



From Local Lives to Lasting Legacies:
Raleigh International's long-term effect on
in-country volunteers

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Abbreviations and Glossary

SCBA	Social Cost-Benefit Analysis
SROI	Social Return on Investment
ToC	Theory of Change
Materiality	Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.
Proxy	An approximation of value where an exact measure is impossible to obtain.
Counterfactual	Demonstrating that observed changes are a result of an activity, project or a programme, rather than coincidental. This implies answering questions such as: supposing significant changes are found to have occurred, how can we be sure these changes were caused by our project or programme?
Attribution	An assessment of how much of the outcome was caused by the contribution of other organisations or people.

Executive Summary

Background and purpose

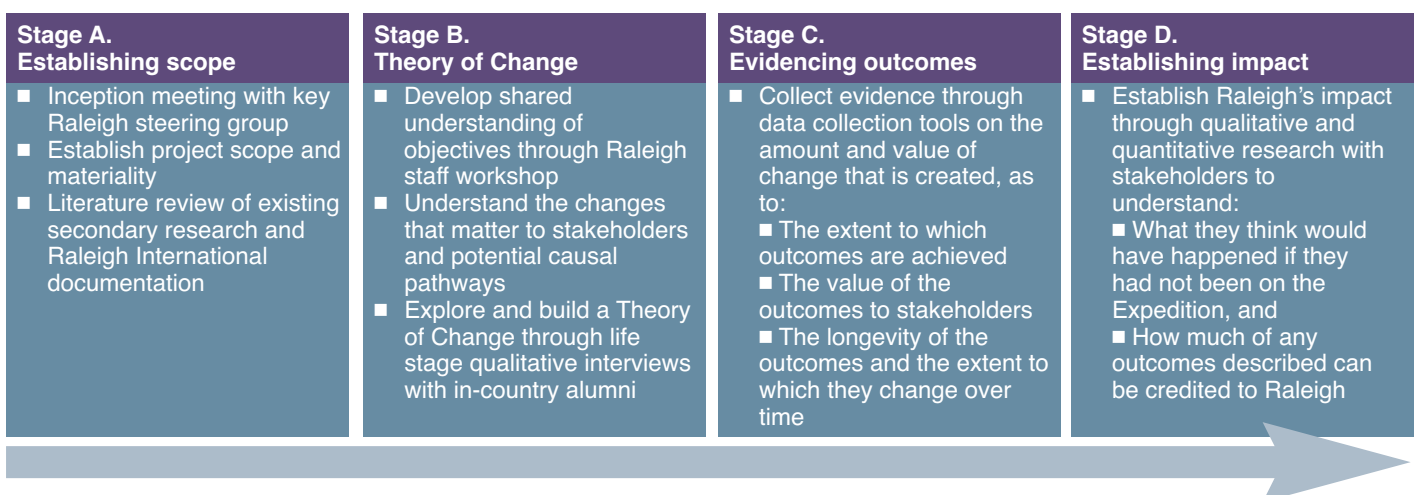
Raleigh International's ('Raleigh') mission is to create lasting change through youth. The organisational vision is of a world where the global community works together to build a sustainable future. The Expedition programme, which has been running for 30 years, is one of two major volunteering programmes run by Raleigh designed to create lasting positive change in rural communities through the structured activities and actions of youth volunteers and their influence on local communities. The work brings together a diverse group of volunteers aged 17 to 25 from various cultural and socio-economic backgrounds around the world. They work together as a team for 10 weeks delivering projects in developing countries, focusing on environmental, community and leadership themes.

During the last decade, there has been an increased level of attention paid to evidence of the positive effects of volunteering on development work. Researchers have found that volunteering provides a platform for exchanging knowledge, technical skills and cross-cultural experience in developing communities. This pilot study collects together evidence of the benefits of volunteering by evaluating Raleigh International's Expeditions programme through both a quantitative and a social Cost-Benefit (SCBA) analysis.

The assessment comes at a time when Raleigh International is developing a new strategy for 2017–2020, and provides an opportunity to take a step back: to examine the longer term socio-economic impact of in-country youth volunteering, and to understand the drivers behind it. As a sustainable development charity that enables young people from around the world to create lasting change through volunteering, Raleigh International has a global community of alumni whose experiences form the basis of this evaluation. The ultimate goal is to create a valuable addition to the sparse body of evidence that explores the long-term socio-economic and personal impacts of in-country volunteering in developing countries.

The approach to this assessment progresses through the phases laid out in the diagram below. This project followed an iterative approach, considering new information and learnings throughout the process. The assessment is based on in-depth life history interviews with in-country alumni, the development of a Theory of Change, and analysis conducted through a SCBA.

Figure 1: The Research Process



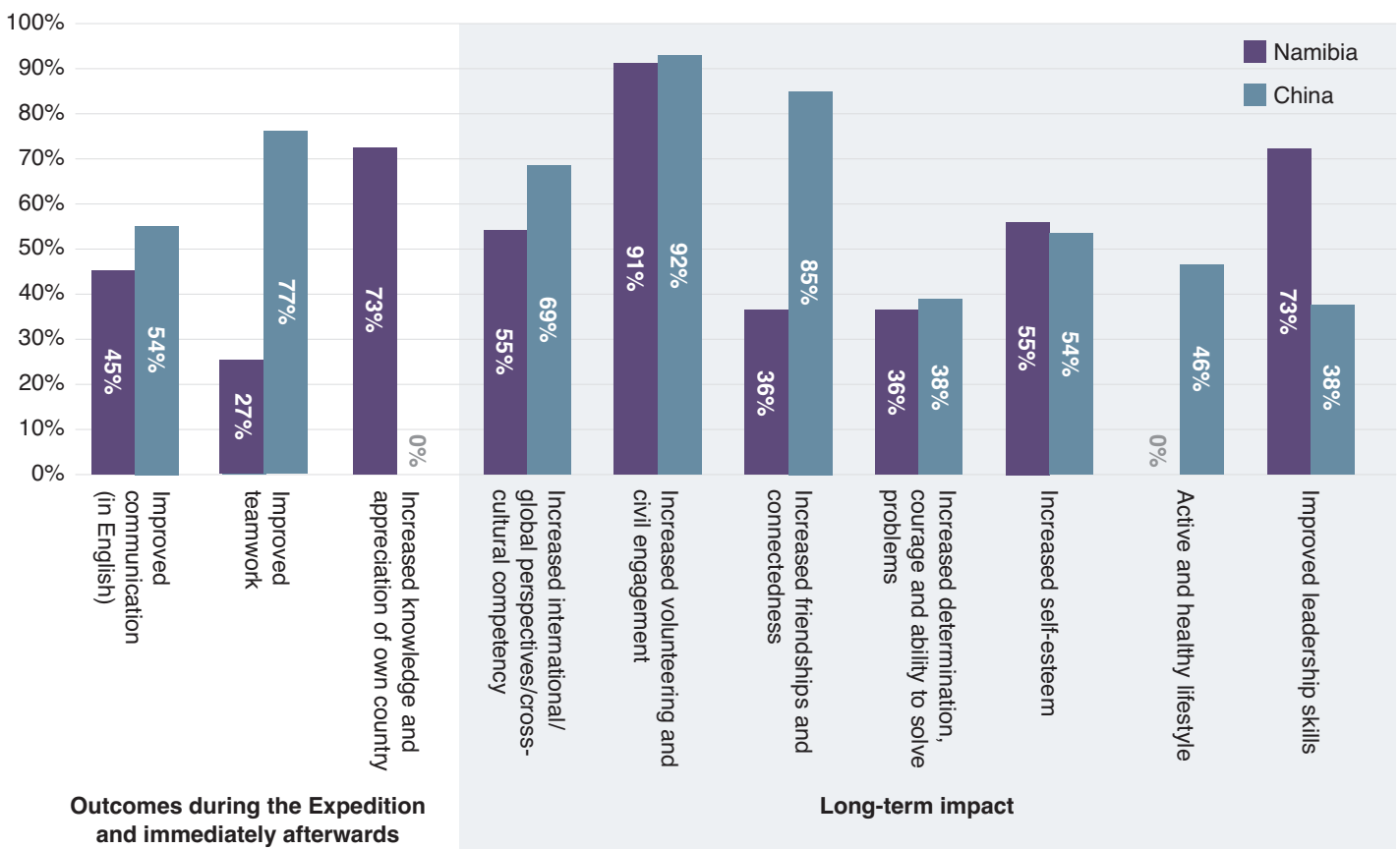
Theory of Change for in-country alumni

A Theory of Change (TOC) describes the process through which change occurs, with those involved in benefitting from a service or programme being actively involved in telling the story of how the service has affected them.

In order to reach a shared understanding of the programme’s objectives, NEF Consulting first held a half-day TOC workshop in the UK with a selection of Expedition programme staff and Raleigh steering group members. To develop the narrative further, NEF Consulting next held in-depth, life-stage, qualitative interviews with 24 Namibian and Chinese in-country alumni on location in these countries, so as to develop a full understanding of their experiences.

The outcomes described in this report reflect the outcomes that Expedition in-country alumni identified as being the most important to them, through this stakeholder engagement. It is important to note that it is not feasible to display all changes reported by the alumni in a TOC. Instead, the focus here is on the most significantly reported outcomes, with those commonly identified across both nationalities being examined further using a full Social-Cost-Benefit analysis (SCBA) evaluation. The figure below illustrates the percentage of interviewed in-country alumni who identified each outcome as personally significant for them.

Figure 2: Proportion of interviewees expressing outcome changes (%)



Once outcomes were identified, a Theory of Change diagram was developed. The outcomes were identified as occurring either during and immediately after the Expedition, or else as long-term impacts. Material long-term changes most common to both countries and those most closely relating to the objectives of the programme (marked with a star on Figure 8), were evaluated in monetary terms in the cost-benefit analysis. The ToC also describes the needs and challenges that Raleigh International is seeking to address through the influence of the Expedition programme, and what difference it hopes to make to the lives of in-country alumni in the future. Enablers and preventers are the external influences that facilitate or hold back progress along the volunteer's journey, while activities are *what* takes place and *how* it is done to produce change. The full Theory of Change diagram (Figure 8) is on page 19 in this report.

Outcomes during the Expedition and immediately afterwards

Increased knowledge and appreciation of own country was a highly significant outcome for the Namibian volunteers. This new perspective has had a profound effect on the majority of Namibian volunteers interviewed, with a few now sharing this love for their country with children and others by continuing to explore Namibia, and cherishing the exceptional landscapes and wildlife.

Chinese volunteers highlighted **improved teamwork** as an initial outcome. Working well together and with local community members was valued greatly by Chinese volunteers, as they recognised that much of what they achieved could not have been done alone.

For both Chinese and Namibian in-country alumni, an **improved English language skill** was a significant early outcome.

Long-term impact

An **increased global perspective or cross-cultural competency** was a clear outcome reported by both Namibian and Chinese volunteers across the short, medium and long-term.

While volunteering was not a new concept for several of the young Namibians at the time, **increased volunteering and civil engagement** was nevertheless found to be a significant outcome for both Namibian and Chinese in-country alumni, and many expressed a fundamental wish to support others in greater need, throughout their lives.

Improved leadership skills was found to be significant for many Namibian and Chinese in-country alumni. Interviewees reported a greater openness when listening to others: taking on a wide breadth of opinions before making a decision for a group; communicating effectively with team members; not jumping to conclusions but appreciating other's skills and knowledge.

Overcoming adversity and challenges through **increased determination, courage and ability to solve problems** were outcomes expressed across Namibian and Chinese in-country alumni interviewees. Alumni described applying these personal traits to various aspects of their lives since the Expedition, either at work in achieving career goals, or at home when facing family challenges.

Increased self-esteem was a prevalent outcome noted in nearly all interviews with Namibian in-country alumni and was mentioned by many Chinese in-country alumni as well.

The enjoyment of walking and physical activity when with Raleigh sparked for many Chinese alumni a life-long passion for outdoor activities, such as trekking, which has led to an **increased active and healthy lifestyle** that is still relevant to their lives today.

For Chinese in-country alumni, and more than a third of Namibian in-country alumni, **increased friendships and connectedness** was a predominant outcome for the vast majority of those interviewed.

Case studies

It is clear from the findings that Raleigh's Expedition programme has touched the lives of in-country alumni on a personal level in a huge breadth of ways. However, although profoundly important for the individuals concerned, these outcomes are outside the scope of this study, as they are not common to all volunteers. Thus, to give more insight into the personal impact of the Expedition programme, four case studies from Chinese and Namibian in-country alumni are included in section 2.3, page 25.

Social Cost-Benefit Analysis

Social cost-benefit analysis (SCBA) is an extension of economic cost-benefit analysis, adjusted to take into account a wider spectrum of costs and benefits (including social impacts) that stem from a project or intervention.

The SCBA focuses only on the outcomes of the in-country alumni in China and Namibia. While the experiences and outcomes of in-country alumni in China and Namibia were different in many ways, there was also a significant amount of overlap in many crucial outcomes. In order to focus only on the most material outcomes for this combined SCBA, we employed a common outcomes approach, identifying the most significant outcomes common to alumni in both countries. Using this approach, the pilot SCBA model measures and values changes in the following material outcomes for alumni:

- Confidence
- Problem-solving
- International/cross-cultural perspective
- Volunteering
- Leadership

Focusing on the common outcomes identified above, a questionnaire was administered to Chinese and Namibian alumni to understand the magnitude of change experienced for these different outcome areas that can be attributed to their Raleigh Expedition. The magnitude of change for the outcomes are then combined in a SCBA model with financial values assigned to each outcome. Because the outcomes in this model do not have market values, we used financial proxies (approximations) to value them.

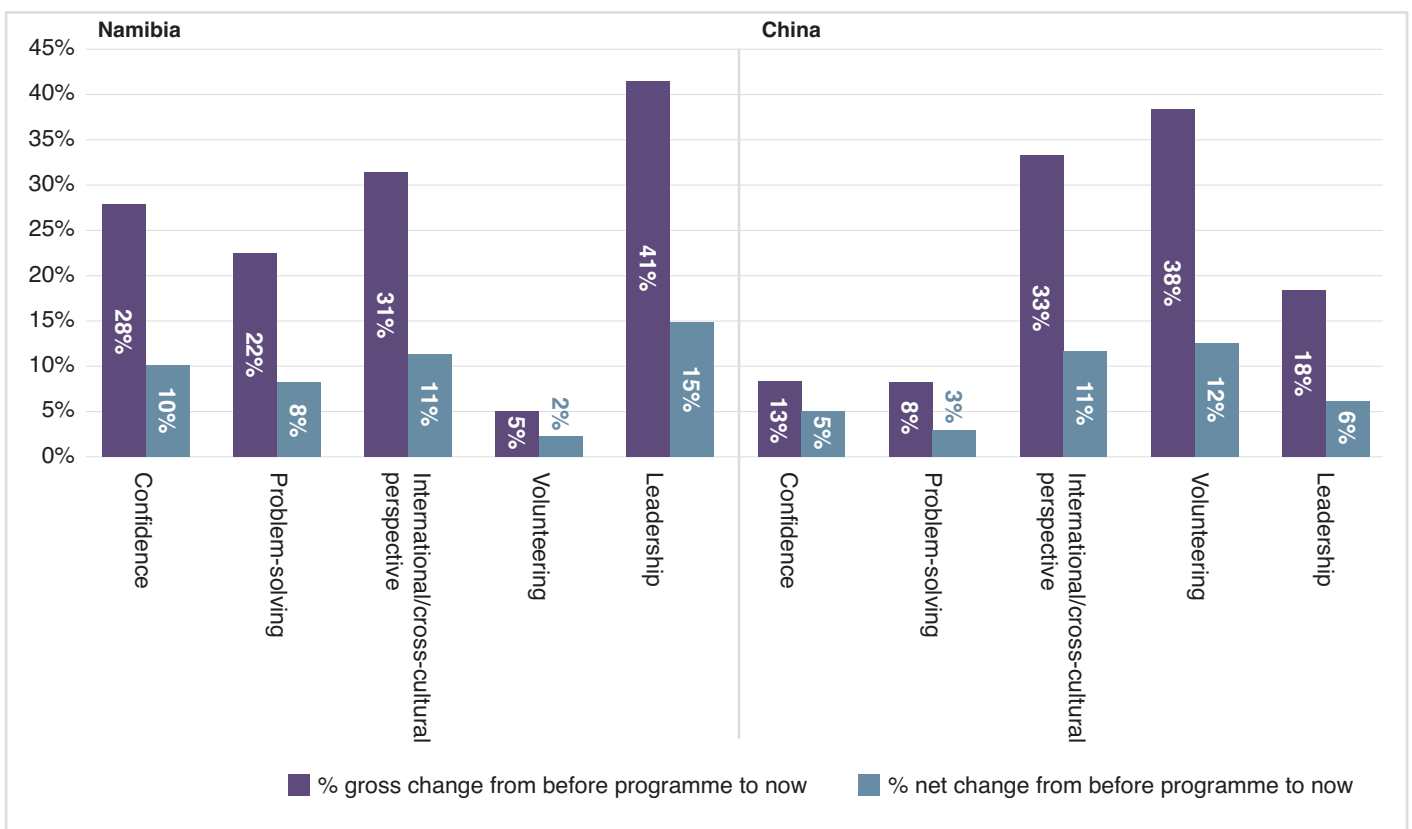
The formula for the benefit calculation is as follows.

Figure 3: The benefit calculation formula



The figure below presents the magnitude of change experienced by in-country volunteers both before and after accounting for net impact considerations.

Figure 4: Changes in in-country volunteer outcomes before and after impact considerations



NB: % gross change is defined as the average percentage change in each outcome for in-country alumni *before accounting for impact*. % net change is defined as the average percentage change in each outcome for in-country alumni *after accounting for impact (i.e. deadweight and attribution)*.

As Figure 4 shows, the Expedition programme has a significant and positive impact on in-country volunteers in all five outcomes explored in the model, even after accounting for net impact. Of the outcomes explored in this analysis, the most significant net change experienced by in-country volunteers has been an increase in their international/cross-cultural perspective (11% net change for both cohorts), gained through having had the opportunity to travel within their

own country and work alongside people from socio-cultural backgrounds that were different from their own. Additionally, the Chinese cohort exhibited a significant net change in their volunteering efforts, while the Namibian cohort showed a net change of a similar scale in terms of their confidence and leadership.

Combining this outcome incidence and impact data from the questionnaire with the financial proxies gathered via secondary research, we calculated the total benefits generated by the programme for in-country volunteers over the benefit periods assumed in the model, alongside programme costs. The social benefit-cost ratio is presented in the table below.

Table 1: Pilot social benefit-cost ratio for in-country Raleigh Expedition programmes in China and Namibia

Social benefit-cost ratio	£2.93 : £1
<i>Benefits</i>	£ 5,139,462
<i>Costs</i>	£1,751,122

The results suggest that the in-country Expedition programme provides a positive return on investment, even without considering other stakeholder benefits. For every £1 invested in the programme, £2.93 worth of value was created for our cohort of in-country Chinese and Namibian volunteers. This should be interpreted as a conservative estimate. It is likely that this ratio underrepresents the full value created by the Expedition programme, since the analysis does not include potential benefits for communities and secondary stakeholders.

While there are of course methodological limitations to the pilot SCBA, this analysis provides a useful first step to understanding the magnitude of change experienced by in-country volunteers and how that translates into value for money for the Expedition programme. Even using the conservative assumptions of our model, the in-country Expedition programme appears to have a strongly positive return, generating greater value in benefits to its stakeholders than it costs to deliver.

1. Background and Purpose

1.1 Background

The mission of Raleigh International ('Raleigh') is to create lasting change through youth. The Raleigh vision of the world is one of a global community working together to build a sustainable future.

Raleigh has been working with young volunteers for over thirty years – harnessing their energy and potential to make a difference to poor rural communities globally. In particular, in countries where Expeditions have been run, young people have been sponsored to join the programme and work alongside international volunteers. As Raleigh has focused its programmatic work increasingly on delivering sustainable development outcomes through the work of young volunteers, it has explored ways of understanding the long-term impact of its work and the unique value of working with local youth.

As Raleigh prepares for its next phase of organisational strategy, it continues to invest in building evidence of the impact of its activities. The strategic aim is to be able to fund a one-to-one ratio of in-country to international youth, taking part on each Expedition. This ratio, Raleigh believes, is integral to delivering peer-to-peer behaviour change in communities and making an impact on water and sanitation, natural resource management and livelihoods.

The organisation was confident that there was a long-term personal and social impact on the lives of all volunteers. Raleigh believed the social impact could be understood as a development outcome for each country, through the creation of active citizens who volunteered and supported the running of civil society. In order to explore this impact further, Raleigh asked NEF Consulting to carry out an independent assessment of the long-term impact of the Expedition programme on in-country volunteers.

Since its creation in 2008, NEF Consulting has been working in the space of impact assessment and Value for Money (VfM), building on more than a decade of research and development into Theory of Change (ToC) and VfM methodologies, such as Social Cost Benefit Analysis (SCBA) and Social Return on Investment (SROI). To date NEF has worked on over 50 projects related to VfM both in the UK and internationally. Since 2010, when we helped the Department for International Development (DFID) to examine the applicability of SROI to development interventions, we have been particularly involved in developing innovative thinking and methodologies for tackling impact assessment and VfM in a holistic, non-reductionist fashion.

1.2 Expedition background

The Expedition programme is one of two major volunteering programmes run by Raleigh International. It is designed to create lasting positive change in rural communities through the structured activities and actions of youth volunteers. The programme is designed for a diverse group of volunteers aged 17-24 from various cultural and socio-economic backgrounds, who collaboratively engage as a team in structured activities in developing countries for up to 10 weeks at a time.

The format of the Expedition programme is very similar in each country, yet considers local contexts. Following a four-day induction period, each group is split into teams of 12 young people (aged 17-24), facilitated by at least 2 trained older volunteers (aged 25-75). There are three phases of three weeks in each Expedition, with a re-mix of members of the team after each phase. The following three phases are vital elements of each Expedition:

1. *Environmental* – during the environmental phase, volunteers support environmental protection and conservation projects, for example through research or practical work. People might also be involved in activities that help to raise awareness, related to deforestation and natural resources management.
2. *Community* - Raleigh's community development projects focus on building resilience, cultural exchange and raising awareness. Typically, participants will work alongside local people on a project that helps to provide access to safe water and sanitation or education facilities, as well as raising awareness of issues such as health and hygiene, gender equality or access to education.
3. *Adventure* – this trekking phase is physically and mentally challenging, and designed to develop participants' own skills such as teamwork, resilience, communication and problem solving.

Within these phases, each team identifies a 'day leader' from the group on a rotating basis, so that everyone gets the chance to be the leader. At the beginning of each three-week phase participants set goals to identify what they want to achieve. At the end of each phase each person is given a one-to-one assessment to review progress. When the expedition has been completed, each participant receives a report of his or her achievements. There is an emphasis on facilitated self-reflection both at an individual and group level. Following their experiences, many in-country alumni have gone on to form, or join existing, Raleigh alumni groups and have continued to volunteer their time towards shared development goals.

Through successfully adapting its delivery model across countries for over 30 years, Raleigh has developed a global community of Raleigh alumni, including in-country youth, who are at the heart of this research.

For more information on the Expedition programme, please refer to the draft Expedition Theory of Change in Appendix 1.

1.3 Driving sustainable development through youth action

Raleigh's work in creating lasting behavioural change through youth action is framed within the global Sustainable Development Goals (SDGs), with the overall vision of achieving 'a global community working to build a sustainable future'.¹ Framed within DFID's 'three-lens approach to youth participation'², Raleigh puts a strong emphasis on building the capacity of in-country youth

1 Raleigh Brand Framework and Story Guide 2015/16

2 SPW/DFID-CSO Youth Working Group. (2010). Youth participation in development: A guide for development agencies and policy makers. London: DFID-CSO Youth Working Group.

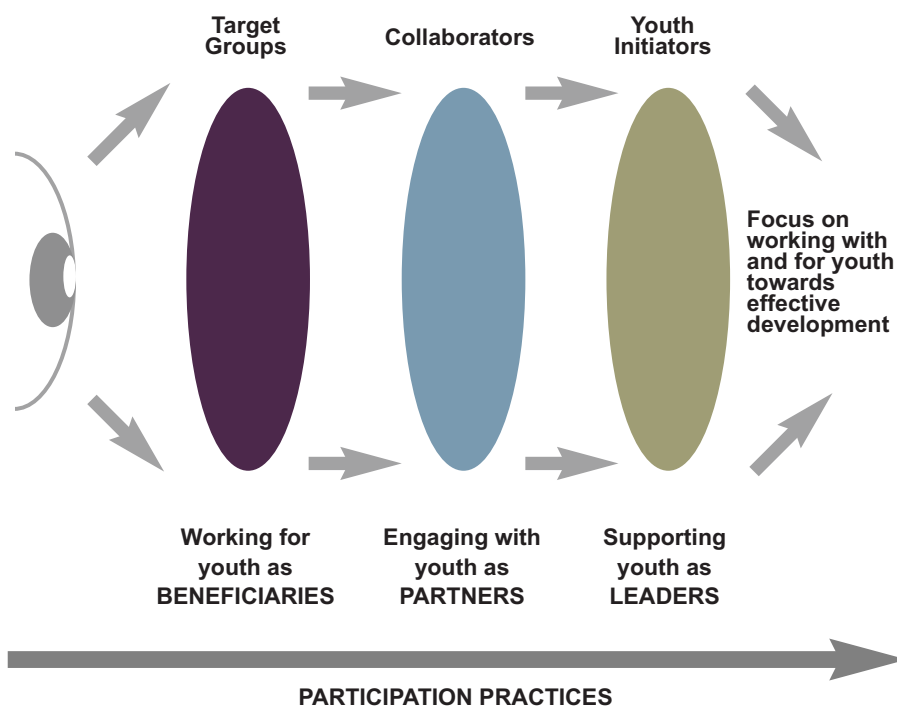
through participation in their Expedition programme, with a commitment to work through, for and with youth to inspire and make positive lasting change in the country.

Why work with in-country youth?

According to UNFPA,³ it is estimated that 1.8 billion people globally are currently aged between 10 and 24 years, meaning that there are more young people in the world than ever before. The majority live in developing countries and are often unable to fully participate in society, but, 'when empowered and given the right opportunities, youth are effective drivers of change',⁴ through increased civic engagement and advocacy, pro-active engagement in areas of development challenge such as health and employment, and also in education. The programme can be seen as part of a global agenda of change through youth volunteering. In a world living beyond its planetary boundaries and experiencing ever-increasing social injustice, the role of youth as agents for change is more important than ever before.

There is substantial evidence in the literature that confirms the opportunities for, and positive outcomes of, engaging youth in development. DFID's three-lens approach to youth participation advocates that, 'development assistance should work **for** the benefit of youth (as target beneficiaries), **with** youth as partners, and be shaped **by** youth as leaders.'⁵ (See Figure 5 below.)

Figure 5: The three-lens approach to youth participation



Adapted from: World Bank Development report 2007.⁶

3 <http://www.unfpa.org/annual-report#sthash.n3QO4D09.dpuf>

4 Ibid p.13

5 SPW/DFID-CSO Youth Working Group. (2010). Youth participation in development: A guide for development agencies and policy makers. London: DFID-CSO Youth Working Group. p.2

6 World Bank (2007) World Development Report 2007: Development and the next generation. Washington: World Bank

This dynamic approach aids understanding of how involving youth in development will effectively create future leaders, who are enabled and empowered to become actively engaged agents for change. The three lenses, which are not mutually exclusive and should be applied in the local and programmatic context, are:

- **Working for youth as beneficiaries** – as a basic intervention for young people. Within this lens, youth are seen as the target group for an intervention, where activities and outcomes are documented. This prepares the ground for the second lens.
- **Engaging with youth as partners** – through collaborative and inclusive interventions, with mutual responsibility. The experience of being partners opens the opportunity for the third lens.
- **Supporting youth as leaders** – defined as enabling youth-initiated and directed interventions; and opening up a space for youth-led decision-making.

In this way, the three-lens approach envisages that youth will develop from being beneficiaries to becoming initiators through collaboration. It also recognises youth as capable agents of change who can contribute towards local, national, regional and international development. As this research on the long-term impact of in-country youth volunteering will show, there is evidence that the DFID approach reflects to some extent the progression of Raleigh alumni.

In the last decade particularly, the level of attention paid to evidence of the positive effects of volunteering on development, has increased. Researchers have found that volunteering can provide a platform for exchanging knowledge, technical skills and cross-cultural experience,⁷ while also providing space for an exchange of this knowledge and experience in developing communities⁸. Additionally, volunteering increases awareness of, and a commitment to addressing unequal power relations and deep-seated causes of poverty, injustice and unsustainable development, at both local and global level.⁹

However, in their study of the impact of youth voluntary service programmes, Mattero and Campbell-Patton¹⁰ highlighted the lack of publicly available evaluation, particularly using a rigorous methodological approach. Therefore, by building on previous work on the long-term impact of Raleigh's Expedition programme (which focused particularly on the long-term impact on disadvantaged young people) this present study aims to contribute to the debate by sharing publicly the methodology, findings and implications of a study of the long-term impact of in-country volunteering.

7 Devereux, P. (2008) 'International volunteering for development and sustainability: Outdated paternalism or a radical response to globalisation?', *Development in Practice*, 18:3, pp.357-370

8 Beames, S. K. (2004) *Overseas youth expeditions: Outcomes, elements, processes* (Doctoral dissertation, University of Southampton; University of Chichester); Beames, S. (2004) *Critical elements of an expedition experience*. *Journal of Adventure Education & Outdoor Learning*, 4(2), 145-157.

9 Peter Devereux (2008) 'International volunteering for development and sustainability: Outdated paternalism or a radical response to globalisation?', *Development in Practice*, 18:3, 357-370

10 Mattero, M., & Campbell-Patton, C. (2008). 'Measuring the impact of youth voluntary service programs. Summary and conclusions of the international experts' meeting'. World Bank, Washington, DC.

1.4 Purpose of this pilot project

The Raleigh project started in April 2016 and concluded in March 2017. The project comes at a time when Raleigh International is developing a new strategy for 2017–2020, which provides an opportunity to take a step back and examine the longer term socio-economic impact of in-country youth volunteering, and to understand the drivers behind this.

As a sustainable development charity that enables young people from around the world to create lasting change through volunteering, Raleigh International has developed a global community of alumni. Through successfully adapting its delivery model across different countries for over 30 years, Raleigh has consistently helped young people to develop personally, building values, friendships and confidence; and more widely, in line with the global sustainable development agenda, facilitated their engagement in advocacy, leadership and governance in their communities.

This pilot project is an opportunity to start building a body of convincing evidence, both qualitative and quantitative, to measure the positive long-term impact of Raleigh International's work with in-country youth.

This project offers the chance to celebrate what has been achieved to date; to take a look at how Raleigh's vision of a global community works in practice; to raise awareness of far-reaching work with in-country young people; and to provide genuine substance to Raleigh's goal of delivering lasting change through youth.

1.5 Aims and objectives

The ultimate goal of this research is to contribute a valuable addition to the sparse body of evidence exploring the longitudinal socio-economic and personal impacts of in-country volunteering within developing countries. It also aims to show the long-term effectiveness of in-country volunteers as part of the Raleigh Expedition programme.

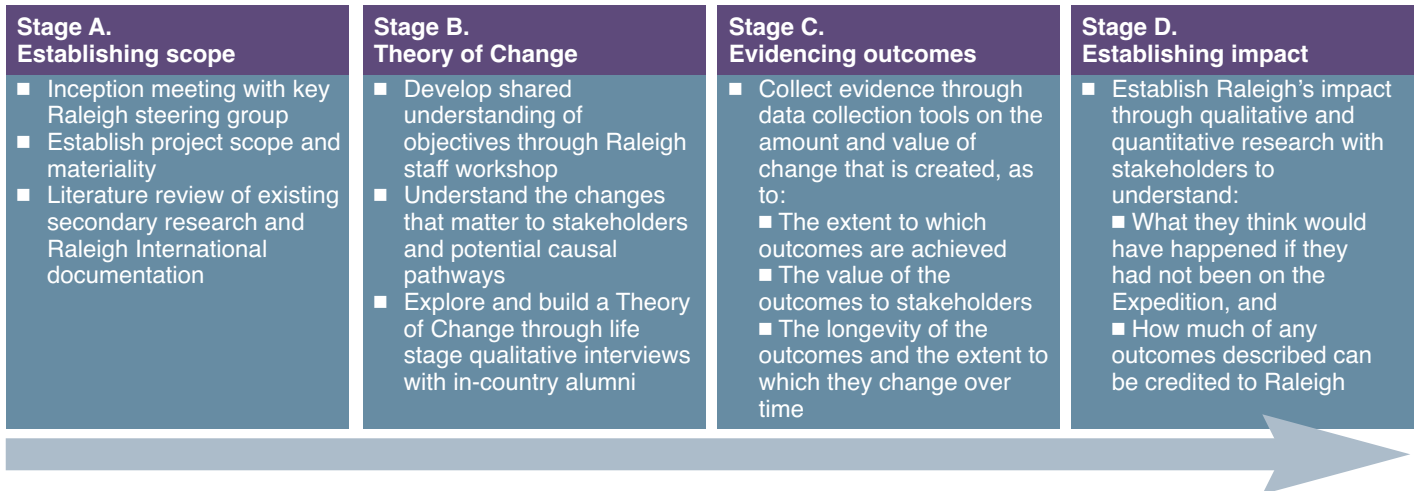
By working with alumni of Raleigh's Expedition programme across two diverse country settings, this pilot project aims to answer the following questions:

- How and to what extent has their Raleigh experience influenced the life choices of in-country alumni?
- What socio-economic impacts have in-country alumni experienced as a result of their Raleigh Expedition participation?

1.6 Our approach

In order to achieve the aims and objectives outlined above, we followed the process outlined below in Figure 6.

Figure 6: The research process



The project followed an iterative approach, considering new information and learnings throughout the whole project journey. The most prominent example of how new information guided the format of the current research is that neither *Stage C: Evidencing outcomes*, nor the quantitative part of *Stage D: Establishing impact*, were included in the initial research design. The decision to undertake a Social Cost Benefit Analysis as part of this pilot project was made following strong indications from the interviews, as well as suggestions from interviewees themselves about quantification – that the Expedition had had a significant impact on in-country alumni.

2. Qualitative Research

2.1 Methodology

A Theory of Change (ToC) describes the process through which change occurs, with those involved in benefitting from a service or programme being actively involved in telling the story of how the service or programme affected them. To reach a shared understanding of the programme's objectives, NEF Consulting first held a half day ToC workshop in the UK with a selection of Expedition programme staff and Raleigh steering group members. To develop the story further, NEF Consulting next held in-depth, life-stage, qualitative interviews with 24 Namibian and Chinese in-country alumni¹¹ whilst in Namibia and China, respectively, to better understand their experiences. To ensure the ToC captured the long-term impacts of volunteering, as well as exploring the concept of impact¹², all in-country alumni involved had taken part in an Expedition at least 10 years previously.

The outcomes described in this report reflect those which the Expedition in-country alumni identified as most important. It is understood that each person's experience of a Raleigh Expedition will be individual and have a lasting impact. The life changes described below are therefore drawn from common threads in people's stories, rather than offering a full description of each person's subsequent life history. Nevertheless, there is a degree of overlap and interaction between the outcomes.

For this study a ToC was developed based on semi-structured, independent interviews for both Namibian and Chinese in-country alumni, to show the short-, medium- and long-term changes experienced so far.

The transcribed interviews were analysed using the Framework approach, which was developed by the National Centre for Social Research in the UK¹³. This approach develops a matrix to classify and organise qualitative data according to key concepts and themes. The resulting themes can then be sub-divided into a succession of related subtopics. In the Raleigh matrix table, each interviewee was allocated their own column. Themes were developed in rows, where correlating cells contained summaries (such as quotes) from the data.

Clustering the data in this way enabled us to identify and understand:

- Re-occurring topics.
- Metaphors and analogies.
- Similarities and differences between and within cohort groups.
- Missing data.
- Materiality.
- The relation between perceived outcomes based on a ToC workshop and interview results.

11 Namibian and 13 Chinese alumni engaged through Raleigh online outreach activities. For example, via email and social media.

12 Impact is a measure of the net difference that a project, organisation or programme has made in relation to external factors, compared to what would have happened anyway. In ToC, impact is the exploration of the different outcomes for different stakeholders, compared with the likely level of outcome in the absence of the project (known as deadweight) – taking into account the contribution of other factors (known as attribution). It is similar to the concept of 'additionality' discussed by HM Treasury in the Green Book.

13 Spencer, L. Ritchie, J. O'Conner, W. Morrell, G. and Ormston, R. (2014) 'Analysis in practice' in Ritchie, J. Lewis, J. McNaughton Nicholls, C. and Ormston, R. (Eds) *Qualitative Research Practice*, Sage: London, pp 295 – 343.

Case studies were developed from the in-depth interviews, to demonstrate the breath and range of changes for selected individuals.

2.2 Theory of Change

As said above, it is important to note that it is not feasible to display all changes reported by the in-country alumni in a ToC. Instead the focus is on identifying the most significantly reported outcomes, with those common across both nationalities being taken further into a full Social-Cost-Benefit analysis (SCBA) evaluation (see Section 3). It was outside the scope of this project to evaluate all outcomes, and it is not advisable to do so as the focus should be on materiality rather than quantity.

In the Theory of Change diagram below (Figure 8), outcomes achieved during the Expedition programme and up to one year afterwards are noted as short-term impacts; changes occurring within 2-5 years post-Expedition are medium-term impacts; and those experienced between 6-10 years after the Expedition are long-term impacts, many of which are still relevant today.

The common long-term changes reported by in-country alumni are marked with a star. These represent the outcomes to be evaluated in monetary terms in a cost-benefit analysis. The needs and aims are also represented. These describe the needs and challenges that Raleigh International is seeking to address within the Expedition programme and the greater difference it hopes to make to the lives of the in-country alumni in the future. Enablers and preventers are the external influences that facilitate or hold back progress along each volunteer’s journey. The activities include *what* takes place, as well as *how* it is done, in order to achieve outcomes and reduce the impact of hindering external influences.

Figure 7 below illustrates the percentage of interviewed in-country alumni who identified each outcome as personally significant for them.

Figure 7: Proportion of interviewees Expressing Outcome Changes (%)

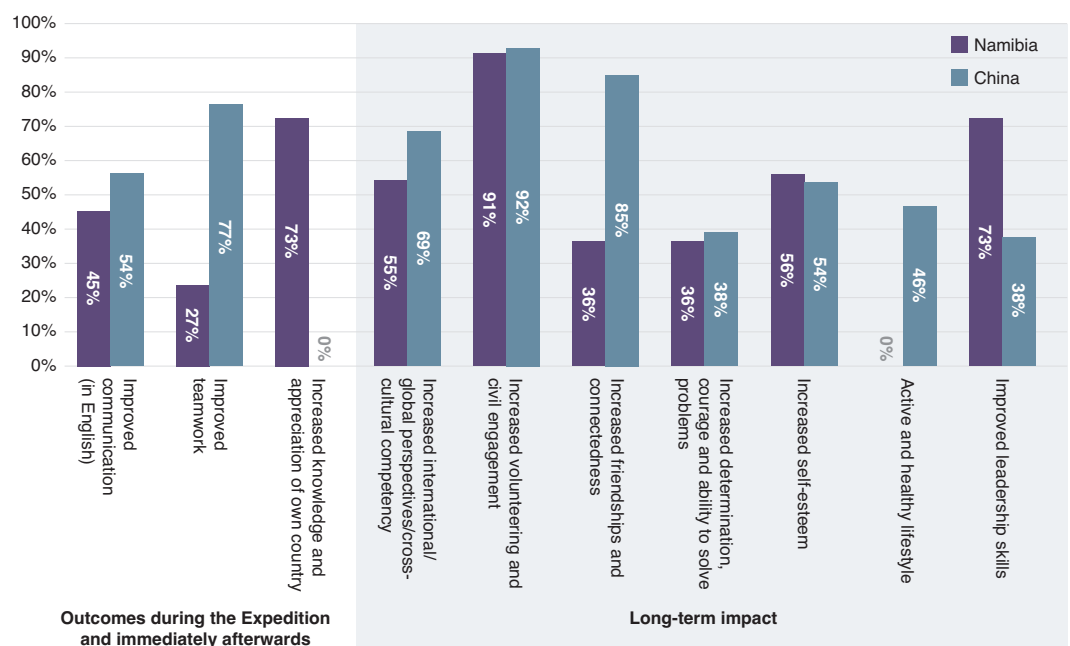


Figure 8: In-country alumni Theory of Change

Activities

What?

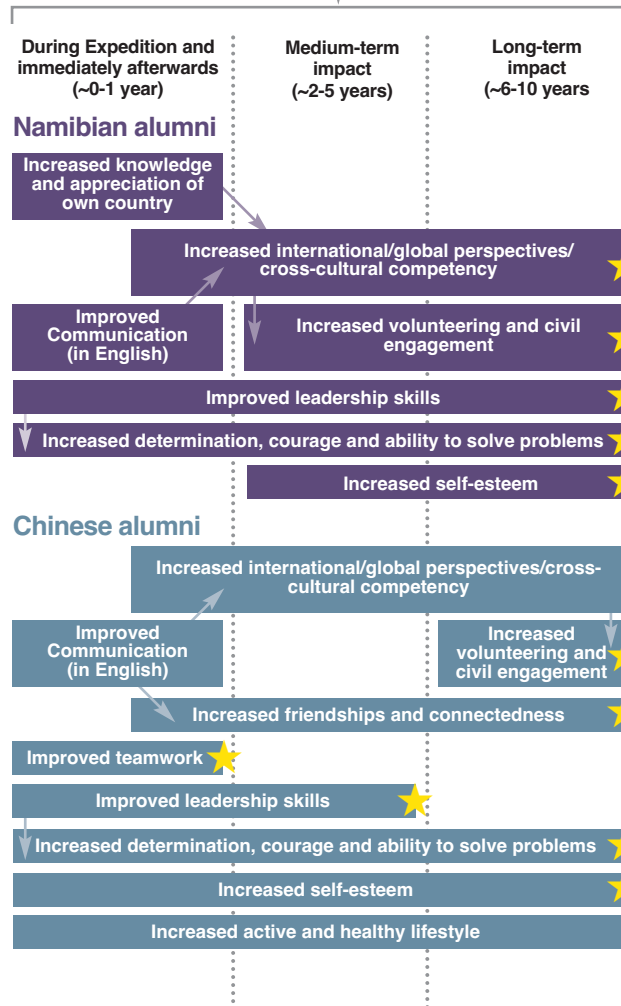
- Recruitment (eg media, partners)
- Selection weekend
- Individual fundraising (subsidised)
- 10 week Expedition (environmental, community and adventure phase)

How?

- Choosing volunteers based on positivity and engagement
- Being open with volunteers about the process
- Challenging volunteers with difficult living conditions
- Optimum team size of approx. 12
- Diverse teams (ethnicity, religion, cultural and socio-economic)
- Mixing up teams after each phase
- Developing peer learning (across volunteers and with local communities)

Needs

- Lack of connectedness amongst young people
- Young people not recognised as active stakeholders in society
- Young people without the opportunity to develop leadership skills/knowledge
- Limited opportunities for young people to know their own country



Enablers

- Remote environment helps team bonding
- No similar programmes available
- Focused support available for limited numbers of host-country volunteers
- No religious or political agenda
- Support from parents and community

Preventers

- Insufficient money to fund the trip
- Limited English language skills
- Differences in educational attainment
- Structural inequality (eg gender, ethnicity)
- Differences in overall health
- Socio-economic context (eg different future opportunities)
- Lack of support from parents/community
- Programme length (-ve livelihood impact)
- Lack of culture of volunteering

Aims

- A network of young people enabled and inspired to make lasting positive impact in their communities
- A network of young people who are mutually supportive in pursuing professional and personal development with opportunities extended to all
- Young people have a profound understanding of who they are and who they want to be in the future

2.2.1 Outcomes during the Expedition and immediately afterwards

Increased knowledge and appreciation of own country

For the Namibian volunteers, a highly significant outcome of the Expedition was increased knowledge and appreciation of their own country. The experience gives the volunteers, not only the opportunity to travel to areas within their country that they would not otherwise be able to access, but also the chance to see Namibia through other volunteers’ eyes. This new perspective had a profound effect on the majority of Namibian volunteers interviewed, with a few now sharing this love for their country with children and others by continuing to explore Namibia and cherishing the exceptional landscapes and wildlife.

“I realised, we’ve become so blind to what we have that we’re not actually seeing it... I should really start listening to what the UK volunteers were saying about my country, I should really start looking at it through their eyes... I started looking at my country very differently than I did at first, then you start seeing the beauty of it. That was also one of the main things, you start seeing it’s really, really beautiful, especially when you reach the coast.” (Martha, Windhoek)

“...we finish at Cape Cross where there are seals. It was the first time I’d seen a seal, so it was the first time that beautiful moment, we saw a mother seal give birth. That was for me one of my favourite things... it’s not something you get to see every day.” (Alexia, Windhoek)

“One thing that Raleigh did which is also [give me] exposure to my own country because... we knew the town that we were coming from and maybe one or two other towns but with Raleigh you really got to see your country and the beauty of your country and I think that is really, really important for Namibian young people; to know that they have such a beautiful country. And [to know] we have problems with cheetah conservation, we have problems with the rhinos. Save the rhino is one of the projects that are in Namibia and in order for you to fully understand why it’s important to save a cheetah, for example, or save a rhino, an elephant, you have to be able to go and experience things like this. This will always [be important], in terms of long-lasting impact, I will always preach this, I will always promote this.” (Raymond, Windhoek)

Improved teamwork

Chinese volunteers highlighted *improved teamwork* as an initial outcome. Working well together and with the local community members was greatly valued by Chinese volunteers as they saw that so much of what they achieved could not have been done alone.

“Being alone in more than half of those conditions you might get frightened, fears, scared and very lonely, so you wouldn’t have the strength, not to mention learning and enjoy [ment]. It’s the group, supporting each other, having each other’s backs,[which] made it possible to feel mentally safe.” (Gari, Shanghai)

Improved English language skills

For both Chinese and Namibian in-country alumni, an *improved English language skill* was a significant early outcome. Ability to speak English is a prerequisite for in-country alumni but many were unprepared for the difficulties in translating accents and colloquial language. Speaking up in groups to influence a decision or join a conversation was intimidating and isolating at first, but by the end of the Expedition volunteers reported imitating friends’ accents as a joke, and being comfortable enough to clearly communicate their thoughts and feelings in English.

“I got so many opportunities to practice my English skill, translation, interpretation, and the most important is negotiation.” (Yang Ning, Beijing)

“...with Raleigh I improved my English so much and that is one thing I say. I wasn’t able to speak among people, I was a bit a guy on my own... I’m just kind of that person, but Raleigh opened me up and that is good.” (Likius, Windhoek)

2.2.2 Long-term outcomes

Increased global perspective or cross-cultural competency

A clear outcome reported by both Namibian and Chinese volunteers across the short, medium and long-term was an *increased global perspective or cross-cultural competency*. This was perceived in terms of gaining a wider international world view, through an increased knowledge and understanding of other countries and cultures, and also through greater empathy and respect for others and their differences; whether differences in nationality-based beliefs or cultures, or personality-based opinions and characteristics. Interviewees described this widened perspective as a competency that continues to be relevant today – enriching professional and personal relationships and career opportunities at home and across the globe.

“On the weekends some teacher or some teammates they [would] volunteer to share their culture, painting or cooking, that is so much fun, especially in the rainy days. For the team members they stay together, share their culture, traditions. That’s so helpful when I... start[ed] to work for... a global company, to work with different people.” (Yang Ning, Beijing)

“You don’t have to go necessarily to a country, to a foreign country, to understand a bit more about the culture... Raleigh really gave me that opportunity to understand culture better and kind of set the tone for how my life turned out afterwards... What I mean by that is that after Raleigh, I have worked in Fiji and I’ve worked in Zimbabwe, in the UK and in Norway, I’ve worked in a lot of foreign countries with different cultures and I feel like Raleigh set me up for that because I had exposure to different cultures, I understood [...] I’ve experienced something that I will definitely pass onto my children and this is like you respect other people, you respect other cultures, people will be different than you and there’s nothing wrong with that, you have to embrace that, you have to respect that and then especially be exposed, go out there and experience things, you see opportunities like that, someone tells you that you have to walk with a backpack with 25kg inside for three weeks, then you go and you try that and you live these types of things.” (Raymond, Windhoek)

“So that’s the one thing that with Raleigh that I’ve learned, that when you work with young people, we are all different, we have different personalities, we are totally different people and sometimes all it just needs for you is to sit and listen a bit and then you would know what that person’s personality is...” (Martha, Windhoek)

Increased volunteering and civil engagement

Many of the Namibian volunteers we interviewed were already contributing via existing volunteer initiatives, such as the Namibian Red Cross, prior to their initial involvement with Raleigh International. Therefore, volunteering was not a new concept for several of the young Namibians at the time. Nevertheless, *increased volunteering and civil engagement* was still found to be a significant outcome for both Namibian and Chinese in-country alumni and many expressed a fundamental wish to support others in greater need throughout their lives.

For Chinese in-country alumni, volunteering and civil engagement was an increasing trend over time. Immediately after the Expedition, all interviewees had returned to a highly pressured university context, followed by immersion in the competitive Chinese work environment. As a result, spare time to allocate to involvement with charities or volunteering within communities was non-existent. As the years have passed however, Chinese in-country alumni have felt increasingly able to think more broadly about how and where to invest time, and many now actively participate in charitable events or make financial donations.

“They need my help. Lot[s] of people need my help. We can study in university. We can live in the city. But a lot of people they have no chance to get to university. They can’t. Because in China the education sources is not very balance... So I think I gain more I should give more.”
(Gao Peng, Beijing)

In contrast to the Chinese in-country alumni, the vast majority of Namibian in-country alumni continued or increased their involvement with local, community-based charitable initiatives immediately following the Expedition. For many, this investment in volunteering continued or grew through the years, with some – inspired by Raleigh – passionately committing their lives to the pursuit of youth development. However, the realities of leading small charitable youth initiatives in a low resource context, such as Namibia, have limited these projects, and people have had to prioritise pursuit of their careers to support their families.

“I did some sport, set up some sports structures that provided children with more opportunities to participate in organised sports. But for me, I look more at the human, the youth development component of it, I worked with some people, supported them, mentored them so they can go onto also go out of the community, out of the country, to be exposed, so I thought that was my contribution to my community in particular.”
(Raymond, Windhoek)

“Most of the time when we are with the Red Cross, our partnership with the Raleigh Youth Club, we mostly collect second hand clothing and all those other necessary stuff to give to the homeless or less privileged, because that is what Raleigh is all about. Getting people from all walks of life and then, you know, helping out.” (Richard, Windhoek)

“It taught me the values of volunteering, even with regard to being in the position that you are self-sufficient, volunteering always helps out a lot because sometimes it’s not about the money you get, it’s how the people make you feel.” (Kenneth, Windhoek)

“You need to take responsibility, not just for yourself but, for other people as well.” (Heldgardt, Windhoek)

Improved leadership skills

The benefit of gaining *improved leadership skills* was found to be significant for many Namibian and Chinese in-country alumni. Interviewees reported a greater openness when listening to others: taking on a wide breadth of opinions before making a decision for a group; communicating effectively with team members; not jumping to conclusions but appreciating other’s skills and knowledge. The long-term impact of this increased leadership capacity was found to be particularly significant for Namibians in the longer-term, but both groups

experienced the benefit in both their family and professional lives.

“Gradually I’m forming up or building up a better leadership style, within the culture of Raleigh, trying to, for the first time, not from my old experience [of] schools and family” (Gari, Shanghai)

“My being a day leader really made me the person that I am today, whereby, first of all I know what to say. I think before I speak to the people and I really had to look out for the next person, whether be it safety wise, health wise and then the place that they are going to camp for their site. I had to communicate each and every time with them, one on one and plus the staff member also, I had to communicate with them. If one has to find a problem with one person, as least I have to be there for that person. “How are you today? Did you eat? How are you feeling?” All these things I had to, as a leader.” (Richard, Windhoek)

“It was a little bit challenging but it also taught me to be a leader, it showed me how to be a leader because at first, we saw the leaders as just managers, you just say it and people must do, up to now my leadership skills, okay I’ve gone through a lot of other jobs also again after that but my leadership skills have gone up and I know how to be a leader now.” (Kenneth, Windhoek)

Increased determination, courage and ability to solve problems

In the long-term, overcoming adversity and challenge through *increased determination, courage and ability to solve problems* was an outcome expressed by all Namibian and Chinese in-country alumni interviewees. Alumni described having used personal resources, such as setting and achieving goals, persistence and self-motivation throughout their lives subsequent to the Expedition, either at work (in achieving career goals) or at home (in taking on family challenges). This outcome develops from and reinforces many of the other outcomes described above, specifically improved leadership skills.

“The way that I have changed since my Raleigh expedition, I would say I’m a person who thinks outside the box more.” (Richard, Windhoek)

“Whatever you [are] going to do... you need to make sure you know this is really what you want and this... really... can make you happy and also make the people around you happy.” (Weijia, Beijing)

“Honestly, the biggest change of my life, I would say it’s the part where I have learned to actually take charge of my own life, you know? I didn’t do this before, I was one of those honestly shy people, I didn’t talk a lot, I was like in a cocoon, but Raleigh really taught me to be open, be positive, do what you want to do.” (Heldgardt, Windhoek)

“Having endurance is the one thing that I also got from Raleigh, things might not be going the way you want it to go at this moment in time in your life but it’s okay and that’s better. You just preserve [persevere], you just continue doing what you should do, it’s like when we were digging out the fountain, “there’s no water coming”, “yes there is”, “there’s no water coming”, but you’re still digging, at the end of the day it gets better, then one day there’s water.” (Martha, Windhoek)

Increased self-esteem

The development of *increased self-esteem* was prevalent in nearly all interviews with Namibian in-country alumni and was mentioned by many Chinese in-country alumni as well. By successfully completing the Expedition, the volunteers changed their perception of themselves. This budding self-esteem, which also relates to agency and self-efficacy, was seen as an underlying personal resource. Confidence developed further over time, and provided the bases for many of their achievements since – setting challenging goals in life, always looking to the future – as they know anything is possible.

“Joining Raleigh was really an eye-opener and seeing that feedback at the end of the three months, that someone that I didn’t know, that I’ve known only for three months, that never met me before, was able to write something about that, that saw something like that in me, that was really a confidence booster.” (Raymond, Windhoek)

“I think the first time I went to Raleigh, it has had an impact on me, the influence, the leadership, it’s installing in me the courage, the self-esteem that I’ve built up and the courage that I have in myself that anything is possible, I can do.” (Nathan, Windhoek)

Increased active and healthy lifestyle

The majority of the Chinese in-country alumni we interviewed had grown up in large cities; family holidays or outdoor pursuits were not common. As such, they simply had not had access to the countryside and the experience of the Expedition was in stark contrast to everyday life. For many, their enjoyment of walking and physical activity with Raleigh sparked a life-long passion for outdoor activities, such as trekking, leading to an *increased active and healthy lifestyle* throughout their lives that was still relevant today.

“I’m interested in this trekking life... It’s just so beautiful scenery I never had it, I never think of it because in the past travel is just go with parents and see some Tiananmen Square... it’s not like [our] experience with trekking and sit down in [there’s] all the stars in the skies. I never had that before... All the group of people were sitting there and see[ing] the moon rising up from this mountain, so never had that experience.... [I] became an outdoor trainer – that’s related to Raleigh actual[ly] because in the past I never think of that.” (Cathy, Shanghai)

Increased friendships and connectedness

For Chinese in-country alumni, as well as a third of Namibians, *increased friendships and connectedness* were predominant outcomes for the vast majority of interviewees. As well as holding many relationships across the world, all the Chinese in-country alumni interviewed were already connected through ‘Raleigh China’: a national Raleigh alumni network established following a 10-year reunion in 2008. Since then, many of the in-country alumni from the 1998 Expedition in China have continued to be close friends, connecting through social media and at regular events held across large cities in China.

“No matter [where] they are from... from Jiangsu province, from Shandong province, from Beijing, we are, we [are] all [a] big family, I think.” (Jiang, Beijing)

“I think it’s a feeling. It’s a kind of emotional... we will make party every several months, all the people we always meet together, drink beers, and say something, talk about the stories that happened 18 years ago.”
(Wong, Beijing)

2.3 Case studies

It is clear from our findings that Raleigh’s Expedition programme touched the lives of the in-country alumni in a great breadth of ways, on a personal level. Although profound for the individuals, these outcomes are outside the scope of this study as they were not common to all volunteers. However, to provide additional insight into the personal impact of the Expedition programme, below are four case studies from Chinese and Namibian in-country alumni.

2.3.1 Raleigh report case study – Gari

A good example how a Raleigh alumnus’ experience not only positively affected their life but also created wider societal impact is the story of Garrison Lu Feng, who is the founder and director of Raleigh China.

Gari was one of 30 Chinese participants in the Raleigh Expedition 1998. Following the Expedition, he felt that the experience, “changed me quite a lot. [I] went from a shy, inner-going young fellow to [an] out-going, active, [person], taking responsibilities, wanting to try new things, ready to accept new ideas, and care for other people around me.”

After the Expedition, he finished his university degree and worked for almost ten years as a teacher and policeman – a high profile career in China. However, over the years, it became clear to him that, “Raleigh has awakened these seeds inside me and these seeds started to grow into, into a tree,” which resulted in him pursuing a Masters degree in Public Administration with a focus on social work, eventually leading him to set up Raleigh China in 2007. Reflecting on his motivation for setting up Raleigh China, Gari said, “for policeman there are millions [of] people who can do better than me, but for Raleigh China, I am one of the few seeds that should grow.” Other Chinese alumni supported the idea and encouraged Gari to follow this path, and most of those alumni still play a key role in Raleigh China today, as advisors, and pro-active supporters through their personal and professional networks.

Raleigh China has been going strong ever since its inception. Today, Raleigh China has a network of approximately 1,500 people across 12 major cities in China. Last year, a total of 660 young people participated in their weekend programmes and five week programmes, which a parent of one participant summarised by saying “Raleigh is a place where people in a good quality [are] being discovered, nurtured and encouraged to grow.”

The vision of Raleigh China is clear: “[in the] first 10 years, it’s a tree growing and flowering, and producing fruits. Second 10 years would be from one tree to an area of woodland, with all trees blooming and producing fruits. Fruits meaning developed young people and also benefited communities. And for the third stages, it would be growing that into a forest. And also opening and the sharing our technology and experiences outside of the Raleigh forest to share with all those well passionate about working through [and] with young people to make the world a better place.”

2.3.2 Raleigh report case study – Cathy

Cathy, a human resources director in an international corporation, reflects on the Expedition as an eye-opener in terms of social and cultural awareness and diversity, including different cultural, political and religious backgrounds and contexts: “we discussed a lot about opinions and ideas, which was most impressive, because I never thought of all the things.” This still plays a role in her professional and personal life today, for example when dealing with staff-related issues in a global workforce, but also influencing her views about diverse groups within China. “You never think of the people living in the other condition of the world. So, it’s really a benefit to us, because you will have more feelings of local people’s life, and you will pay attention to [their situation]. .. I never knew that people are living in that situation, [for example they don’t have a lot of things to eat]... We visited lots of villages with these old style people, but at that moment, it’s not so poor, but [instead] we understand their living.”

Further, Cathy attributed her teamwork and negotiation skills to her Expedition. “I learned to negotiate, or try to persuade people, that was a very good thing for my work in the future,” and suggested that increased self-confidence gained during her experience helped her to be successful in job interviews after graduating from university.

Cathy also became an outdoors trainer. “That’s related to Raleigh actually because in the past I never think of that.” She made being an outdoor trainer “part of my career”, by organising team-building training at weekends for two years, which included, “jumping from a bridge, trekking, leading people, and building tents”.

2.3.3 Raleigh report case study – Martha

After hearing about Raleigh from a friend, Martha joined the Expedition in 2004. She explained that, “at that time in my life, I really didn’t know what I really wanted to do... just taking it day by day” and so she decided, “Let me try this, it sounds interesting!”

Very quickly Martha learnt new things. “That was one of the amazing things that you got to learn from [Raleigh], I’ve never done my laundry myself, I’ve never cleaned my toilet myself, I don’t know much about cooking...”

However, it was through discussions with the international volunteers that her perspective truly changed. She explained that one evening a fellow volunteer had told her that he wanted to come back to live in Namibia after the Expedition and she had been shocked, asking “why do you want to move to Namibia of all places?” But the volunteer said (as she explained) “you have no idea what you have, this is just something totally different... I need to come.” At that moment she realised, “we’ve become so blind to what we have that we’re not actually seeing it... I should really start listening to what the UK volunteers were saying about my country, I should really start looking at it through their eyes.” From then on Martha said that she, “started looking at my country very differently than I did at first... you start seeing the beauty of it... you start seeing it’s really, really beautiful...”

After the Expedition, Martha applied to become a teacher. She explained that,

“it’s the one thing that [my teachers] didn’t think I would do,” however, “I’ve learned patience, most of all with Raleigh and...[for] the teaching profession, patience is the one thing you need to have.”

College challenged Martha, especially when the course drastically changed when she was nearly finished, meaning she had to start again. She explained that many times she wanted to quit but, “I decided, I can do this, [Raleigh] was a lot harder... we changed, we changed people, we changed lives as we went along so I think... I can do this, I’m sticking to it and I did my four years, I graduated, so now I’m teaching.”

Speaking about her life Martha reflected on how she still uses the lessons from Raleigh today. “Raleigh totally, totally changed the way in which I looked at things and which I would handle things...” For example, “having endurance... things might not be going at this moment in time in your life the way you want it to go but it’s okay and that’s better, you just persevere, you just continue doing what you should do, it’s like when we were digging out the fountain – there’s no water coming... but you’re still digging, at the end of the day it gets better, then one day there’s water.”

Today Martha explains, “I’m raising two kids on my own at the moment and I have the support of my mum and my sisters, you know, but... I’m raising them on my own, I know I have the ability, the confidence and the know-how – [well] not really, you stumble and you learn in the dark and you’re doing somehow the right thing but that’s there... [But] I know I can do this; it’s also one of the things I think that I got from Raleigh.”

2.3.4 Raleigh report case study - Raymond

At the start of Raymond’s journey, he explained “...at the time when I joined Raleigh in 2004, I was unemployed, I was struggling, I didn’t really know the direction of my life, I didn’t know what I wanted to do, my life was a little bit road-less, ...a bit confused ... tempted by all the challenges...– you find like alcohol and drug abuse, alcohol abuse, all of these negative social issues that you are faced with in your community – all these temptations, so that was kind of my life at that time... I wasn’t sure what is going on and where am I going...”

Raymond explained “the friends that I had before Raleigh was, maybe not the best group of people to hang around with. But after Raleigh... I developed a little bit of ambition and I got a bit of clarity of what I wanted to do and... I remember very clearly that I started losing some of my friends because I felt like you know what, I think a bit differently, I see things a little bit differently now. You can’t change your whole life in three months but to some degree, I felt a bit different and I started to associate with different people. Those were some of the very clear things that I remember after the expedition... I saw there’s actually a very big world out there, that I could potentially have an opportunity to go and see so maybe hanging out with these people will continue to limit my thinking and limit my ambition.”

As a next step Raymond used Raleigh’s feedback when applying for further volunteering or job opportunities. He explained “I confidently stated that I possessed these skills... because I was aware that I have [them] through feedback from Raleigh.” This sent him in the direction to say “youth work, this is my future, this is where I’m going, this is what I’m going to do” and looking

back he explained “obviously the project leaders at the time felt that I had potential and that was kind of like the kick up the backside that I needed.”

Raymond described what happened next: “I finished my expedition in November, beginning of December 2004, a few months later I joined SCORE¹⁴ and that experience, that kind of experience of working with different cultures and the exposure that I received, that really helped me because I went to South Africa and it was a foreign country to me ... I spent one year there in a very remote village..., I was able to apply those skills that I learned through Raleigh, how to adapt and make the best of things. I was working there and of course, in terms of what I contributed, from what I learned from Raleigh, of how I applied it, it is about you come in and you are foreigner in a community and people look up to you because they were told that you are coming to do sports development here and they have to buy into it. They won’t buy into it if they don’t buy into you and I thought the three months with Raleigh that opened my eyes to working with people from different cultures, different backgrounds, different social economic backgrounds, that really gave me the background to blend in very quickly into that community in South Africa... Raleigh really gave me that opportunity to understand culture better and kind of set the tone for how my life turned out afterwards.”

Since then Raymond has worked across the world, including Fiji, Zimbabwe, the UK and Norway. This feeling not only has influenced Raymond’s life since, but has changed the next generation too: “how I raise my children is very important, so it’s about encouraging them and giving them the platforms and opportunities to go out there and see the world and find out what’s going out there. I think for me, that’s the biggest impact that Raleigh has had on me, that I’ve experienced something that I will definitely pass onto my children and this is like you respect other people, you respect other cultures, people will be different than you and there’s nothing wrong with that, you have to embrace that, you have to respect that and then especially be exposed, go out there and experience things, you see opportunities like that, someone tells you that you have to walk with a backpack with 25kg inside for three weeks, then you go and you try that and you live these types of things.”

Today, Raymond has been with SCORE for eleven years and is now National Manager in Namibia.

¹⁴ <http://www.score.org.za/>

SCORE is an international non-profit organisation specializing in community development through sport and recreation. With its origins in Khayelitsha outside Cape Town in 1991, SCORE now has a national presence across South Africa and Namibia, an office in the Netherlands, and has provided training and consultancy support to sport and development projects in Africa, the Caribbean, South East Asia and the Pacific.

3. Social Cost-Benefit Analysis

3.1 SCBA: A definition

Social cost-benefit analysis is an extension of economic cost-benefit analysis, adjusted to take into account a wider spectrum of costs and benefits (including social impacts) that stem from a project or intervention. This systematic approach assesses the benefits of the project for stakeholders (taking into account harder-to-measure impacts such as subjective wellbeing) and compares the value of these benefits to the investments made to support the project. This comparison results in a benefit-cost ratio (BCR) which helps us to understand the value for money (VfM) of the project (i.e. for every £X spent, £Y is generated in value). Using this approach, we calculated a benefit-cost ratio for the in-country Expedition programmes in China and Namibia.

3.2 Common outcomes approach

The SCBA focuses only on the outcomes of the in-country alumni in China and Namibia. While the experiences and outcomes of in-country alumni in China and Namibia were different in many ways, there was also a significant amount of overlap in many crucial outcomes. In order to focus only on the most material outcomes for this combined SCBA, we employed a common outcomes approach, identifying the most significant outcomes common to alumni in both countries. Using this approach, the pilot SCBA model measures and values changes in the following material outcomes for in-country alumni:

- Confidence
- Problem-solving
- International/cross-cultural perspective
- Volunteering
- Leadership

3.3 Methodology

Focusing on the common outcomes identified above, a questionnaire was administered to Chinese and Namibian alumni.¹⁵ The questions asked were designed to aid understanding of the magnitude of change (i.e. 'distance traveled') experienced for these different outcome areas. Questions also took account of personal impact – asking respondents to self-estimate how much credit the Raleigh Expedition could take for changes in their outcomes (attribution) and what would have happened anyway in the absence of the Expedition (deadweight). Considering attribution and deadweight in the SCBA is important in order to avoid over-claiming the value of the Raleigh Expedition versus other factors that may have played a part in influencing stakeholders' outcomes.

¹⁵ Questionnaires were sent to 26 Chinese and 92 Namibian alumni as these represent the alumni from 10+ years ago that Raleigh has contact with. The total populations of these cohorts—used to calculate total benefits in the SCBA—number 30 alumni for China, and 372 for Namibia.

The magnitude of change for the outcomes are then combined in an SCBA model with financial values assigned to each outcome. Because the outcomes in this model do not have market values, we used financial proxies (approximations) to value them. This use of financial proxies for valuation allows us to express benefits in the same units as investment costs (GBP) in order to make a comparison and generate the benefit-cost ratio.¹⁶ The full table of valuations used in this SCBA model is presented in Appendix 4.

Our cohorts of interest in China and Namibia include only alumni who participated in Expeditions 10+ years ago (18 years ago in the case of China and, on average, 14 years ago in the case of Namibia). These two figures provide the benefit period for our two national cohorts in the SCBA calculation. We assume in this model that any change in the outcomes has a linear distribution over the benefit period. Any change witnessed is then adjusted (reduced) by the impact data (counterfactual and attribution).

The formula for the benefit calculation is as follows:

Figure 9: The benefit calculation formula

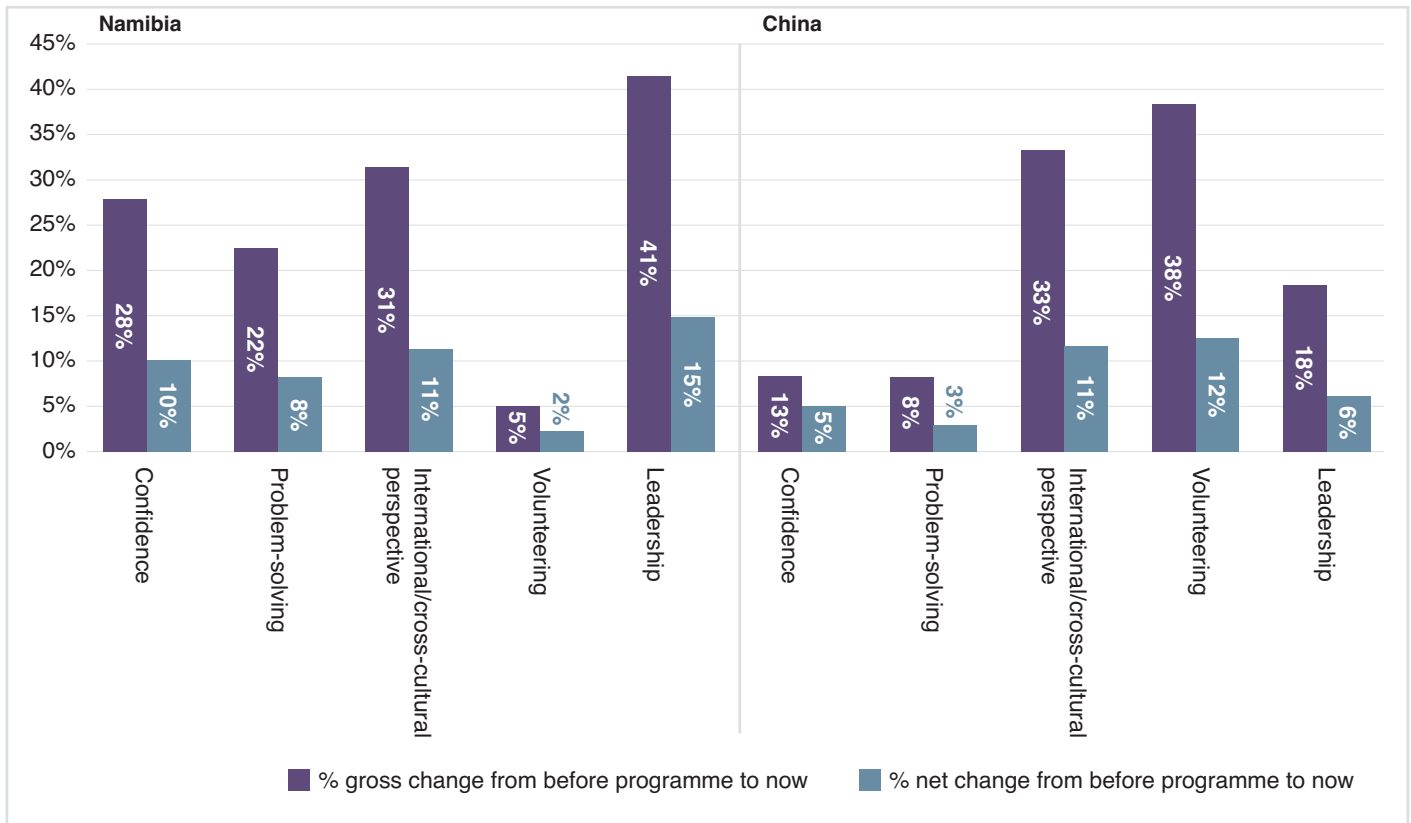


Findings

In order to understand relative differences between the different outcomes explored in this analysis, the outcome and impact data gathered in the questionnaires were used to examine gross and net changes in each outcome. Figure 9 presents the magnitude of change ('distance travelled') experienced by in-country volunteers both before and after accounting for impact (counterfactual and attribution) considerations.

¹⁶ All financial figures in the model are expressed in 2016 GBP. Any figures not originally in 2016 GBP have been inflated or deflated accordingly using CPI inflation rates from the Office of National Statistics.

Figure 10: Changes in in-country venture outcomes before and after impact considerations



NB: % gross change is defined as the average percentage change in each outcome for in-country alumni before accounting for impact. % net change is defined as the average percentage change in each outcome for in-country alumni after accounting for impact (i.e. deadweight and attribution).

As Figure 10 shows, the Expedition programme has a positive impact on in-country volunteers in all five outcomes explored in the model, even after accounting for impact. Among the outcomes explored in this analysis, the most significant net change experienced by most in-country volunteers is an increase in international/cross-cultural perspective (11% net change for both cohorts) through getting the chance to travel within their own country and work alongside new people from different socio-cultural backgrounds from their own. The Chinese cohort also exhibited a significant net change in their volunteering efforts, while the Namibian cohort showed a significant net change in terms of their leadership and confidence.

Combining this outcome incidence and impact data from the questionnaire with the financial proxies gathered via secondary research (see Figure 9) we calculated the total benefits generated by the programme for in-country volunteers over the benefit periods assumed in the model. The social benefit-cost ratio for our combined cohort of interest is presented in Table 2, below. Based purely on a review of the benefit-cost ratio, the results suggest that the in-country Expedition programme provides a positive return on investment (ROI), even without considering other stakeholder benefits. That is, for every £1 invested in the programme, £2.93 worth of value was created for our cohort of in-country Chinese and Namibian volunteers.

Table 2: Pilot social benefit-cost ratio for in-country Raleigh Expedition programmes in China and Namibia

Social benefit-cost ratio	£2.93 : £1
<i>Benefits</i>	£ 5,139,462
<i>Costs</i>	£1,751,122

As mentioned previously, it is likely that this ratio under-represents the full value created by the in-country Expedition programme as a whole, since the analysis does not include potential benefits for secondary stakeholders.

We have also taken a conservative approach to the calculation of Expedition costs by making the following assumptions with regard to volunteer staff:¹⁷

- We included the opportunity cost of volunteer staff time. As volunteer staff were employed independently of their work with the Expedition, we included as a cost the income forgone by these individuals during the 12-week expedition.
- An indicative per-person programme cost for the Expedition is calculated by dividing Raleigh's total cost for a single expedition by the number of volunteers (in-country, UK and international) on that expedition. This calculation does not include the number of volunteer staff on the expedition.

These assumptions are conservative, so we take them as our baseline ratio and have also considered additional cost calculation scenarios, which present alternative ratios under other cost scenarios. Table 3 presents social benefit-cost ratios under these alternative scenarios.

¹⁷ Volunteers over the age of 25 are recruited not for their skills and experience but for their attitude and willingness to facilitate the teams of young people.

Table 3: Sensitivity of benefit-cost ratio to differing cost calculation assumptions

Assumption	Social benefit-cost ratio
BASELINE SCENARIO: <ul style="list-style-type: none"> ■ Opportunity cost of staff volunteer time included. ■ Per person programme cost calculation excludes volunteer staff. 	2.93
ALTERNATIVE SCENARIO 1: <ul style="list-style-type: none"> ■ Opportunity cost of staff volunteer time excluded. ■ Per person programme cost calculation excludes volunteer staff. 	3.06
ALTERNATIVE SCENARIO 2: <ul style="list-style-type: none"> ■ Opportunity cost of staff volunteer time included. ■ Per person programme cost calculation includes volunteer staff (lowering per unit cost in ratio). 	3.93
ALTERNATIVE SCENARIO 3: <ul style="list-style-type: none"> ■ Opportunity cost of staff volunteer time excluded. ■ Per person programme cost calculation includes volunteer staff (lowering per unit cost in ratio). 	4.16

As Table 3 shows, changing the cost calculation assumption appears to have a significant effect on the magnitude of the ratio. However, there is reassurance in the fact that, even under the most conservative cost calculation scenario, the return is significantly higher than the investment.

SCBA conclusions

While there are, of course, methodological limitations to the pilot SCBA, this analysis provides a useful first step to understanding the magnitude of change experienced by in-country volunteers and how that translates into value for money for the Expedition programme. Even under the conservative assumptions of our baseline scenario, the in-country Expedition programme appears to have a positive return, generating more value in benefits to in-country volunteers than it costs to deliver.

4. Conclusion and Learning

Conclusion

For many international non-governmental organisations (INGOs), value for money is either already a priority, or rapidly becoming one. For example, in the UK, DFID has been placing increased pressure on organisations to evidence the effectiveness of their work (particularly cost effectiveness) as all UK government departments are asked to justify their spending relative to achieved results. A better understanding of efficiency and effectiveness can improve the future success of interventions through higher quality decision-making in regard to resource allocation, and better educated funders.

This pilot project examined the longer-term socio-economic impact of in-country youth volunteering, and set out to understand the drivers behind this. We followed an iterative approach, considering new information and learning throughout the whole project journey.

At the heart of the project was the development of a Theory of Change based on in-depth interviews with Namibian and Chinese in-country alumni, which gave insight into the long-term changes people experienced from the Expedition, as well as what enabled those changes. This has demonstrated that, as well as having had a very personal impact on their lives, the following outcomes were deemed to be common to, and matter most to this stakeholder group:

- Increased global perspective or cross-cultural competency.
- Increased volunteering and civil engagement.
- Improved leadership skills.
- Increased determination, courage and ability to solve problems.
- Increased self-esteem.

Further, each interview revealed a wide range of personal impacts, some of which were developed into case studies that are intended to show the depth and breadth of life history impacts that alumni reported.

Using the stakeholder feedback gathered through the Theory of Change process, we also conducted a pilot social cost-benefit analysis of the in-country Expedition programmes in China and Namibia. This focused on the common outcomes for in-country volunteers in these two countries who participated in an expedition at least 10 years ago. This analysis gives an indication of the scale of impact that the Expedition had on in-country alumni in the long-term. The results suggest that the Expedition programme provides a positive return on investment, even without considering other stakeholder benefits. That is, for every £1 invested in the programme, £2.93 worth of value was created for the cohort of in-country Chinese and Namibian volunteers.

This study enables Raleigh to clearly demonstrate and better communicate the positive impact the Expedition is having on in-country volunteers, particularly in the longer term. By sharing the process and findings of this pilot, Raleigh demonstrates thought leadership, contributing positively to the sparse body of knowledge in the field, which will hopefully inspire others to undertake similar

studies for improved decision-making on how project funds could be used most effectively.

4.2 Limitations and learning

As mentioned previously, this is a pilot study which has been subject to time and resource constraints. As a result, there are some practical and methodological limitations, which can potentially be improved upon as a learning outcome for future research focused on Raleigh Expedition host-country volunteers.

- As the research relied upon an understanding of the long-term impacts of Raleigh's Expedition programme, the Expeditions of interest occurred over a decade ago. However, Raleigh had very few contact details for the individuals in this cohort. As such, it was Raleigh's existing availability of, or potential access to, the details available that drove the choice of each pilot country: China and Namibia. This restriction also limited the breadth and number of individuals available for the study, affecting the representativeness of the qualitative research and the quantitative sample size of the SCBA. For example, in comparing the number of completed questionnaire responses to the total population figures, we had a response rate of 50% in China but only 4% in Namibia. This small sample size in Namibia could potentially skew the results.
- In order to calculate the magnitude of change, we asked stakeholders to rate their level of each outcome both before ('pre') and immediately after ('post') the intervention. We felt that since so much time had passed since our cohort's Expeditions, this point in time was conceptually complex for stakeholders to recall and assess accurately. We instead define 'post' as how stakeholders feel now, which could create some bias given the external changes that may have occurred for stakeholders in the time since.
- Because we have calculated the benefit-cost ratio so many years after the initial programme/intervention occurred, it is more difficult than usual to accurately assess impact (i.e. attribution and deadweight), as many events in the lives of the stakeholders would have occurred during the years since the programme ended. These could have caused positive or negative changes in the outcomes measured.
- The use of the common outcomes approach could mean that important outcomes are excluded from the model because they are not experienced by alumni in both countries. This creates the risk of depressing the final benefit-cost ratio. Also, the inclusion of only the in-country youth volunteer beneficiaries as stakeholders in the study creates the risk of the analysis not accounting for the total socio-economic impact of the programme, as it also creates value for other stakeholders.

Learning

- This research emphasised that managing an up-to-date database of volunteer contact details would support Raleigh staff and research partners to deliver studies with greater representation across Raleigh's ex-venturer cohorts, improving response rates and, in-turn, a greater depth of

understanding. Stronger alumni networks would also enable potentially wider benefits, for example offering ongoing encouragement and support through Raleigh, as well as opportunities for exchanging learning and best practice. Raleigh could play a further role by disseminating good practice through their wide network of media contacts and using their influence.

- Future research should ideally involve administering surveys to stakeholders to capture the changes, and potential magnitude of the comparisons, before and after the Expedition. This information might be best captured initially immediately after the Expedition – at a time when people are best able to reflect on the distance traveled, in terms of personal development. In an ideal scenario, there would be longitudinal studies with multiple data collection points, and even evaluations at pre-defined times, which would capture the outcomes throughout, enabling Raleigh to see what progress is made over time. Raleigh could replicate approaches to data collection that other organisations have already implemented successfully, by engaging local researchers in their studies¹⁸.
- Future studies should ideally include important non-common outcomes, as well as stakeholder engagement with, and analysis of, outcomes for community members and other stakeholders, such as project partners and volunteer staff. It would also be beneficial to explore the potential for wider societal impacts, including the next generation. That is, to what extent might others benefit from the experiences of the alumni?
- If greater resources were made available through Raleigh or via external funding sources, this pilot study showed that there would be value in undertaking a full SROI evaluation¹⁹, either at country level, or on a programmatic level for the Expedition as a whole. Further research could also focus on specific questions regarding South-South and South-North knowledge and skills transfer.
- This research also highlighted the urgent need for more long-term and in-country stakeholder studies. These should be seen as a shared responsibility for the wider development volunteering sector, and developed through close collaboration and knowledge share amongst partners.

18 See for example, Youth Policy Labs, 'From Rhetoric to Action', youth-led research as part of the Case for Space initiative.

19 Guidance on the full SROI methodology is available here: <http://www.socialvalueuk.org/resources/sroi-guide/>

Appendices

Appendix 1: Draft Expedition Theory of Change

A Theory of Change (ToC) is a process whereby stakeholders identify the conditions that have to unfold in order for their long-term goals to be met.

In addition to establishing the long-term impact of volunteering on in-country youth, Raleigh International asked NEF Consulting to support them in developing a draft ToC for the Expedition programme as a whole. The programmatic ToC, which should be seen as work in progress, helps to set the research findings (which focused on the impact on one particular stakeholder), into the context of Raleigh's overall strategic direction, while also shedding light on the process of how change occurs, and who affects or is affected by the change.

A ToC lies at the heart of any impact analysis. It attempts to present the (often complex) pathways through which an intervention becomes either successful or potentially unsuccessful. The ToC, as a management device and evaluation framework, provides a crucial tool to enable the re-examination of selected activities and their delivery model, which can support qualitative or quantitative evaluations. That is, the ToC makes it possible to track back from final outcomes to interim outcomes and ultimately activities, to better understand how project effectiveness is achieved, or to serve as a framework to express strategic goals and how to achieve them.

Ideally a ToC will be developed from the ground up, building on the beneficiaries' perspective of what changes occurred, or what changes should occur going forwards. However, due to time and budget constraints, this programmatic ToC was developed mainly on the basis of secondary inputs through Raleigh staff and partners, as well as a review of selected literature. This ToC is designed to support Raleigh in being able to better understand and express the role that the Expedition programme plays in achieving lasting change. In essence, this is a roadmap of *how* Raleigh's Expedition programme will support sustainable development, through building youth capacity.

Figure A1 below presents an overall ToC for the Raleigh Expedition in diagrammatic form. The accompanying narrative follows after the figure. The arrows in the diagram attempt to show the key pathways by which the change process occurs. For simplicity, we have focused on what are believed to be the key pathways. Articulation of the key features of the ToC specific to each of the three key Partners concludes this section.

The Need and the Aim

Raleigh International's mission is to create lasting change through youth. Its vision is of a world here a global community works together to build a sustainable future.

Raleigh has been working through young volunteers for over thirty years – harnessing their energy and potential to make a difference to poor rural communities globally.

Through their work, Raleigh is working to ‘remove barriers that prevent people creating lasting change in their world’²⁰. These barriers are financial, political, personal, social and environmental conditions. Raleigh help local communities and young people to work side by side to overcome these barriers with new ways of thinking and doing that are sustainable. Raleigh’s core beliefs ²¹are that:

- The world is living beyond its economic and environmental means
- All countries have the right to develop but need to innovate to do so sustainably
- The passion, energy and creativity of young people can achieve change
- By working together communities and young people are inspired to build a better future.

Ultimately, Raleigh aims for ‘a global community working to build a sustainable future’²², which will be achieved through ‘driving sustainable development through inspiring young people to be agents of change’²³. This rationale for working with youth is grounded in DFID’s three-lens approach, where development assistance works for youth as beneficiaries, with youth as partners, and is shaped by youth as partners²⁴. In addition to youth (including both, international and in-country volunteers), partner organisations and local people were identified as key stakeholders for achieving the overall aim. The development of the Expedition ToC as strategic model considered the changes expected by all three stakeholders. We further used spheres as a helpful way to consider the ability of Raleigh to impact different stakeholder groups, when reviewing the evidence of impact collected as part of the analysis, and based on discussions during a ToC workshop with Raleigh staff. Adopting a spheres approach helps to understand how much control or influence Raleigh has over the achievement of outcomes for different stakeholder groups. This approach is maintained when articulating what activities are executed as part of the Expedition, and, critically, how they are executed.

Draft Expedition Theory of Change

Figure A1 shows the material outcomes for the three stakeholder groups identified: Partners, Youth, and Communities, but also goes beyond this, by considering the inputs by Raleigh as well as the pre-conditions or external requirements needed to achieve this change. It is important to note that there is some degree of overlap between enabling conditions and outcomes. For example, the role of local partners is critical in enabling and supporting Expeditions, but at the same time they experience positive outcomes themselves, which in turn drive the activities and outcomes for the youth group.

Volunteer activities as the core of the Expedition programme are outlined in terms of what they do and how it is done, the latter articulating how volunteers navigate within the external conditions and context of the Expedition.

20 Raleigh Brand Framework & Story Guide 2015/16

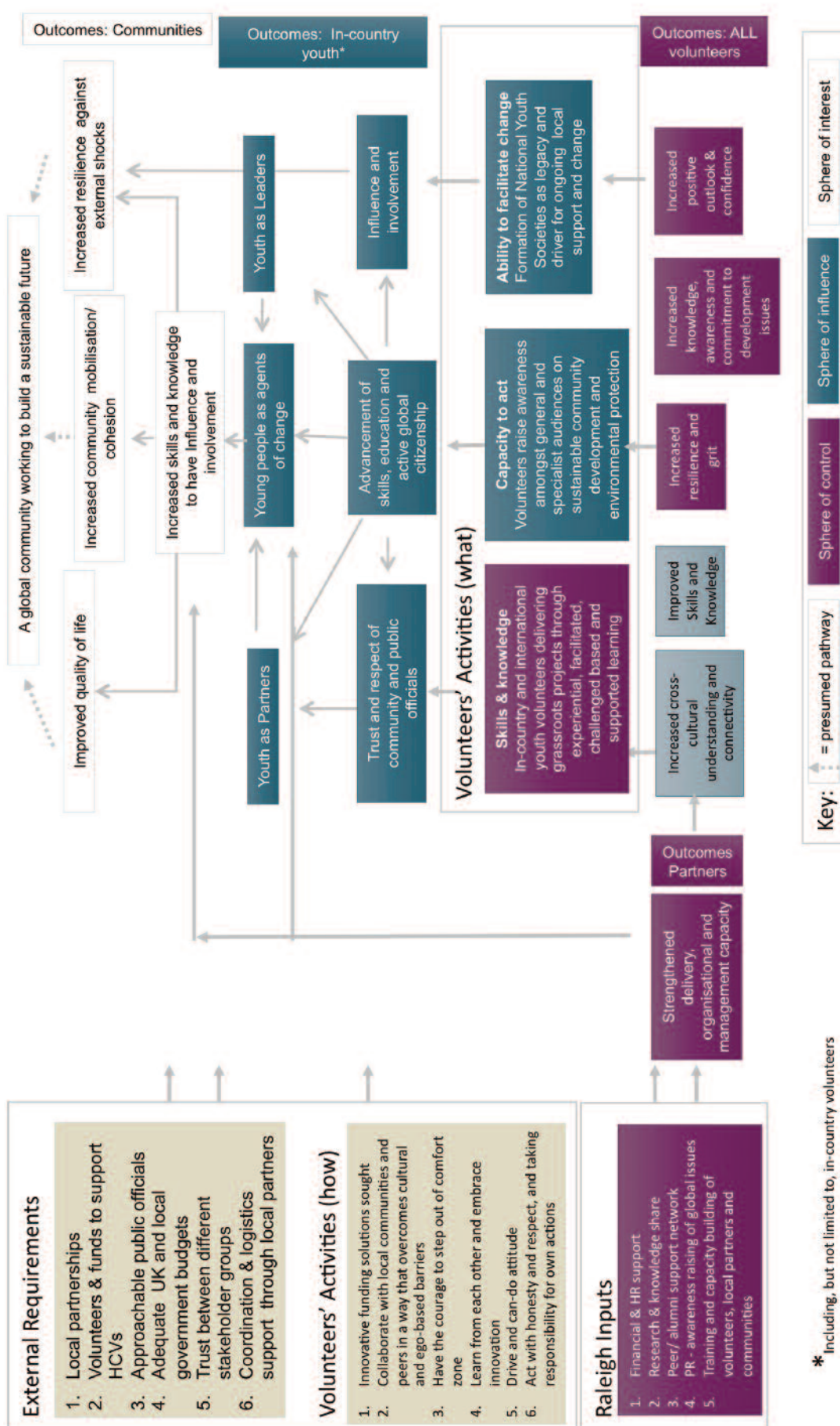
21 Raleigh Strategic Plan 2013-2016

22 Raleigh Brand Framework & Story Guide 2015/16

23 Ibid.

24 DFID–CSO Youth Working Group. (2010). Youth participation in development: A guide for development agencies and policy makers. London: DFID-CSO Youth Working Group.

Figure A1: Draft Expedition Theory of Change



The Change Process: the ‘what’ and the ‘how’

The reading of Figure 1A above should begin at the bottom left, starting with Raleigh’s inputs into the work of its partners: the sphere of the change process over which it has the greatest control.

Sphere of Control

The sphere of control is the area over which Raleigh can affect the greatest change. Stakeholders that fall within this sphere are those which Raleigh deals with most directly, and/or funds directly.

a) Partners

Raleigh provides its partners, which range from government ministries and local grass-roots organisations, to protected area managers and community development associations, with assistance in a number of forms:

- Firstly, Raleigh provides financial support to its implementing partners, mainly to cover logistical costs.
- Secondly, Raleigh provides institutional and technical strengthening training to support and enable community engagement; research; awareness-raising; training for community members; resource development; infrastructure; monitoring and evaluation; as well as education outreach. As part of Raleigh’s knowledge transfer commitment, project planning tools are transferred to project partners.
- Third, through close collaboration between Expedition volunteer groups; volunteer managers; partner technical worker and social promoters, a peer-learning environment including North-South, as well as South-South exchanges, is created.
- Finally, an important characteristic is the manner and attitude in which Raleigh provides support to its partners. Raleigh is collegiate and informal in style, both at the global London office as well as in local offices. For example, partners know they can call or visit the Raleigh office at any time and their interest will be welcomed. This creates higher levels of trust and communication and a genuine partnership approach to working together.

All of this support is designed to improve the organisational effectiveness of the partners, with a view towards creating a long-lasting impact beyond Raleigh’s programme. Reported longer-term positive impacts include trust and confidence-building in international collaboration (local NGO with international partner), as well as networking and continued collaboration; building competencies to work effectively with young people and volunteers, managerial and organisational capacity building of partner organisations. As a result, community links and influence are increased, and infrastructure often remains in constant use. Sometimes, those partnerships also enable project partners to recruit new talent from a pool of volunteers, for example one Namibian alumnus has worked at a cheetah conservation project for several years following the initial link through Raleigh.

Raleigh's challenge is to carefully manage the potential financial dependence of partners on external funds. The positive outcomes for partners are expressed as 'strengthened delivery, organisational and management capacity' in Figure 1A.

On the other hand, partner organisations might input human capacity and knowledge without being fully compensated financially for their contribution. This can be seen as underpinning the partnership character of this relation, and balances the view of partners being predominately beneficiaries.

Building strong partnerships between local and global development organisations to meet diverse development needs is considered vital for creating effective and long-lasting change, as outlined in The Paris Declaration on Aid Effectiveness from 2005 and the subsequent Accra Agenda for Action from 2008²⁵.

b) Volunteers

In-country and international volunteers are at the heart of Raleigh's Expedition programme. Over the years Raleigh's emphasis shifted from historically higher numbers of UK volunteers to a more balanced approach. By 2016, Raleigh aims to have 2,000 in-country volunteers and at least 600 other international volunteers, as well as 2,300 UK volunteers.²⁶

While the majority of UK and international volunteers are self-funded, funding for in-country volunteers comes either directly from Raleigh, or is sponsored through external sources such as UK alumni.

Inputs from Raleigh for volunteers include:

- Firstly, organisational and HR inputs for selecting, training and supporting volunteers throughout their volunteer journey. This includes recruitment, selection weekends, advice on which programme might best match volunteers' skills and local needs, support before and during the Expedition, but also expands into peer- and alumni engagement and networks.
- Secondly, Raleigh, often in collaboration with local partners, provides technical training and capacity-building during the Expedition. The emphasis on learning and development shifts between the three different phases of an Expedition, but also overlaps between phases. For example, the adventure phase has more of a character-building focus; some volunteers reported that problem-solving, leadership, cross-cultural understanding and teamworking were the strongest outcomes from this phase. The environmental conservation phase might include research, some technical knowledge share and application, as well as wider educational and resource management activities.
- Finally the community development phase is designed to enable volunteers to collaborate closely with local community members, working on projects that, for example, help provide access to safe water and sanitation, or raising awareness of issues such as gender equality.

²⁵ <http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm>

²⁶ Raleigh International 2013-2016 Strategy Plan.

While Raleigh has some control over the volunteer outcomes and activities, as outlined in figure 1A, it is important to note that external conditions, such as political or cultural contexts, as well as internal views and values, might influence to what extent these outcomes are experienced by individuals. The interviews conducted by NEF Consulting with in-country alumni for the main part of this project, and the interviews conducted by Raleigh with international alumni, indicated that there are differences in outcomes between these two stakeholder groups. It goes beyond the scope of this section to articulate similarities and differences for the purpose of explaining a programmatic ToC, but the main body of this report should provide a good understanding of long-term impacts, particularly on in-country volunteers.

When looking at volunteers' activities, even though Raleigh might support and guide these to some extent, it seemed appropriate to assume influence rather than control in volunteers' capacity to raise awareness in external audiences, as well as facilitating change through Raleigh's National Societies.

Sphere of Influence

The sphere of influence is the area within which partners and volunteers interact directly, namely in-country youth. While there is direct interaction with communities (mainly during the community part of the Expedition), and Raleigh does have an influence on the intended outcomes for these stakeholders, it does not have the same degree of control as it does with partners and volunteers. Within this sphere, Figure 8 presents the anticipated outcomes experienced by in-country-youth, as well as detailing the type of activities executed by the volunteers; together with the contextual factors that inform how those activities are executed, to maximise their chances of success.

This ToC shows in-country youth as a separate stakeholder from in-country volunteers and communities, even though there is an overlap in reality. The rationale behind this is that building the ability of countries to manage their own future is a critical step towards achieving change at community level. With more than 50% of the population in developing countries aged 25 or under, the DFID's three lens approach is taken full circle. In this scenario the initial target group of in-country youth as beneficiaries, also become collaborators and eventually leaders and initiators of interventions, who in turn then work with and for the youth within their communities. Thus, a new generation of in-country youth leaders and advocates emerges, outside of Raleigh's sphere of control, but potentially within their sphere of influence. Here Raleigh's contribution to youth development, with youth as active and empowered citizens, reaches beyond the Expedition programme, and becomes an integral part of the locally-driven youth development agenda.

Sphere of Interest

Raleigh has a strong interest in what outcomes are achieved within the sphere of interest, but has limited direct influence in this sphere. Local communities are complex with inherently distinct traditions and power relations, in which local partners and in-country youth are more likely to be able to navigate within and positively influence the longer-term. How each activity is delivered by the

volunteers and project partners is important, as it influences the desired outcomes for the wider community.

The Accra agenda for action, envisages the following in regard to ownership:

“Countries have more say over their development processes through wider participation in development policy formulation, stronger leadership on aid co-ordination and more use of country systems for aid delivery”,

This is in line with the Accra agenda for action, local youth, in collaboration with partners and international volunteers, can be key drivers in supporting this now, and they are the pro-active community of tomorrow.

Figure A1 presents six key external conditions, which the ToC suggests must be positive ‘enablers’ and not ‘preventers’, for the successful achievement of Raleigh’s goal. The threads that run through the six conditions are relationships, trust and funding, which are the prerequisites for this ToC to be a success.

Any development outcomes rely to some extent on these factors, but of course there are other factors such as political environments that can enhance or impede efforts.

Conclusion

This ToC intends to show changes which the Expedition programme aims to achieve for the three key stakeholders, as well as how, and in which sphere, these changes occur. It shows that project partners and volunteers are closest to Raleigh’s sphere of control, which is also where Raleigh can make the biggest difference, and trigger change in the spheres of influence and interest. We particularly suggest paying attention to the role of project partners, as well as differences between in-country and international volunteers’ outcomes and roles. Further, sustainable development is arguably a global issue, which means that Raleigh’s focus on developing countries could become too narrow in the longer term.

NEF Consulting presented this programmatic Theory of Change based upon the limited information available to them within the scope of this pilot project. We see this ToC as an inspirational first step that might help Raleigh to develop this draft version further through more in-depth stakeholder engagement and analysis, which can then become a live and active management and measurement framework going forwards.

Appendix 2: Interview Topic Guide

Raleigh International in-country alumni

Interview considerations

- Draw up a confidentiality agreement.
- The aim is to bring to light new or untapped perspectives and hidden stories – Tapping into subjective perceptions of the world, generating inter-subjective understandings.
- Individuals are seen as social actors and meaning makers.
- Social relationships and institutions are historically specific.
- We are interested in meanings, feelings and motivations i.e. what is the particular social context?
- We will be asking interviewees to recall their lives, as if it was a series of consecutive events – carefully remembering the options they had, the choices they made and the motivations that informed their decisions.
- There is not one truth but many – there is no true version of life after all – there are only stories told about and around life.
- The value of personal narratives is their tendency to go beyond simple facts – exploring meaning, subjectivity, imagination and emotion. It is about how individuals construct meaning in their lives.

Personal-level

Section 1 – Introduction

Briefly introduce yourselves and the purpose of the interview, for example:

“Please let me introduce myself, my name is Emily and I’m working at NEF Consulting in partnership with Raleigh International, to undertake a pilot research study to explore the longer-term social and economic impact of youth volunteering by local young people in Namibia and one other country.

A core part of my role is to gather the views of the different people involved with or interacting with the project through the years and, as part of this, I would love to hear from previous <Chinese/Namibian> youth volunteers (ex-venturers) such as you, who took part in the Expedition programme many years ago.

Through this interview, I would like to explore how, as a young person, volunteering with Raleigh International:

- May have impacted your life then, and now, as an adult, and;
- May have changed your life today (for example your wellbeing, health, life choices and employability etc). I’m not looking for any particular answers;

I’m interested in your views and experiences – all your words will be completely anonymous. The interview will take about 1.5 – 2 hours.”We will adhere to all ethical requirements throughout the research, including the ‘ESRC Framework for research ethics’.

Section 2 – Before Expedition

We are interested in hearing about your experience before going on the Expedition programme.

1. Why did you decide to go on the Expedition?
2. What were you hoping to experience?
3. What were you doing at the time (whether school, work, other volunteering, living with family)?
 - *[Rural/urban environment? Educational attainment?]*
4. How did you hear about Raleigh International's Expedition programme?
 - *Recruitment process – easy/hard?]*
5. Is there anything else you want to add here?

Section 3 – During Expedition

As far as we know, the Expedition had three phases – an environmental, community and adventure phase – Could you tell me a bit about what you remember?

6. What was your favourite memory from the Expedition?
7. What did you find most challenging?
8. In which ways do you feel you were changed whilst on, and immediately after, Expedition?

Possible prompts – Any changes regarding:

- Self-esteem, self-confidence.
- Determination, courage, ability to solve problems that come up in your life.
- Your voice and opinion. Leadership skills – managing people, conflict management, negotiating skills.
- International/global perspectives/cross-cultural competency.
- Taking responsibility, sense of duty.
- Self-actualisation – unlocking of talents and potential.
- *[Self-efficacy, communication skills, attitude to gender/cultural differences.]*

Section 4 – Returning to community

Part A

Now we're interested in how it felt to return home and what happened when you got back.

9. Did you feel something had changed? If so, what and how did you know?
10. Did you make any changes yourself? If so, what and how?

Possible prompts – any changes regarding:

- Entrepreneurial drive (business, organisations, initiatives).
- Values development (role in society, what's important to you, what you care about).
- Change in job direction.
- Broader world view/ more open minded.
- Increased aspirations.
- *[Attitudes to others – more/less patient, caring, understanding.]*
- *[Negative changes – powerlessness.]*

Part B

Now, think about how the changes you've experienced may have affected your community. *[E.g. friends, peers, workplace, family etc.]*

- Did you feel something had changed? If so, what and how did you know?
- Did any of the changes you have described above have an influence on your community? If so, what and how?

Possible prompts – any changes regarding:

- Entrepreneurial drive (business, organisations, initiatives).
- Wider national and international networks.
- Increased youth voice.
- Greater volunteering and civic engagement.
- *[Negative changes – struggle to reconnect with communities.]*

Section 5 – Until now

Part A

In the context of the Raleigh International Expedition programme, what longer-term changes have happened as a result?

11. How did your experience influence your decisions? (Job, family, education, living etc.)

12. Did the changes you've described so far sustain themselves? Do they still play a role in your life? If so, how?

13. Do you play any particular role in your community or beyond? (e.g. national, global network)

Possible prompts – any changes regarding:

- Social capital / glue of community:
 - Bridging' social capital e.g. improving links between diverse community members.

- Bonding' social capital e.g. trust, more environmentalist, education/engagement programmes, networks.
- Supportive friend networks.
- Employment/self-employment.

Part B

In the context of the Raleigh International Expedition programme, what longer-term changes in your community, or beyond, have happened as a result?

- Did you observe any changes within your community, or beyond, at national or international levels? If so, what?
- Did the community changes you've described so far sustain themselves? Do they play a long-term role? If so, how?

Possible prompts – any changes regarding:

- Social capital / glue of community'
 - Bridging' social capital e.g. improving links between diverse community members.
 - Bonding' social capital e.g. trust, more environmentalist, education/engagement programmes, networks.
- Enthusiasm/ growth for conservation efforts.
- Appreciation of youth as active agents/challenges stereotypes of youth.

Section 6 – Impact considerations

Part A

14. Considering all other influences you had in your life (university, parents, employer etc), how much of the experiences and changes you've described do you think of as a direct result of going on the Expedition?

15. How would your life have been different if you never went on Expedition? What would have been the same?

- *[Other significant influences – Did Raleigh lead to these? How?]*

Part B

16. How much of the community changes you've described do you think of as a direct result of you going on the Expedition?

17. How would your community have been different if you had never been on Expedition? What would have been the same?

Section 7 – Relationship with Raleigh

18. What sort of relationship have you had with RI since your Expedition? [

- *Involvement with the Raleigh association? Individual relationships?]*

19. What was good about your relationship since and what could have been better? [How did it feel when Raleigh left Namibia/China? Handled better?]

Section 8- Closing interview

Anything else you feel I need to know?

Summarise the discussion, confirming key points.

Agree next steps, particularly in obtaining research participation.

“What you’ve said has been incredibly interesting... Would you agree to your words – with your name and photo – being used as a case-study for Raleigh International’s marketing and communications?”

If yes, please could I take your photo/a few details? Someone from Raleigh International’s team will contact you.”

Once the research is finished, RI will share key finding.

Appendix 3: Questionnaire

Please read:

Dear Survey Participant,

Thank you for agreeing to take part in this survey.

We are independent researchers from **NEF Consulting** working with Raleigh International to gather evidence on the long-term value of Raleigh's Expeditions. The responses you give today will provide a key part of this understanding.

The survey explores how being part of the Expedition may have affected your life since. Our role in this evaluation is to gather the honest and genuine views of ex-venturers, like you. There are no right or wrong answers, we are just interested in your views and experiences.

We will treat all information that you give in confidence. When we report the findings of the evaluation we will not say who the responses came from on an individual level. The survey should take approximately 15 minutes to complete.

If you have any questions please do not hesitate to ask.

Many thanks!

Emily, Samra and Anke

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About you

Please tell us some general information about yourself. Just a reminder that all of your answers will be kept strictly confidential and never associated with your name.

1. In which country did you participate in a Raleigh Expedition?

Namibia *China*

2. What is your gender?

Male *Female* *I would prefer not to say*

3. What year did you participate in a Raleigh Expedition?

Your outcomes

In this section, we are hoping to understand how much participating in an Expedition may have influenced your well-being and other factors in your life. We will ask some questions about how you feel **now**, after having participated in Expedition many years ago. We will also ask you questions about how you used to feel, or what you used to do **before** you did Expedition.

Confidence

4. How much do you agree or disagree with the following statement?

	Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	N/A
<i>I am confident in my ability to achieve things</i>						

5. Thinking about your confidence **before** you went on a Raleigh Expedition, how much would you agree or disagree with the following statement?

	Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	N/A
<i>I was confident in my ability to achieve things</i>						

Problem-solving

6. How difficult or easy do you find it to deal with important problems that come up in your life?

Extremely Easy	Easy	Neither difficult or easy	Difficult	Extremely difficult	N/A

7. Thinking about your problem-solving abilities **before** you went on a Raleigh Expedition, how difficult or easy did you find it to deal with important problems that came up in your life?

Extremely Easy	Easy	Neither difficult or easy	Difficult	Extremely difficult	N/A

Views of other cultures

8. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	N/A
<i>I have knowledge and understanding of cultures and traditions which are different from my own.</i>						
<i>I am open and accepting of cultures and traditions which are different from my own.</i>						

9. Thinking about your views of other cultures **before** you went on a Raleigh Expedition, how much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	N/A
<i>I had knowledge and understanding of cultures and traditions which were different from my own.</i>						
<i>I was open and accepting of cultures and traditions which were different from my own.</i>						

Volunteering and donating

10. In the past 12 months, how often have you volunteered for charitable initiatives or organisations?

Most days	Often	A few days	At least one day	Never	N/A

11. Thinking about the 12 months **before** you went on a Raleigh Expedition, how often did volunteer for charitable initiatives or organisations?

Most days	Often	A few days	At least one day	Never	N/A

12. In the past 12 months, approximately how much, if any, money have you donated to charitable initiatives or organisations?

13. Thinking about the 12 months before you went on a Raleigh Expedition, approximately how much, if any, money did you donate to charitable initiatives or organisations?

Leadership

How much do you agree or disagree with the following statement?

14. How much do you agree or disagree with the following statement?

	Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	N/A
<i>I feel that I am able to encourage and inspire others.</i>						

15. Thinking about your leadership **before** you went on a Raleigh Expedition, how much do you agree or disagree with the following statement?

	Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	N/A
<i>I felt that I was able to encourage and inspire others.</i>						

Attribution for outcomes

Now we want you to think about the changes you’ve just described at different points in time since you returned from your Raleigh expedition. How much of these changes, if any, were due to your participation in the expedition and how has this shifted over time?

16. **In the first few years after the expedition**, how much change in the outcomes described previously would you attribute to the Raleigh expedition?

- None (0%)
- A little (25%)
- Some (50%)
- Quite a lot (75%)
- Completely (100%)
- Not applicable/no change

17. **Approximately 5-8 years after the expedition**, how much change in the outcomes described previously would you attribute to the Raleigh expedition?

- None (0%)
- A little (25%)
- Some (50%)
- Quite a lot (75%)
- Completely (100%)
- Not applicable/no change

18. **In the past few years**, how much change in the outcomes described previously would you attribute to the Raleigh expedition?

- None (0%)
- A little (25%)
- Some (50%)
- Quite a lot (75%)
- Completely (100%)
- Not applicable/no change

What would have happened anyway?

19. What do you think would have been different **if you had never** gone on a Raleigh expedition? What is the likelihood that you would have experienced/achieved the previously mentioned outcomes **in the absence of the expedition?**

- Unlikely (0-25%)
- Somewhat likely (25-50%)
- Likely (50-75%)
- Very Likely (75-100%)

Thank you so much for participating in this survey.

Appendix 4: SCBA model

Outcome incidence: Raleigh in-country alumni (NAMIBIA)					
Outcome	Indicator description	Average now	Average before programme	Distance travelled ²⁷	Distance travelled per year (over 14 years)
Confidence	Self-reported: change in confidence in ability to achieve things.	0.95	0.67	0.28	0.02
Problem-solving	Self-reported: change feelings of difficulty in dealing with important problems that come up in life.	0.68	0.47	0.22	0.02
International/cross-cultural perspective	Self-reported: change in knowledge and understanding of cultures and traditions different from own.	0.91	0.50	0.41	0.03
	Self-reported: change in feelings of openness and acceptance of cultures and traditions different from own.	0.88	0.66	0.21	0.02
Volunteering	Self-reported: frequency of volunteering for charitable organisations or initiatives.	0.58	0.53	0.05	0.00
Leadership	Self-reported: change in feelings of ability to encourage and inspire others.	0.95	0.54	0.41	0.03

²⁷ We used a linear transformation to translate the Likert scale in the survey to a 0 to 1 scale. All figures in the table are on a 0 to 1 scale.

The following tables present key data used in the SCBA model. The mathematical formula in Figure 9 in the main report presents how the data is combined.

Outcome incidence

Outcome incidence: Raleigh in-country alumni (NAMIBIA)					
Outcome	Indicator description	Average now	Average before programme	Distance travelled	Distance travelled per year (over 14 years)
Confidence	Self-reported: change in confidence in ability to achieve things.	0.83	0.70	00.13	0.01
Problem-solving	Self-reported: change feelings of difficulty in dealing with important problems that come up in life.	0.58	0.50	0.08	0.00
International/cross-cultural perspective	Self-reported: change in knowledge and understanding of cultures and traditions different from own.	0.88	0.57	0.32	0.02
	Self-reported: change in feelings of openness and acceptance of cultures and traditions different from own.	0.93	0.60	0.33	0.02
Volunteering	Self-reported: frequency of volunteering for charitable organisations or initiatives.	0.53	0.20	0.33	0.02
Leadership	Self-reported: change in feelings of ability to encourage and inspire others.	0.80	0.62	0.18	0.01

Impact considerations

Impact: deadweight and attribution			
Deadweight (what would have happened anyway)	Attribution (first few years after expedition)	Attribution (middle years of benefit period)	Attribution (recent years)
0.42	0.60	0.60	0.61

Valuation

Financial valuations				
Stakeholder	Outcome	Valuation in 2016 GBP	Source link	Description and notes
Raleigh in-country alumni	Confidence	£9,283	HACT Social Value Calculator, 3.0	HACT Social Value Calculator, improvements in confidence (youth), 2016
	Problem-solving	£1,577	PSSRU unit costs of Health & Social Care 2015	CBT to build psychological resilience and self-esteem - cost of £98/session, for an average of 16 sessions based on the National Association of Cognitive Behavioural Therapists (http://www.nacbt.org/whatiscbt-htm/). Inflation rate of 0.6% applied based on CPI change July 2015-July 2016)
	International/cross-cultural perspective	£3,929	Salzburg College Certificate Program in Intercultural Competence	Certificate in Intercultural Competence Program Fee. Have used more conservative fee for EU citizens: €4,850.
	Volunteering	£3,249	HACT Social Value Calculator, 3.0	Value of regular volunteering, 2016
	Leadership	£1,000	http://www.ymca-fg.org/for-young-people/fairthorne-manor/global-youth-leaders-2/	Cost of YMCA Global Youth Leaders programme (1 month, all inclusive. Programme not subsidised by YMCA)

