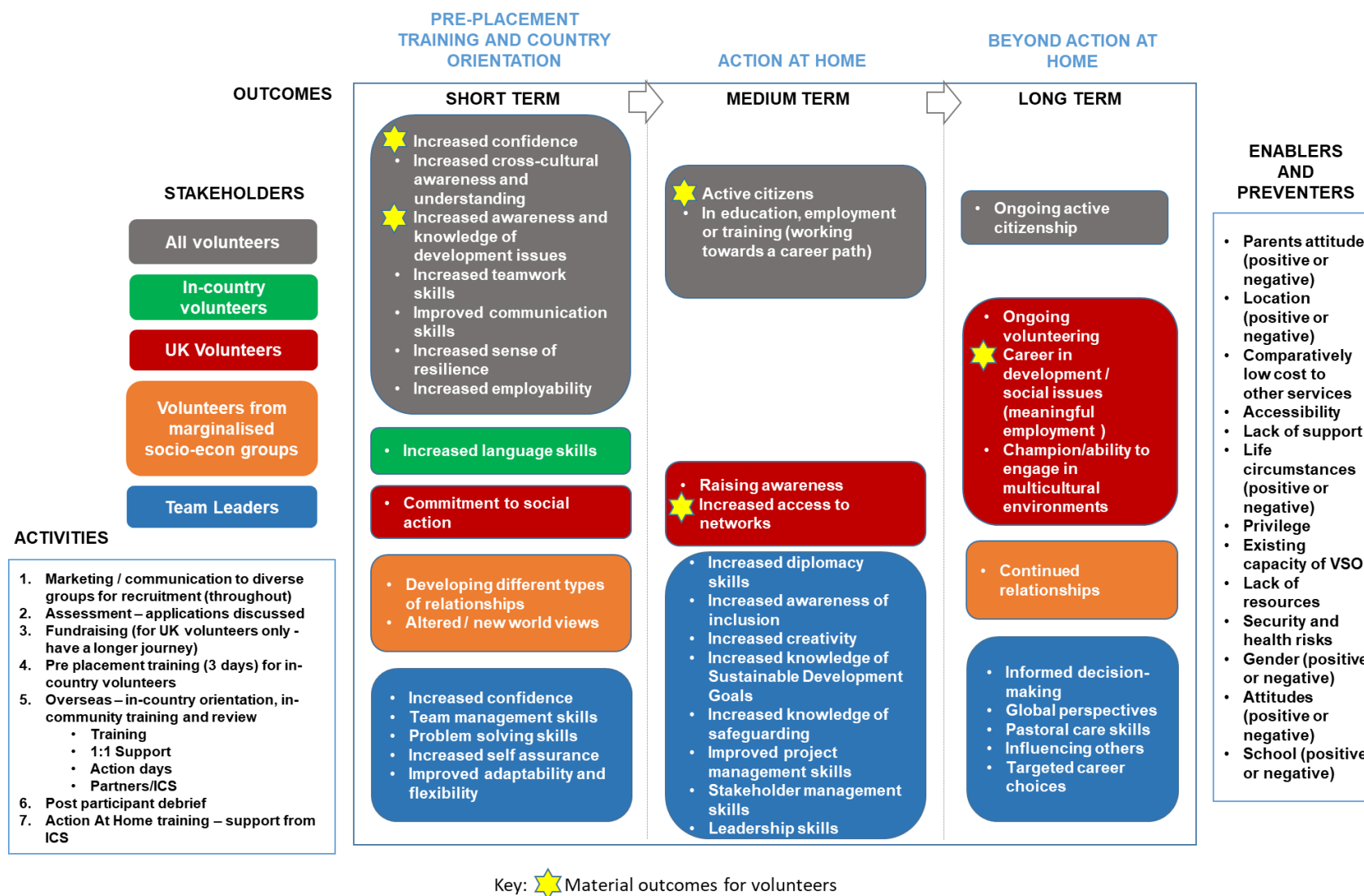
- Increased confidence, empowerment, and the ability to have a voice in development issues.
- Increased knowledge of development challenges and trans-cultural understanding of their context.
- The relations, connections and the peer networks, built through these experiences.

### Activities

In the short term, the programme provides pre-placement training. Volunteers have one-to-one support from a fundraising officer to help them raise either £800 or £1,500, depending on household income. Placements last 10-12 weeks, and the in-country orientation provides an opportunity to understand the local context and meet their counterparts; one-to-one support is provided by team leaders. Other activities include a mid-phase review and an in-country debrief at the end of the placement.

In the medium term, returned volunteers attend an ICS post-placement debrief weekend, where they reflect and start planning their action at home. Volunteers complete the Action at Home phase within six months, and log their actions in order to complete the programme. In the longer term, volunteers are expected to continue to be active citizens without further support from the programme.

Figure 1: VSO ICS Evaluation Theory of Change (Volunteer journey)



### 3.2. Volunteer interviews

Interviews were conducted with national and UK volunteers to generalise the number of ways in which volunteering creates value for volunteers, and to test the outcomes identified in the theory of change. The interviewees were selected from a list provided by VSO, and as such do not purport to be a representative sample.

#### National volunteers

Eight national volunteers, who participated in ICS between 2015 and 2017 in Nepal, Uganda, Tanzania, Nigeria and Bangladesh, were interviewed as part of this research. The interviewees participated in a range of development projects including: an agriculture training programme for women (Nepal), furthering education for girls (Bangladesh), community banking and financing facilities for women (Tanzania), inclusive spaces for children in schools (Nigeria), social entrepreneurship for young people (Uganda), post-earthquake Water Sanitation Hygiene programmes (Nepal) and community organization and advocacy (Nigeria).

Interviewed volunteers described their participation in ICS as a significantly positive experience that greatly contributed to furthering their personal and professional development. Volunteers described participating in the ICS programme in the following terms: “the biggest turning point in my life”, “a life-changing experience”, and “the most important experience that I ever had”. Discussing how ICS supported their personal and professional development, the following common themes emerged:

- **Confidence:** Developing confidence in engaging with communities, in public, on development issues.
- **Knowledge:** Increasing awareness of and exposure to the context of development challenges; learning from and with the communities on the ground.
- **Teamwork:** Facilitating, leading and coordinating teamwork.
- **Social action:** Motivation to further own initiatives.
- **Cross-cultural awareness:** Increasing inter-cultural understanding.
- **Networks:** The opportunity to create relations and networks with their teams and UK peers.

Most of the interviewees stressed the uniqueness of the ICS programme, in terms of it offering an accessible platform for young people to contribute to development. None of the interviewees thought they would have been able to access these opportunities through any other programme. The unique opportunities that the programme offered to the volunteers were described as:

- **Teamwork:** Training and skills around collaboration and teamwork in a multi-cultural setting, in a development context.

- **Networks:** Exposure to a network of people and the building of relationships that continued beyond the life of the programme.
- **Social action:** “A chance to work for the society”.
- **Employment:** Improved future career prospects. It was reported that ICS “opened a lot of doors” with regard to future career opportunities.

When asked to identify the most significant personal impact, most interviewees singled out how transformative their experience had been, for personal development and their frame of mind. In particular they identified:

- **Confidence:** The confidence to be engaged in development, and working collaboratively with communities. This encompassed confidence in public speaking, presentation skills, leading and coordinating project work.
- **Social action:** A change of mind-set concerning how they can create a positive impact on society, through their work and other activities they are involved in.

Six of the interviewees have progressed their careers in development/social issues. Two interviewees have gone on to initiate their own projects: a foundation that supports women and girls in education and work, and a farm that incorporates environmental sustainability programmes into its operation. Volunteers who initiated these projects have commented particularly on the importance of the relationships developed with their UK peers and other local volunteers through ICS. Two volunteers have undertaken further work with VSO, and two have pursued careers in development with other organisations.

### UK Volunteers

Nine UK volunteers who participated in ICS between 2014 and 2018 in India, Lesotho, Nigeria, Ghana, Nicaragua and Bangladesh, were interviewed as part of this research. Volunteers joined projects related to Water Sanitation Hygiene, entrepreneurship, disability awareness, women rights, improving access to education, and community engagement work.

Reflecting on the outcomes of the programme with regard to their personal and professional development, the interviewees valued most highly:

- **Cross-cultural awareness:** The exposure to, and learning from, different cultures and the reality of the development challenges.
- **Teamwork:** Working collaboratively in multi-cultural teams.

Other outcomes identified included:

- **Communication:** Improved facilitation, team leadership and public engagement skills.
- **Social action:** Confidence in their ability to “change things”.
- **Networks:** Building relationships and connections.



Interviewees indicated that they could not have accessed these opportunities easily in the absence of ICS. Several commented on how ICS makes volunteering accessible due to it being “a lot more affordable” compared to similar schemes.

The reported effect of the programme on volunteers was overwhelmingly positive and transformative. Interviewees stated: “it literally changed my life”, “I would not be able to do any of the things I do without participating in this programme”, it “changed completely the direction of what I was doing”. Similar to the national volunteers, UK participants highlighted:

- The confidence their placement gave them to use their skills in a development context.
- How the exposure to development issues changed their mind-set and their aspirations, by becoming more aware of the impact they can have, and increasing their motivation to have a positive impact.

Four of the volunteers reported following careers or studies in development.

### 3.3 Volunteer case studies

Two case studies<sup>9</sup> of a national and UK volunteer, were conducted as part of this research to add to the picture of ways in which volunteering creates social value for volunteers.

Our findings indicate the significant value of ICS to the volunteers. Both volunteers improved their **employment outcomes**, in particular the UK volunteer, and both attributed this change to ICS. The national volunteer found employment in social development work following completion of her ICS placement; she is now working with young people with disabilities, focusing on capacity building and empowering youth. The UK volunteer is completing her PhD, having had a number of development roles.

Despite both volunteers improving their employment outcomes, our findings suggest there were significant differences between the two volunteers’ experiences. The UK volunteer managed to gain secure employment at a managerial level immediately after the completing her ICS placement, and continued to secure more opportunities in line with her goals. The national volunteer also gained employment, however the work was insecure and dependent on short-term funding. This suggests that the geographic and socio-economic backgrounds of the individuals play a major role in determining the types of opportunity available to ICS volunteers after completing their placements.

#### National volunteer: Aadila

Aadila is a 25-year-old who lives in Mababaga, Tanzania. In February 2018, she discovered ICS on Facebook. The programme appealed to her as it focused on community

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<sup>9</sup> The names of the volunteers have been changed to ensure anonymity.



empowerment. “I applied to help the community, and through reading their website, I recognised their work in the community and was impressed.”

Aadila’s ICS placement was from February to May 2018. Her placement programme aimed to raise awareness about gender equality and community banking, and to provide training in business development to young people and women. Aadila delivered outreach work and training in business development for young people. The training involved approximately 100 young women and men. At the end of the training the students were encouraged to pitch their business ideas to secure funding from the programme. By the end of the three-month programme 75 students had completed the course and eight business ideas had secured funding (some projects involved multiple students). Aadila reported that the training had a positive impact on the students, providing them with “experience on how to increase profit, make savings and expand one’s business.” One of the students, who struggled to complete the training due to caring responsibilities, received additional support from Aadila and by the end of the programme the student had secured funding for her business. Aadila said, “she thought she was not ready, but we did a small assessment with her to check whether she was ready, we asked her few questions and at the pitch she answered incredibly and she got the fund.” As a result of the funding, the student set up her business (a women’s hair salon). Eighteen months after the programme ended, it was doing well. Aadila said, “I am still in touch with her, she still works in her business and she is very well.”

Aadila found the volunteering role challenging initially as, due to her disability, she had to travel long distances on crutches to visit schools, meet with ‘community leaders’ and promote the programme. However, after raising the issue with Raleigh International, she was provided with a motorcycle to support her in her role.

After completing her ICS placement, Aadila reported she had increased her skills and **secured short-term paid employment**. Aadila said, “ICS helped me a lot, it **enabled me to work with different people**, increasing my **leadership skills, problem-solving skills and confidence**.” Aadila is currently working for a community organisation called DOT Tanzania; she provides training on entrepreneurship for young disabled people. Aadila aims to become a public speaker in Tanzania, “to raise awareness about disability and make the youth participate in different community activities, start their own business, raise their confidence rather than simply focus on their disability...I want to be a role model for [people with disabilities].”

#### UK volunteer: Lara

Lara is 32 years old and lives in London. In 2011, she finished her studies in Natural Science at the University of Durham and a year later she completed her MPhil in International Peace Studies at Trinity College Dublin. Following her graduation in 2012, Lara sought to start her career in International Development, however she found that most entry level jobs required some level of work experience overseas. As a result, she started working in retail whilst also

searching online for overseas volunteering opportunities, most of which she found to be unaffordable. Nearly a year later, Lara came across ICS. Lara said, "I knew [if I got it] it would look good on my CV, it was DFID supported, you know it was reputable and I did not have to pay thousands of pounds, I was pleased I found the programme...I decided to apply and that was it, my foot in the door." Lara submitted her application in December 2013 and she flew out to Lesotho in January 2014 to work with the Olympic Youth Africa programme for four months. The overall aim of the placement programme was to contribute to the Millennium Development Goals 2015 by working with disenfranchised youth and raising awareness of sexual health, gender inclusion, crime, and prevention.

Together with other volunteers, including a national volunteer, Lara played football and catch games with young people before starting their awareness-raising sessions. The children who attended the programme were 3–16 years old. The programme enabled the older children to run the sessions and teach the younger children, with the aim of improving their leadership skills. At the end of the sessions, the Olympic Youth Africa held ceremonies for the children and their parents and provided them with certificates, to indicate that they had completed the programme. Lara reported that this had a significant impact on the children's wellbeing, as it increased their confidence and self-esteem.

Lara reported that there were occasions when she found the experience challenging. She said, "there were times where I felt we were not qualified to talk about [the topic under discussion], we only had a one day training... we were given a file with loads of ideas, we had some information, we did not have in-depth information about some of the topics.... we would have appreciated more information about technical stuff, sometimes the children would ask us something and we would not know what to say... we were a bit of guinea pigs, it was nice to feel like we were part of the creation of the programme, but it was stressful at times."

In addition to her ICS placement, Lara also volunteered at a local school and taught English. She said, "it made me feel part of the community, the teachers introduced me to everyone... it was incredibly a fulfilling experience."

Lara came back a "changed person" indicating "I am a much **more resilient** person [as a result of the programme], I find I am much more able to deal with difficult situations and put things in perspective ... I am also a lot calmer, I understand you cannot do everything and I am better at dealing with the unexpected, you know if something does not turn out the way you wanted to in life, I see it as a lesson, I try to adapt and select where my energy is going to go which is a life skill."

Within six weeks of returning to UK, Lara **secured development-related employment** with Soroptimist International (SI) as an Advocacy Manager. SI is an NGO which holds General Consultative Status within the UN's Economic and Social Council and advocates for the realisation of gender equality, through development strategies and human rights instruments. Lara was responsible for managing volunteers and occasionally flew out to

Geneva to lobby the United Nations. “[At the interview] the employer liked that I had been a volunteer experience abroad and I had a first-hand view of what they were trying to do and I understood the Millennium Development Goals.” Lara’s tasks were varied, she said, “I went to the UN in Geneva, as well as the UN in New York and Vienna. Those visits were really rewarding! My main tasks for the organisation included: writing statements to be delivered at the UN on issues of development (mostly education), peace and gender; work with the organisation’s members to develop advocacy positions on key issues; arrange advocacy events during significant UN meetings; support communications activities about SI advocacy; and, provide support to SI’s volunteer UN representatives who were based in Nairobi, Paris, Vienna, Geneva and New York. It was during this role that I was able to support SI provide its input into the negotiations of the Sustainable Development Goals (the development agenda that followed the Millennium Development Goals).”

Lara worked at SI for nearly 2.5 years. In 2015, she completed her Master of Laws from Birkbeck, University of London, UK and by 2016, she moved to New York to work as a Policy Advisor for Permanent Mission of Ireland to the United Nations. She said, “I covered Sustainable Development, and had a more active role. I was able to recommend positions that Ireland could take in negotiations; I arranged events that Ireland would host about sustainable development issues; and I met with NGOs who wanted to present their views to Ireland. For the most part though, I covered UN resolution negotiations on sustainable development and provided Ireland’s input. Working for Ireland on issues of sustainable development was particularly exciting as Ireland had co-facilitated the negotiation of the SDGs.”

Lara left the Mission in 2017 to start her Law PhD at the London School of Economics (LSE) where she is currently researching the regulation of Private Military and Security Companies (PMSCs). Lara said, “My life, within five years, has completely transformed, ICS turned my life around and I am where I want to be now. I might have still been in retail ... I know the jobs I got afterwards were because [employers] liked my experience with ICS, it made my life what it is ... if I speak to anybody, I always say ‘you have to look at this programme’, I recommend [ICS] all the time, it is the most invaluable experience that someone could have.”

### 3.4 Reflections

The qualitative findings reflect the outcomes in the short-term and medium-term, detailed in the theory of change for national and UK volunteers, with the exception that no national volunteer interviewed made explicit reference to increased language skills. An **increased sense of agency for change** (a change of mind-set about how to create positive impact on society) and motivation to further own initiatives, were reported by national volunteers. An increased confidence in their ability to “change things” was reported by UK volunteers.

Although volunteers highlighted the importance of having had the opportunity to work collaboratively in multi-cultural teams, and build relationships and connections, this

evidence was not sufficient to test the ICS 'relational model', which puts emphasis on a complex set of stakeholders and informal connections that form of the basis for establishing 'constituencies for change'.

Interviewees also emphasised the **positive career impacts** of the ICS programme, with 67% (77% of national volunteers, 55% of UK volunteers) of those interviewed going on to have **employment in development**-related activities. It is suggested by the case studies that geographic and socio-economic backgrounds of the individuals can play a major role in influencing the types of opportunity available to ICS volunteers after completing their placements. This indicates that there may be a greater role for the programme to play in opening up opportunities for volunteers from different socio-economic backgrounds post-placement.

Reflecting on the effectiveness of the programme's activities in achieving key outcomes, key informant comments focused on the need for:

- A better alignment of short-term placement action with the strategic long-term framework of development work.
- More coordination and support for the Action at Home phase: the activities that volunteers engage with once they return from their placement.
- Increased funding at programme level, besides placement-tied funding, to support longer-term impact.
- Redesign of the programme to become a more cyclical process, rather than a series of one-off placements.

## 4. Social Return on Investment

### 4.1 SROI methodology

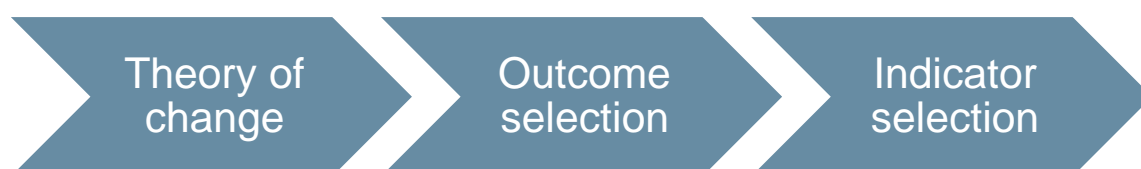
This section details a SROI analysis of the ICS programme for UK volunteers only. This methodology is used to estimate the social value created by the programme for volunteers themselves (and in the case of ongoing volunteering, for their home communities) relative to the cost of their ICS placement.

The section begins with an outline of the process of adapting the ICS theory of change to a set of outcomes and indicators for the SROI model. Following this, survey data is used to assess the change in these outcomes and indicators, and to introduce a number of SROI concepts that isolate the net impact of the programme. Next, this net impact is monetised using a set of financial proxies and the SROI ratio is calculated. Finally, different data samples are considered to examine the variation in impact between different types of volunteer. A sensitivity analysis is performed to test key assumptions of the model. The limitations placed on the analysis due to the use of existing data collected via VSO volunteer surveys is also discussed.

### 4.2 Evaluation framework, outcomes and indicators

The evaluation framework for the ICS programme was developed over a number of stages in order to generate robust evidence of the programme's impact. These stages are summarised in the Figure 2 below.

*Figure 2: Evaluation framework development stages*



The theory of change (Figure 1) identified the different outcome areas that were expected to be affected by the programme. A two-stage review of the outcomes in the theory of change was conducted to consider their inclusion in the SROI model. This initial review excluded outcomes on the basis of:

- **Double counting:** Given that shorter-term outcomes were expected to cause longer-term outcomes, it was important to avoid double counting the programme's impact. Therefore, in the outcome sequence, only the final outcome was included in the list.
- **Similarity:** Two outcomes from the theory of change were considered to be similar, and were combined into a single outcome.



This resulted in the following list of outcomes being considered for inclusion in the SROI model:

- **Increased active citizenship:** It was expected that all participants in the ICS would be more active citizens after the programme ended, by maintaining or increasing their level of regular volunteering. The *ongoing volunteering* outcome listed in the theory of change for UK volunteers was merged into this outcome.
- **Movement into education, employment or training:** ICS was expected to have direct career benefits for participants, allowing them to move more easily from unemployment into either education, employment or training.
- **Movement into more meaningful work:** It was expected that the change in outlook and development knowledge that the ICS programme created would influence the career path of volunteers, guiding them towards sectors that they considered more meaningful (for example, into jobs or studies focused on social issues or development).
- **Improved ability to work in a multicultural environment:** It was expected that the experience of immersion in another cultural context, and working with people from different backgrounds, would improve the volunteers' future ability to work in a multicultural environment.
- **Wider world view:** It was expected that the exposure to a different cultural context during the placements would give volunteers a broader appreciation of the world around them, which they would not have had otherwise.
- **Improved network through friendships with other volunteers:** It was expected that volunteers would accrue a network of contacts that would help with their future career through the relationships they formed during the programme.
- **Increased confidence:** It was expected that the sense of accomplishment gained from successfully completing their placement would lead to increased levels of confidence for the volunteers.

The next step was to assign appropriate indicators to each of these outcomes in order to measure the change that took place. This study is the first use of the SROI methodology to analyse the impact of ICS, and as such it has relied on pre-existing data derived from the programme's monitoring and evaluation system (that is, VSO's volunteer surveys and previous evaluations). These limitations of data availability meant that there was not always an indicator available that matched the given outcome closely. Where there is no data available on the change in an outcome it is not possible to include that outcome in an SROI model. For some outcomes, the lack of an appropriate indicator in the available data meant that the outcomes were removed from consideration in the final model. For others, a preliminary review of the data indicated that ICS had no material impact on the outcome. As a result, the following three outcomes were removed from consideration for inclusion in the SROI model:

- **Movement into education, employment or training:** Interviews with volunteers conducted for previous evaluations, and the qualitative research detailed in the



previous section have identified evidence that ICS helped UK volunteers to gain skills that led to paid employment. The VSO survey however indicated little discernible impact for this outcome among the 110 volunteers for which there was matched data, both before and after. Only 5 of the 110 volunteers moved from being unemployed, into being in employment or studying. A further 7 of the volunteers moved from education or employment, to being unemployed. As a result of the lack of material impact in the available sample of volunteers, this outcome was not considered in the final model.

- A problem with the data arose from the format of the relevant indicator in the VSO survey, which may mean that the employment outcome has been under-reported. Volunteers were asked what they were doing (before placement and one year after) and were allowed to select multiple responses (e.g. unemployed *and* working part-time), which made it difficult to accurately determine whether or not the volunteer had moved into sustained employment.
- **Movement into more meaningful work:** The previous survey format (which was in use by VSO from 2013 to January 2017) contained a question on whether or not volunteers agreed with the statement, 'I am currently working in a job or studying a subject which has some connection to development and poverty'. This question does not measure whether any change had occurred under this outcome. As the outcome incidence could not be accurately measured, this outcome was removed from consideration in the model.
- **Wider world view:** Volunteers were asked (in the current survey questionnaire, in use by VSO post January 2017) to select up to three things that they gained most from their experience of ICS, with options including 'new ways of seeing the world', 'increased appreciation of other cultures' and 'awareness that people's lives are similar across the world'. Due to the format of this question, there was little indication of how much change the volunteers experienced. Even if they indicated that they had gained more in these areas, they may have gained little overall from the programme. Due to this lack of clarity over the extent of the change, this outcome was removed from the final model.

Outcomes and indicators selected for inclusion in the SROI model are shown in Table 1.

For the **active citizenship** outcome, the *membership of organisations* scale was used to measure the proportion of volunteers who were active volunteers in at least one organisation before and after ICS. The *civic engagement* scale, which focuses on how regularly a respondent did specific actions related to volunteering, could equally have been used. In the sample used for the analysis, the results for the *civic engagement* scale were found to be practically identical to those for the *membership of organisations* scale – both indicators improved by 7.3% and from nearly identical baseline levels. Ultimately, the *membership of organisations* scale was selected for inclusion in the model because it matched more closely the available financial proxies at the valuation stage.

*Table 1: Outcomes and indicators included in the final SROI model*

Outcome	Indicator description
<b>Increased active citizenship</b>	Change in percentage of volunteers (before and after) who have been active members of at least one civil society organisation <sup>10</sup> in the past 12 months.
<b>Improved network through relationship with other volunteers</b>	Percentage of volunteers who have kept in contact with other ICS volunteers 12 months following the end of the placement.
<b>Improved ability to work in a multicultural environment</b>	Percentage of volunteers who strongly agree with the statement, 'I can communicate confidently with people of different backgrounds'.
<b>Improved confidence</b>	Percentage of volunteers reporting that ICS influenced their confidence 'a lot'.

Some additional assumptions were made when assigning an indicator to the outcome: **improved networks through relationships with other volunteers**. The best available indicator was a question of whether or not respondents had kept in touch with other volunteers one year after returning from their placement. No information was provided about how often they kept in touch, or how strong they considered the relationship to be. Previous qualitative research on VSO's volunteering programmes<sup>11</sup> suggests that many volunteers benefit from these new relationships after returning from their placement and that for some volunteers these relationships persist for many years. In the absence of further information, we assumed that volunteers who were still in contact with other volunteers one year after their return had strong relationships, and experienced an improved network which would help with their future career progression.

### 4.3 Volunteer survey data

The main data source used in this SROI analysis is the volunteer surveys conducted by VSO in the current format (in use since January 2017). These surveys are conducted in three rounds, with the first round occurring when volunteers are selected to be part of ICS (pre-placement), the second round just before a volunteer finishes their placement, and the third and final round 12 months after the volunteer has returned home from their placement.

<sup>10</sup> The categories of voluntary organisation listed were: church or religious organisation; sport or recreational organisation; art, music or educational organisation; trade union; political party; environmental organisation; professional association; humanitarian or charitable organisation; consumer organisation; self-help group, mutual aid group; other organisation

<sup>11</sup> Clark, J. and Lewis, S. (2017). *Impact beyond volunteering: A realist evaluation of the complex and long-term pathways of volunteer impact*, p.20. Kingston upon Thames: VSO.

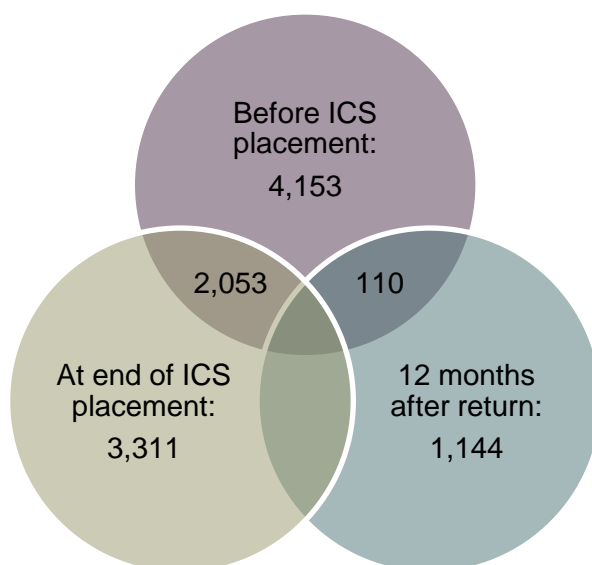


There was considerable attrition of sample size between the first, second and third rounds (Figure 3), this is often a challenge in conducting surveys after a programme has ended.

In order to accurately assess the change in two of the four outcomes, it was necessary to match up those UK volunteers who responded to more than one survey. The **active citizenship** outcome drew on the sample of volunteers who answered the first and third surveys (n=110) and the **improved ability to work in a multicultural environment** outcome used the sample of volunteers who answered both of the first two surveys (n=2,053).

Although this comparison between baseline and endline data points is typical of SROI studies, it should be noted that VSO's monitoring and evaluation systems for ICS were not designed for an SROI analysis. This factor contributed to the reduced sample size for these two outcomes. If there is to be a further SROI evaluation of ICS, data collection tools can be tailored more closely to the requirements of SROI; for example, increasing the number of survey returns by offering incentives to volunteers to complete the third round survey.

*Figure 3: Sample size of UK volunteers in new survey: three rounds, plus repeated samples*



The attrition of the sample between the first and third survey rounds means that the matched sample (UK volunteers who filled out both, n=110) diverges from the first round sample across a number of demographic dimensions. Relative to respondents to the first survey, the matched sample has a higher proportion of volunteers who are male (40.5% compared with 32.5%), and a higher proportion of those who did not receive free school meals (82.6% compared with 80.8%). This suggests that there may be some attrition bias present in the findings for the active citizenship outcome, and the model versions disaggregated by socio-economic background, education and gender (both of which relied on the matched sample).

In addition, the small size of the sample for the active citizenship outcome (due to attrition in survey responses in the third round) has meant that the potential margin of error is relatively high for the estimated impact of that outcome (Table 2). This means that there is

some additional uncertainty about whether the estimates for increased active citizenship that are used in the SROI model are an accurate reflection of the true effect across all UK volunteers.

*Table 2: Maximum margin of error by outcome*

Outcome	Population	Sample for outcome incidence	Maximum margin of error <sup>12</sup>
Increased active citizenship	9,974	110	9.29%
Improved network through relationship with other volunteers	9,974	1,144	2.73%
Improved ability to work in a multicultural environment	9,974	2,053	1.93%
Improved confidence	9,974	1,144	2.73%

It was not possible to include the data from the pre-2017 survey format (which was in use from 2013 to January 2017) in the SROI model. Although a larger sample, the structure of the data did not allow UK volunteers to be accurately distinguished from national volunteers. The questions asked in the pre-2017 survey format were also less applicable to the SROI methodology in the case of the **active citizenship** outcome. Data from the pre-2017 survey sample has been included in the following section where it can provide useful context to the main results.

## 4.4 Outcome incidence

### Increased active citizenship

The proportion of UK volunteers who were engaged regularly in volunteering with at least one organisation rose by 7.3% between the baseline survey and the final survey (Figure 4). There was a very similar increase in the alternative indicator: the percentage of volunteers who reported at least one form of regular civic engagement, over the same time period.

<sup>12</sup> The maximum margin of error is calculated using a confidence level of 95%, a population of 9,974 and the most conservative assumption on the response distribution (50%).

Figure 4: Percentage of UK volunteers who report at least one form of regular civic engagement (left) or are active members of at least one organisation (right) (n=110)

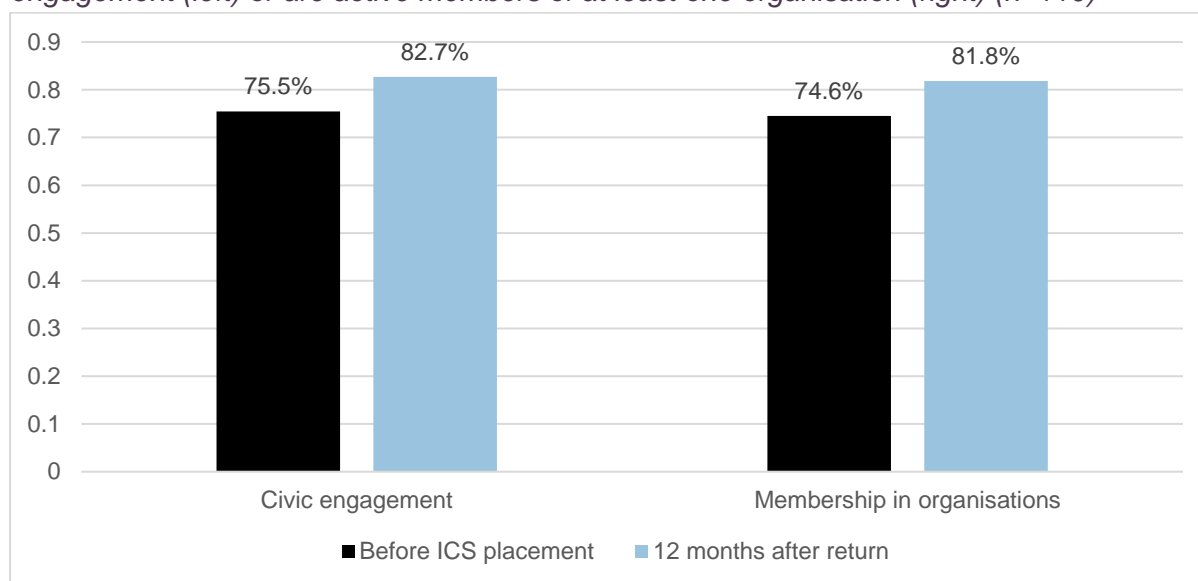
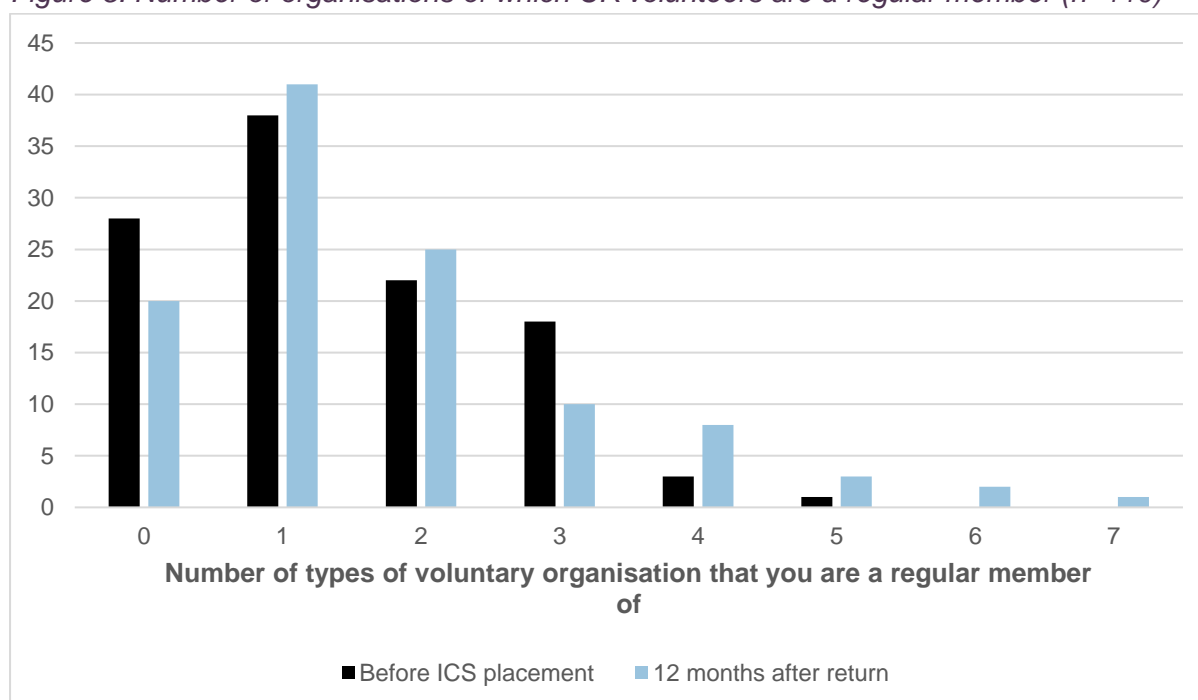


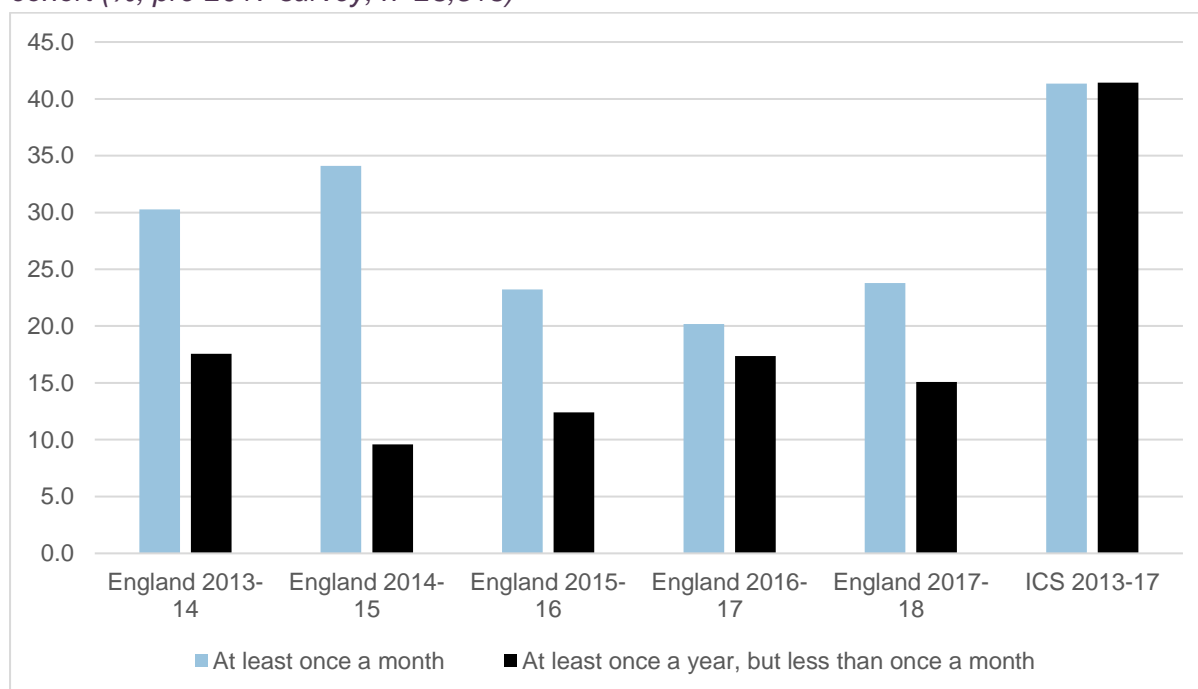
Figure 5: Number of organisations of which UK volunteers are a regular member (n=110)



Data from the pre-2017 survey suggest that prior to joining the ICS programme, 83% of participants had been involved in some formal volunteering, with 41% involved in frequent formal volunteering (Figure 5). This was far higher than the levels of occasional and frequent volunteering found among 16-24 year-olds across England during the same period (Figure 6).<sup>13</sup>

<sup>13</sup> Note: this assumes similar definitions apply to both VSO and ONS data. The ONS uses the definitions shown in the legend (at least once a month, and at least once a year but less than once a month) whereas VSO's surveys use the terms 'often' and 'occasionally'.

Figure 6: Rates of formal volunteering among English 16-24 year olds, and among the ICS cohort (% , pre-2017 survey, n=23,513)

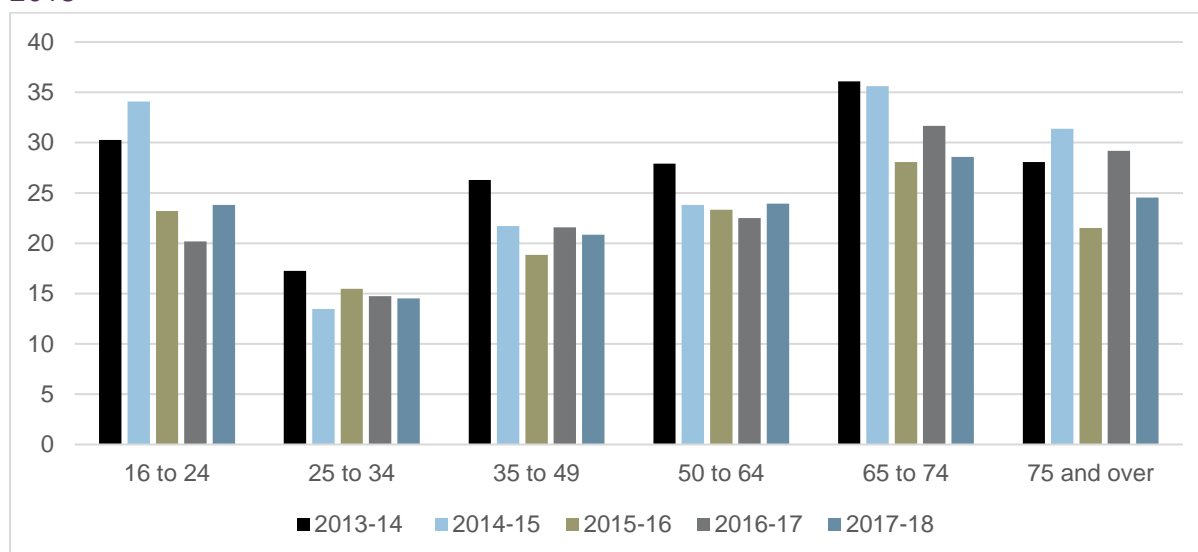


Data from the pre-2017 survey also shows that 69% of the ICS cohort did some voluntary work in the 12 months after returning from their placement, excluding their Action at Home. This reduction in the proportion of those volunteering may be attributable to a number of factors, such as the economic imperative to find paid work on return, or a lack of time due to work or study.

The drop-off in the number of volunteers doing any volunteering was partly offset by an increase in the amount of voluntary work done by those who did volunteer during the 12 months after returning. Among those who did voluntary work during the 12 months following their return, 93% did at least as much as before their placement began, whereas 38% did a lot more voluntary work than before.

Additionally, the drop off in regular volunteering among returning ICS participants appears to be comparable to the average drop-off seen in all English people of their age, as they reach their mid-20s. (The average applicant to ICS was in their early 20s.) Data from the Community Life Survey (Figure 7) shows that rates of regular formal volunteering among 25-34 year olds are typically been 5-15 percentage points below the comparable rates for 16-24 year-olds.

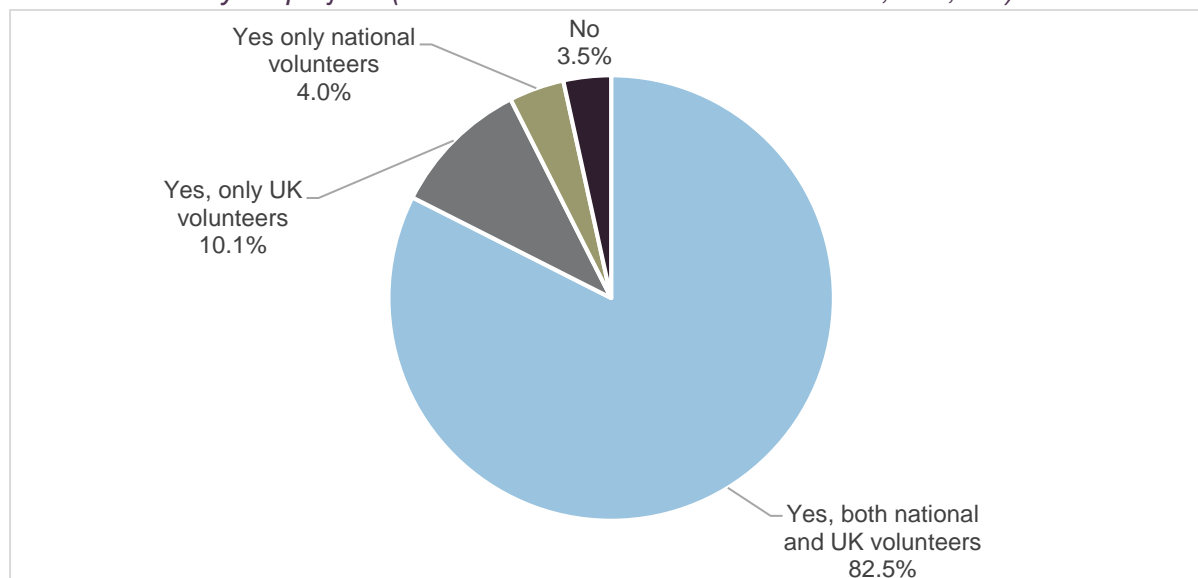
Figure 7: Rate of regular formal volunteering among different age groups in England, 2013-2018



### Improved network through relationship with other volunteers

The rate of keeping up contact with other volunteers in the year following their return was very high among UK volunteers (Figure 8). 82.5% of volunteers reported having kept in touch with both UK and national volunteers. The proportion who had kept in touch with either UK volunteers only, or national volunteers only, or both, was 96.5%.

Figure 8: Since finishing your placement, have you kept in contact with the other ICS volunteers from your project?(UK volunteers 12 months after return, n=1,144)

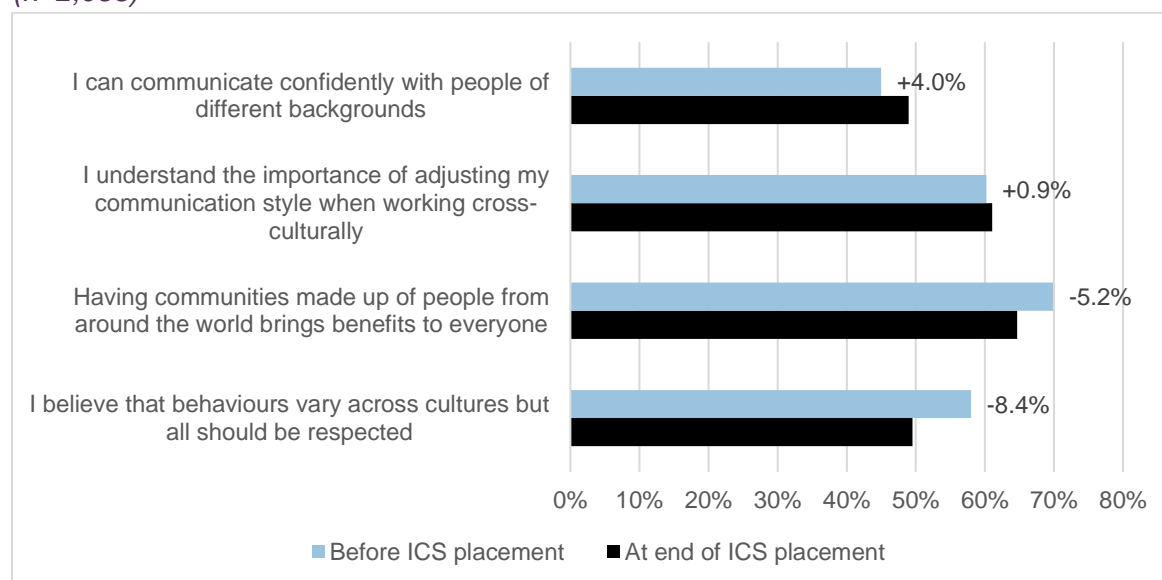


### Improved ability to work in a multicultural environment

There was a modest increase, between the pre-placement survey and the end of placement survey, in the percentage of volunteers who felt well equipped to communicate in a multicultural environment (Figure 9). Our chosen indicator rose by 4.0% during this time

period (namely, the rate of UK volunteers who strongly agreed that they could ‘communicate confidently with people of different backgrounds’). The rate of strong agreement with a similar statement rose by 0.9% during the same time period (‘I understand the importance of adjusting my communication style when working cross-culturally’).

*Figure 9: Percentage of UK volunteers who strongly agreed with the following statements (n=2,053)*

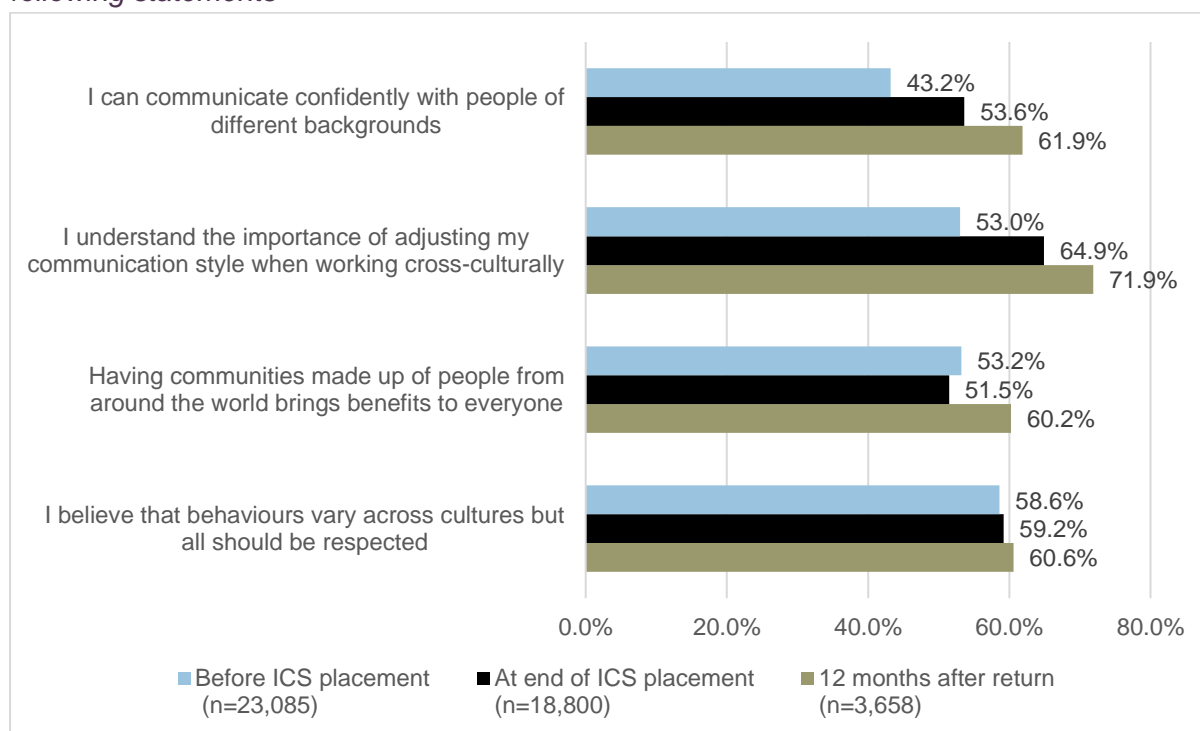


Somewhat surprisingly, this improvement in UK volunteers’ self-assessed ability to communicate cross-culturally coincided with a decrease in support for more normative statements about multiculturalism. There was a drop during ICS placement in the percentage of UK volunteers strongly agreeing that ‘having communities made up of people from around the world brings benefits to everyone’ and that ‘behaviours vary across cultures but all should be respected’.

The drop in support for these statements may be an expression of the practical challenges UK volunteers experienced in trying to adjust to a different cultural context. It is also possible that UK volunteers were more optimistic about multiculturalism at the baseline when they personally had never had to live in another cultural context. As such, the drop in support for these statements at the end of their placements could represent a more realistic assessment, grounded in personal experience.

The results of the pre-2017 survey format (Figure 10) show a sharper rise in perceived ability to communicate cross-culturally, and a slight increase in support for the more normative statements about multiculturalism. These findings are not directly comparable to those of the new survey, as they cover all volunteers (both UK and national). However, the results of the pre-2017 survey support the direction of impact for our chosen indicator (‘I can communicate confidently with people of different backgrounds’) and suggest that this positive impact is likely to persist – or even increase – in the 12 months after the volunteers return from placement.

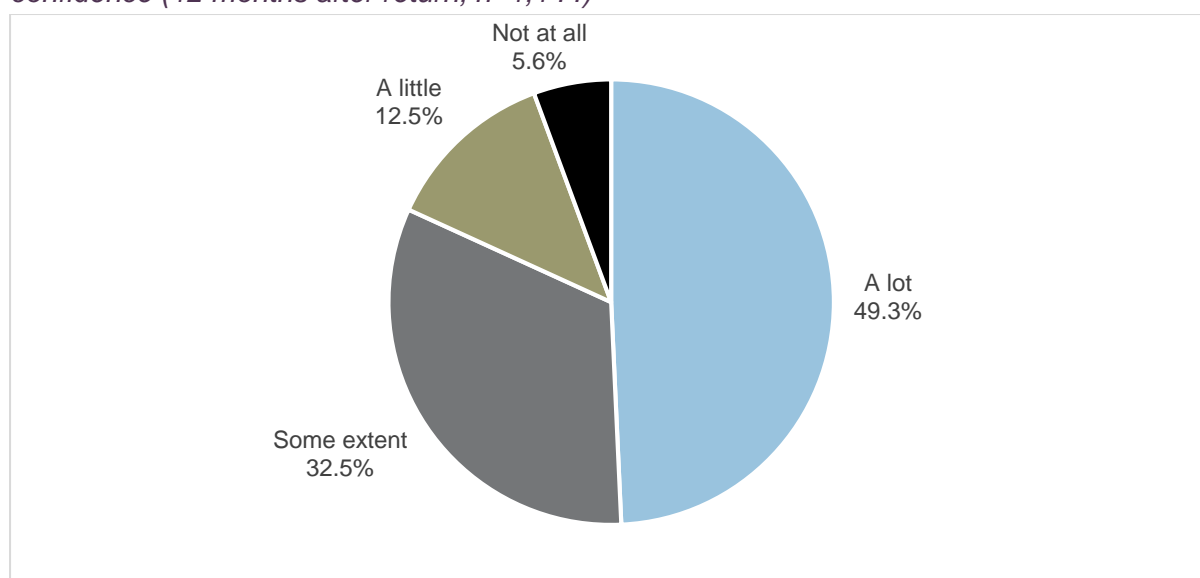
Figure 10: Percentage of all volunteers (UK and national) who strongly agreed with the following statements



### Improved confidence

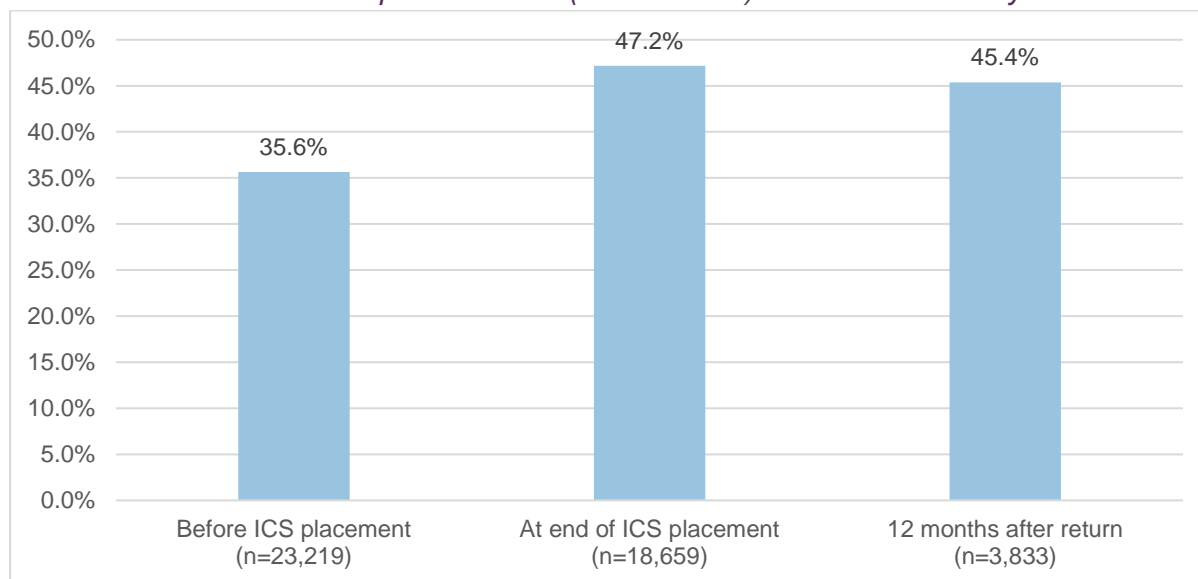
The best available indicator of the impact on volunteers' confidence levels was a retrospective question asked in the final survey round (12 months after they had returned from their ICS placement). The results (Figure 11) suggest that there was a sizeable positive impact on UK volunteers' levels of confidence, with nearly half of all volunteers stating that ICS influenced their confidence 'a lot' and approximately one-third reporting that it had influenced their confidence 'to some extent'. This meant that only 18.1% of UK volunteers felt that ICS had little or no influence on their confidence levels.

Figure 11: Degree to which UK volunteers feel that their ICS placement has influenced their confidence (12 months after return, n=1,144)



This result is further supported by data from the pre-2017 survey format (Figure 12). The percentage of all volunteers (UK and national) who strongly agreed with the statement that: 'I am a confident person who is (on the whole) comfortable with myself' increased by 11.5 percentage points between the baseline sample (before placement) and the end of placement sample. This improved level of confidence was mostly still present when volunteers were surveyed again 12 months after their return from placement, with a rise of 9.7 percentage points recorded in the final survey relative to the baseline.

*Figure 12: Percentage of all volunteers (UK and national) who strongly agreed with the statement: 'I am a confident person who is (on the whole) comfortable with myself'*



The decrease from 47.2% to 45.4% may indicate a drop-off in the impact of ICS on confidence in the year following the volunteers' return home. Alternatively, the difference between the end of placement survey and the final survey might be explained by a higher rate of attrition among those volunteers whose confidence had improved more (the sample size fell by 79% between these two survey rounds).

#### 4.5 Net impact: deadweight, attribution and displacement

The change reported in the preceding section represents the gross impact of ICS on UK volunteers across four outcomes. Isolating the net impact of ICS on UK volunteers requires consideration of:

- **Deadweight:** Also known as the counterfactual, this represents the change in the outcome that would have occurred anyway for the UK volunteers, in the absence of involvement in ICS.
- **Attribution:** Not all of the change experienced may have been attributable to ICS. In order to remove the proportion of change that was caused by other factors occurring at the same time as the ICS placement, a percentage of attribution is applied.

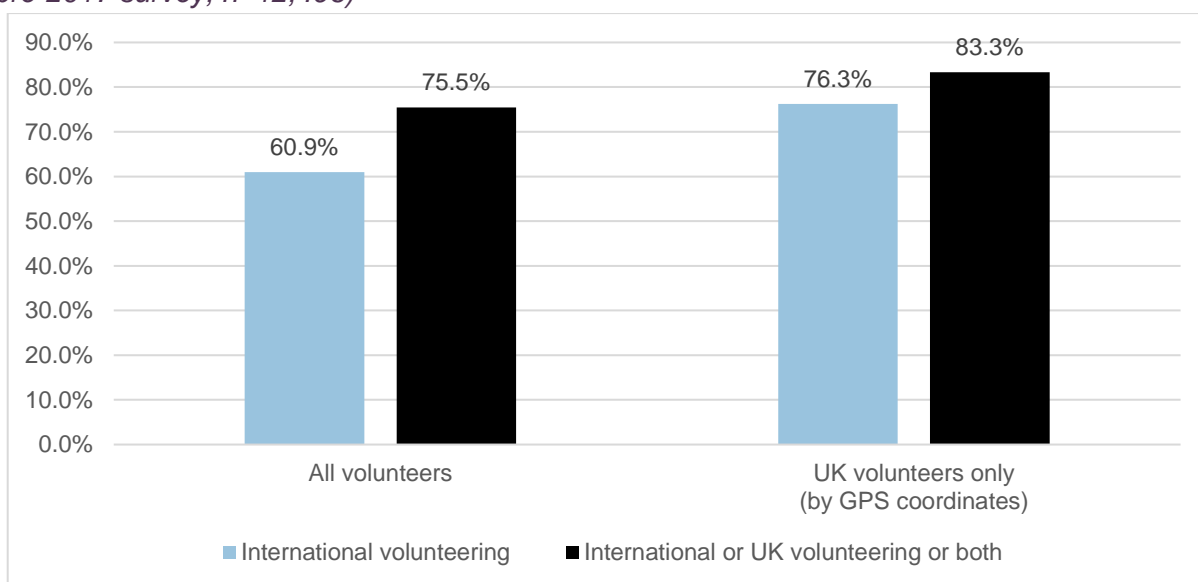


- **Displacement:** Whether the improvement in certain outcomes for the UK volunteers may have resulted in displacement (that is, resulting in an equivalent worsening of the same outcomes for other people external to the programme).

### Deadweight

- As there were no questions on the counterfactual in the new survey format, the deadweight is estimated based on Question 8 from the pre-2017 baseline survey format. Volunteers were asked before their placement, 'What would you have done otherwise, if ICS didn't exist or your application had been unsuccessful?' with possible choices including looking for a job or work experience, seeking to volunteer elsewhere, going on holiday, enrolling in education or starting a business.
- In order to isolate survey responses from UK volunteers only, from the pre-2017 survey dataset, responses with GPS coordinates located outside Great Britain and Northern Ireland were removed. This was not a precise adjustment, as coordinates only indicated where the online survey was filled in rather than where the respondent actually came from. It was however the only approach available, given the constraints of data availability. The percentage of respondents who would have sought to volunteer elsewhere in the counterfactual scenario was higher for volunteers filling out the survey in the UK than it was for all volunteers (Figure 13), suggesting it was necessary to adjust the data based on GPS coordinates to more accurately estimate the deadweight.

Figure 13: Percentage of respondents who would have volunteered in the counterfactual scenario (pre-2017 survey, n=12,496)

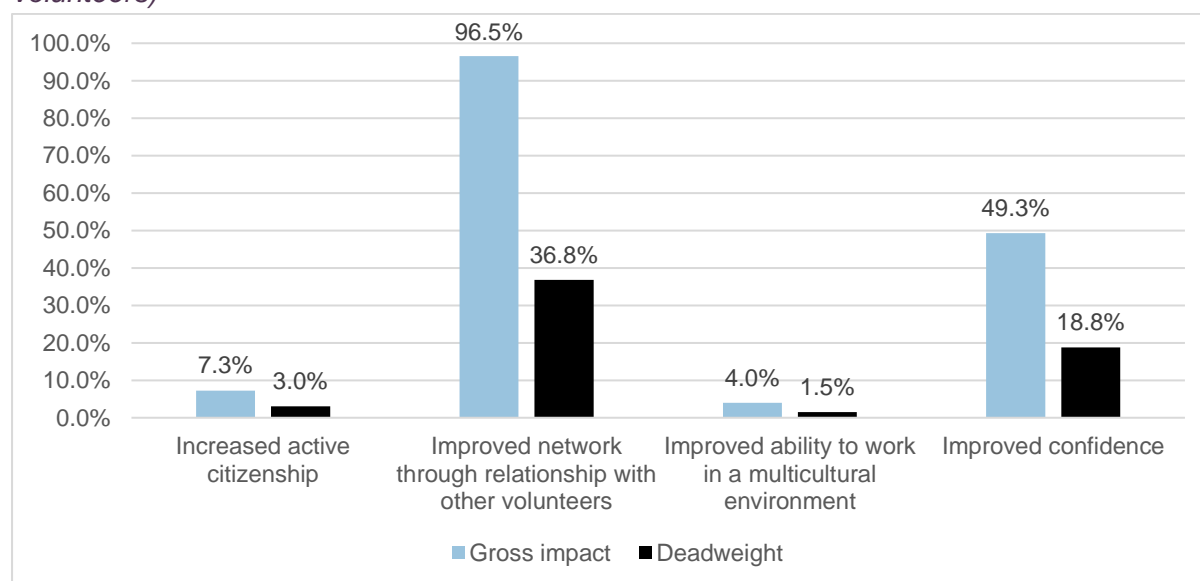


It has been assumed that those volunteers who would have sought to volunteer elsewhere if ICS did not exist would have seen some benefit under the same four outcomes. However, in recognition that there are few other volunteering programmes of a similar nature to ICS available in the UK, it is assumed that those who would have volunteered elsewhere would only have achieved 50% as much improvement under each outcome as they did by doing an ICS placement. The choice of 50% is an assumption made in the absence of data on the

relative effectiveness of ICS vis-à-vis other programmes. As part of the sensitivity analysis, this assumption is varied to identify the effect on the SROI ratio in the baseline model.

For the **active citizenship** outcome, it is assumed that all those who would have volunteered in the counterfactual scenario (either in the UK or abroad, or both) would have experienced 50% of the impact of the ICS programme. For the **other three outcomes**, which are more specific to international volunteering, it is assumed that only those who would have volunteered internationally in the counterfactual scenario would have experienced 50% of the impact of the ICS programme. The gross impact and deadweight are shown in Figure 14.

*Figure 14: Gross impact and deadweight under each outcome in the baseline model (all UK volunteers)*



### Attribution

Volunteers were asked several questions in the final survey (12 months after returning from their placement) that correspond closely to the concept of attribution (Table 3).

Table 3: Attribution rates

Outcome	Attribution question	Attribution to ICS (%)
<b>Increased active citizenship</b>	If there has been any change (increase or decrease) in the level of type of community/social action since your placement to what extent did your ICS volunteer placement influence this change?	74.4%
<b>Improved network through relationship with other volunteers</b>	Extent to which volunteers thought that ICS had influenced their career direction.	43.6%
<b>Improved ability to work in a multicultural environment</b>	Extent to which volunteers thought that ICS had influenced the way they approach their work.	48.3%
<b>Improved confidence</b>	The question already asks how much ICS specifically has influenced the respondents' confidence.	100.0%

For the outcomes 'improved network' and 'improved ability to work in a multicultural environment', the relevant attribution questions were asked as a Likert scale. The available responses were weighted as follows when calculating the percentage attribution: 'not at all' (0%), 'a little' (25%), 'to some extent' (50%), 'a lot' (75%).

### Displacement

All four outcomes included in the model are non-rival in nature. The fact that one person volunteers more, has strong relationships, or becomes more confident, for example, does not preclude anyone else from experiencing the same benefit under these outcomes. For this reason, displacement in all four outcomes is assumed to be zero.

## 4.6 Valuation of net impact

In order to monetise the value created for UK volunteers by the ICS programme, financial proxies were applied to each of the outcomes included in the SROI model.

### Increased active citizenship

There are several possible approaches to valuing the benefits of regular volunteering, which corresponds to the value created under the **active citizenship** outcome. Foster (2013)<sup>14</sup> outlines the following three ways to value volunteering:

<sup>14</sup> Foster, R. (2013). *Household satellite accounts: Valuing voluntary activity in the UK*, (online). Office for National Statistics (ONS). Available at: [https://webarchive.nationalarchives.gov.uk/20160109082833/http://www.ons.gov.uk/ons/dcp171766\\_345918.pdf](https://webarchive.nationalarchives.gov.uk/20160109082833/http://www.ons.gov.uk/ons/dcp171766_345918.pdf) (Accessed 24 May 2019).

- **Opportunity cost:** This is based on the value that a volunteer forgoes by devoting time to volunteering, as opposed to spending that time in paid employment. By choosing to volunteer instead of doing paid work, the person indicates that they derive value from volunteering that is greater than or equal to the amount of money they could earn otherwise during that time.
- **Wellbeing valuation:** This approach attempts to estimate more directly the improvement to wellbeing that a person derives from volunteering. It relies on statistical analysis of large datasets to determine: a) the improvement in wellbeing that corresponds with regular volunteering; and b) the equivalent increase in income that would be required to otherwise improve wellbeing by that amount.
- **Replacement cost:** This approach takes the perspective of the third parties who benefit from volunteering programmes and estimates how much they would have to pay somebody to do the work that the volunteer does for free and thus to provide the same benefit.

Foster (2013) favours the replacement cost approach because it values the output produced by the volunteer, as opposed to the first two approaches which focus on the benefit that the volunteer derives personally from the experience. In the SROI model, it is assumed that the negative effect of ongoing volunteering for the volunteer (the opportunity cost of their time) is exactly offset by the personal wellbeing benefit that they derive from volunteering (which would be monetised under the wellbeing valuation approach). In this sense, the two amounts cancel each other out,<sup>15</sup> and the remaining value created derives from the output of the service provided by the volunteer. The replacement cost approach was therefore adopted.

In the absence of data on the number of hours spent by former ICS participants who then regularly volunteer upon returning home, it is assumed that they spend the same number of hours as the average regular formal volunteer surveyed in the *Community Life Survey*.<sup>16</sup> This average has remained relatively constant over the last 15 years, with some fluctuation year-to-year. In order to smooth out these fluctuations, the average between 2012 and 2015 of 11.6 hours per month is used. This equates to 139.2 hours of volunteering time per year for each person that achieves the active citizenship outcome.

The replacement cost of the output of this volunteering is estimated at £14.80 per hour, based on a weighted average of market wage rates for similar types of work, which are derived from the ONS Annual Survey of Hours and Earnings and reported in the *National*

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<sup>15</sup> It is plausible that the wellbeing a person derives from spending their time volunteering might exceed the opportunity cost of that time. We have applied a conservative assumption of no net benefit in these two categories. This is in line with one of the core principles of the SROI methodology: do not over-claim the value created by your programme.

<sup>16</sup> The Community Life Survey is held annually to track trends and developments in areas that encourage social action and empower communities in England. Available at <https://www.gov.uk/government/statistics/community-life-survey-2017-18>.

*TOMs Framework 2019*.<sup>17</sup> This means that the output of one year's worth of regular volunteering is valued at £2,060 per volunteer.

### Improved network through relationship with other volunteers

In order to assign a financial proxy to these outcomes we drew on NEF's (2009) *National Accounts of Wellbeing*<sup>18</sup> and the cost effectiveness threshold used by the National Institute for Health and Clinical Excellence (NICE). This approach is outlined in greater detail in Cox et al (2012).<sup>19</sup>

NICE considers a health intervention to be cost effective if it delivers one additional quality-adjusted life year (QALY) at a cost of £30,000 or less. Research from health economics<sup>20</sup> estimates that a person's mental health accounts for 35.2% of their overall health, i.e. 0.352 QALYs per annum. If one QALY is valued at £30,000, then the portion relating to mental health and wellbeing equates to  $0.352 \times 30,000 = £10,560$  per annum.

The *National Accounts of Wellbeing* divide a person's wellbeing into seven domains (five domains of personal wellbeing and two domains of social wellbeing) based on psychological research. Assuming an equal split between personal and social wellbeing, and a similar equal split between the domains within these categories, the total value of wellbeing (£10,560 per annum) can be apportioned as shown in Table 4.

Table 4: Wellbeing monetisation framework, as proposed in Cox et al (2012)

Category	Wellbeing domain	Proportion of overall value
<b>Personal wellbeing</b>	Confidence/self-esteem	10% (£1,056)
	Positive functioning	10% (£1,056)
	Emotional wellbeing	10% (£1,056)
	Vitality	10% (£1,056)
	Satisfying life	10% (£1,056)
<b>Social wellbeing</b>	Improved/supportive relationships	25% (£2,640)
	Trust and belonging	25% (£2,640)

<sup>17</sup> Social Value Portal Ltd. (2019). *The national TOMs framework 2019*. Available at: <https://socialvalueportal.com/national-toms> (Accessed 24 May 2019).

<sup>18</sup> Michaelson, J., Abdallah, S., Steuer, N., Thompson, S., Marks, N. (2009). *National accounts of wellbeing: Bringing real wealth onto the balance sheet*. London: New Economics Foundation (NEF). Available at: [https://neweconomics.org/uploads/files/2027fb05fed1554aea\\_uim6vd4c5.pdf](https://neweconomics.org/uploads/files/2027fb05fed1554aea_uim6vd4c5.pdf) (Accessed 24 May 2019).

<sup>19</sup> Cox, J., Bowen, M., and Kempton, O. (2012). 'Social Value: Understanding the wider value of public policy interventions', *NEWP 008*, pp.24-30. Manchester: New Economy Working Papers. Available at: [https://www.socialauditnetwork.org.uk/files/5213/4996/6941/Social\\_Value\\_-\\_080612.pdf](https://www.socialauditnetwork.org.uk/files/5213/4996/6941/Social_Value_-_080612.pdf).

<sup>20</sup> *Ibid.* p.29.

This valuation approach is applied to the outcome, **improved network through relationship with other volunteers**, which corresponds to the wellbeing derived from supportive relationships (£2,640 per person per annum).

### **Improved ability to work in a multicultural environment**

The financial proxy for **improved ability to work in a multicultural environment** is derived through a revealed preference approach. The market price of completing a one-year part-time Postgraduate Certificate in Intercultural Communication at Birkbeck, University of London is £2,800 per person.<sup>21</sup> The course is assumed to provide a similar benefit to that which ICS participants gain under this outcome area. The course fee is used as a proxy for what ICS participants would have to pay otherwise, to achieve the same outcome.

### **Improved confidence**

For the improved confidence outcome, a financial proxy has been estimated using the *wellbeing valuation* approach (as outlined above) as part of the HACT Social Value Bank.<sup>22</sup> The creators of this resource used statistical analysis of UK-level survey datasets to estimate the wellbeing benefit for those who have never recently lost confidence in themselves, versus those who have lost confidence in themselves at least some of the time. The same analysis finds that the average person would otherwise have to receive an additional £13,080 per annum in income to derive that same wellbeing benefit. In this way the benefit to those who said ICS improved their confidence ‘a lot’ was monetised at £13,080.

## **4.7 Benefit duration and drop-off**

It is important in any SROI model to consider how long the impact, under the outcomes measured, persists over time. It is difficult to assess the duration and drop-off over time of the outcomes given: a) the final data set is captured only 12 months after the volunteer returns from their placement; and b) the lack of comparable survey questions between the survey taken at the end of the volunteer’s placement and the subsequent survey 12 months following. Previous qualitative research indicates that the duration and drop-off of some of the main benefits of VSO’s volunteering programmes vary between individuals, but that for some volunteers the benefits last a long time (as long as several decades in the case of relationships forged while on placement).<sup>23</sup>

In the absence of data on these factors, a benefit period of five years and a drop-off rate of 10% per year have been assumed; that is, the net impact under each outcome reduces by

<sup>21</sup> Birkbeck, University of London. (n.d.). Intercultural Communication (Postgraduate Certificate) – Birkbeck, University of London (online). Available at: [http://www.bbk.ac.uk/study/2019/postgraduate/programmes/TPCICOMM\\_C/#fees-info](http://www.bbk.ac.uk/study/2019/postgraduate/programmes/TPCICOMM_C/#fees-info) (Accessed 24 May 2019).

<sup>22</sup> HACT and Fujiwara, D. (2018). *Community investment values from the Social Value Bank*. Available at: <http://www.socialvaluebank.org> Under license to NEF Consulting Ltd.

<sup>23</sup> Clark, J. and Lewis, S. (2017). *Impact beyond volunteering: a realist evaluation of the complex and long-term pathways of volunteer impact*. Kingston upon Thames: VSO.

10% each year from years 1 to 5 and then drops to zero thereafter. Monetised benefits in years 2 to 5 are converted to net present value using the standard Treasury Green Book discount rate of 3.5%.<sup>24</sup>

## 4.8 ICS programme costs

Data from the ICS programme budget during June 2015 to August 2018 has been used to estimate the programme costs. The cost per volunteer from this budget is approximately £3,827. Scaled up, to take account of a total of 9,974 UK volunteer placements delivered during the same period, this equates to a total cost to VSO of £38,166,808 incurred in relation to UK volunteers. This total cost figure is used in the baseline SROI model (covering all UK volunteers). The same average cost per volunteer is applied in the other model versions (team leaders, split by gender, split by income) under the assumption that the cost structure is similar for these different groups.

## 4.9 SROI findings

### Baseline model: all UK volunteers

Under the baseline model, the ICS programme is estimated to create benefits equivalent to £176,962,812 for UK volunteers at a total cost of £38,166,808. The SROI ratio is **4.64:1**, meaning that for every £1 spent on the programme an estimated £4.64 in social value is created. The breakdown of social value by outcome is shown in Table 5, while the full impact map is detailed in Appendix 3.

*Table 5: Benefits by outcome in baseline model*

Outcome	Benefits (Net Present Value)	Proportion of total
Increased active citizenship	£2,071,409	1.2%
Improved network through relationship with other volunteers	£25,535,673	14.4%
Improved ability to work in a multicultural environment	£1,230,186	0.7%
Improved confidence	£148,125,545	83.7%
<b>Total</b>	<b>£176,003,975</b>	<b>100.0%</b>

The highest proportion of the benefits comes from the **increased confidence** outcome. Even after adjustment for deadweight and attribution, more than 30% of UK volunteers

<sup>24</sup> The Treasury Green Book is a guidance on how to appraise and evaluate policies, projects and programmes developed by HM Treasury. Available at: <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>





experienced the full net impact under this outcome. Additionally, this outcome carried the highest financial proxy out of the four.

Similarly, for the outcome **improved network through relationship with other volunteers**, a relatively high proportion of UK volunteers experienced an improvement when compared with the remaining two outcomes (**increased active citizenship** and **improved ability to work in a multicultural environment**).

#### Variation for different types of volunteer

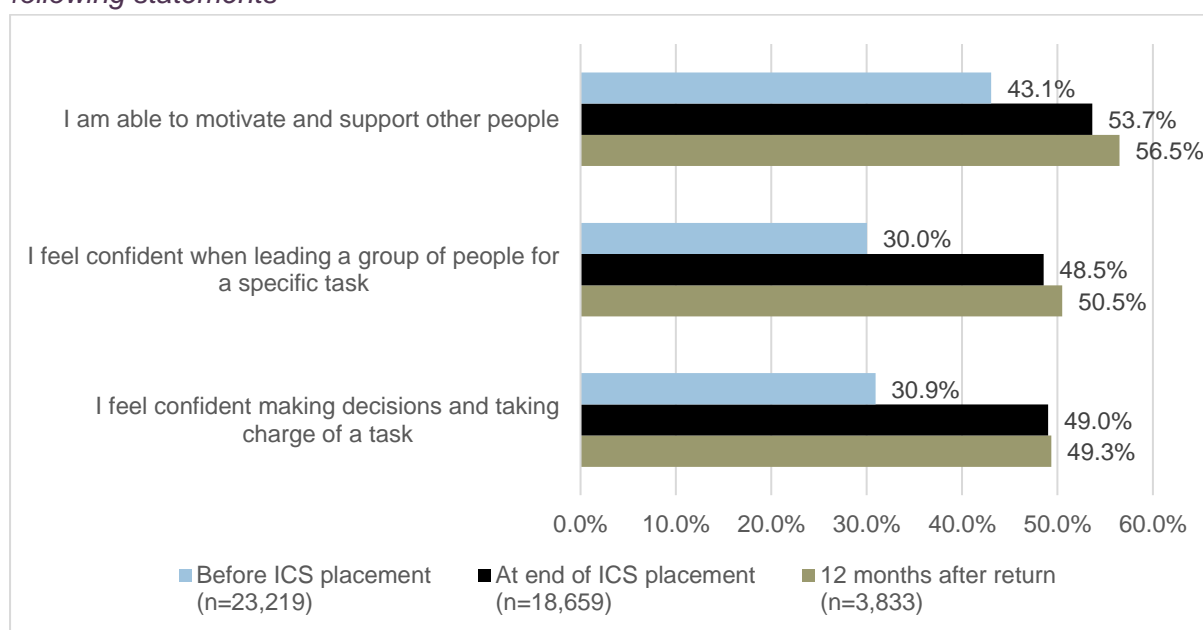
The same model was reapplied to sub-samples of UK volunteers in order to better understand how the programme's impact varies for different groups. This variation was captured at the outcome incidence stage of the model, with the other aspects of the model (deadweight, attribution, financial proxies, duration, drop-off) being unchanged from the baseline. The results of these subsequent model versions are shown in Table 6.

For ICS team leaders, less impact was seen overall. This was particularly true for the **active citizenship outcome**, where team leaders saw no improvement at all, compared to a 7.3% improvement for all volunteers in the baseline model. Team leaders also saw relatively less improvement in the confidence outcome: 40% improvement, compared with 49% in the baseline model.

Given that the data that was available for this evaluation, it was not possible to include additional outcomes in the model for team leaders. For example, although team leaders are likely to see improvements in their leadership capabilities as a result of their participation in ICS, the new survey format did not measure this directly. Data from the pre-2017 survey (which cover all volunteer types, including team leaders, but isolate responses from team leaders) suggest that volunteers saw a considerable improvement in their leadership capabilities between signing up for ICS and 12 months after their return. The proportion of volunteers who strongly agreed with statements relating to their leadership ability, increased by between 13.5 and 20.5 percentage points (Figure 15).



Figure 15: Percentage of all volunteers (UK and national) who strongly agreed with the following statements



Female volunteers derived a higher estimated impact from the programme than male volunteers<sup>25</sup> (Figure 16), with an SROI ratio of nearly 5:1 for female volunteers versus 3.22:1 for male volunteers. This was mainly due to the higher proportion of female volunteers stating that ICS had improved their confidence a lot (53% compared with 34% for male volunteers). This difference in improved confidence between female and male volunteers was statistically significant at the 5% level.<sup>26</sup> Female volunteers were also responsible for all of the impact under the **active citizenship outcome**, with no change observed for male volunteers in this outcome, although this may be due to sampling error (as the sample size for this outcome was only 110).

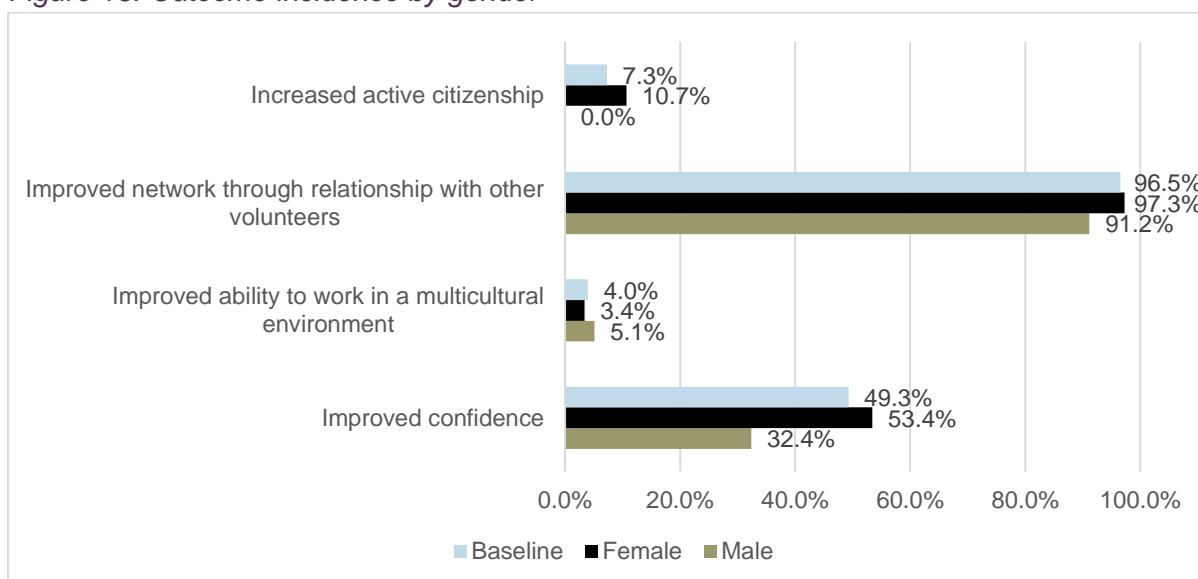
<sup>25</sup> It was not possible to draw inferences on impact for trans volunteers because the sample size was too small for this group.

<sup>26</sup> In a two-tailed hypothesis test for equality between the two proportions, the test statistic is 2.12.

Table 6: Benefits, input cost and SROI ratio for different groups

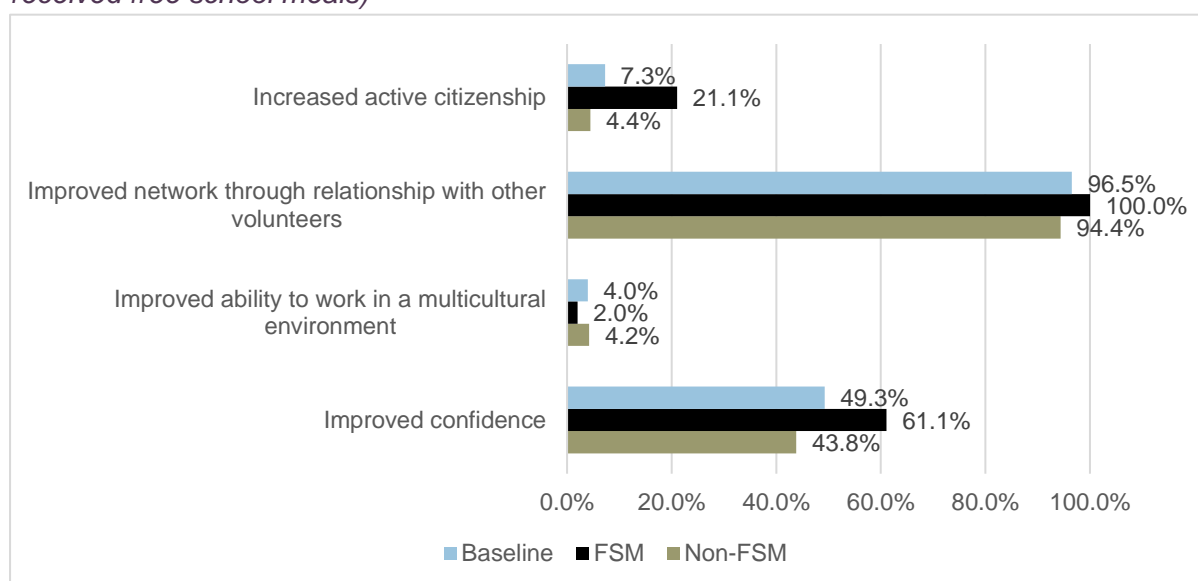
Model version	Total benefit	Total inputs	SROI Ratio
Baseline: all UK volunteers	£176,962,812	£38,166,808	4.64
Baseline: UK volunteers (per volunteer basis)	£17,742	£3,827	4.64
UK team leaders (per volunteer basis)	£14,394	£3,827	3.76
Female UK volunteers (per volunteer basis)	£19,092	£3,827	4.99
Male UK volunteers (per volunteer basis)	£12,329	£3,827	3.22
Volunteers who received free school meals at some point (per volunteer basis)	£21,736	£3,827	5.68
Volunteers who did not receive free school meals at some point (per volunteer basis)	£15,969	£3,827	4.17

Figure 16: Outcome incidence by gender



There was also some difference in the SROI ratio between volunteers from different household income levels. Those who had received free school meals saw a much greater impact on confidence (61% compared to 44%) and active citizenship (21% compared to 4%) relative to those who had never received free school meals (Figure 17). As with the comparison by gender, findings under the active citizenship outcome should be interpreted with caution as the small sample size may have led to sampling error.

Figure 17: Outcome incidence by household income (whether or not volunteer had ever received free school meals)



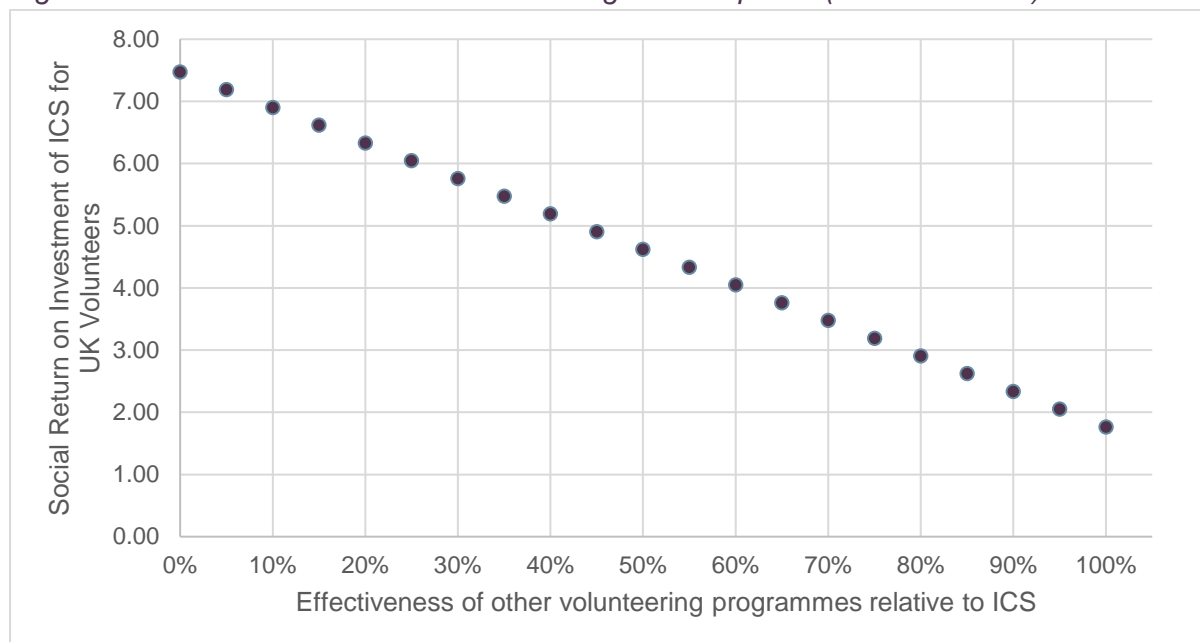
### Sensitivity analysis: deadweight of other volunteering programmes

As mentioned in the above section on net impact, there was a lack of data available on the deadweight, leading to an assumption that those who would have joined volunteering programmes other than ICS, would have achieved 50% of the impact that volunteers do on ICS.

Changing the percentage applied in this assumption has a significant effect on the SROI ratio. The more effective other programmes are assumed to be, relative to ICS, the lower the social return on investment of ICS will be (Figure 18). This follows intuitively from the concept of deadweight: if a higher proportion of the impact would have happened in the absence of ICS, then a lower proportion of ICS's impact is additional.

Even if other programmes are exactly as effective as ICS in improving the four outcomes of interest for volunteers (adjusting the aforementioned percentage from 50% to 100%), the SROI ratio is 1.77. Even under these assumptions, the programme is still estimated to be creating value in excess of its cost. The SROI ratio only drops below 1 if other programmes are significantly more effective than ICS under the four outcomes. This is unlikely to be the case given the relatively few comparable international volunteering programmes available in the UK.

Figure 18: SROI ratio under different deadweight assumptions (baseline model)



## 5. Discussion and conclusions

### 5.1 Findings

This study set out to understand two main research questions:

- The longer-term impacts of the ICS experience on volunteers.
- Whether socio-economic impact varies across different groups of volunteers.

The research findings are summarised below.

**Increase in confidence was one of the most widely reported changes experienced by UK volunteers.** Nearly half of all volunteers stated that ICS had influenced their confidence a lot. Only 18.1% of UK volunteers reported no influence on their confidence levels.

**UK volunteers, post-placement, were involved in higher levels of active citizenship than generally found amongst 16-24 year olds in England.** Among the volunteers who did voluntary work in the 12 months after returning, 93% reported that they did 'at least as much' as before their placement began, and 38% did 'a lot' more. Volunteers who regularly engaged with at least one organisation rose by 7.5% post-placement, and volunteers who reported at least one form of regular civic engagement increased by 7.2%.

**UK volunteers reported that they had kept in touch with other ICS volunteers.** 82% of UK volunteers reported that they had kept in touch with both UK and national volunteers. The proportion who had kept in touch with either UK volunteers only, or national volunteers only, or both, was 96.5%.

**UK volunteers improved their ability to work in a multicultural environment.** The rate of volunteers indicating that they felt confident to communicate with people of different backgrounds had risen by 4% at the end of the ICS placement. Understanding that their communication style should be adjusted when working cross culturally rose by 18.9%, 12 months post-placement.

**Positive employment outcomes were reported by national volunteers in the qualitative research.** The findings of the qualitative research however can only be seen as indicative of the types of values that volunteers could experience, due to the lack of a robust sample size. VSO survey data problems meant that it was not possible to determine the number of volunteers moving into sustained employment.

**The ICS programme is estimated to create benefits equivalent to £176,962,812 for UK volunteers at a total cost of £38,166,808.** The SROI ratio is 4.64:1, meaning that for every £1 spent on the programme an estimated £4.64 in social value is created.

**Female UK volunteers and UK volunteers from lower income householders experienced higher levels of impact from the ICS programme.** Female volunteers derived a higher estimated impact from ICS than male volunteers, with an associated SROI ratio of nearly 5:1

for female volunteers compared to 3.22:1 for male volunteers. This was due mainly to the higher proportion of female volunteers stating that ICS had **improved their confidence** a lot.

UK volunteers from lower income households who had received free school meals saw a much greater impact on **confidence** and **active citizenship** relative to those who had never received free school meals, resulting in a 5.68:1 SROI ratio compared to a 4.17:1 SROI ratio.

## 5.2 Considerations for future research

### Improvements to data collection tools

To improve the quality of data to enable future SROI analysis, and ensure that data collected from national volunteers is comparable to UK volunteers, the following recommendations are made:

- Align the ICS M&E framework and volunteer surveys with the SROI indicators.
- Design questions to measure the level of each of the key outcomes at the time of surveying, and survey volunteers both before and after the placement using the same question wording (or as close to it as possible).
- Offer an incentive to people to fill out the later surveys, to try to minimise attrition in the sample.
- Conduct a further round of surveys several years on from the volunteers' return from placement. A representative sample should be used to gauge the duration and drop-off of the key outcomes.
- The deadweight could be estimated more accurately by a number of methods:
  - Surveying a sample of young people who registered to volunteer with ICS but who did not end up doing so.
  - Asking those who did volunteer more detailed questions about what they would have done otherwise. For example: Which other agencies were you considering volunteering with? How likely is it that you would have intended to volunteer elsewhere but would not have been able to (e.g. due to cost of other programmes, due to limited number of places available)?
- Continue asking attribution questions, and tailor these more closely to the key outcomes.
- If resources and time allow, conduct further research on the amount of time spent volunteering, in order to arrive at a more accurate financial proxy for active citizenship.

### Considerations for measuring a social multiplier

The concept of a social multiplier in volunteering refers to the potential for one person to have an effect on their peers. There has been little research on the topic of social multipliers

through volunteering to date, most likely because a large amount of very particular data would be required to model or quantitatively estimate the social multiplier.

Liu, Patacchini and Zenou (2013)<sup>27</sup> explore this phenomenon using an extensive US dataset called AddHealth, which measures ‘the impact on adolescents’ behaviour of the social environment – such as friends, family, neighbourhood and school’ from a sample of American students in grades 7-12, in 1994 and 1995. The crucial component of this dataset that allows for a social multiplier study is that respondents were asked to list their best friends, who were also part of the sample. This allowed researchers to reconstruct entire social networks, and then to estimate whether someone’s position within that social network (i.e. how many friends they had, and how those friends behaved) was related to that person’s subsequent behaviour. To replicate such a quantitative analysis in the context of UK volunteering would require considerable time and resources for data collection.

An alternative, less robust and less resource-intensive approach would be to design questions to measure a perception of influence on peers by the volunteer. This requires capturing the perceived level of influence the volunteer felt they exerted on their peer networks, in terms of promoting active citizenship. Before placement and after placement data would be needed, which used the same question wording (or as close as possible) and a defined influencing scale. Accompanying questions should capture the number of peers in their network who have increased their levels of active citizenship, and an indication of activities were involved.

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<sup>27</sup> Liu, X., Patacchini, E. and Zenou, Y. (2013). *Peer Effects: Social Multiplier or Social Norms?* CEPR Discussion Paper No. 9366.

# Appendix 1: Research question data mapping

VSO research questions	Relevant variable in survey data that may help to answer this	Which file? Which question?
<p><b>What are the longer term impacts of the ICS experience on volunteers?</b></p> <p>To what extent UK volunteers are more likely to work with their communities and drive sustainable development after completing an ICS placement.</p> <p>Whether participation in ICS has resulted in <i>greater collaboration to achieve social change</i> after placement for <i>both national and UK volunteers</i></p> <p>To what extent individuals benefitting from ICS are more likely to pursue volunteer activities after completing their ICS placement.</p>	BASELINE What were volunteers doing at the time they were accepted onto the ICS programme.	'VS1 extra' <b>Q2</b> , 'Volunteer Survey 1 - up to 28th Jan' <b>Q6</b> (not identical)
	POST What were volunteers doing a year after ICS programme	'VS3' <b>Q14</b> , 'Volunteer Survey 4 - up to 28th Jan' <b>Q3</b>
	ATTRIBUTION If different, how far was this change influenced by ICS	'VS3' <b>Q15</b> , 'Volunteer Survey 4 - up to 28th Jan' <b>Q4</b>
	ATTRIBUTION If ICS did not exist, or the volunteer's application had been unsuccessful, what would they have done instead?	'Volunteer Survey 1 - up to 28th Jan' <b>Q8</b>
	BASELINE Different forms of civic engagement participated in the past 12 months, prior to placement	'VS1' <b>Q4</b> , 'Volunteer Survey 1 - up to 28th Jan' <b>Q9</b> (NB not identical format)
	POST Different forms of civic engagement undertaken in the past 12 months, 12 months after placement	VS3' <b>Q3</b> , most aspects could be covered off in 'Volunteer Survey 3 - up to 28th Jan' <b>Q58</b> , <b>Q30</b> , <b>Q20</b> , <b>Q31</b> , <b>Q18</b>
	BASELINE Different civil society organisations involved with in the past 12 months, prior to placement	'VS1' <b>Q5</b>
	POST Different civil society organisations involved with in the past 12 months, post placement	'VS3' <b>Q4</b>
	CHANGE Statement of change in involvement with community / social action compared to before placement	'VS3' <b>Q8</b>
	ATTRIBUTION How much does the volunteer believe that this change is due to the placement itself	'VS3' <b>Q9</b>
	CHANGE Belief in how much placement has influenced numerous aspects of life, including: attitude towards volunteering, desire to learn more about development/ social justice,	'VS3' <b>Q10</b>
	BASELINE Awareness of global development issues 'At this point in time, how much would you say you / know about the following issues?'	'Volunteer Survey 1 - up to 28th Jan' <b>Q11</b>
	END Awareness of development issues 'At this point in time, how much would you say you / know about the following issues?'	'Volunteer Survey 2 - up to 28th Jan' <b>Q19</b>
	ATTRIBUTION If you've experienced a change how much is due to ICS	'Volunteer Survey 2 - up to 28th Jan' <b>Q20</b>
	POST Awareness of development issues 'At this point in time, how much would you say you / know about the following issues?'	'Volunteer Survey 4 - up to 28th Jan' <b>Q5</b>



<p><b>What are the longer term impacts of the ICS experience on volunteers?</b></p> <p>To what extent UK volunteers are more likely to work with their communities and drive sustainable development after completing an ICS placement. Whether participation in ICS has resulted in <i>greater collaboration to achieve social change</i> after placement for <i>both national and UK volunteers</i></p>	<p>BASELINE Attitudes on connection to, and responsibilities regarding, the volunteer's community and the wider world</p> <p>'VS1' Q7</p>
	<p>END Attitudes on connection to and responsibilities regarding the volunteer's community and the wider world</p> <p>'VS2' Q10</p>
	<p>BASELINE Attitude on responsibility of richer people and what should drive change (individual actions, or gov)</p> <p>'VS1' Q9</p>
<p>To what extent individuals benefitting from ICS are more likely to pursue volunteer activities after completing their ICS placement.</p>	<p>END Attitude on responsibility of richer people and what should drive change (individual actions, or gov)</p> <p>'VS2' Q12</p>
	<p>BASELINE 'How much do you agree' attitudes on collaboration and open mindedness / poverty and development. Most useful answer on aspects of belief in personal action</p> <p>'Volunteer Survey 1 - up to 28th Jan' Q13</p>
	<p>END 'How much do you agree' attitudes on collaboration and open mindedness / poverty and development. Most useful answer on aspects of belief in personal action</p> <p>'Volunteer Survey 2 - up to 28th Jan' Q21</p>
	<p>ATTRIBUTION If your views have changed, how much of this is due to ICS?</p> <p>'Volunteer Survey 2 - up to 28th Jan' Q22</p>
	<p>POST 'How much do you agree' attitudes on collaboration and open mindedness / poverty and development. Most useful answer on aspects of belief in personal action</p> <p>'Volunteer Survey 4 - up to 28th Jan' Q6</p>
	<p>POST Have the volunteers been helping a group / club / organisation regularly since their placement?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q46</p>
	<p>BASELINE Were they helping them before?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q49</p>
	<p>CHANGE Has the amount of help changed?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q50</p>
	<p>CHANGE Has the type of help changed?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q51</p>
	<p>POST Have the volunteers been helping a charity since their placement?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q31</p>
	<p>BASELINE Were they helping them before?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q33</p>
	<p>CHANGE Has the amount of help changed?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q35</p>
	<p>CHANGE Has the type of help changed?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q36</p>
	<p>POST Have the volunteers been ethical consumers?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q37</p>
	<p>BASELINE Were they before ICS?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q38</p>
	<p>ATTRIBUTION Have they tended be more ethical consumers since ICS</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q39</p>
	<p>POST Have the volunteers been doing unpaid helper work since their placement?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q20, Q23, Q24</p>
	<p>BASELINE Were they helping them before?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q25</p>
	<p>CHANGE Has the amount of help changed?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q27</p>
	<p>CHANGE Has the type of help changed?</p> <p>'Volunteer Survey 3 - up to 28th Jan' Q28</p>

	CHANGE Having finished your placement, how likely would you be to do various types of community work	'Volunteer survey 4 - up to 28th jan ' Q18
Whether marginalised youth are more likely to take up community or social development activities after ICS placement for both UK and national volunteers;	<p><i>Marginalised youth are those in non-mainstream education backgrounds, those institutionalised, those with health problems (both physical and mental), and potentially those from sexual minorities</i></p> <p><i>In the survey description documents (OCT 2016) none of these characteristics are described as being recorded. However, when looking at the actual data, there is information recorded on useful cross-breaks</i></p>	
	APPLICATION Disabilities	'VS1'
	APPLICATION Age	'VS1'
	APPLICATION Ethnicity	'VS1'
	What they were doing at the time they were accepted onto the ICS programme.	'VS1 extra' Q2, 'Volunteer Survey 1 - up to 28th Jan' Q6 (not identical)
The extent to which ICS has contributed to improved professional development or employment outcomes for both UK and national volunteers.	BASELINE Level of control over own lives	'VS1' Q6
	END Level of control over own lives	'VS2' Q9
	CHANGE What they think they have gained most from volunteering experience (includes several professional development options)	'VS2' Q15
	CHANGE Questions on how much they agree with numerous statements about improvements in professional skills	Volunteer Survey 2 - up to 28th Jan' Q24
	CHANGE Questions on how much they agree that ICS has been useful for personal / professional meeting	'Volunteer Survey 2 - up to 28th Jan' Q25
	BASELINE How much they agree with statements about their personal/professional skills	'Volunteer Survey 1 - up to 28th Jan' Q12
	END How much they agree with statements about their personal/professional skills	'Volunteer Survey 2 - up to 28th Jan' Q23
	POST How much they agree with statements about their personal/professional skills	'Volunteer Survey 4 - up to 28th Jan' Q7
	CHANGE Belief in how much placement has influenced numerous aspects of life, including: resilience, the way approach work, adaptability,	'VS3' Q10
	CHANGE 'Having had some time to reflect, please tell us how much / you agree or disagree with' statements about personal/ professional development	'Volunteer Survey 4 - up to 28th Jan' Q8
	CHANGE Overall, how useful do you think the ICS was in terms of professional development	'Volunteer Survey 4 - up to 28th Jan' Q9_2
	CHANGE Since volunteering to what extent have you pursued a career related to development or poverty?	'Volunteer Survey 4 - up to 28th Jan' Q13(_3 - _6)

<b>Do different groups of volunteers experience change?</b>	<i>In the survey description documents (OCT 2016) none of these characteristics are described as being recorded. However, when looking at the actual data, there is information recorded on useful cross-break measures.</i>	
Whether socio-economic impact of ICS differs between those:	<u>Educational attainment:</u>	
<ul style="list-style-type: none"> <li>with different educational attainment of both national and UK volunteers.</li> </ul>	APPLICATION Highest education qualification APPLICATION Age left full-time education	'VS1' VS1 extra'
<ul style="list-style-type: none"> <li>Of different gender for UK and national volunteers.</li> </ul>	<u>Gender:</u>	
<ul style="list-style-type: none"> <li>volunteers from different geographies and socio-economic backgrounds across the UK.</li> </ul>	APPLICATION Gender of volunteers	'VS1'
<b>Where is the greatest value created?</b>	<u>Socio-economic background:</u>	
Whether the social return on investment differs among volunteers working in fragile states.	APPLICATION Recipient of benefits?	'VS1'
To what extent social return on investment differs between volunteers placed in low-income or middle-income countries.	APPLICATION Free school meals?	'VS1'
	APPLICATION Highest household earnings	'VS1'
	Longitude and Latitude variables of pre-ICS UK survey location	'Volunteer Survey 1 - up to 28th Jan'
	Longitude and Latitude variables of post-ICS survey UK location	Volunteer Survey 3 - up to 28th Jan'
<b>Where is the greatest value created?</b>	There is information on the placement country and date of survey (in case country changes status over time)	
To what extent social return on investment differs between volunteers placed in low-income or middle-income countries.	There is information on the placement country and date of survey (in case country changes status over time)	

BASELINE	Refers to behaviour of the volunteers before the placement was undertaken (5 days after signing up)
END	Refers to behaviour of the volunteers when surveyed just before the end of the placement (10 days before the placement finishes)
POST	Refers to behaviour of the volunteers before the placement was undertaken (1 year after returning home)
CHANGE	Description of change seen over the period, rather than description of behaviour at certain point
RED FONT	Indicates not ideally suited to answering research question



## Appendix 2: Stakeholder interviews

### Key informant interview questions

1	What is your role, and the role of your organisation in this programme?
2	Who would you identify as the main stakeholders of the programme?
3	What is the problem this programme is addressing?
4	How would you define the overall aim of the programme?
5	What are the intended key outcomes of the programme?
6	Are some outcomes more difficult to achieve than others? What have been the challenges in achieving these outcomes?
7	Which outcomes do you expect will have a more lasting impact? How would this be enabled? Who would benefit from this?
8	What are the main sets of activities that support these outcomes?
9	Do you think these activities are appropriate? Are the activities appropriately resourced to effectively support these outcomes?
10	What are the areas of impact that are shared across this range of countries and projects?
11	There is a lot of criticism surrounding volunteering, as there is around international aid. The argument often put forward is that volunteering is more about the self-fulfilment of westerners than the needs of developing nations. How does ICS do more than merely up-skill UK volunteers?

### Key Informant interviewees

- Matt Baillie Smith, Northumbria University (Professor of International Development)
- Ed Francis, Restless Development (Director of Programmes)
- Philip Goodwin, VSO (CEO)
- Julian Olivier, Raleigh International (Head of Programmes and Deputy CEO)
- Shaleen Rakesh, VSO India (Head of Engagement and Partnerships)
- Marina Torre, VSO (Knowledge for Impact and Lead on ICS Final Evaluation)
- Natchawi Wadman, VSO Thailand (Youth Engagement Manager)



## ICS volunteer interview questions

1	When did you take part in the programme? What was the programme's focus/sector, country. What age were you when you joined?
2	Could you give me a brief overview of the activities you were involved in during your time in the programme?
3	Which activities did you find most useful for your personal and professional development?
4	In what ways did that support you?
5	What motivated you to join the programme? What were your expectations before joining?
6	What would you say are the opportunities this programme offered to you?
7	How would you have accessed these opportunities had you not joined the programmes?
8	Can you describe to me how you worked with your team and the other volunteers?
9	Did you come across any challenges during your time in the programme? What were they?
10	What do you think is the most powerful impact the programme has had on you?

## ICS volunteer interviewees

A list of the UK volunteers interviewed, and the date and country of their volunteer placement is detailed below:

- Richard Wheatley (2018 Ghana)
- Francesca Fletcher Williams (2014 Lesotho)
- Jack Algeo (2017 Ghana)
- Shahema Miah (2016 Ghana)
- Emma Wildsmith (2017 Nigeria)
- Ryan Priest (2016 Nicaragua)
- Hew Otubu (2017 Zimbabwe)
- Vafie Sheriff (2014 Bangladesh)
- Beth Meadows (2017 India)



A list of the national volunteers interviewed, and the date and their country of residence (and ICS volunteer experience) is detailed below:

- Aadarsh Shrestha (2017 Nepal)
- Abraham Akash Baul (2016 Bangladesh)
- Dorice Mkiva (2017 Tanzania)
- Gladys Muthara (2015 Nigeria)
- Joanita Nakato (2017 Uganda)
- Robson Okello (2017 Uganda)
- Sharmila Tamang (2015 Nepal)
- Susan Aaruingi (2015, Nigeria)



## Appendix 3: SROI Impact Map (baseline model)

Stakeholder	Total population	Outcome	Indicator description	Indicator result	Outcome incidence	Deadweight description	Dead-weight amount	Dead-weight incidence	Outcome incidence minus DW	Attribution proportion	Outcome incidence minus DW and attribution
All UK volunteers	9974	Increased active citizenship	Change in percentage of volunteers (before and after) who have been active members of at least one civil society organisation in the past 12 months	0.073	725.1	Percentage of applicants who would otherwise have looked to <b>volunteer locally or internationally</b> (Volunteer Survey 1) <b>multiplied by</b> outcome incidence  [Adjusted for effectiveness of other volunteering programmes]	0.030	302.2	422.9	0.638	269.9
	9974	Improved network through relationship with other volunteers	Percentage of volunteers who have kept in contact with other ICS volunteers 12 months on	0.965	9629.4	Percentage of applicants who would otherwise have looked to <b>volunteer internationally</b> (Volunteer Survey 1) <b>multiplied by</b> outcome incidence  [Adjusted for effectiveness of other volunteering programmes]	0.368	3671.9	5957.5	0.436	2596.9
	9974	Improved ability to work in a multicultural environment	Percentage of volunteers who strongly agree with the statement, "I can communicate confidently with people of different backgrounds"	0.040	395.0	Percentage of applicants who would otherwise have looked to <b>volunteer internationally</b> (Volunteer Survey 1) <b>multiplied by</b> outcome incidence  [Adjusted for effectiveness of other volunteering programmes]	0.015	150.6	244.4	0.483	118.0
	9974	Improved confidence	Percentage of volunteers reporting that ICS influenced their confidence 'a lot'	0.493	4914.5	Percentage of applicants who would otherwise have looked to <b>volunteer internationally</b> (Volunteer Survey 1) <b>multiplied by</b> outcome incidence  [Adjusted for effectiveness of other volunteering programmes]	0.188	1874.0	3040.5	1.000	3040.5





Financial proxy description	Proxy	Total Annual Value Produced	Annual Drop Off	Value Year 1	Value Year 2	Value Year 3	Value Year 4	Value Year 5	Total Value	Present Value
Value per hour of time spent volunteering (2018 prices), based on closest market equivalent wage rate Valued over 11.6 hours per month (average time spent volunteering 2012-15 by regular volunteers, based on the Community Life Survey) for 12 months of the year	£2,060	£556,140	0.1	£556,140	£500,526	£450,474	£405,426	£364,884	£2,277,450	£2,071,409
Derived from QALYs valuation: 1 QALY = £30,000, of which mental health is 35.2%, of which 25% is improved supportive relationships and/or reduced isolation	£2,640	£6,855,919	0.1	£6,855,919	£6,170,327	£5,553,295	£4,997,965	£4,498,169	£28,075,676	£25,535,673
Fee for a one-year part-time Postgraduate Certificate course in Intercultural Communication at Birkbeck, University of London	£2,800	£330,285	0.1	£330,285	£297,257	£267,531	£240,778	£216,700	£1,352,551	£1,230,186
Wellbeing valuation approach: value of the wellbeing derived by those replying "not at all" to the question, "Have you recently been losing confidence in yourself?"	£13,080	£39,769,338	0.1	£39,769,338	£35,792,405	£32,213,164	£28,991,848	£26,092,663	£162,859,418	£148,125,545