

“This is the Big Society
without borders...”

SERVICE INTERNATIONAL

Jonathan Birdwell

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Any errors and omissions remain my own.

Jonathan Birdwell
July 2011

Executive summary

Working with some of the poorest communities around the world can be a life-changing experience. The UK has a long tradition of helping young people go overseas to volunteer. Voluntary Service Overseas (VSO) has been sending volunteers abroad since 1958. There is also a strong tradition of youth leadership development programmes in the UK that involve overseas volunteering, through organisations like Raleigh International and Student Partnerships Worldwide (now Restless Development).

The success of these organisations has led to the development of a ‘gap year’ market for individuals wanting structured volunteering placements as part of their travel experiences. There are as many as 85 specialist ‘gap year’ providers in the UK, which combined place over 50,000 participants in over 90 countries.

Despite this, too few young people have the opportunity to participate in overseas volunteering for lack of funding or because they don’t know such opportunities exist. There is evidence that those having a ‘gap year’ are predominantly from more affluent backgrounds. Providing this opportunity to motivated young people who couldn’t otherwise afford it could have dramatic benefits.

In 2010, the Coalition Government announced the creation of International Citizen Service (ICS) to do this. In the words of the Prime Minister, its vision is to ‘give thousands of our young people, those who couldn’t otherwise afford it, the chance to see the world and serve others’.¹

However, many questions remain outstanding if it is to achieve this aim:

- What should ICS be trying to achieve: benefits to the individual, the UK, or the countries participants go to?

- How should it be designed to maximise these benefits?
- What benefits might be expected of it, and how should people be recruited?
- With public sector budgets squeezed, will the public accept spending money on it?

To answer these questions, Demos has undertaken a comprehensive study of international volunteering in the UK. This involved the first ever cross-scheme poll of over 2,100 alumni across seven organisations; the first YouGov national poll of nearly 3,000 members of the public about ICS, over 20 interviews with experts and practitioners, and a high level policy roundtable. This research was carried out between January and June 2011.

Findings

Our specially commissioned public poll found that the public overwhelmingly supports the creation of ICS:

- Nearly two-thirds of the public (64 per cent) are favourable towards ICS and would encourage their son or daughter to take part.
- 67 per cent of the public felt that taking part in ICS will make young people more responsible citizens.
- 58 per cent believe ICS will benefit the UK as a whole.

Our alumni poll enabled us to examine the benefits of overseas volunteering for participants, evaluating their personal development; improved skills, education and career motivation; increased civic participation; changes to their identity and values; the perception of the impact on communities abroad; and long-term impact through raising awareness of international development and their likelihood of continued volunteering.

These are some of the key findings of the alumni poll:

- Volunteering overseas has an extremely significant positive impact on participants' perception of their own social and personal development. High percentages reported increased self-

confidence (93 per cent), self-reliance (90 per cent) and sense of motivation (80 per cent) in particular. A large majority of respondents felt that their communication (92 per cent), leadership (83 per cent) and team-working (83 per cent) skills had increased as a result, while a majority felt that volunteering had increased their motivation and aspirations to education and a career.

- Volunteering overseas also has a significant positive impact on participants' sense of civic and political responsibility: 60 per cent reported an increased sense of community and communal responsibility, particularly in a global context. Participants reported long-term impacts of raised awareness on development issues (84 per cent) and volunteering in their local community (42 per cent).
- The benefits of volunteering overseas were particularly large for those who received a means-tested bursary. This further supports the aim of targeting ICS to those young people who could not otherwise afford it.

Employing bivariate and logistic regression analysis, we found a number of statistically significant correlations between aspects of programme design and likelihood of having positive outcomes:

- *Post-placement support* was the most significant design principle linked with positive outcomes in every category.
- *Pre-departure training* was linked with positive outcomes in every category.
- Individuals who *fundraised* for their placement were more likely to experience positive outcomes in skills, civic participation and identity and values.
- *Short-term placements* are just as likely to have positive outcomes in personal development and civic participation as longer placements. However, *longer-term placements* (of at least six months) appear more likely to result in positive outcomes in skills and career and educational aspirations.
- Individuals who *lived with a host family* were more likely to report positive outcomes in skills, identity and values as well as longer-term impact.

Our research suggests that one area of weakness in current research is the impact of overseas volunteering to the communities where participants are placed. Based on our alumni survey, a majority perceived beneficial impacts on the communities where they volunteered. However, many comments from survey respondents reflected uncertainty over whether their volunteering activities were truly benefiting the communities.

Recommendations

On the basis of this work, we present a number of recommendations that are directed both at government and a wider set of institutions that can help make ICS a success.

ICS should be designed to achieve and measure personal development outcomes for volunteers. In order to maximise personal development outcomes for its participants, ICS should be designed with this objective in mind. It is clear from public polling that a majority of the UK public supports ICS, in large part because of the potential benefits to young people taking part. The monitoring and evaluation of ICS should include targets and outcomes around personal development for the individual participants. Our analysis suggests that there is a reinforcing link between the perception of personal development outcomes and the perception of volunteering benefiting communities abroad. The best and most effective programmes focus on ensuring both aspects.

Our research suggests that the following design aspects should be taken into account when providing a menu of options as part of the ICS offer:

- *Pre-placement training and post-placement supportive activities must be a strong component of ICS.*
- *The fundraising element to the programme before the placement should be a key element of the full ICS.*
- *In addition to the current offer of 10–12-week programmes, there should be options for longer-term placements (beyond six months).*
- *The opportunity to live with a host family should be included as an option on some ICS programmes offered.*

Our research suggests there is great potential for ICS to contribute to a large number of positive outcomes for young people. It is among a number of initiatives aimed at engaging young people and achieving a variety of policy objectives. It must not exist in isolation from these other programmes, and should instead be considered as a key element in a comprehensive government youth strategy.

In the context of rising tuition fees, few university places and high youth unemployment, ICS could provide an alternative pathway for young people into employment and/or university. Given the increased employability skills that ICS confers, business and the third sector should explore how they can contribute to link ICS with apprenticeships and other employment opportunities. We make the following recommendations:

- *ICS should be a cross-departmental initiative to ensure broader personal development outcomes and stronger links with National Citizen Service.* While it is likely that the responsibility for funding for ICS will remain with the Department for International Development (DFID), other departments should sit on the programme board and advise on direction.
- *Greater attention should be paid to volunteers' post-ICS pathway as part of a wider youth strategy.* This could include the awarding of scholarships or academic accreditation for university applications;
- *Businesses should support ICS, and work with the government to provide post-ICS pathways to employment.* This could include schemes for ICS graduates that include work placements with business.

Finally, it is important that ICS be demand-led by the needs of communities abroad, with careful selection of activities that are appropriate to the target group but which also provide community benefits. There remains a lack of firm evidence base as to what type of activities are best for communities abroad, as well as being most appropriate for the ICS target group. This means that care and circumspection are required in the selection of placements. In that context, we recommend that the Government:

- *Builds on existing evidence (eg evaluation of DFID's Platform2 programme) and uses ICS pilots and early stage development as a testing period to explore the impact that the ICS target audience can have towards 'development outcomes'.*
- *Should not exceed a target of 3,000 participants per year, and progression to this level should be slow and phased; a modest target and slow progression are crucial to ensure the high quality of these placements and impact on communities.*

1 Introduction

Volunteering in some of the poorest places in the world to help those less fortunate can have a transformative impact on both volunteers and communities. Several countries have schemes that aim to send skilled and energetic volunteers overseas. At their best, these programmes can contribute to helping those less fortunate while allowing participants to gain skills and experiences that will aid them in their lives and careers. Volunteering and reciprocal relationships between countries can also function as a form of 'soft' diplomacy and cultural exchange. In a globalised, internet-connected world, international volunteering becomes even more important. At the same time, however, there is a risk of such programmes perpetuating negative stereotypes of Western 'colonialism' and 'charity': a new way for the West to assert its power.²

In September 2010, the Coalition Government announced plans for the creation of a new British International Citizen Service (ICS). The Prime Minister said the new ICS would 'give thousands of our young people, those who couldn't otherwise afford it, the chance to see the world and serve others'.³ ICS pilots, funded and managed by the Department for International Development (DFID), will be run over summer 2011. Around 1,000 participants between the ages of 18 and 22 will be recruited to take part in the pilot phase along with 170 participants aged 23 or older who will act as 'team leaders'. The participants will choose from a range of activities delivered through six organisations selected to participate in the pilot phase (see ICS website for further information⁴). Each placement will last for approximately three months. ICS will also be means tested: individuals with family income below £25,000 pa will not have to pay. The learning from the pilot phase will inform the creation of the main and expanded ICS programme in 2012/13.

This pamphlet aims to provide recommendations to Government to maximise the value of ICS and ensure its success. To do this we have collected the most recent research on the impacts of overseas volunteering, as well as best practice and experiences from similar schemes in other countries. We have also generated primary data into the impact of volunteering overseas for alumni of programmes in the UK, the effectiveness of certain programme design features and public attitudes towards a British ICS. Finally, we convened a roundtable of stakeholder experts – in overseas volunteering, domestic volunteering, youth sector, academia and government – to explore the challenges and the potential benefits of ICS.

The evidence suggests there is strong support for ICS in its impact on volunteers and support of the public. However, ICS must do two things in order to be a success. It must:

- focus on ensuring quality programmes with direct benefit to communities abroad
- target young people who wouldn't otherwise consider such an experience, and who research suggests could benefit significantly with the right pastoral support.

Policy context

ICS is one part of the Government's efforts to encourage volunteering and civic engagement through 'national service' and 'service learning'. The flagship initiative is a new domestic National Citizen Service programme, the first wave of which is being rolled out in summer 2011.⁵ National Citizen Service (NCS) is a voluntary eight-week summer programme aimed at 16-year-olds. It combines a residential component for participants, with local service and a challenge to design and carry out a social action project.

Research from the USA suggests that 'service learning' can be an effective form of practical education to develop 'character capabilities', employability skills and a greater sense of community responsibility. As argued previously by Demos, 'rather than National Service as "boot camp" to conform and

correct young people, it should train, educate and enlighten them as to how they can make a difference to society on the issues they care about'.⁶ It should act as an 'apprenticeship for social action': a form of 'learning by doing' that involves raising awareness about social issues and gives young people the tools and motivation to tackle social problems. This is the ethos behind NCS and ICS.

NCS and ICS are an opportunity to address some of the challenges facing young people today while helping them to develop the attitude, skills and motivation to prepare them for adulthood and employment.

Social context

The launch of ICS comes at a critical and uncertain time for young people in the UK. The recession has had a disproportionate impact on young people's employment prospects. Labour market figures from February 2010 showed that there was a 5.4 percentage point rise in unemployment for 16–24-year-olds compared with a rise of 2.3 for 25–49-year-olds and 1.9 for over-50s.⁷ At the end of 2010 the number of unemployed young people under the age of 25 had reached nearly one million – bringing the percentage of unemployed young people to nearly 1 in 5. Current levels of youth unemployment have been exacerbated by longer-term structural changes to the youth labour market and the decline of apprenticeships and craft-based industries. This has sparked fears among policy makers of a 'lost generation' whose failure to get a job will lead to long-term unemployment and various negative outcomes.⁸

As a result of changes in the economy and the youth labour market over the years many young people lack an attractive progression from school to employment. Government efforts to address social mobility and youth unemployment have focused on raising the numbers of young people who go to university. However, graduate unemployment has been increasing and more equal access to university has not opened up access to all jobs.⁹ The trebling of tuition fees may now determine who and how many choose to go to university. Many young people may find

that university is not the best path for them, and yet there are few alternatives. There has been a sustained focus on increasing the number of apprenticeship placements in the UK compared with other European countries, but there remain significant obstacles.

At the same time, employer surveys and previous research suggest that many young people are not developing the skills and capabilities they need in the transition to adulthood and to be competitive in the labour market. This includes ‘character capabilities’ (motivation, self-regulation, empathy, the ability to stick at a task) and employability skills (leadership, teamwork and time management). Demos has argued that structured ‘service learning’ activities, such as NCS, can help young people to develop these skills and interact with adults.

There have also been shifts in the way the current generation of young people view politics and civic engagement. Interest and trust in formal politics is at a historical low point for young people.¹⁰ According to the most recent Citizenship Survey, only 22 per cent of 16–24-year-olds have engaged in ‘civic participation’ as defined by voting, writing to an MP or attending a demonstration or protest.¹¹

This does not mean that young people are generally apathetic to politics or social issues, as sometimes portrayed in the media. It is indicative of the shift in their view towards civic and political engagement through informal channels. Although they are the least likely group to participate in formal volunteering, young people are the age group most likely to participate in informal volunteering. Young people are more likely to express their political views through other means and actions, including in their career choices.¹² A survey of young people commissioned by Demos as part of the Anatomy of Youth project showed that two-thirds want to achieve ‘something of value to society through their work’.¹³

This context suggests that the introduction of NCS and ICS is perfectly timed. There is clearly a need for structured learning opportunities available to young people that are exciting and also allow them to develop skills and do something ‘of value to society’. However, it could be argued that there are already a number of programmes available for motivated young

people. This may be particularly true of overseas volunteering in the UK, where there is an extensive market of international ‘gap year’ type experiences that involve volunteering abroad. In light of this there is a serious question as to what the purpose of a government-run programme is – particularly for a government that is committed to cutting back the public sector and reducing government spending.

What is the role for a government-run ICS?

There are already a number of organisations in the UK and around the world that offer overseas volunteering or expedition-type experiences. The international volunteering sector in the UK has undergone a substantial transformation over the past 20 years. The most notable changes include:

- an increase in the number of international volunteering organisations
- a shift in the balance of providers from the third to the commercial sector (including a growing amount of financial contributions made by volunteers)
- the rise of the ‘gap year’ phenomenon
- a growth in the number of volunteering opportunities for comparatively low-skilled volunteers
- international development non-governmental organisations (NGOs) moving their focus to sending highly skilled, professional volunteers providing technical assistance and building the capacity of local people.

Some stakeholders argue that growth in the ‘gap year’ sector has led to an increased supply of places with little or no quality assurance of the placement for its impact on the individual or the community. Young people have few mechanisms for determining the value or merit of the project or experience they are being offered. The market has packaged projects as commodities and sold them to young consumers who are keen to experience the world and make a difference. Feedback from young people can be found through monitoring

social networks where they can be vocal about a sense of being let down and feeling that their contribution was of no value because their work was not really needed.

Some in the sector argue that there is a need for a quality assurance process that would separate programmes with evidence of positive outcomes for both the community and the individual from those projects designed as holiday experiences. This is one potential role for ICS.

However, the most compelling argument for a new ICS is the need to widen access and encourage a wider diversity of young people to volunteer abroad. The majority of volunteers doing international volunteering work are educated, affluent and white.¹⁴ There is some evidence that volunteers from disadvantaged backgrounds may benefit significantly more from overseas volunteering, though this depends on the programme, activity and level of support provided.¹⁵ Widening access was the key aim behind by the previous government's Platform2 initiative, which provided overseas volunteering opportunities to approximately 2,000 young people from 'disadvantaged' backgrounds.¹⁶ There are a number of lessons for ICS from Platform2; crucially, ICS will seek a broader diversity among volunteers, not just targeted groups of disadvantaged young people.

3 for 1 benefits of ICS

ICS has the potential to benefit participants, communities abroad as well as the UK in general. To be successful it must be designed with the benefits to each of these stakeholders in mind. As Susan Stroud, the founder of Americorps, told a roundtable of experts assembled by Demos, the Hippocratic oath – thou shall do no harm – is not sufficient when it comes to the impact of volunteering on communities abroad. Communities must receive clear and tangible benefits for the scheme to be a success. This is essential not only for the communities themselves, but also to ensure that the volunteers get the most out of the experience.

The next two chapters present research we have conducted to inform the design of ICS. First, we explore the case for ICS by looking at the potential impact of overseas volunteering on communities and participants, as well as the extent of public support behind it. Second, we present new analysis into the relationship between different programme types or design principles and a range of positive outcomes.

2 Making the case for International Citizen Service

In order for any government initiative to be successful, it must be supported by the public and have benefits for the participants and society as a whole. This chapter sets out the case for ICS.

First, we present findings from original polling of nearly 3,000 members of the UK public to explore their views about overseas volunteering and ICS.

Second, we briefly summarise literature on previous research into the impact of overseas volunteering. We also present the findings from original Demos polling of more than 2,100 alumni of various overseas volunteering organisations. Our survey explores the impact of overseas volunteering on a range of positive outcomes. In particular, we look at the impact on non-typical participants, including those who received a bursary and may come from disadvantaged backgrounds, as this is one of the groups that ICS will be targeting.

While our research provides some insight into volunteers' perceptions about the impact of their work on communities abroad, there is a need for much greater research focus on the community impact of overseas volunteering. There is compelling evidence that ICS benefits individuals and is supported by the public support, but less of its community impact.

Public attitudes towards ICS

In order to examine the extent of public support for ICS, Demos commissioned YouGov to undertake the first ever public poll about ICS. The full polling results are provided in annex 3.

The poll found high levels of support for ICS among the UK public. Nearly two-thirds of the public (64 per cent) said they were favourable towards ICS, while 64 per cent of the public would want their son or daughter to take part in ICS.

While those in a higher social grade were more likely to want their son or daughters to take part (68 per cent), a majority of respondents (58 per cent) in the C2DE social grade were also keen on their children taking part.

A majority of respondents perceived benefits of ICS for the UK as a whole; 67 per cent thought that taking part in ICS will make young people more responsible citizens; and 58 per cent believe that ICS will benefit the UK.

Despite the difficult economic context, there was support for public investment in ICS: 58 per cent supported providing public funding for ICS, with 30 per cent supporting public funding only if means tested, and 28 per cent supporting public funding for everyone.

However, there was a clear emphasis among the public for the benefits of ICS for Britons. When asked whether the primary objective for ICS should be international development or the personal development of UK young people, 47 per cent thought it should be both, 31 per cent thought the personal development of UK young people and only 10 per cent thought that the primary objective should be international development. Given a list of possible objectives of ICS, the public selected the following as important (presented in decreasing order):

- the personal and social development of UK young people taking part (77 per cent)
- easing youth unemployment by helping young people from the UK build their skills and experience in order to help them in the competitive labour market (72 per cent)
- creating more globally minded young people (71 per cent)
- intercultural dialogue between British young people and young people from other countries (69 per cent)
- providing disadvantaged young people with the opportunity to travel and volunteer abroad (66 per cent)
- achieving the UK's international development goals in poor and developing countries (55 per cent).

Moreover, despite high levels of support for ICS, 72 per cent of the public think the UK should be spending less on

international development, while more than 1 in 4 think the UK should spend nothing. While this scepticism over development funding may be a cause for concern, it is balanced by the fact that 60 per cent of respondents said that they were interested in international development issues.

As might be expected, respondents who were interested in international development, had themselves volunteered overseas before, or had spent a continuous period of 10–12 weeks outside the UK were more likely to support ICS and less likely to say that the Government should reduce its international development spending.

Our polling suggests that while the holistic value of ICS is well understood by people, there is a clear emphasis on its impact on Britons rather than on the communities they work in. This may be expected in the current climate, with youth unemployment such a dominant concern among many communities in the UK. However, as we argue below, the importance that the public places on developing UK ICS participants suggests there should be a stronger focus on this aspect of programme design.

Previous research: what impact can international volunteering have?

In addition to public attitudes, we reviewed the large body of research into the impact of overseas volunteering. Studies of international volunteering in the British context are largely reliant on surveys of volunteering organisations' alumni. While there have been some small-scale longitudinal studies that involved interviews with volunteers before, during and after their overseas placements,¹⁷ most research has been limited to surveys requiring returned volunteers to reflect on their past experience. Most research in the British context is also confined to single agency studies.¹⁸

Existing literature identifies a range of benefits that individual participants, and host and sending communities can accrue from international volunteering. The impact on individual participants remains the most extensively researched aspect of this work.¹⁹

A number of studies suggest that overseas volunteering can be a transformative experience, which has a profound impact on participants. Although outside the UK, in one study, a survey of 291 volunteers from two US organisations, 75 per cent of respondents believed that their experience was ‘transformational’ and ‘resulted in significant life changes that would not have occurred if they stayed in their home country’.²⁰ A study of alumni from Canada (n = 546) found similar results.²¹

Civic participation

Research from the USA also shows that international volunteering can precipitate what McBride et al refer to as a ‘virtuous circle’ of service and civic engagement. Numerous studies chart increased levels of civic engagement (including voluntary work and participation in politics) as volunteers return home.²² There are indications that this effect is particularly strong for volunteers from disadvantaged backgrounds.²³ A scoping review produced by the Institute for Volunteering Research concluded that international volunteering could lead to increased levels of participation in volunteering back in the UK.²⁴ It is worth noting, however, that other studies have highlighted feelings of dislocation from their home communities and disillusionment towards becoming more civically engaged after volunteering abroad (though in some cases this dislocation led to the breaking of negative ties and greater social mobility).²⁵

Skills and employability

International volunteering could be seen as being particularly suited to developing the skills that are required in an increasingly global labour market. According to Professor Andrew Jones,

*firms increasingly need ‘global workers’ who have a range of skills, capacities, knowledge and experiences enabling them to undertake work in a transnational context effectively, and international youth volunteering provides an important preparatory experience in that respect.*²⁶

Indeed, a previous Demos report from 2001, *Human Traffic*, highlighted the ‘higher order’ skills acquired by international volunteers, including communication, leadership, team working, problem-solving, self-assurance and adaptability.²⁷ As importantly, research suggests that overseas volunteering that explicitly addresses personal development can help improve participants’ own perception of their employability through the development of soft skills and self-confidence, which are increasingly valued by employers.²⁸ In a Chartered Management Institute survey of 100 former VSO business and management volunteers, 80 per cent thought they had gained skills they would not have otherwise acquired.²⁹

Additional studies have confirmed the impact of service on skill development and employability, particularly for youth from lower income households.³⁰ In *Rallying Together*, for instance, 94 per cent of a survey of alumni who had received bursaries reported increased self-confidence as a result of their time away with Raleigh International; 88 per cent felt their communication skills had improved; 89 per cent judged their leadership skills to have increased; while 87 per cent felt they had improved their team-working skills. Furthermore, 94 per cent of survey participants felt their time away with Raleigh had made them more motivated and 83 per cent reported it had increased their career aspirations.³¹ However, *Rallying Together* also suggested that an individual’s employability is dependent on individual circumstance. For example, some alumni found that the opportunities available in the labour market did not match their aspirations following volunteering, or the new skill sets that they acquired.

Social inclusion

There is a growing literature investigating the link between volunteering and social exclusion.³² The majority of this work has focused on domestic volunteering, yet as McBride and Lough point out, in contrast with other types of volunteering,

many of the unique features of international volunteerism may make it less accessible to certain populations, including the intensive time commitment,

*participation costs, stringent eligibility requirements, as well as the overall lower supply of volunteer roles.*³³

Research into volunteer profiles from the USA and Europe suggest that international volunteers tend to be young, educated, affluent and white.³⁴ Data from the UK are less comprehensive, but appear to confirm this, particularly among those who take part in ‘gap year’ overseas volunteering programmes.³⁵

International development

Research suggests that international volunteering increases participants’ understanding of global issues and appreciation of other cultures. For example, an alumni survey of 291 volunteers from two US organisations conducted by Lough et al found that 95 per cent felt their experience had increased their appreciation of other cultures and challenged their previous beliefs and assumptions about the world.³⁶ In a 2009 survey of 105 volunteers from disadvantaged backgrounds who had participated in Raleigh expeditions, 94 per cent reported greatly increased awareness of the world and 85 per cent had increased their awareness of inequality in the world. Programmes showing the greatest impact provide structured learning before, during and after the volunteering placement.

There has been much less rigorous research into the direct impact of volunteering on communities abroad. Some critics have challenged the merits of international volunteering as an effective form of development assistance. Kate Simpson has argued that international volunteering can serve to ‘produce and reproduce particular notions of the “third world”, of “other” and of “development”’.³⁷ Other research has shown that international service and volunteering, involving and led by young people, can have a beneficial and lasting impact on communities abroad.³⁸ According to experts in the field that we spoke to, impact on the communities abroad remains anecdotal and under-researched. There has also been little research, to our knowledge, into best practice in different types of volunteering activities – for example, education activities versus environmental conservation,

sexual health awareness, and activities such as building and construction.

In the literature there is a strong emphasis on ensuring that objectives and projects are designed in response to a clear need within communities and developed in conjunction with them. This is critical to ensure that volunteers are being sent to fulfil a genuine need, either with skills that couldn't otherwise be found in the host community or by providing the capacity to complete tasks that add real value. Among the stakeholders we spoke to there were a number of anecdotes of poor programme design which did not benefit the community.

According to one expert who has conducted research into overseas volunteering, external evaluation of programmes is rare, with most evaluation self-reported and being conducted by individuals and organisations who want to put a positive spin on their work. Funding pressures for these organisations means there is a lot of pressure 'to look good' and as a result there is a lack of rigour and sharing of best practice among organisations. This makes it difficult to 'base programmes in past learning'.

Demos alumni survey: what is the impact of UK overseas volunteering?

To build on previous research efforts, we conducted the first ever multi-scheme survey of overseas volunteering alumni. We surveyed 2,154 alumni from across seven different organisations that specialise in development volunteering and 'gap year' providers. We asked respondents a range of background questions and questions about the scheme they took part in and various outcomes. The outcomes are divided according to the following categories:

- personal development
- skills
- education and career
- civic participation
- identity and values

- impact on the community
- long-term impact.

In this section we present the general findings from our survey. As a self-selecting and self-reporting sample, there are inherent limitations to our survey findings. Proper research investigation and analysis would require longitudinal studies stretching over years, which are very expensive to undertake. Nevertheless, our survey contributes to a growing body of research on the experiences and impact of international volunteering.

Demographics

Our findings add further confirmation to previous research suggesting that UK overseas volunteers tend to be female, white and highly educated.

Of those who responded to our survey, 63 per cent are female and 37 per cent are male. The ethnicity breakdown was 93 per cent white, 2 per cent of mixed race, 1.5 per cent black and 2.5 per cent Asian. Respondents had a range of educational qualifications: nearly a quarter held a Master's degree, while 64 per cent held a university degree. Only 14 per cent of respondents had achieved vocational qualifications. At the time of the survey, 70 per cent were employed (59 per cent of whom were in professional occupations, with only 6 per cent in unskilled occupations), a quarter were in education and 4.4 per cent were in the process of seeking work. A large majority (87 per cent) of respondents had travelled overseas (including to North America and Europe) before their volunteering experience. The majority of respondents (52 per cent) were also between the ages of 18 and 21 when they volunteered, while 19 per cent were between the ages of 16 and 18, and 17 per cent were between the ages of 22 and 26.

We were particularly interested in the impact of overseas volunteering on those who do not fit the stereotype and those who ICS will be targeting, including:

- non-white participants (7 per cent of sample)
- those with lower educational qualifications (3 per cent of sample)
- those who received a bursary (26 per cent of sample)
- those who had not previously travelled overseas (13 per cent sample).

We filtered our results for individuals who answered that they had either ‘vocational qualifications’ or had ‘finished secondary school’ without achieving five GCSEs at grade A–C as these represented the lower end of the qualifications respondents selected. Out of the total 2,154 survey sample, 69 respondents could be said to have low educational achievement.

We also looked at the age of volunteers at the time of their overseas placement to determine whether there were any differences between young volunteers (under 22 years of age) and older volunteers.

Along these various measures, our research suggests that non-typical international volunteers are more likely to have positive outcomes than those from socio-economic backgrounds that are typical of overseas volunteers, thus providing a strong argument for targeting ICS towards motivated individuals from disadvantaged backgrounds.

For our analysis we took receipt of a bursary as the most reliable proxy for the type of participants that ICS would be targeting – similar to Platform2. Just over a quarter of respondents had received a bursary, which is means tested. Of these, 41 per cent had the bursary cover up to a quarter of the cost of their placement, while 21 per cent received a bursary covering the total cost.

Our regression analysis based on the survey revealed that individuals who received a bursary were more likely than those who did not receive a bursary to report having positive outcomes in all of the seven categories listed above.

Motivations for volunteering

The most popular motivation for volunteering overseas was the desire to experience and understand other cultures, with nearly

90 per cent of respondents. The second most popular motivation was self-exploration and personal development ('finding out more about yourself and what you could achieve'), while the third was a desire to make a difference to poorer communities. Nearly half (43 per cent) were motivated by an interest in international development, 23 per cent by a desire to enhance their own employment prospects, and 15 per cent by the chance to enhance language skills. This suggests that although respondents are motivated by altruistic motives to give back to those less fortunate, they are also interested in developing themselves through new, interesting and challenging experiences.

Personal and social impact

Our survey looked at a range of outcomes for individual participants, as outlined above.

Personal development, skills and career and educational aspirations

We found that *volunteering had a significant impact on self-confidence, sense of motivation and self-reliance in particular.*

More than 90 per cent of respondents felt their self-confidence and self-reliance had increased. Over half thought their self-confidence, self-reliance and willingness to try new things increased greatly as a result of their experience. Younger respondents (between 16 and 21 at the time of their placement) were more likely to report that the experience had 'increased greatly' on all the measures of personal and social development.

Box 1 **Volunteer perspectives: personal development**

Volunteering abroad at a young age gave me the self-confidence to undertake similar projects and the belief that anybody can lead by example.

I developed more as a person; this resulted in me taking charge of my own life and going in the direction that I want. It made me

more determined to take advantage of the opportunities available for young people like me here in the UK in comparison to Kenya. It made me want to do something worthwhile with my life and make a difference rather than just pursuing personal and monetary gain.

It was a great way to learn about some of the issues facing poorer communities, while developing good leadership and team-working skills. It remains one of the most positive and formative experiences for me to date.

I love trying new things, challenging and testing myself and I don't think there has been a better way to do so. I feel like I have grown up and been enriched during my time here... This is something I definitely think more people should do and that I want to do again.

Self-development and maturity and self-reliance as a result of doing something completely different, straight after school and being a long way from home for a whole year.

A large majority of respondents felt their skills had increased and had increased motivation and aspirations for education and a career: 92 per cent felt their communication skills improved, 83 per cent felt they improved their teamwork and leadership skills, and 74 per cent felt their organisational skills improved.

More than half (55 per cent) thought their experience of volunteering abroad had increased or greatly increased their involvement in education and learning, 57 per cent reported improved or greatly improved motivation and ability to achieve qualifications, 65 per cent reported improved or greatly improved career aspirations, and 62 per cent thought the experience directly helped them in getting a job.

Box 2 **Volunteer perspectives: education and career**

I would not have stayed so motivated to continue learning at university. I was tired of education before my gap year and had not valued education at all. My return to England made me realise how lucky I was that I had received such a good education and a family that equally understood its importance.

My experience helped me to develop as a person, grow more mature, patient and responsible, and was perfectly timed as it gave me the opportunity to take a step back mid-education to decide what, as an adult, I really wanted out of life.

I feel my volunteering experience has given me a great insight into what I want to do for a career.

The world opened up. Confidence. Maturity. Independence. Travel is never as exciting as the first time and especially as a teenager. Shaped the way I look at the world. Put things in perspective.

Those who had not previously travelled overseas scored higher on a range of measures related to personal development and motivation (table 1). They also reported higher levels of organisation, literacy and numeracy skills.

Civic participation and identity and values

We found that *volunteering abroad appeared to have an impact on encouraging greater civic and political engagement in the UK, though not always for the majority of respondents.*

For this category, the highest percentage of respondents (61 per cent) thought that volunteering had increased their involvement in charitable causes (including donations). Almost half (45 per cent) felt their involvement in volunteering activities in the UK increased or increased greatly as a result. However, only a little over a third felt their involvement in local or national politics in the UK had increased or increased greatly. Younger

Table 1 **Benefits of volunteering experience, by whether participant had ever travelled overseas before**

		Self-confidence		Motivation and ability to achieve qualifications		Involvement in local volunteering activities in Britain	
		Increased	Increased greatly	Increased	Increased greatly	Increased	Increased greatly
Had you travelled overseas before your volunteer placement?	Yes	49.0%	42.9%	20.9%	34.7%	11.1%	32.7%
	No	60.5%	35.2%	27.6%	37.6%	16.6%	33.2%

respondents perceived the impact on their motivation for education and career aspirations to be much greater than older volunteers.

Box 3 Volunteer perspectives: citizenship

Fantastic experience. Directly responsible for a change in my career direction and attitudes towards politics, campaigning for development etc.

I think XXXX is a great international volunteering experience [as] it allows people to gain a greater insight into their own culture and another, in a reciprocal and equal way. The team and counterpart dimension are of vital importance. The experience is also amazing for personal development and the potential of enhancing one's own citizenship.

Feel that my placement made me more self-confident, more considerate of others, more aware and interested in international affairs and in the differences between cultures, more active in

charity and community work (I am currently a volunteer for the British Red Cross).

Made me appreciate what I have in the UK a lot more and gave me invaluable insight into another culture at an age where I was very receptive to new influences and learning.

The majority of individuals' reported an increased sense of global community and community responsibility. Almost 100 per cent of respondents reported increased understanding of other cultures as a result of volunteering. The strongest effect appeared to be increasing participants' sense of being part of a global community. Many respondents emphasised changes of perspective, and greater appreciation of global issues: 88 per cent reported an increased sense of being part of a global community, while 60 per cent reported an increased sense of community responsibility. There was less effect on increasing a sense of British identity (35 per cent) and of belonging to a local community back at home (29 per cent). Those who never travelled abroad before were more likely to think the experience had 'increased greatly' their 'sense of belonging to a local community at home'.

Box 4 Volunteer perspectives: global citizenship

Volunteering helped to open my eyes to various issues in the world around me that I had never understood (or in some cases even considered) before. It helped me to put my own life and values into perspective while also making me aware of our global responsibilities.

Was amazing and changed my life and the life of the people around me – inspired me, opened my eyes and made me want to be a more responsible, global citizen.

The experience made me more open to and understanding of different cultures and greatly raised my interest in world affairs. The experience encouraged me to develop my interest in other cultures, which affected my choice of degree at university and ultimately my future career.

I would not have the liberal, open minded, positive attitude that I now have towards the community I live in and the global community were it not for this experience. It has shaped my entire life since in the most positive way and driven me to achieve things that I would have had no motivation to do otherwise, like going to university, maintaining friendships around the world, learning a second language and so on.

I now know much more about the world than I did before, I can see the bigger picture of how the world works. I can teach a class! I can eat strange food and know to take the media with a pinch of salt. I know that people's cultures are far more complicated than they are portrayed in England. 'I can read Tamil' goes down a treat in job interviews!

Eye-opening experience, especially being able to witness firsthand how consumer consumption in our homes thousands of miles away directly affects people. I felt I saw this personally when seeing firsthand the effects of deforestation and logging... living in this environment taught me to reduce what we use and waste at home as it is not necessarily us who feel the effects.

Long-term impact

In the absence of resources to conduct longitudinal research to explore the long-term impacts, we asked respondents to self-report the extent to which they continued to undertake various activities after their experience overseas: 84 per cent reported that they still had a greater interest in international development 18 months or more after their overseas placement; 42 per cent reported still being engaged in volunteering activities in their local community 18 months after volunteering overseas; and a

Table 2 **Long-term impact of volunteering, by age**

		Greater interest in international affairs and development	Participation in volunteering activities in your local community
		Still currently doing this	Still currently doing this
Age at the time of volunteering	35–55	56.4%	32.7%
	27–35	74.0%	37.6%
	22–26	81.3%	41.3%
	18–21	87.4%	42.7%
	16–18	86.2%	42.0%

further 15 per cent did so for between 6 and 18 months. Younger volunteers were more likely to report that they were still currently more involved in volunteering in their local community and had greater interest in international affairs (table 2).

Box 5 **Volunteer perspectives: long-term effect**

Most important thing was learning to work with and have better understanding of people from backgrounds different to my own, and learning to value those differences. My volunteering experience has had an impact on my life that continues to this day and will probably last indefinitely, in a way I never expected.

Impact on the host country

Unfortunately, it was beyond the scope of this report to explore in depth case studies on the impact on communities abroad, but we asked respondents their views about the impact of their work.

The majority felt that their work had a positive impact on those in the communities where they were based: 89 per cent thought that the project was valued by the local community, while 75 per cent thought that the project made a material

difference to people's lives and 71 per cent thought the community was still benefiting from their project. However, a significant number of respondents expressed concern about the impact of their volunteering on communities, and uncertainty about whether the communities benefited from it. A number of participants thought the programmes benefited the individual volunteer more than it did the host communities.

Box 6 **Volunteer perspectives: community impact**

I felt that the local community could have done the work we were doing; there were lots of unemployed people there. I'd have preferred to work with local unemployed and helped them in some way to benefit their community.

Positive impacts of activity were marginal and appeared to be secondary to the objective of personal development, which in itself undermined that objective.

I don't think the project helped the community in the long term; although there are still volunteers there I don't think anything I did there couldn't have been done by someone local.

Too young to really make an impact on local community.

It was more for the volunteer's benefit than the local communities, but I think the programme was quite upfront about that.

I think it did benefit the school to some extent, but with new or unqualified volunteers coming in every 3–6 months, not the continuity or professional skills they could possibly use, but I think it is beneficial for learning about other cultures, having a fresh face to help out with teaching, not enough resources available for teachers to do it by themselves. Despite this [I] think it is definitely more beneficial to the volunteer – gain independence, learn about new culture, gain confidence etc.

Key aspects of the experience from volunteers' perspectives

Chapter 3 presents our analysis of which programme aspects appeared to have an influence on positive outcomes for participants. We also asked survey respondents their views about which aspects of their volunteering experience were most significant to them. These features were 'very important' to them:

- visiting a country which was very different from my home (84 per cent)
- the personal and social development I received (69 per cent)
- working in partnership with people from the host communities (64 per cent)
- being part of a team or group (53 per cent)
- living with people from the host community (43 per cent)
- the feeling I made a real difference (41 per cent)
- being with other volunteers from backgrounds different to my own (38 per cent)
- support after returning home (11 per cent)

Breaking this down further, we looked at whether responses differed depending on whether they were made by typical or non-typical volunteers based on the characteristics (ethnicity, income, educational achievement, previous overseas travel) identified above. We also included age to look at the difference between younger and older volunteers.

Among those with lower educational achievement, 'being part of a team' and being with 'volunteers from different backgrounds to my own' were particularly important compared with the overall percentages above.

Interestingly, all the non-typical volunteers on the other measures (non-white, bursary recipients, those who never travelled abroad) as well as younger participants (aged 16–18 and 18–21) were more likely to say that 'support received after returning home' was very important to the overall experience.

Non-white respondents were also more likely than white respondents to say that 'being part of a team or group' and 'being with volunteers from different backgrounds' was very important. Those who had never travelled abroad before were

also more likely to cite 'being with volunteers from different backgrounds'. However, this was not true of bursary recipients or young participants. In fact, older volunteers (especially those who volunteered between the ages of 22 and 26) were more likely than young volunteers to cite being with volunteers from different backgrounds as very important.

Younger volunteers and those who received a bursary were also more likely to say that 'living with someone from the host community' was very important.

Clear benefits, but need for greater focus on impact on communities

The information presented above demonstrates that volunteers perceive clear benefits to overseas volunteering, particularly for their own development. The public is also very supportive of ICS, and a majority would want their son or daughter to take part. Yet the primary emphasis of the public and previous research is on the benefits to the volunteers themselves rather than the communities abroad. However, as we argue in the next chapter, our research suggests that the relationship is mutually reinforcing: projects that do not appear to have benefits or make a difference for communities abroad leave volunteers unmotivated and disillusioned. Thus ICS projects must flow from the genuine needs of these communities, rather than the political benefits and needs associated with such a scheme.

3 What should International Citizen Service look like?

Having presented the case for ICS, we now turn to programme design. Since the idea of sending young people abroad to volunteer found its first expression with VSO and the US Peace Corps, a number of programmes and organisations have been established to facilitate international volunteering. Many of these programmes differ significantly in design and delivery, but there has been little research into best practice across these programmes. In order to inform the design of ICS we have conducted a six-country case study comparison, which is available in full in annex 1, and conducted interviews with a range of experts and practitioners.

We have also conducted the first ever multi-scheme systematic evaluation to test which design principles are significant in determining positive outcomes for participants and the host country. Our analysis suggests there are a number of design principles that should inform ICS because of their link with positive outcomes. They include the following aspects of programme design:

- pre-departure training
- post-placement support
- fundraising
- living with a host family.

We also found that volunteers who were more likely to view their activities as having positive benefits to the communities they were based in were also more likely to report positive outcomes for themselves. The effect was similar in reverse, with those more likely reporting positive outcomes to themselves also more likely to view their volunteering as having benefits to communities abroad. This further highlights the importance of

prioritising the needs of communities abroad and the quality of the volunteering activity.

International case studies

Increasingly, countries across Europe have been introducing international service programmes, often in the context of broader National Service initiatives.³⁹ Most are relatively new, but nonetheless offer insights and comparisons to ICS. We have conducted case studies of overseas volunteering initiatives in six countries: Germany, France, Italy, the USA, Canada and Australia.

Across these countries, there is significant commonality in the stated aims and objectives of these various domestic and international service programmes. Each country and programme emphasises the potential for their respective schemes to develop skills, enhance employability, increase civic participation and raise awareness of global poverty and international development issues.

International service programmes tend to focus on a range of issues, including poverty reduction, sexual health awareness, education objectives, environmental conservation, promoting democracy and women's rights, and youth unemployment and sport. An example of the breakdown of these areas for the Peace Corps and Canada World Youth can be seen in table 3.

However, in general across the case studies, there was little detail offered about how communities abroad are selected and consulted, and how the impact of volunteering activities is measured. This appears often to be because of the wide range of organisations delivering these programmes, each with slightly different practices. There appear to be few formalised processes for sharing best practice on the community impact of volunteering activities.

Volunteer recruitment and scale

Among the European case studies, the German Weltwärts programme is the most ambitious in scale. Since 2008, 10,000

Table 3 **Breakdown of volunteers in the US Peace Corps and Canada World Youth by international development area**

US Peace Corps	Canada World Youth
Education: 37%	Primary education: 21.2%
Health and HIV/AIDS: 22%	Environmental policy and administrative management: 19.8%
Business development: 14%	Employment policy and administrative management: 14.9%
Environment: 13%	Legal and judicial development: 11%
Agriculture: 4%	Human rights: 9.5%
Youth development: 5%	Democratic participation and civil society: 9.2%
Other: 5%	Promotion of development awareness: 8.2%
	STD control including HIV/AIDS: 6.2%

Sources: Peace Corps website; Canadian International Development Agency website⁴⁰

volunteers have taken part in the programme. The initial yearly target had been 10,000, but there are plans to limit numbers to between 3,000 and 3,500 per year. The French and Italian international services are significantly smaller. In France just 88 participants travelled abroad in 2010, and there are plans to expand to between 100 and 150 participants in 2011. Italy wishes to maintain the number of international volunteers at around 500, preferring to send fewer volunteers overseas for a longer duration. This smaller number, they believe, makes it easier to focus on the individual contributions of volunteers to the communities where they are based. There is general sentiment in the European case studies that numbers are best limited in order to address the increased complexities involved in international volunteering and the greater responsibilities involved in dealing with developing countries and local NGOs.⁴¹

Most of the programmes we investigated emphasised the importance of attracting volunteers from all socio-economic backgrounds. In Germany and France, ensuring proper diversity and representation was a stated objective but there are no quotas

based on income or ethnicity. The US Peace Corps seeks to meet a range of targets relating to underrepresented ethnic and age groups, as discussed in annex 1.

The majority of programmes do not have specific pre-requirements for volunteers. Attitude and motivation are generally seen to be most important to recruiting the right volunteers. For example, the German Weltwärts programmes requires that volunteers are 'open-minded, eager to learn and team players who are interested in the culture and conditions in developing countries and are prepared to work hard and with dedication in the country to which they are sent'.⁴²

In France, despite efforts through targeted information drives to encourage the participation of disadvantaged young people, only 6 per cent of applicants to the entire programme, including domestic, come from these groups.⁴³ Across the European case study countries, the issue of social mixing is seen as particularly challenging as more educated young people are more likely to be aware of the opportunities, have wider language skills and clearer career aspirations, and thus naturally have a higher propensity to apply.⁴⁴ The case studies on the USA, Italy and Australia suggest that competition over limited numbers of placements has made it increasingly difficult for those with fewer skills or less experience to participate.⁴⁵

How are these programmes delivered?

All International Service programmes among our selected case studies execute their project placements through partner NGOs. In France, Germany and Italy placements are selected and arranged through NGOs that have a national base, placing volunteers either in their overseas branches or with local partners in the developing countries.

There is a training element in all case study countries but some are more established and formalised than others. In Germany there is perhaps the most structured training programme as participants are required to fulfil 25 days of compulsory seminars in addition to language courses in the host country's language. There are tailored pre-departure phases to

prepare volunteers for cultural differences and practicalities for placement, training and support throughout. There is also a compulsory reflective seminar on their return arranged through the German sending agencies.⁴⁶ The French Service Civique is still in the process of developing a learning framework.⁴⁷ Participants currently receive three days of compulsory training in-country but they are hoping to expand this.⁴⁸

Canada World Youth projects focus on sending young people to work in teams in order to encourage teamwork and as a way of breaking down social and cultural barriers.⁴⁹ However, many of the European programmes place volunteers on their own, or in pairs, within the NGOs abroad. This is one of the key differences with ICS, where there is a greater emphasis on sending volunteers in teams, and may account for the difference in the duration of the programmes.

Duration of the placement

The majority of the case studies do not offer placements for less than six months. The French and Italian civic services allow participants to split their time between domestic and overseas placements. In Italy, all volunteers on the citizen service agree to serve for 12 months, while volunteers who wish to go overseas have to commit to a minimum seven months of the 12-month contract based abroad. In France there is no minimum duration requirement for overseas placements but the Agence does not consider a placement lasting just a few weeks to be worthwhile. Placements can last between six and 12 months. In Germany placements can last between six and 24 months. The average participants spend 12–18 months overseas. The new Australian programme Australian Volunteers for International Development is one notable exception offering a range of placements that can extend from one month to 12 months.

There is general agreement among the European case studies that longer placements allow participants to integrate more easily in the host country and placement objectives are more likely to be met. According to the German Sekretariat, longer placements were chosen

in order to give the sending organizations freedom to do it the way they prefer... it is financially better to have a longer placement, so that the flight (one of the most expensive costs) can be financed via 12 months, and not only via 6 months. In general it appears that a volunteer needs to stay at least 6 months in a project to be able to help.⁵⁰

These programmes send individual volunteers to local NGOs rather than teams of young international volunteers, which some say may be viewed differently by the local community if they were to stay for 6–12 months.

Cost and fundraising

Each case study country covers the cost of the programme in a slightly different way. In every programme, volunteers are provided with money intended to cover some if not all of the costs incurred in the duration of the project. France, Italy and Germany rely on partner agencies to supplement the costs provided by their respective governments.⁵¹ In Italy and France, where the international programme is integrated into the national service, there are issues around allocating extra funds to cover costs associated with overseas volunteering.

France appears to be the only country to offer means testing for benefit recipients on their programmes, offering an additional €101.68 per month of placement, with 5.84 per cent of volunteers in the entire programme in 2010 benefiting from this extra bursary.⁵²

There is no compulsory fundraising required of participants in the European case study programmes unlike the Canada World Youth's Youth Leaders in Action programme, which requires participants to pay a C\$250 registration fee and raise C\$2,800 to support the programme.⁵³ In Germany, participants are encouraged to fundraise, although they are not obliged to do so.⁵⁴

Reciprocity

Many of the stakeholders we met argued that the concept of reciprocity had to be included in the design of ICS. The two most well-known examples of reciprocal programmes are the Youth Leaders in Action programme of Canada World Youth, and the VSO and British Council Global Xchange programme. Both models (Global Xchange was based on the Canada World Youth model) involve participants spending three months overseas with local volunteers and three months in their home country, working in teams comprising nine Western youths and nine youths from a developing country.⁵⁵ Some of the countries (France and Germany) we looked at are exploring the possibility of reciprocal exchanges, however the majority cite significant obstacles of cost and immigration issues.⁵⁶

While the case studies provide insight into different models for ICS, there remain significant gaps of information about best practice. Partly because these programmes are still relatively new, there was little specific detail about the types of activities that are most suited to volunteers and the communities abroad. There was also little detailed information into how communities and projects are chosen, and how communities are consulted.

Lessons from Platform2, the Labour Government's initiative, provide insight into the type of training that young volunteers receive, as well as the level of support needed for delivering projects with unskilled, but enthusiastic volunteers, some of whom come from disadvantaged backgrounds.

Platform2

The aim of Platform2 was to target disadvantaged groups of 18–25-year-olds for overseas volunteering – those young people who would not be inclined or able to volunteer abroad. Over three years, the programme sent 1,950 volunteers for ten-week community led development projects. The project evaluation offers a number of insights relevant to ICS.

Platform2 evaluation argues that the most appropriate projects to accommodate the variety and levels of skills and abilities of the volunteers were a 'mix of classroom/childcare centre-based activities and manual/construction tasks'.

According to Platform2, ‘getting the “right” partners [is] easier than getting the “right” projects’ tailored both to the community’s needs and the abilities of the volunteers:

Given the scale of the inputs and the capacity of the volunteers involved, the ‘development’ outcomes of these projects have been both appropriate and meaningful at community level. In-country evaluations have shown some excellent early results, revealing significant qualitative changes in the communities, including increased local motivation for community development and higher aspirations of the youth.

Platform2 Evaluation

While some staff of DFID have felt that small building projects are not the most effective ‘development’ outputs, the evaluation team believes that given the wide range of skills, knowledge and understanding among the volunteers and the use of group work as the main methodology, activities which responded to community priorities and produced visible change, combined with other more service-based and socially interactive activities were the most appropriate approach for this demographic.

Platform2 Evaluation

Platform2 found that the key challenge in supporting this target group was limiting ‘down time’ and ensuring a proper balance between risk mitigation and creating an independent and enriching experience. Volunteers were supported in-country through project supervisors who were recruited based on previous experience working with young people, rather than awareness of development issues.

In addition to their projects, Platform2 volunteers were provided with a learning programme aimed at increasing their awareness of development issues and making sense of their volunteering experience. Based on DFID’s identification of key development categories, the Global Learning Programme structured the programme from pre-training to post-placement learning. Before departure, volunteers were expected to complete a global research project. They were also encouraged to keep a diary or scrapbook of their experience, and participate in weekly discussions.

The lessons from initiatives in other countries and by previous UK governments provide some insight into programme design but there is still limited knowledge of evidence-based best practice. Our research has aimed to address this gap.

Demos alumni survey into the impact of programme design

To explore the link between programme design and positive outcomes, we ran a series of cross-tabulations as well as multivariate logistic regressions on our sample of volunteering alumni. We also controlled for individual characteristics in order to isolate the impact of programme design.

We found that:

- pre-departure training and post-placement support are closely linked with positive outcomes in all of the categories discussed above
- short-term placements are just as likely to have positive outcomes in personal development and civic participation as longer placements, but longer-term placements (of six months or more) appear more likely to result in positive outcomes for skills, career and educational aspirations
- individuals who fundraised for their placement were more likely to experience positive outcomes in skills, civic participation, and identity and values
- individuals who lived with a host family were more likely to report positive outcomes in skills, identity and values, as well as longer-term impact on raising awareness of and interest in development issues

Support before and after volunteering

One of the most significant findings of our analysis was the impact of receiving pre-placement training and post-placement support on obtaining positive outcomes in every category. Only 10 per cent of the sample claimed they did not receive pre-departure training, but over a quarter of respondents claimed

they did not receive support after their volunteering placement. Receiving post-placement support was the variable with the strongest impact on outcomes for personal development, skills, education and career, and civic participation. The correlation was strongest for skills, civic participation and having a long-term impact.

In order to secure the benefits to the individuals and the UK, ICS must incorporate sufficient and sustained support following the individual's placement. Many participants spoke of the difficulty and 'culture shock' of coming back to the UK and making sense of their experience and what to do next:

I often get an overwhelming feeling of guilt and despair with the knowledge that people over the globe are suffering and not being able to do anything about it. As soon as the programme finished I did not know where to go or what to do and felt lost in life.

It made coming back to 'reality' quite hard – definitely had a negative impact on my attitude towards Britain and the way of life over here. In contrast to where I worked and the people I worked with, Britain lets me down frequently.

Return to home country was probably more difficult than I had anticipated – bigger culture shock on return home than when we went out to country.

There was one short-term negative effect in that I suffered from a certain level of depression after getting back from the trip. There was not enough support after you got home to cope with what you had experienced so intensely. I developed my own outlook on what I achieved.

The current plans for ICS rightly recognise the importance of providing support to volunteers after their placement in order to 'further develop and put into practice volunteers' knowledge of development and skills of global citizenship and social action'. They include the objective of creating 'an externally recognised accreditation of ICS volunteering that could count towards further qualifications'. The ICS proposal includes plans for an 'ICS champions' scheme that offers awards

to alumni based on the level of their activities and engagement once back in the UK.

Duration of the programme

Our survey included organisations that offer shorter placements (1–3 months) and long-term placements of 7–12 months. While our regression analysis did not reveal any connection between duration and personal development outcomes, civic participation or identity and values, there were correlations between longer placements of six months or more, and the likelihood they would have positive outcomes for skills, career and educational aspirations.

While this effect is significant it should not be overstated. Our survey revealed high percentages of positive outcomes across different length schemes. In some places it appeared that shorter duration programmes of 1–3 months were more effective than medium duration programmes of 3–6 months. Moreover, cross-tabulations reveal a more nuanced picture, where shorter placements appear to be similarly effective and in some cases even more so. For example, table 4 shows the relationship between duration and various skills and civic participation outcomes. For both leadership and ability to work in a team skills, shorter duration programmes showed greater increases and higher percentages of those who felt their skills ‘increased greatly’.

Based on these findings we argue that ICS should maintain a three-month option for the programme, but should also explore extended placements of between six months and 12 months. This would be consistent with the feedback from stakeholders we received about the cost effectiveness of programmes and international case studies (travel being one of the most important costs).

Fundraising

Under the current plans for ICS, volunteers will be encouraged to fundraise for their placements and will be supported by ICS delivery agencies. Our research suggests that this aspect of

Table 4 **Impact of duration of volunteering programme on a volunteer’s ability to work in a team, be involved in volunteering in the UK and leadership skills**

Length of placement	Ability to work in a team		Involvement in volunteering in UK		Leadership skills	
	Increased	Increased greatly	Increased	Increased greatly	Increased	Increased greatly
1-3 months	32.4%	56.4%	11.8%	33.2%	37.6%	48.6%
3-6 months	26.5%	49.0%	10.5%	30.8%	31.7%	44.2%
7-12 months	26.9%	53.5%	12.3%	33.4%	36.9%	46.0%

volunteering programmes is integral to ensuring benefits for skills, civic participation, and identity and values. The importance of fundraising was summed up by one volunteer:

Having to fundraise at least £600 towards the experience, despite personal/household income. I think this helped volunteers to bond as EVERYONE, regardless of income, had the same experience of fundraising. Fundraising was a really worthwhile experience that showed commitment to the programme, developed valuable numeracy, fundraising, negotiation, and event planning skills. Moreover, it made everybody equal, because despite different income levels we had all fundraised and thus income did not even factor into the experience. I really do think that all volunteers should have to fundraise at least a proportion of the costs of their placement, regardless of income.

Living with a host family

Current plans for ICS incorporate one agency and programme model that includes volunteers living with host families. Our research suggests that living with a host family can increase the likelihood of having positive outcomes for identity and values – having a greater sense of cultural awareness and community responsibility – and longer-term impact on raising interest in

Table 5 **The positive effect of volunteer living with host family in three areas**

		Sense of belonging to local community at home		Sense of community responsibility		Involvement in local or national politics	
		Increased	Increased greatly	Increased	Increased greatly	Increased	Increased greatly
Whether volunteer lived with host family in country	Yes	7.1%	28.1%	15.7%	48.4%	11.1%	27.5%
	No	4.9%	21.5%	11.9%	46.4%	6.6%	20.4%

international development issues. Table 5 shows some of the categories where individuals who lived with a host family scored higher than those who did not.

However, there were no significant correlations between living with a host family and a range of other outcomes relating to personal development and perceived impact of the work on the community.

The design of ICS should be grounded in evidence of effectiveness. It should also be flexible, offering a range of models to test what works best in the early years of ICS. There could be many benefits of ICS, and its design should reflect this. The results described above suggest that aspects of the current design of ICS are consistent with our research findings: for example, the importance given to fundraising. However, our results also suggest there are other design principles that are not currently being considered but ought to be included, such as the offer of longer-term placements.

4 Conclusions and recommendations

ICS pilots over the summer of 2011 will provide a significant amount of learning that will inform the design of the full ICS programme. The recommendations below, based on our research, are aimed at ensuring the 3 for 1 benefits of ICS are achieved and should be considered alongside the findings and experiences of the pilot programme.

Designing for personal development

ICS design and outcomes must be driven by the needs of communities abroad where projects will be based. However, ICS should also be designed to facilitate personal and social development of the UK volunteers taking part. Because a successful ICS requires the achievement of both objectives, personal development outcomes should be included in the monitoring and evaluation of ICS. While some personal development as a result of the volunteering experience is inevitable, these effects can be maximised if they are incorporated into the programme design:

A huge area of development which remains invisible throughout Platform2 is the underlying personal and social development that the programme has facilitated for every volunteer taking part... A future programme should acknowledge this aspect of the work and ensure that it is recognised and articulated in a way that volunteers can use to build their own curriculum and employment opportunities.⁵⁷

Our research suggests that certain design principles are correlated with various outcomes for participants. These design aspects should be taken into account when providing a menu of options as part of ICS. We make the following recommendations:

- *Both pre-placement training and post-placement supportive activities must be a strong component of ICS*
- *The fundraising element to the programme before the placement should be a key element of the full ICS. The amount of funds raised should not impact on the amount received or ability to participate in the scheme. However, fundraising contributions could help contribute to the overall financial cost of the programme.*
- *In addition to the current offer of 10–12 week programmes, there should be options for longer-term placements (beyond six months).*
- *The opportunity to live with a host family should be included as an option on some of the ICS programmes offered.*

Given the importance of benefits to communities, DFID is the appropriate government department to deliver ICS. However, the inclusion of other departments and partners – with different expertise – could help to ensure greater personal development outcomes for participants. With increasing political scrutiny on funding for international development, there is a risk that the aspects of overseas volunteering that we have identified as important – for example, post-placement support – will not receive adequate attention. Increasing the involvement of other departments could also help to embed ICS alongside NCS as components of a comprehensive strategy for engaging young people through ‘service learning’ and structured learning opportunities.

In order to ensure the full benefits to volunteers and to meet policy objectives around civic engagement and skills development for young people, *we recommend that ICS should be a cross-departmental initiative and should engage with charities and organisations that focus on personal and social development for young people.* While the precise details of this engagement across government should be decided by department leads, there should be greater involvement in ICS from the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS). There should also be greater involvement and informal relationships with charities and organisations that have developed expertise and experience in facilitating the personal development of young people. These organisations can provide

insights into the types of support that are needed to accommodate young people from a range of backgrounds.

NCS and ICS provide exciting opportunities for young people to learn through service, but at the moment the links between the two programmes are underdeveloped. NCS and ICS are separated by two years. Other countries have taken a different approach to citizenship engagement through national service, preferring to integrate domestic and international service opportunities. It is difficult to determine at this stage which approach leads to better impacts; this is something that future research should explore.

There is a need to link NCS to ICS by encouraging NCS alumni to take part in ICS after they turn 18. Our research has highlighted the importance of pre-departure training and engagement. Considering the two-year gap between NCS and ICS, the latter should consider developing small NCS-type activities – such as fundraising, or a small social action project – as pre-training in the lead up to volunteering abroad.

At the same time, consideration needs to be given to pathways for young people after participating on ICS. Our research suggests that the majority of people who volunteer overseas report increased motivation for education and greater career aspirations. Greater consideration should be given to establishing ICS and NCS as desirable and practical options for young people in considering their options for education and employment. The Government should explore options for linking ICS with future pathways, such as university, apprenticeships or other service opportunities. It should also seek to get much greater involvement (including potential contributory funding) from UK and international businesses based in the UK. Annual CBI surveys show UK employers are consistently disappointed with the skills and attitudes of young workers and job applicants. As argued above, overseas volunteering can help young people gain precisely the attitude, perspective and skills that businesses are looking for and can benefit from.

We make the following recommendations:

- *The Government gives greater attention to volunteers' post-ICS pathway as part of a wider youth strategy.* Post-placement support and engagement is critical to the success of ICS. This should focus on increasing awareness of development, as with Platform2 and under current ICS plans, but also information, advice and guidance on future pathways to university, employment or other service opportunities. This could include the awarding of scholarships or academic accreditation for University applications.
- *Businesses should support ICS, and work with the Government to provide post-ICS pathways to employment.* This could include schemes for ICS graduates that could possibly include work placements with business. The Government could also explore encouraging relevant businesses to include ICS as part of an apprenticeship programme.

Ensuring community benefits

Finally, it is important that ICS be demand-led by the needs of communities abroad, with careful selection of activities that are appropriate to the target group but which also provide community benefits. A number of stakeholders we spoke to were passionate about the need to approach ICS from the perspective of countries in the 'Global South' where these programmes will be based. They argue that these types of programmes are far too often driven by the needs and priorities of the sending countries rather than the needs of developing communities. ICS must avoid this. There must be greater consideration to the matching of ICS volunteers – including those from disadvantaged backgrounds – who are largely unskilled, with projects suited to their abilities but which also have tangible benefits to the communities themselves.

Many of the organisations involved in overseas volunteering or development have had little experience working with and supporting diverse groups of largely unskilled young people. The experience from Platform2, which is similar to ICS in its target audience and programme structure, suggests that service learning programmes combined with small-scale

community development work is best suited to the target group and has benefits for communities.

The current approach to ICS is focusing very specifically on the contribution of ICS volunteers to broader development outcomes. Our review of the research suggests that there is still a significant gap in knowledge about the best way to involve young people without specific skills in broader development-related outcomes.

We recommend that DFID give greater consideration to project activities where there is an evidence base of what works for the target group (eg Platform2). This should be reflected in the range of organisations commissioned to participate in ICS. We also recommend that ICS should not exceed a target of 3,000 participants per year, and that there should be a phased progression to this level. This is to ensure that the primary focus is the high quality of placements and their impact on communities.

Annex 1 International case studies

Case study 1 Germany: the Weltwärts programme

The German Weltwärts programme was created in September 2007 and sent its first volunteers overseas in January 2008, when 2,257 young people travelled overseas on the programme; in 2009 there were 3,252 and in 2010 there were 4,288 service volunteers. The Sekretariat initially aimed to eventually send 10,000 volunteers overseas per year, but this objective has been pushed aside, as it was found that an average of 3,000–3,500 is a more realistic number. The Sekretariat expects 3,300 participants to take part in the programme in 2011. Around 59 per cent of participants are female and the average age is 20.

The Weltwärts programme was launched by the Federal Ministry for Economic Cooperation and Development (BMZ), the German equivalent to the UK's Department for International Development (DFID), with a view to adding value to development and generating a new wave of interest in development issues in Germany. The programme also has a more long-term development objective: to increase developmental awareness, global 'learning by serving' and wider skills acquisition in an increasingly globalised world. There are other objectives around personal development of German youth and employability.⁵⁸

There is recognition of the limited short-term impacts that young people can have in making real contributions to international development goals:

As the average age of the volunteers is 20 and most of them have just graduated from secondary school, they cannot directly contribute to the achievement of international development goals. But in the long term, the programme will benefit international development, as it is raising awareness for these subjects in Germany and nurturing a new generation of development workers.⁵⁹

There is also a wish to encourage returning volunteers to continue their civic engagement and to alert people in Germany to issues in the field of development policy.

A key aim of the programme is to provide universal access, with young people from low-income groups and young women being targeted in particular. Historically, young men who opt out of military service (conscientious objectors) are eligible for additional support arrangements to engage in civic programmes under the Civilian Service Act's 'alternative service arrangements', but young women do not have equivalent access to financial support. The programme was set up to offer a more accessible alternative to private organisations for overseas volunteering and to meet the high demand for such activities.⁶⁰

Although the programme aims to attract volunteers from all socio-economic backgrounds, there are some minimum requirements to meet 'to ensure that they are able to make a meaningful contribution as volunteers'.⁶¹ Volunteers must:

- be 18–29 years of age
- be German citizens or permanent residents of Germany if originally from another country
- be 'open-minded, eager to learn and team players who are interested in the culture and conditions in developing countries and are prepared to work hard and with dedication in the country to which they are sent'
- have either passed the school leaving exams at 18/19 years of age or completed a vocational training course if they left school at 15/16 or hold a university degree or other proof of suitability for volunteering
- have basic knowledge of the host country's language (language training is provided in Germany beforehand and in the host country during the assignment)
- take part in every component or event as part of the training programme
- must be active before, during and after their placements abroad, making a contribution to development education work in Germany on their return.

Similar to France, there is currently no quota for participants from low income backgrounds but the sending organisations and the Sekretariat are trying to promote the programme through publicity and communication at schools, for example, in an attempt to target these groups. They are in the process of conducting an independent evaluation, which should demonstrate the extent to which these groups participate in the programme. They expect these results in September 2011.

In an interview Miriam Schwartz said:

We haven't really found a good way to make sure that we find and attract more people from disadvantaged backgrounds. It starts with the language in our brochure, which is usually easier to understand for people from higher secondary schools. They also usually focus on going abroad, have a clear opinion about their future career, have better language skills (they need to speak at least a little bit of the language spoken in the host country, and/or English, Spanish or French), and so on. Young people from a disadvantaged background often don't even know about the possibility of going abroad via Weltwärts.⁶²

Weltwärts placements follow German international development policy priority areas: poverty reduction, education, health, food security and agriculture, emergency and transitional aid, environmental and resource protection, water, human rights, promoting democracy as well as youth employment and sport.⁶³

When on placement the volunteers work a full 40 hour week in the host country and are entitled to holidays according to local statutes. Placements last between 6 and 24 months, but most last 12–18 months to ensure participant integration.

The Sekretariat has discovered through experience that placement objectives are more likely to be met the longer the duration of the project. The majority (90.9 per cent) of volunteers participate in a placement lasting between 11 and 13 months; 83.2 per cent of placements last 12 months; while just 0.3 per cent last 24 months. They have found that participants usually report that they started to gain a real understanding of the host culture and the way they work together the longer they remained overseas. It is too early to assess the impact the

programme has had on the employability of participants but the Sekretariat is certain that participants feel their employability has improved; they gain a lot for their personal development, improved language skills, cultural knowledge and so on.

The German Government also wishes volunteer service participants to receive preferential treatment when applying for university places.⁶⁴ There is currently no regulation stipulating that returning participants will be more eligible for financial help such as scholarships, as this depends on the awarding bodies. The Sekretariat believes that regardless of whether returning participants go to university or not, there is still significant benefit from programme participation through having the 'opportunity to learn about intercultural communication, socio-cultural cooperation and social responsibility; all valuable skills in an increasingly globalised learning and working environment'.

Volunteer placements are organised through NGOs with headquarters in Germany. There are currently 240 partner agencies but only 200 are active. These agencies are the main point of contact for the volunteers and project agencies in developing countries. They are responsible for selecting posts, advertising and giving support throughout placement. They must find and select applicants, support volunteers and make sure their rights are respected, pay all expenses and insurance, and provide them with relevant specialist training, for example explaining forthcoming working conditions and cultural differences, and advising about health and security.⁶⁵

The independent evaluation of the Weltwärts programme is expected in September/October 2011.

Case Study 2 France: Service Civique

President Nicholas Sarkozy launched Service Civique, the French National 'Citizen Service' programme in September 2009.⁶⁶ Service Civique was inspired by and modelled on Unis-Cité, a French not-for-profit, independent and secular association inspired by Americorps in the USA, which promoted and put into effect the idea of a civic service in France from 1994.⁶⁷

Service Civique is open to all 16–25-year-olds in France and is run by the Ministère de l'Éducation, de la Jeunesse et de la Vie Associative (Ministry of Education, Youth and Community Life) and the Agence du Service Civique, which was created in May 2010 to administer, develop, promote, recruit for and evaluate the civic service.

Service Civique has nine different programme streams that include overseas volunteering: solidarity, health education, non-formal education, culture and leisure, sport, environment, history and citizenship, international development and humanitarian action, and emergency intervention. The international element is fully integrated within the domestic programme at this stage.

In 2010 10,000 volunteers participated overall in Service Civique; 15,000 will take part in 2011; and there is a final target for 75,000 yearly participants by 2015, which is 10 per cent of a generational cohort.

Currently there are limited French service volunteers abroad, as this part of the programme is still in its relative infancy. In 2010 just 88 participants went overseas. The Agence du Service Civique hopes to send between 100 and 150 people overseas in 2011.

As international involvement is currently small scale, the outlined objectives of Service Civique are primarily domestic. They include reinforcing national cohesion, promoting social diversity and encouraging young people to volunteer more.⁶⁸ Objectives for volunteers abroad include promoting civic engagement and increasing employability.

The programme actively encourages social mixing and aspires to ensure equal access to the programme. There is no quota system but the Agence du Service Civique encourages the participation of disadvantaged groups – particularly those on a low income and with no, or limited, academic background – through targeted information drives and information sessions in youth organisations and local unemployment agencies. At present, welfare benefit recipients make up less than 6 per cent of volunteers applying to Service Civique overall.

There are no specific educational requirements for participation in Service Civique, but many international projects

might require minimum language skills (primarily English) and additional skills relevant to the work being undertaken in the host country.

The biggest challenges currently facing the international branch of Agence du Service Civique are selection procedures and money awarded to each participant. Costs of overseas service are higher and there are currently no guarantees for payment of the volunteers' travel costs. This makes the international programme more difficult for disadvantaged groups. At present the Agence du Service Civique expects the host organisations to take on the responsibility of paying this element of the programme.

Although Service Civique is open to 16–25-year-olds, the Agence du Service Civique discourages the participation of 16–18-year-olds in international service missions as they prefer volunteers to have at least a little experience and to have reached a certain maturity level before going abroad. Younger participants are encouraged to go on shorter overseas placements and not to travel too far away or remain in Europe.

Service Civique placements last between 6 and 12 months, with volunteers working on average 35 hours per week.⁶⁹ One of the most interesting elements of Service Civique is the flexibility for volunteers on how their time is spent during their 6–12 months of service. Volunteers can choose to divide their time between domestic civic service placements and international service assignments. For example, it is possible for participants to spend three months on placement in France and three months overseas. However, the programme requires that the first and last month of service is spent in France for preparation and evaluation. There is no minimum duration that volunteers must spend abroad, but placements lasting only a few weeks are not considered.

Currently there are two key types of partnership for overseas placements: agreements with public authorities and regional governments in European countries and regional partnerships with developing countries. The Office franco-allemand pour la Jeunesse (OFAJ; French–German Youth Office) is an example of the former type of partnership; it sends groups to countries in central, eastern and south-eastern

Europe.⁷⁰ The civic service is just one programme of many that are offered through OFAJ. Discussions are ongoing with South Africa for exchanges between the two countries. There are also agreements in place with South American countries.

Training is compulsory for participation in Service Civique, through Formation Civique Citoyenne (Civic Citizen Training). Volunteers spend three days on training sessions organised by the NGOs welcoming young people. There is a working group that has been deciding the content of this training but there is not yet a fixed training and learning framework. There is a hope to further develop specific training for overseas volunteers – five days' training on subjects such as 'how to adapt in foreign countries', 'international issues' and so on. Currently the training offered to participants depends on the organisation; some provide training before departure and others provide it as an ongoing process. The Agence du Service Civique would like to establish a training network of organisations to simplify the process of learning and to provide greater continuity.

At the moment there are no compulsory obligations for participants to be involved in awareness-raising activities on their return, such as is required by the German Weltwärts programme, but they do expect returning volunteers to complete a report on their placement. There has been discussion in working groups about offering university credits to volunteers, but this is not currently being done.

Placements are administered through regional or provincial organisations in France or through large national organisations. The Agence du Service Civique has found it difficult to work directly with international organisations with overseas headquarters. Instead, it deals with French organisations that in turn have overseas partners and offers a package for volunteers with these partners. The projects offered abroad follow similar objectives to missions in France, for example educational and cultural projects, and social activities. The Agence du Service Civique stated that international development is one of the objectives for placements, but is not a predominant focus.

There seemed to be a distinction between community benefit and international development policy. The Agence du

Service Civique stated that France does not have the same sort of tradition for international development that the UK has. Traditionally France has sent civil servants, experts and professionals abroad to pass on knowledge, rather than volunteers. Nowadays the policy has changed, however, and fewer professionals have been going abroad to developing countries in the last 30 years. For example, in 1960 around 25,000 experts went abroad whereas in 2000 no more than 2,500 travelled overseas to work in these countries. Partners abroad are becoming increasingly interested in welcoming volunteers, partly because they have fewer opportunities. In France the Volontariat de Solidarité International (VSI), an overseas volunteering programme organised by a committee of 14 NGOs,⁷¹ sends volunteers who are professionals with specific skill-sets overseas for two years, similar to the VSO in the UK.

France Volontaires is the biggest organisation in the field of overseas volunteering and the Agence du Service Civique is working very closely with it. France Volontaires promotes Service Civique through its networks in France and abroad. The Agence du Service Civique also leans on the expertise developed by France Volontaires in international training and has been in discussion with the organisation for the development of training standards for Service Civique.⁷² Another key partner of Service Civique is Unis-Cité, which works predominantly with the domestic arm of Service Civique, particularly in the suburbs.

The French Ministry of Foreign Affairs is involved in Service Civique working groups and is on the board of governors. Relations so far are good between the Agence du Service Civique (which is within the Ministry of Youth, Education and Community Life and the Ministry of Foreign Affairs), but administrators have to work hard to avoid competition between this new agency and existing volunteer programmes already organised through the Ministry of Foreign Affairs. This slightly more distant role of the Ministry of Foreign Affairs perhaps explains why international development is not such a key focus as it is in other international services such as in the UK.

Case Study 3 Italy: Servizio Civile

Like Germany, Italy has a history of national civilian service beginning in 1972 as an alternative to the obligatory military service, admitting only conscientious objectors.⁷³ With the phasing out of the military draft, the national service was revamped and relaunched in 2001 as Servizio Civile Nazionale (SCN) as a means of building citizenship in young people and promoting peace with foreign countries. As part of the programme, the government subsidises volunteers to work in public agencies and civil society organisations.⁷⁴

The annual budget for the national civil service is in the region of €300 million based on 2008 figures.⁷⁵ In 1998 the Prime Minister's office was in charge of the national service, assigning a minister or deputy to oversee it. At present there is an undersecretary assigned to Servizio Civile.

Currently five national not-for-profit umbrella organisations are key partners of Servizio Civile Nazionale: ARCI Servizio Civile (ASC), Caritas Italia, ANPAS, Amesci and Confcooperative. ASC runs the largest number of projects and involves the largest number of young people. Three of these national organisations are able to offer projects abroad and two local organisations in the north of Italy can offer overseas projects with the help of ASC staff.

In total, there are 20,000 volunteers taking part in Servizio Civile, 500 of whom are overseas volunteers; 70 per cent of participants are women. Young people have been sent abroad for service since 2009. International project opportunities were introduced for educational purposes and to play a role in peace building. ASC projects aim to help Italians better understand poverty issues, international and intercultural relations, and climate change, and help mitigate anti-immigrant feelings among young people in Italy.

Service placements last for 12 months in Italy while projects abroad require a minimum of seven months overseas. It is possible for volunteers to divide their time between Italy and abroad. The Servizio Civile has chosen not to offer short-term overseas opportunities for service volunteers, believing it to be disruptive for the volunteers, the NGOs and the people they work with in the field. Such trips would also risk moving into the

territory of being extended holidays rather than a real engagement in a foreign community. NGOs involved in the Italian civic service also requested that the number of overseas volunteers be kept low to ensure workability. The decision has been taken to maintain this low number of participants.

There are two main types of activity that volunteers can choose from: cooperating with people who work with the organisation or being a project leader. Projects cover a wide range of issues and themes, for example human services, emergency response and reconstruction, environmental protection and conservation, cultural education and preservation, and international service abroad.⁷⁶

Overseas placements are based on two models: overseas in the same organisation that sends them from Italy, or with a host country organisation that is partnered with the Italian sending agency. In the former, participants are likely to have the same adviser throughout their year of service. In the latter, a supervisor will travel to Italy from the partner organisation in the host country to spend a week with the volunteer before the placement commences.

Training occurs alongside placement activities. There is no specific curriculum for Servizio Civile, although ASC runs events twice a year on themes such as 'how to run a project' and 'how to develop skills'. One of the main objectives of this is to develop a link between NGOs and young people after their service, as a way to consolidate the civic engagement of the young people.

Participants in the overseas programmes of Servizio Civile receive week-long training and information in Italy, and meet their supervisor and fellow volunteer group before commencing their placement. Having experimented with sending individuals, the Italian service now focuses on sending volunteers overseas in groups as they find they receive a better reception from the host communities and this helps the young people to engage in teamwork.

Unlike the organisations described in the other European case studies, it appears that the specific inclusion of disadvantaged groups in the service has not been a priority. Previously, Servizio Civile involved 100,000 male participants

per annum as an alternative to military service, and was therefore more naturally inclusive. However, at the moment, as the number of spaces is limited because of lack of funding, and the number of applications increases (with high youth unemployment), successful volunteers have better qualifications than in the past. The budget for 2011 has reduced significantly from its 2008 figure of nearly €300 million to €110 million, yet the number of applications is increasing. Participants now tend to be university students and young people who are already involved in local groups.

The median age for domestic participants is 22–24 for domestic projects and 26–28 for international projects (the maximum age is 28); 90 per cent of them are at university, and many individuals completing PhDs move on to national service after university. Servizio Civile is often used as a platform to move into a job with an NGO, which is sometimes possible in overseas organisations, but not as often with the domestic ones.

As youth unemployment in Italy is currently high – figures are presently in the region of 40–45 per cent in south Italy – employability is increasingly becoming a factor in the number of applicants to the service. The drive to increase the placements available to these individuals is predominantly for domestic projects, because of the difficulty and cost of administering thousands of participants overseas.

All service volunteers receive €6,000 for their service but those travelling overseas are given an additional €5,000. There is currently a proposal to allocate the same amount to all projects. The volunteers have this money deposited directly into their bank accounts, rather than being allocated to specific tasks and purposes. The running costs are covered by the NGOs, for recruitment, travel and so on. They are reimbursed a small amount for training – €90 per volunteer. The state is responsible for providing the volunteers but not the NGOs with money.

The National Office makes up the list of partner NGOs for the Italian Civic Service, requiring the fulfilment of certain criteria. Currently there is no rigorous system in place to check the quality of activities; there are some checks, but they are largely informal. Evaluation of the programme is seen as

extremely difficult because of the large number of organisations involved and the concern that some of them would be lost if they were to formalise the criteria.

Licio Palazzini is President of the National Board of Consultation of the National Office of Civic Service.⁷⁷ The role of this board is to advise on budgets, establish the rules and regulations of Servizio Civile, and bring in new activities. It has a consultation function with government, so administrators can say they engage with NGOs. From the perspective of a leading delivery organisation it is very important to have this board, so the reasoning behind government decisions can be understood more easily and to provide the opportunity to contest decisions of the National Office.

Each organisation conducts its own evaluation but there are currently no large-scale programme-wide evaluations. Each delivery organisation has its own aims and objectives, which can prove problematic for programme development. Unfortunately the existing evaluations are not publicly available.

Case Study 4 USA: the Peace Corps

The Peace Corps is an overseas volunteering agency providing volunteer opportunities for American citizens aged 18 or over.⁷⁸ It is an independent agency within the executive branch of the US government. Its director and deputy director are appointed by the US president; its budget usually represents around 1 per cent of the foreign operations budget.⁷⁹ It was established in 1961 by John F Kennedy to promote peace and friendship with overseas nations⁸⁰ and has sent over 200,000 volunteers abroad to date, serving in 139 countries. It currently has over 8,500 volunteers overseas on placements lasting between 3 and 12 months. Nearly two-thirds (60 per cent) of participants are female, 19 per cent of all volunteers come from minority groups, and the average age is 28, with 7 per cent of volunteers being over 50.⁸¹ One of the key aims of the programme is to recruit participants from all backgrounds and with all levels of experience to reflect US diversity.⁸² Nonetheless, 90 per cent of participants have at least an undergraduate degree.⁸³

The mission of the Peace Corps is threefold: to help countries meet their needs for trained men and women, to help promote a better understanding of Americans overseas and to help increase awareness in America of other peoples.⁸⁴ Placements for service volunteers are assigned according to need, in countries that have requested Peace Corps services to help train local men and women. Peace Corps has a number of assessment procedures in place to ensure the needs of overseas peoples are met, producing assessment reports, a project framework and an integrated planning and budget system.⁸⁵

Volunteers are placed with projects in a variety of sectors including education (37 per cent), health and HIV/AIDS (22 per cent), business development (14 per cent), environment (13 per cent), agriculture (4 per cent) and youth development (5 per cent).⁸⁶

The Peace Corps attempts to collaborate with other US organisations on cross-cutting programmes. For example, as part of USAID's Private and Voluntary Cooperation programme, the collaborative Small Project Assistance Program (SPA), involving USAID and Peace Corps, manages local community development activities globally in sectors from health to agriculture to small business development:⁸⁷

Through an InterAgency Agreement between USAID and the US Peace Corps, SPA allows Peace Corps volunteers to participate with USAID in development efforts, helping to implement small, self-help activities such as improving access to clean, potable water while gaining critical training in building latrines, maintaining water systems and reducing the spread of water-borne diseases.⁸⁸

North American international volunteering programmes often differ markedly from 'gap year' programmes in the UK as they are frequently integrated into structured university courses rather than being completed independent of formal education structures.⁸⁹

The USA also has a well-established national civic service infrastructure in place. In 1993 the National and Community Service Trust Act was signed by President Bill Clinton,

establishing the Corporation for National and Community Service, bringing all domestic community service programmes under the administration of one central organisation.⁹⁰ AmeriCorps was created from this act, combining the existing Volunteers in Service to America and the National Civilian Community Corps into the one programme, integrating AmeriCorps, Senior Corps and Learn and Serve America under the same administration to develop a culture of ‘citizenship, service and responsibility in America’.⁹¹ The Corporation for National and Community Service is responsible for conducting performance reviews, policy analysis and other research to measure and inform the continued success of domestic service programmes.⁹²

AmeriCorps is often referred to as ‘the domestic Peace Corps’ and is a national network comprising hundreds of programmes throughout America. Participants must be at least 17, but there is a specific programme, the National Civilian Community Corps, for participants aged 18–24. Placements last between 10 and 12 months depending on the project, with some part-time opportunities also offered.⁹³ Volunteers receive training before commencing their service and also receive more specific project-related training on assignment.⁹⁴ AmeriCorps engages 70,000 US citizens each year to provide essential services in local communities.⁹⁵ The skills requirements vary from project to project and can range from commitment and enthusiasm to a bachelors degree or a few years of relevant experience.⁹⁶ The AmeriCorps National Civilian Community Corps follows a team-based approach to service and participants fulfil a variety of activities in five key areas: natural and other disasters, infrastructure improvement, environmental stewardship and conservation, energy conservation, and urban and rural development.⁹⁷

Learn and Serve America is another programme under the stewardship of the Corporation for National and Community Service. It engages one million students ‘to make meaningful contributions to their community while building their academic and civic skills. By engaging our nation’s young people in service-learning, Learn and Serve America instills an ethic of lifelong community service.’⁹⁸

Case study 5 Canada: Canada World Youth

Although Canada does not have a government-run international citizen service like the other countries selected for this study, the overseas volunteering programme Canada World Youth (CWY) has influenced many other international service initiatives.

CWY is a not-for-profit organisation founded in 1971, providing volunteer opportunities for 15–29-year-olds in Canada and overseas. Its primary aim is to encourage ‘informed and active global citizens’.⁹⁹ Each year 2,910 Canadian and developing country volunteers are supported through the programme.¹⁰⁰ The CWY model has influenced the design of volunteer programmes in Great Britain (VSO’s Global Xchange), Sweden and the Netherlands.¹⁰¹

The CWY model consists of three key elements:

- non-formal education whereby volunteers learn by doing
- a ‘bilateral core program’, or reciprocity, offering a two-part programme with volunteers working in Canada and overseas
- structured, supervised placements to ensure a safe and meaningful experience for volunteers.¹⁰²

and has four programmes:

- Youth Leaders in Action
- InterAction
- Global Learner
- Québec sans frontières.

Youth Leaders in Action is a reciprocal programme for 17–29-year-olds offering the opportunity for young people to spend three months volunteering in Canada and three months overseas. Nine Canadian young people work alongside nine young volunteers from a partner country in Africa, Asia, the Caribbean, Eastern Europe or Latin America.¹⁰³ Participants are required to pay a C\$250 registration fee and to fundraise C\$2,800 to support CWY programmes. They are also expected to cover the costs of a pre-departure medical, vaccinations, a passport and their own personal pocket money, but travel, accommodation, food, life and liability insurance, monetary

support for overseas communities receiving volunteers and educational materials are covered by the programme.¹⁰⁴ Each Canadian volunteer is matched with an overseas volunteer, living together in host families in Canada and overseas. Volunteers are also placed in larger teams to take part in workshops and projects throughout their experience on issues such as international development, the environment, intercultural communication and globalisation.¹⁰⁵

InterAction is a programme for 18–26-year-olds comprising 2–6-week international educational volunteer placements. Volunteers in groups of 10–16 engage in community work but also have the opportunity to visit other communities and sites as part of their wider educational experience. There are no specific educational or skills requirements; volunteers are placed with a host family and the cost can vary according to destination, but CWY helps volunteers in their fundraising efforts.¹⁰⁶

Global Learner is offered to schools, colleges, universities or youth groups who wish to send a group of young people aged between 15 and 29 on international educational projects lasting from two weeks to three months.¹⁰⁷ Pre-departure, CWY holds workshops for teachers, students and parents, and offers in-country educational workshops. Volunteers live with a host family, work on projects in a wide variety of development sectors, go on excursions and have the opportunity to learn a new language.¹⁰⁸

The final programme is Québec sans frontières, which offers international internships for resident Québécois through Québec's Direction du Développement International of the Ministry of Foreign Affairs.¹⁰⁹ It is offered to 18–25-year-olds who have lived in Québec for at least a year and speak French;¹¹⁰ participants are required to raise C\$2,200 to support CWY programmes.¹¹¹

CWY volunteers in all these programmes work in a variety of sectors. The breakdown of placements according to sector for the years 2009–2014 are shown in table 6.

Table 6 **Breakdown of placements in CWY by sector, 2009-2014**

Sector	Proportion in CWY
Democratic governance:	
· Legal and judicial development	11%
· Human rights	9.5%
· Democratic participation and civil society	9.2%
Improving health:	
· STD control including HIV/AIDS	6.2%
Private sector development:	
· Employment policy and administrative management	14.9%
Strengthening basic education:	
· Primary education	21.2%
Environment:	
· Environmental policy and administrative management	19.8%
Other:	
· Promotion of development awareness	8.2%

Source: Canadian International Development Agency¹¹²

Case study 6 Australia

There are a variety of international volunteering schemes offered in Australia, which are administered by AusAID, the Australian Government's overseas aid programme and are being amalgamated into one programme from 2011. The three key volunteering programmes are Australian Youth Ambassadors for Development (AYAD), established in 1998;¹¹³ Volunteering for International Development from Australia (VIDA); and Australian Volunteers International, created in 1951.¹¹⁴

Australian Youth Ambassadors for Development

AYAD offers 3–12 month volunteer placements for 18–30-year-olds in the Asia-Pacific region, Kenya and Ghana and is fully funded by AusAID.¹¹⁵ It aims to strengthen mutual understanding between Australia and these regions while at the same time making a positive contribution to development,¹¹⁶ reducing poverty and achieving sustainable development in line with Australia's national interest. Each year 400 young people are sent overseas and they work with local counterparts in host organisations in developing countries aiming to achieve sustainable development outcomes through capacity building, skills transfer and institutional strengthening.¹¹⁷

There are volunteer placements in a wide range of sectors including education, environment, gender, governance, health, infrastructure, rural development and trades.¹¹⁸ Volunteers are often placed in international organisations and NGOs, eg Caritas, WFP, UNDP, Unicef and World Vision, but also in smaller, local NGOs.¹¹⁹ As well as contributing to international development it is intended that volunteers develop new skills and gain cultural awareness of neighbouring countries. Although there is no universal minimum requirement, each assignment requires a certain level of skills. Requirements range from a small amount of work experience and a demonstrable interest in the project advertised, to a couple of years' experience in the relevant field plus an apprenticeship or university degree. AYAD states that 'previous volunteer work, coaching a sporting team, mentoring in your workplace, travel and a demonstrated interest in working in a developing country' is evidence of suitability.¹²⁰

Participants undertake a five-day pre-departure training course in Canberra and are obliged to complete a quarterly progress report while on placement. Post-placement, volunteers are given a health assessment, required to write an end of assignment report and invited to attend a de-briefing, a weekend event that provides an 'opportunity to discuss assignment outcomes, assignment effectiveness, re-entry into Australia and provide feedback to the AYAD Program about overseas experiences'.¹²¹ Participants on the programme receive allowances to support themselves while overseas. The amount awarded to each volunteer is equivalent to the costs of living in the host

country and is reassessed each year by AYAD. It therefore varies from country to country. Participants receive an establishment allowance to cover the costs of travel and setting up in the host country, a living and accommodation allowance, an assignment support allowance to cover the costs associated with the assignment itself (eg language training, books or equipment) and a resettlement allowance to help with the costs of moving back to Australia.¹²²

Volunteering for International Development

The programme Volunteering for International Development (VIDA) is aimed at skilled Australian citizens over 18 years and is funded by AusAID. Like AYAD it is focused on the Asia-Pacific region, but placements tend to be longer in duration (typically 12–24 months).¹²³ Assignments are in the same sectors as AYAD as they follow AusAID's development priorities.¹²⁴ The key difference from AYAD is that VIDA looks for technical qualifications and skills for the fulfilment of the assignment¹²⁵ and the programme can offer volunteer opportunities for couples and families who would like to volunteer together.¹²⁶ Costs are awarded on the same principles as AYAD but participants can also receive a specific allowance dedicated to language training.¹²⁷

Australian Volunteers International

Australian Volunteers International (formerly Overseas Service Bureau) offers volunteering opportunities for over 18s. It is funded principally by AusAID but specific programmes are funded by corporate and community partners.¹²⁸ There seems to be more of an emphasis on employability in this programme, sharing skills and expertise in a developing country to develop personally and professionally.¹²⁹ Most placements require specific skills, experience and relevant professional qualifications.¹³⁰ Its goals also fit in with the Australian aid programme: working towards good governance, increasing participation and social inclusion, improving health outcomes – especially maternal and

child health, improving education outcomes and supporting sustainable livelihoods including food security.¹³¹

Australian Volunteers for International Development

In May 2011 the Australian Government launched Australian Volunteers for International Development programme, which – much like the UK’s ICS – is delivered through partner agencies such as the Australian Red Cross, Australian Volunteers International and a consortium led by Austraining International. This has amalgamated all existing programmes into one to make it easier for Australians from ages 18 to over 80 to volunteer,¹³² in response to a review of Australian volunteering programmes in 2009, which highlighted that implementation had been weakened by the lack of a single, comprehensive design for Australian volunteering.¹³³ Volunteers over 18 will be placed in assignments directly related to Australian and developing country development priorities. The programme aims to send 900 skilled volunteers abroad in 2011/12.¹³⁴

Placements can last between one month and three years on the new programme, depending on the needs of a particular in-country host organisation, but youth ambassador placements are unlikely to last longer than 12 months.¹³⁵

Annex 2 Methodology for alumni survey and analysis

Demos ran a survey of 2,154 people who had been engaged on overseas volunteering schemes in order to understand how they had related to the programme. To compile this research sample, we approached seven organisations that included ‘gap year’ overseas programmes and more development-oriented organisations. Each organisation agreed to send a link to a SurveyMonkey survey written by Demos to their alumni networks, and post it on their social networking websites. The response rate from each organisation ranged from over 700 to just ten. Five out of the seven organisations surveyed had responses of over 80.

The results have allowed us to identify the social and demographic profiles of people who use such programmes and how different backgrounds and programme structures may relate to certain positive outcomes, which are listed below. All outcomes are self-categorised by respondents.

For the purposes of our analysis we separated the variables into three categories:

- outcome variables, a measure of impact of the international volunteering programmes
- focal variables, covering the programme structure, including duration of stay and pre- and post-placement support
- a set of control variables, including gender, age and ethnicity.

We used the information to build a set of cross-tabulations and logistic regressions, which include all respondents in our online survey: 2,154 responses overall.

Outcome variables

Our outcome variables are based on responses to questions related to seven key categories, each of which contained a series of questions or characteristics as listed below.

Personal development:

- self-confidence
- ability to make friends
- sense of motivation
- self-reliance
- positive outlook on life
- willingness to try new things
- trust in other people

Skills:

- communication
- ability to work in a team
- leadership
- organisational
- literacy
- numeracy
- foreign language

Education and career:

- involvement in education and learning
- motivation and ability to achieve qualifications
- career aspirations
- do you think it directly helped to get a job?

Civic participation:

- involvement in local volunteering activities in Britain
- involvement in charitable causes (including donations)
- involvement in local or national politics

Identity and values:

- sense of British identity
- sense of belonging to local community at home
- sense of community responsibility
- understanding of other peoples' cultures
- sense of being part of a global community

Impact on community:

- Is the community still benefiting from the project (to the best of your knowledge)?
- Do you feel the project made a material difference to people's lives?
- Do you think your project or contribution was valued by the local community?
- Do you think the project provided a service or benefit that would not have otherwise been provided?
- Do you think the work you did could or should have been done by the local community themselves?

Long-term impact (still currently doing; continued for medium term between 6 and 18 months after; stopped under 6 months):

- continued contact with host community or local volunteers and staff overseas
- continued contact with fellow volunteers
- participation in volunteering activities in your local community
- greater interest in international affairs and development

For each, we asked respondents whether their experience volunteering overseas 'increased greatly', 'increased', 'stayed the same', 'decreased', 'decreased greatly' or was 'not applicable'.

A score was produced for each respondent based on how they answered the questions in each of these areas – for example those who felt their skills, attitude or motivation 'increased greatly' were given a score of 5, and those who felt the opposite

were given a score of 1. We then calculated the median level, and those who scored in and above the median level were put into one group and those who scored below the median were put into another group for each of these areas. The results therefore form a binary outcome necessary for logistic regression. For example, this allowed us to have a rough idea of who felt that they had undergone 'personal development' as a result of their overseas volunteering programme, and who did not. There are difficulties with such a method, including the weighting of questions (which were weighted equally), the distribution of responses, and the fact that it depends on 'self-categorisation'. Nonetheless, this appears the most fitting method to analyse the data in a regression format.

Focal variables

Our research aimed to identify whether certain aspects of programme structure correlated with more positive outcomes in the seven key areas. To do this we looked at six main focal variables identified by our qualitative analysis as likely to be important:

- duration of placement
- whether the respondent volunteered on their own or in a group
- whether the respondent had received pre-departure training
- whether the respondent had received post-departure support
- whether the respondent had lived with a host family
- whether the respondent fundraised before their placement

Control variables

Our earlier research had identified certain characteristics as being likely to impact on both the outcomes of the programme and the take-up of the programme in the first place. For example, males are more likely to state a higher outcome than women. Therefore we wanted to control in our regression for five key factors:

- gender
- age when the individual partook in the international volunteering programme
- ethnicity
- whether the individual had received a bursary (assumed to be a proxy for socio-economic status)
- whether the individual had travelled overseas before

We therefore ran logistic regressions to look at the impact of these variables on the seven outcomes and present some of the standardised results for all these variables in table 7.

Table 7 **Standardised results of the impact of variables on the seven outcomes of the alumni survey**

		Personal development		Skills		Education and career
		Estimate	Std error	Estimate	Std error	Estimate
Length of placement	1-3 months	0.16	0.14	0.36	0.14***	0.56
	3-6 months	0.14	0.14	0.19	0.14	0.31
	7-12 months	0		0		0
Volunteering on own, in group or both	On your own	0.03	0.2	0.11	0.21	0.15
	In a team	0.14	0.17	-0.02	0.17	0.23
	Both	0		0		0
Pre-departure preparation	Yes	-0.36	0.17**	0	0.17	-0.34
	No	0		0		0
Post-departure preparation	Yes	-0.55	0.12***	-0.68	0.12***	-0.48
	No	0		0		0
Live with host family	Yes	0.16	0.11	-0.36	0.11***	-0.09
	No	0		0		0
Fundraise	Yes	-0.1	0.11	-0.27	0.11**	-0.1
	No	0		0		0
Gender	Male	0.21	0.1**	-0.03	0.1	0.1
	Female	0		0		0
Age when volunteered	35-55	1.23	0.34***	0.7	0.33**	0.87
	27-35	1.06	0.22***	0.57	0.21***	0.93
	22-26	0.61	0.17***	0.26	0.18	-0.06
	18-21	0.18	0.13	0.12	0.13	0.15
	16-18	0		0		0

Source: Demos survey. ***p<0.01; **p<0.05; *p<0.1

	Civic participation		Identity and values		Community impact		Long-term impact	
Std error	Estimate	Std error	Estimate	Std error	Estimate	Std error	Estimate	Std error
0.14***	-0.16	0.14	0.23	0.14*	-0.32	0.14**	0.1	0.14
0.14**	-0.18	0.15	0.01	0.14	0.02	0.14	0	0.15
	0		0		0		0	
0.2	0.21	0.21	0.14	0.2	-0.09	0.2	0.41	0.21**
0.17	-0.02	0.17	0.17	0.17	-0.4	0.16***	0.31	0.18*
	0		0		0		0	
0.17**	-0.42	0.17***	-0.34	0.17**	0.02	0.17	-0.29	0.17*
	0		0		0		0	
0.12***	-0.68	0.12***	-0.46	0.12***	-0.66	0.12***	-0.76	0.12***
	0		0		0		0	
0.11	-0.1	0.12	-0.18	0.11	-0.12	0.11	-0.33	0.12***
	0		0		0		0	
0.12	-0.32	0.12***	-0.15	0.11	-0.02	0.12	-0.06	0.12
	0		0		0		0	
0.1	0.35	0.1***	0.02	0.1	-0.03	0.1	0.47	0.1***
	0		0		0		0	
0.35***	0.26	0.33	0.52	0.32	-0.91	0.36***	0.85	0.33***
0.22***	0.32	0.21	0.52	0.21***	-0.3	0.21	0.34	0.21
0.17	-0.07	0.18	0.22	0.17	-0.24	0.17	0.07	0.18
0.13	-0.01	0.13	-0.13	0.13	0	0.13	-0.01	0.13
	0		0		0		0	

Table 7 **Standardised results of the impact of variables on the seven outcomes of the alumni survey – *continued***

		Personal development		Skills		Education and career
		Estimate	Std error	Estimate	Std error	Estimate
Ethnicity	Other Ethnic Groups	-1.04	0.5**	-0.63	0.5	-0.81
	Asian or Asian British	-0.07	0.32	-0.39	0.34	0.31
	Black or Black British	-0.12	0.41	0.17	0.41	0.3
	Mixed ethnic background	0.31	0.32	-0.28	0.34	-0.3
	White	0		0		0
Receive bursary	Yes	-0.25	0.11**	-0.25	0.12**	-0.31
	No	0		0		0
Travelled overseas before	Yes	0.18	0.15	-0.03	0.15	0.34
	No	0		0		0
Constant		0.2	0.3	-0.08	0.3	0.25
Nagelkerke		0.101		0.092		0.105

Source: Demos survey. *** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

	Civic participation		Identity and values		Community impact		Long-term impact	
Std error	Estimate	Std error	Estimate	Std error	Estimate	Std error	Estimate	Std error
0.48*	-0.33	0.48	-0.23	0.45	0.19	0.46	0.05	0.47
0.32	0.11	0.33	-0.1	0.32	0.29	0.32	0.31	0.32
0.41	0.39	0.42	0.34	0.41	0.34	0.42	-0.02	0.45
0.33	-0.55	0.38	-0.27	0.33	0.09	0.32	-0.57	0.38
	0		0		0		0	
0.11***	-0.2 0	0.12**	-0.36 0	0.11***	-0.27 0	0.11***	-0.3 0	0.12***
0.15**	0.05 0	0.15	0.06 0	0.15	0.05 0	0.15	-0.02 0	0.15
0.3	-0.44	0.31	-0.26	0.3	-0.67	0.3**	0.05	0.31
	0.076		0.072		0.058		0.1	

Table 8 **Logistic regression estimates for seven key outcomes of the alumni survey**

		Personal development	Skills	Education and career
		Estimate	Estimate	Estimate
Length of placement	1-3 months	0.16	0.36***	0.56***
	3-6 months	0.14	0.19	0.31**
	7-12 months	0	0	0
Volunteering on own, in group or both	On your own	0.03	0.11	0.15
	In a team	0.14	-0.02	0.23
	Both	0	0	0
Pre-departure preparation	Yes	-0.36**	0	-0.34
	No	0	0	0
Post-departure preparation	Yes	-0.55***	-0.68***	-0.48***
	No	0	0	0
Live with host family	Yes	0.16	-0.36***	-0.09
	No	0	0	0
Fundraise	Yes	-0.1	-0.27**	-0.1
	No	0	0	0
Gender	Male	0.21**	-0.03	0.1
	Female	0	0	0
Age when volunteered	35-55	1.23***	0.7**	0.87***
	27-35	1.06***	0.57***	0.93***
	22-26	0.61***	0.26	-0.06
	18-21	0.18	0.12	0.15
	16-18	0	0	0

Civic participation	Identity and values	Community impact	Long-term impact
Estimate	Estimate	Estimate	Estimate
-0.16 -0.18 0	0.23* 0.01 0	-0.32** 0.02 0	0.1 0 0
0.21 -0.02 0	0.14 0.17 0	-0.09 -0.4*** 0	0.41** 0.31* 0
-0.42*** 0	-0.34** 0	0.02 0	-0.29* 0
-0.68*** 0	-0.46*** 0	-0.66*** 0	-0.76*** 0
-0.1 0	-0.18 0	-0.12 0	-0.33*** 0
-0.32*** 0	-0.15 0	-0.02 0	-0.06 0
0.35*** 0	0.02 0	-0.03 0	0.47*** 0
0.26 0.32 -0.07 -0.01 0	0.52 0.52*** 0.22 -0.13 0	-0.91*** -0.3 -0.24 0 0	0.85*** 0.34 0.07 -0.01 0

Table 8 **Logistic regression estimates for seven key outcomes of the alumni survey - *continued***

		Personal development	Skills	Education and career
		Estimate	Estimate	Estimate
Ethnicity	Other Ethnic Groups	-1.04**	-0.63	-0.81
	Asian or Asian British	-0.07	-0.39	0.31
	Black or Black British	-0.12	0.17	0.3
	Mixed ethnic background	0.31	-0.28	-0.3
	White	0	0	0
Receive bursary	Yes	-0.25**	-0.25**	-0.31***
	No	0	0	0
Travelled overseas before	Yes	0.18	-0.03	0.34**
	No	0	0	0
Constant		0.2	-0.08	0.25
Nagelkerke		0.101	0.092	0.105

Civic participation	Identity and values	Community impact	Long-term impact
Estimate	Estimate	Estimate	Estimate
-0.33	-0.23	0.19	0.05
0.11	-0.1	0.29	0.31
0.39	0.34	0.34	-0.02
-0.55	-0.27	0.09	-0.57
0	0	0	0
-0.2**	-0.36***	-0.27***	-0.3***
0	0	0	0
0.05	0.06	0.05	-0.02
0	0	0	0
-0.44	-0.26	-0.67**	0.05
0.076	0.072	0.058	0.1

Annex 3 YouGov/Demos survey results

Table 9 **Results of the YouGov/Demos survey**

Sample Size: 2,931 UK adults
Fieldwork: 8-9 June 2011

	Voting intention				2010 vote			Gender		Age		
	Total	Con	Lab	Lib Dem	Con	Lab	Lib Dem	M	F	18-24	25-39	40-59
Weighted sample	2,931				895	786	654	1,430	1,501	355	736	999
Unweighted sample	2,931	830	955	191	862	770	668	1,377	1,554	203	726	1,208
	%	%	%	%	%	%	%	%	%	%	%	%
Generally speaking, how favourable or unfavourable are you towards the idea of a British International Citizen Service?												
Very favourable	23	27	23	34	25	22	27	26	21	28	24	22
Fairly favourable	41	41	45	40	41	42	43	39	43	39	42	40
Total favourable	64	68	68	74	66	64	70	65	64	67	66	62
Fairly unfavourable	13	14	10	9	15	13	12	13	12	11	11	13
Very unfavourable	11	10	11	4	11	11	9	12	9	6	8	13
Total unfavourable	24	24	21	13	26	24	21	25	21	17	19	26
Don't know	12	8	12	13	9	13	9	10	14	17	14	13
And do you think public funding should be used for the creation of a British International Citizen Service?												
Yes, for young people from all backgrounds	28	34	26	39	32	26	30	32	25	31	25	29
Yes, but only for those from disadvantaged backgrounds	30	26	37	32	24	35	35	29	31	26	32	29
No, people should pay for it themselves	29	32	25	20	34	28	25	30	28	25	29	30
Don't know	12	8	12	9	10	12	10	9	16	18	14	12

60+	Social grade								Region		Interest in development		Volunteered overseas		Travelled overseas	
	ABC1	C2DE	London	Rest of south	Mid-lands or Wales	North	Scotland	North-ern Ireland	Yes	No	Yes	No	Yes	No		
841	1,671	1,260	363	923	613	701	249	82	1,751	1,026	159	2,772	793	2,138		
794	1,944	987	477	843	576	667	300	68	1,843	952	159	2,772	856	2,075		
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
23	26	21	31	25	21	19	21	37	33	10	42	22	31	21		
41	42	40	35	38	45	45	41	37	46	37	32	42	40	41		
64	68	61	66	63	66	64	62	74	79	47	74	64	71	62		
15	13	12	11	14	13	12	13	7	9	19	14	12	13	12		
13	10	13	11	11	8	12	12	8	6	20	5	11	9	11		
28	23	25	22	25	21	24	25	15	15	39	19	23	22	23		
8	10	15	12	12	12	13	13	10	6	15	7	12	7	14		
29	32	24	32	27	30	27	25	48	37	17	37	28	33	27		
32	29	31	29	31	29	28	33	30	36	22	35	30	31	29		
30	29	29	29	31	27	30	33	13	20	47	22	30	28	30		
9	10	16	11	11	13	16	10	10	7	13	6	13	8	14		

Annex 3 YouGov/Demos survey results

Voting intention				2010 vote			Gender		Age		
Total	Con	Lab	Lib Dem	Con	Lab	Lib Dem	M	F	18-24	25-39	40-59

The Government currently aims to spend 0.7% of its GDP on reducing poverty overseas and in 2009/10 the Government spent nearly £8bn on international aid. What percentage of GDP do you think the Government should spend on reducing poverty overseas?

0% - nothing	27	31	21	21	34	22	24	27	27	15	22	30
0.1	11	12	11	5	12	11	8	11	10	8	12	12
0.2	7	9	7	6	8	8	6	8	7	5	6	6
0.3	7	6	8	4	7	9	7	8	6	5	7	6
0.4	4	7	4	2	6	4	3	4	4	4	3	5
0.5	15	16	16	24	15	14	18	16	14	15	15	14
0.6	1	0	1	2	0	1	1	1	0	3	1	0
Total less	72	81	68	64	82	69	67	75	68	55	66	73
0.7	6	6	7	10	4	6	8	7	6	7	8	5
Total same	6	6	7	10	4	6	8	7	6	7	8	5
0.8	1	0	1	1	0	1	1	1	1	1	1	0
0.9	0	0	0	0	0	0	0	0	0	0	1	0
1	8	5	10	10	5	10	10	8	7	13	8	8
1.1	0	0	0	0	1	0	0	0	1	1	0	0
1.2	0	0	0	1	0	0	1	0	0	1	0	0
1.3	0	0	0	0	0	0	0	0	0	0	0	0
1.4	0	0	0	1	0	0	1	0	0	0	1	0
1.5	1	0	1	1	0	1	1	1	1	1	1	1
1.6	0	0	0	0	0	0	0	0	0	0	0	0
1.7	0	0	0	0	0	0	0	0	0	1	0	0
1.8	0	0	0	0	0	0	0	0	0	0	0	0
1.9	0	0	0	0	0	0	0	0	0	0	0	0
2	2	1	3	2	1	2	3	2	2	5	3	2
Total more	12	1	4	4	1	3	5	3	3	7	5	3
Don't know	10	5	10	9	5	11	8	6	13	14	12	9
Mean	0.4	0.3	0.4	0.5	0.3	0.4	0.4	0.4	0.4	0.6	0.4	0.4

Do you think spending 10-12 weeks volunteering abroad will or will not help make young people more responsible British citizens back home?

Will help to make young people more responsible citizens back home	67	72	68	80	68	68	73	66	68	65	69	66
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60+	Social grade Region								Interest in development		Volunteered overseas		Travelled overseas	
	ABC1	C2DE	London	Rest of south	Midlands or Wales	North	Scotland	North-Ireland	Yes	No	Yes	No	Yes	No
34	23	33	25	30	26	27	30	5	15	49	10	28	22	29
9	10	12	9	10	11	11	12	10	10	13	9	11	12	10
10	8	7	8	7	7	8	5	5	7	7	7	7	7	7
8	7	7	5	7	5	8	10	10	8	5	5	7	6	7
4	5	3	3	4	6	4	2	0	5	2	7	4	5	4
15	17	12	16	15	16	14	13	19	18	10	11	15	14	15
0	1	0	1	1	1	1	0	2	1	0	1	1	0	1
80	71	74	67	74	72	73	72	51	64	86	50	73	66	73
6	7	5	8	8	6	5	7	3	9	3	12	6	9	5
6	7	5	8	8	6	5	7	3	9	3	12	6	9	5
1	1	1	0	1	0	1	1	0	1	0	2	1	1	1
0	0	0	1	0	0	0	0	2	0	0	1	0	0	0
5	9	6	11	7	7	6	9	18	12	2	20	7	10	7
0	0	0	0	0	1	1	0	0	1	0	0	0	0	0
0	0	0	0	0	0	0	0	4	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	1	0	0	1	0	0	0	0	1	0	0	0
0	1	1	0	0	1	1	0	2	1	0	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	3	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	2	2	3	2	1	2	1	10	3	1	2	2	3	2
1	3	3	4	2	2	4	1	12	4	1	7	3	4	3
6	8	12	9	7	12	10	10	10	8	8	8	10	7	10
0.3	0.4	0.3	0.4	0.4	0.4	0.4	0.3	0.7	0.5	0.2	0.6	0.4	0.4	0.4
67	71	62	67	69	70	62	63	83	79	52	78	66	74	64

Annex 3 YouGov/Demos survey results

	Voting intention				2010 vote			Gender		Age		
	Total	Con	Lab	Lib Dem	Con	Lab	Lib Dem	M	F	18-24	25-39	40-59
Will not help to make young people more responsible citizens back home	21	20	22	14	22	21	17	24	18	20	17	22
Don't know	12	8	11	6	10	11	10	10	14	16	13	12
And thinking about if you had a son or daughter who had the chance to participate in the British International Citizen Service, would you want them to take part?												
Yes, I would want them to take part	64	67	66	74	63	64	70	64	63	64	64	62
No, I would not want them to take part	19	19	19	10	20	20	13	20	18	16	17	20
Don't know	17	14	15	16	16	16	16	16	19	20	19	18
Broadly speaking, do you think the primary objective of an International Citizen Service should be mainly to contribute to international development goals, or to contribute to the personal development of British young people who take part in the scheme?												
International development goals	10	7	13	11	7	12	11	11	8	18	12	7
Personal development of British young people	31	38	27	20	38	28	27	32	30	28	29	31
Both equally	47	46	50	65	45	47	54	45	49	40	48	50
Don't know	12	9	10	4	11	13	8	12	12	14	11	13
Below is a list of possible objectives of a British International Citizen Service. For each one, please state how important or unimportant you think each one is.												
The British International Citizen Service should aim to contribute to...												
Raising awareness of global poverty and international development issues among young people												
Very important	33	29	39	44	28	37	42	32	35	36	31	33
Fairly important	37	41	34	42	40	34	39	36	37	33	40	37
Total important	70	70	73	86	68	71	81	68	72	69	71	70
Neither important nor unimportant	15	17	13	7	18	14	10	14	15	10	13	15
Fairly unimportant	4	5	5	1	5	4	2	6	3	4	3	5
Very unimportant	3	4	2	0	4	2	2	4	2	2	2	3
Total unimportant	7	9	7	1	9	6	4	10	5	6	5	8
Don't know	8	4	6	6	5	8	6	7	8	14	10	7

60+	Social grade Region								Interest in development		Volunteered overseas		Travelled overseas	
	ABC1	C2DE	London	Rest of south	Midlands or Wales	North	Scotland	North-Ireland	Yes	No	Yes	No	Yes	No
24	18	25	21	20	18	25	24	7	14	35	15	21	18	22
9	11	13	11	11	12	13	13	10	7	13	6	12	8	14
65	68	58	63	63	67	61	61	78	78	45	83	62	76	59
21	16	23	19	19	16	22	21	8	11	34	10	20	13	21
14	16	20	17	18	17	17	18	14	11	22	8	18	11	20
8	11	9	12	11	9	8	12	14	12	7	17	9	13	9
34	29	33	27	31	33	30	33	26	27	40	32	31	31	31
47	51	42	49	47	47	47	42	55	55	36	47	47	49	46
11	9	17	11	11	11	15	14	5	5	16	4	13	7	14
35	37	29	39	32	35	31	28	45	48	12	45	33	40	31
34	40	32	29	35	37	40	40	38	38	37	36	37	38	36
69	77	61	68	67	72	71	68	83	86	49	81	70	78	67
18	12	18	16	18	14	13	13	6	8	26	10	15	13	16
4	3	6	4	4	4	5	5	4	2	8	2	4	4	4
4	2	4	3	4	2	3	4	0	1	7	4	3	2	3
8	5	10	7	8	6	8	9	4	3	15	6	7	6	7
4	6	10	9	7	7	8	9	7	2	10	2	8	3	10

Annex 3 YouGov/Demos survey results

	Voting intention				2010 vote			Gender		Age		
	Total	Con	Lab	Lib Dem	Con	Lab	Lib Dem	M	F	18-24	25-39	40-59
Achieving the UK's international development goals in poor and developing countries												
Very important	19	19	23	23	17	21	23	19	20	28	18	18
Fairly important	36	39	37	42	37	35	39	35	37	35	38	36
Total important	55	58	60	65	54	56	62	54	57	63	56	54
Neither important nor unimportant	23	23	20	20	25	24	18	23	23	16	21	24
Fairly unimportant	9	10	9	6	12	8	7	9	9	3	8	9
Very unimportant	5	4	5	2	5	4	5	7	4	3	4	6
Total unimportant	14	14	14	8	17	12	12	16	13	6	12	15
Don't know	8	5	7	6	6	9	6	8	9	14	11	7
The personal and social development of British young people taking part												
Very important	40	43	41	45	42	41	44	38	41	36	37	40
Fairly important	37	37	36	39	36	35	39	36	37	34	39	37
Total important	77	80	77	84	78	76	83	74	78	70	76	77
Neither important nor unimportant	11	11	10	8	12	11	8	12	11	11	11	11
Fairly unimportant	3	2	3	3	2	4	2	3	2	3	2	2
Very unimportant	2	2	3	0	2	2	3	3	2	2	1	3
Total unimportant	5	4	6	3	4	6	5	6	4	5	3	5
Don't know	8	4	6	5	6	8	5	7	8	14	10	7
Creating more globally minded British young people												
Very important	33	32	37	43	30	34	42	33	32	33	33	32
Fairly important	38	42	36	38	41	35	37	37	39	33	42	38
Total important	71	74	73	81	71	69	79	70	71	66	75	70
Neither important nor unimportant	14	14	11	11	16	15	10	14	13	11	11	15
Fairly unimportant	5	5	6	3	5	6	3	5	4	6	3	5
Very unimportant	3	4	3	0	3	3	2	4	3	3	2	4
Total unimportant	8	9	9	3	8	9	5	9	7	9	5	9
Don't know	8	4	6	5	5	8	5	7	9	14	10	7
Intercultural dialogue between British young people and young people from other countries												
Very important	30	30	34	35	28	33	37	30	30	27	27	30
Fairly important	39	43	38	43	41	37	39	38	40	36	41	40
Total important	69	73	72	78	69	70	76	68	70	63	68	70
Neither important nor unimportant	15	14	15	12	16	15	11	14	15	13	15	15
Fairly unimportant	5	5	4	3	7	4	4	6	4	7	5	5
Very unimportant	4	4	3	0	3	2	2	5	3	3	2	4
Total unimportant	9	9	7	3	10	6	6	11	7	10	7	9
Don't know	8	4	6	6	5	8	6	7	8	14	10	7

60+	Social grade Region								Interest in development		Volunteered overseas		Travelled overseas	
	ABC1	C2DE	London	Rest of south	Mid-lands or Wales	North	Scotland	North-Ireland	Yes	No	Yes	No	Yes	No
18	22	16	24	20	19	17	15	25	28	6	34	18	24	17
34	39	32	35	34	34	40	35	39	42	29	32	36	36	36
52	61	48	59	54	53	57	50	64	70	35	66	54	60	53
25	21	25	20	23	27	21	24	20	18	32	21	23	23	23
11	7	10	9	10	7	8	7	6	6	14	5	9	9	8
7	5	6	3	6	4	5	9	2	3	9	4	5	5	5
18	12	16	12	16	11	13	16	8	9	23	9	14	14	13
5	7	11	10	7	9	9	10	7	2	11	4	9	4	10
42	42	36	38	42	40	38	36	37	51	24	49	39	47	37
34	39	33	37	36	37	37	35	42	36	40	31	37	36	37
76	81	69	75	78	77	75	71	79	87	64	80	76	83	74
12	9	14	12	10	12	11	14	12	8	18	14	11	10	12
3	2	3	2	4	2	2	3	0	2	4	1	3	3	3
3	2	3	2	2	1	3	4	1	1	4	3	2	1	3
6	4	6	4	6	3	5	7	1	3	8	4	5	4	6
5	6	11	9	7	8	8	8	7	2	10	3	8	3	10
33	35	30	36	33	32	32	31	32	45	14	51	32	41	30
36	41	34	35	39	39	36	38	51	39	40	31	38	40	37
69	76	64	71	72	71	68	69	83	84	54	82	70	81	67
16	12	16	13	12	15	15	14	8	9	22	9	14	12	14
6	4	6	4	6	3	5	4	2	3	8	4	5	3	5
5	3	4	3	3	3	5	4	0	2	7	3	4	2	4
11	7	10	7	9	6	10	8	2	5	15	7	9	5	9
4	6	10	9	7	8	8	9	7	2	9	2	8	3	9
34	32	27	35	30	30	27	29	34	43	11	47	29	39	26
37	42	35	34	39	37	42	39	46	40	40	35	39	38	39
71	74	62	69	69	67	69	68	80	83	51	82	68	77	65
16	13	17	15	15	18	13	15	10	10	23	9	15	13	16
5	5	6	4	6	4	5	4	2	3	9	3	5	4	5
5	2	5	2	3	3	5	5	1	1	8	4	4	3	4
10	7	11	6	9	7	10	9	3	4	17	7	9	7	9
4	6	10	9	7	8	8	8	7	2	9	3	8	3	9

Annex 3 YouGov/Demos survey results

	Voting intention			2010 vote			Gender		Age			
	Total	Con	Lab	Lib Dem	Con	Lab	Lib Dem	M	F	18-24	25-39	40-59
Providing disadvantaged young people with the opportunity to travel and volunteer abroad												
Very important	29	27	37	29	26	35	34	28	30	30	27	28
Fairly important	37	37	34	48	36	33	41	36	38	35	38	37
Total important	66	64	71	77	62	68	75	64	68	65	65	65
Neither important nor unimportant	15	17	13	14	18	15	11	16	13	10	15	16
Fairly unimportant	6	8	6	2	9	5	3	6	6	6	5	6
Very unimportant	5	7	4	2	6	4	5	7	4	3	4	6
Total unimportant	11	15	10	4	15	9	8	13	10	9	9	12
Don't know	8	4	6	6	5	8	6	7	8	15	10	7
Easing youth unemployment by helping young people from the UK build their skills and experience in order to help them in the competitive labour market												
Very important	35	37	37	33	36	36	35	30	39	40	34	33
Fairly important	37	40	35	42	39	34	39	39	36	32	40	39
Total important	72	77	72	75	75	70	74	69	75	72	74	72
Neither important nor unimportant	13	14	12	16	14	13	13	15	11	7	13	14
Fairly unimportant	4	3	4	2	3	5	3	5	3	5	3	3
Very unimportant	3	2	4	2	2	4	4	5	2	2	1	4
Total unimportant	7	5	8	4	5	9	7	10	5	7	4	7
Don't know	8	4	7	5	5	8	6	7	9	14	10	7
Do you think a British International Citizen Service will or will not have benefits for British society as a whole												
Will have benefits for British society as a whole	58	63	58	73	59	57	65	59	57	58	63	58
Will not have benefits for British society as a whole	25	24	25	14	28	25	21	27	23	18	20	27
Don't know	17	12	17	13	13	18	14	14	20	24	18	15
How interested, if at all, would you say you are in international affairs and international development issues (e.g. global poverty in Africa and Asia, Fairtrade and ways to improve the lives of poor farmers etc.)?												
Very interested	12	9	16	13	9	14	14	14	10	15	12	11
Fairly interested	48	51	48	58	50	47	53	46	50	47	49	47
Total interested	60	60	64	71	59	61	67	60	60	62	61	58
Not very interested	27	28	24	24	29	26	24	27	26	19	25	29
Not at all interested	8	9	7	4	9	7	5	10	7	7	7	9
Total not interested	35	37	31	28	38	33	29	37	33	26	32	38
Don't know	5	2	5	2	3	6	3	3	7	12	7	4

60+	Social grade			Region					Interest in development		Volunteered overseas		Travelled		
	ABC1	C2DE	London	Rest of south	Mid-lands or Wales	North	Scotland	North-Ireland	Yes	No	Yes	No	Yes	No	
32	29	30	32	29	31	28	29	27	40	14	48	28	37	26	
37	40	33	32	37	35	39	40	52	39	38	27	38	38	37	
69	69	63	64	66	66	67	69	79	79	52	75	66	75	63	
14	15	15	16	14	16	15	12	8	12	19	16	15	13	15	
6	6	6	6	6	7	5	6	2	4	9	2	6	5	6	
6	5	6	6	6	4	6	5	3	3	10	4	6	5	6	
12	11	12	12	12	11	11	11	5	7	19	6	12	10	12	
4	6	11	9	7	7	8	8	7	2	10	2	8	2	10	
35	34	35	35	34	38	35	28	32	41	27	46	34	37	34	
35	39	34	38	37	36	35	45	37	39	37	32	38	38	37	
70	73	69	73	71	74	70	73	69	80	64	78	72	75	71	
15	13	13	12	14	13	13	12	15	11	17	11	13	16	12	
5	4	4	3	5	2	5	2	6	4	5	4	4	4	4	
5	4	3	3	4	3	4	4	2	3	5	5	3	4	3	
10	8	7	6	9	5	9	6	8	7	10	9	7	8	7	
5	6	10	9	7	7	8	8	7	2	9	2	8	3	10	
e?	53	63	52	61	57	60	54	56	79	73	38	76	57	64	56
31	23	28	22	27	23	27	26	10	17	42	14	26	23	26	
16	14	20	17	16	17	19	17	11	10	21	10	17	13	18	
12	15	9	15	12	13	11	10	15	20	0	36	11	22	8	
47	51	43	45	48	48	47	47	58	80	0	50	48	49	47	
59	66	52	60	60	61	58	57	73	100	0	86	59	71	55	
28	24	30	27	26	27	27	26	21	0	76	10	28	21	29	
10	6	12	7	9	7	10	9	2	0	24	2	9	6	9	
38	30	42	34	35	34	37	35	23	0	100	12	37	27	38	
2	4	6	6	5	5	5	8	4	0	0	2	5	2	6	

Annex 3 YouGov/Demos survey results

Voting intention			2010 vote				Gender		Age		
Total	Con	Lab	Lib Dem	Con	Lab	Lib Dem	M	F	18-24	25-39	40-59

Have you ever volunteered overseas in a developing country (including through a gap year organisation)?

Yes, I have	5	6	6	4	5	6	5	7	4	15	7	3
No, I have not	95	94	94	96	95	94	95	93	96	85	93	97

Have you ever spent a continuous period of 10-12 weeks or more outside the UK?

Yes, I have	27	31	26	29	29	24	29	31	23	18	27	24
No, I have not	73	69	74	71	71	76	71	69	77	82	73	76

60+	Social grade Region								Interest in development		Volunteered overseas		Travelled overseas	
	ABC1	C2DE	London	Rest of south	Midlands or Wales	North	Scotland	North-Ireland	Yes	No	Yes	No	Yes	No
397	793	496	793	694	694	298	793	1189	892	298	1000	0100	1486	298
3466	3070	2476	3367	2971	2476	2476	2377	3961	3268	2179	6931	2575	1000	0100

Notes

- 1 D Cameron, 'David Cameron's speech to the Tory conference: in full', *Guardian*, 6 Oct 2010, www.guardian.co.uk/politics/2010/oct/06/david-cameron-speech-tory-conference (accessed Jun 2011).
- 2 M Bunting, 'Britain as the "superpower of aid"? Beware the delusions that may bring', *Guardian*, 12 Jun 2011, www.guardian.co.uk/commentisfree/2011/jun/12/uk-generous-aid-beware-power-politics (accessed Jun 2011).
- 3 Cameron, 'David Cameron's speech to the Tory conference'.
- 4 DFID, 'International Citizen Service', www.dfid.gov.uk/Get-Involved/Volunteering/International-Citizen-Service/ (accessed 6 Jul 2011).
- 5 DfE, 'National Citizen Service', Dept for Education, 3 May 2011, www.education.gov.uk/childrenandyoungpeople/youngpeople/nationalcitizenservice/a0075357/national-citizen-service (accessed Jun 2011).
- 6 Hannon, C and Tims, C, *An Anatomy of Youth*, London: Demos, 2010.
- 7 Centre for Economic and Social Inclusion, 'Labour market statistics: February 2010', www.cesi.org.uk/statistics/previous_months/statistics+feb+2010, cited in Hannon and Tims, *An Anatomy of Youth*.

- 8 Blanchflower, D, 'Pity the lost generation', *New Statesman*, 24 Sep 2009, www.newstatesman.com/economy/2009/09/public-spending-unemployment
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In September 2010, the Coalition Government announced plans for the creation of a new International Citizen Service (ICS). ICS forms part of a wider strategy to encourage volunteering and civic engagement – the Big Society. Increased volunteering not only benefits the communities where the projects are based, but also acts almost as an apprenticeship for social action: developing character capabilities, employability skills and a greater sense of community responsibility.

Service International provides recommendations to maximise the value of ICS and ensure its success. It comprises the most recent research on the impacts of overseas volunteering, best practice and experiences from similar schemes in other countries and primary data on the impact of volunteering overseas for alumni of programmes in the UK.

It finds that the Government's plans for ICS enjoy widespread support – with 64 per cent of the public in favour. But to maintain this goodwill it must ensure that the programmes both have a direct benefit to the communities abroad and recruit young people who wouldn't otherwise consider such an experience, and who would most benefit. If these conditions are met, ICS is perfectly well-placed to address the challenges facing young people today, while helping them to develop the attitude, skills and motivation to prepare them for adulthood and employment.

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