

Abstract

The following is a report on a study carried out by Lastochki (ICYE Russia) between March and July 2014 on the impacts of long-term international volunteering projects on local charitable organisations. The organisations studied were: two Waldorf Kindergartens; Samara's Lauder-Maccabi Jewish kindergarten; Samara's Down Syndrome Association; the Desnitsa Association for Wheelchair Users; and Parus Nadezhdy, an association which helps children and young adults with a variety of disabilities.

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Samara, 22nd July 2014



Word cloud created with www.wordle.net using responses to our hosting project questionnaires

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Glossary of Terms Used

ICYE	International Cultural Youth Exchange (long-term, paid for, international volunteering projects – 6-12 months)
STePs	Short Term Projects (short-term, paid for, international volunteering projects – 2-16 weeks)
EVS	European Voluntary Service (long and short term international voluntary projects, 2 weeks-12 months, funded by the European Commission)
Host project	Charitable organisation in which international volunteers work

Please note that this report uses the terminology defined by the ICYE Federation, which at times differs slightly from that used in official documentation relating to the EVS.

Introduction

Aims

Lastochki (ICYE Russia) receives around 15-20 long-term volunteers each year, some of whom come to us through ICYE projects, and some through the European Voluntary Service. We meet with these volunteers once a month to discuss their progress; in addition to this, both ICYE and EVS volunteers receive comprehensive pre-departure, on-arrival and mid-term trainings, as well as a final evaluation of their placement upon return to their home country. We try to keep in touch with our previous volunteers, and have a base of testimonials. Given this wealth of information, we decided not to focus our impact assessment on volunteers, but rather, to research the impact of volunteering on the host projects themselves. We realised that we did not have any concrete information about the impact of volunteering on host projects, nor did we have any written testimonials.

The impact assessment was conducted with the following questions in mind:

- Why do projects host volunteers?
- Are there any long-term effects on the project of hosting volunteers, and if so, what?
- What are the main advantages of hosting international volunteers?
- Which problems have arisen within the host projects and how can these be dealt with?
- What can we do to improve the overall experience of volunteering?

Of the five categories of impact identified by the ICYE Federation (physical/material, economic, human/personal, social and cultural), this study focuses principally on human/personal, social and cultural impacts.

Methods

As explained in “Aims” (see above), we decided to focus our impact assessment on the effects of volunteering on host projects. As the vast majority of our long-term volunteers come to us through the EVS programme, with ICYE volunteers being in the minority, we decided to include both EVS and ICYE volunteers in the study, in order to ensure the fullest and most reliable results possible.

We decided to do our impact assessment in several stages, encompassing both qualitative and quantitative modes of assessment.

After a general staff meeting to discuss the focus of our impact assessment, we compiled a questionnaire to be given to those members of staff at our various host projects who are in regular contact with the long-term volunteers. This questionnaire was adapted from the sample version in ICYE’s Impact Assessment Practical Guide, and translated into Russian. The preparation of the questionnaire took two people approximately 15 hours. The Russian version of the questionnaire can be found on page 14, in Appendix 1. A translation into English is located on page 22, in Appendix 2.

As internet access is not as widespread in Russia as it is in most European countries we decided to print out the questionnaires and take them to all the projects individually. This was very time consuming and used up substantial amounts of paper and printer toner, but we felt that it was the only way to ensure that the questionnaires were received, filled out, and returned. It also allowed us to visit the projects and gain the trust and acquaintance of the staff there, and to see the long-term international volunteers in action at their projects.

We encountered some minor problems at this stage: some projects lost the questionnaires; some did not fill them out in full; at one project, all participants filled out their questionnaires identically. Additionally, one project did not return any questionnaires or respond to phone calls. This was unfortunate, as they have had several problems while hosting volunteers in the past, so much so that in 2013 one volunteer decided to change projects entirely. We would have especially liked to have included them in our study, as it would have been useful to have an analysis of where the problems arose and how we could change them in the future.

The questionnaires were sent out in early April, when most volunteers had completed roughly two thirds of their stay in Samara; we computerised and analysed the responses from early to mid-May. In late May, the results from the questionnaires were ready, and we began planning the next step of the assessment: focus groups with project staff.

In June, we conducted focus groups with two host projects, Parus Nadezhdy and Desnitsa, both of which help children and adults with disabilities. At Desnitsa, we spoke to five members of staff. At Parus Nadezhdy, we spoke to three staff members, one service user and his mother. Each meeting took approximately one hour. Transcribing these meetings and coding the transcription took one person two weeks.

The questionnaires and focus groups were both conducted in Russian. All translations into English are the author’s own.

Results and Analysis

Questionnaires

We distributed questionnaires to the supervisors and staff members six of our host projects; we received eighteen completed questionnaires. On the whole, the results from these questionnaires were positive, but they did highlight some important areas for attention.

Our questionnaires revealed that, on the whole, volunteers make a highly positive impact at their host projects. Project supervisors and staff members almost unanimously agreed that the volunteer(s) is/are welcome at the project, with just one participant who had had limited contact with the volunteer(s) answering “I don’t know”. Fifteen of the eighteen participants agreed that the volunteer’s/s’ presence had a positive effect in their organisation, and all participants said that they were either happy with the amount of time they spent with the volunteer(s), or that they would like to have spent more time with the volunteer(s). Nobody felt they had spent too much time with the volunteer(s). One respondent disagreed that it is easy to communicate with the volunteer at the project; all other respondents either agreed or strongly agreed.

Volunteers were generally esteemed to have the necessary skills for their work (see fig.1 below)

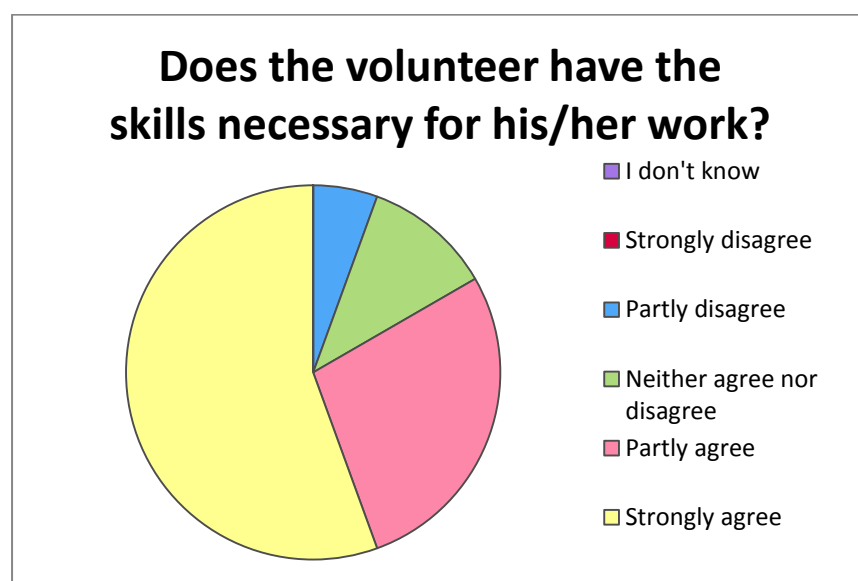
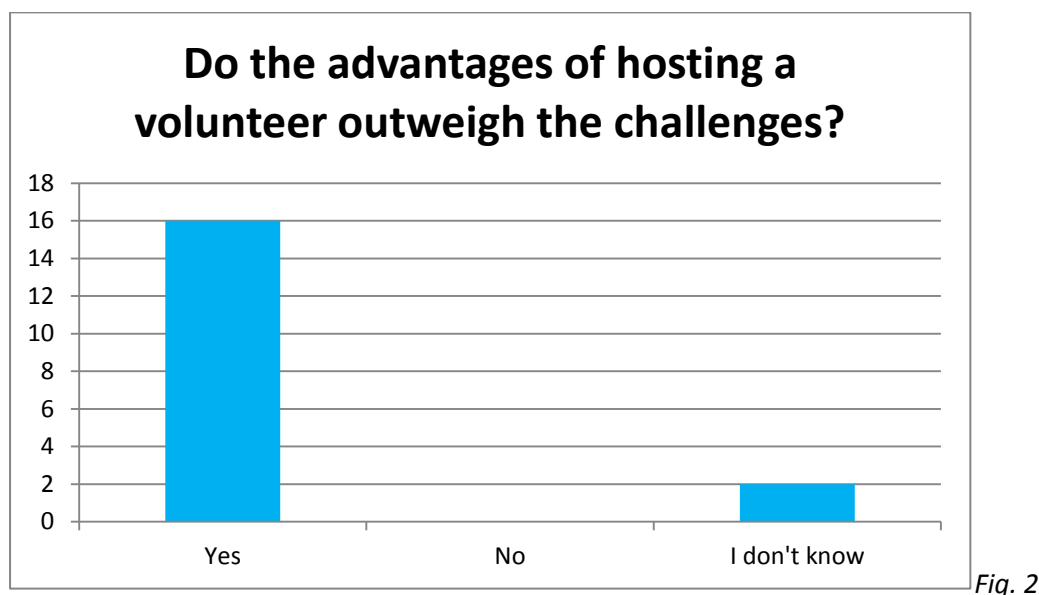


Fig. 1

Participants also generally agreed that the advantages of hosting international volunteers outweighed the challenges (fig. 2)



We received some very positive general comments about the volunteers and the work they do, including the following:

"Volunteers like XX bring joy to both the children and the staff and also ensure a high quality relationship with the children – attentiveness, social experience, international experience!"
(Waldorf Kindergarten)

"Volunteers' help in our organisation is very valuable. Thank you for your project!!!" (Waldorf Kindergarten)

"We must continue hosting volunteers and expand both this activity and interaction with different voluntary organisations" (Samara Public Organisation for Wheelchair Users, Desnitsa)

"As natives from other cultures, volunteers are always most welcome" (Desnitsa)

"Volunteers are always interesting and welcome" (Desnitsa)

"Send volunteers to Russia more often, they are very helpful to us, and they can learn about the country from the inside" (Desnitsa)

"Contact with foreigners arouses the children's and parents' interest and raises their mood"
(Parus Nadezhdy)

In Desnitsa, which is staffed by people with a range of physical disabilities, the following project-specific comments were also made:

"In our case, volunteers are also our 'legs', and when we put on events, it's much easier with volunteers"

“Volunteers act as our ‘legs’, as we are all in wheelchairs and we cannot even visit the clients of our own organisation”

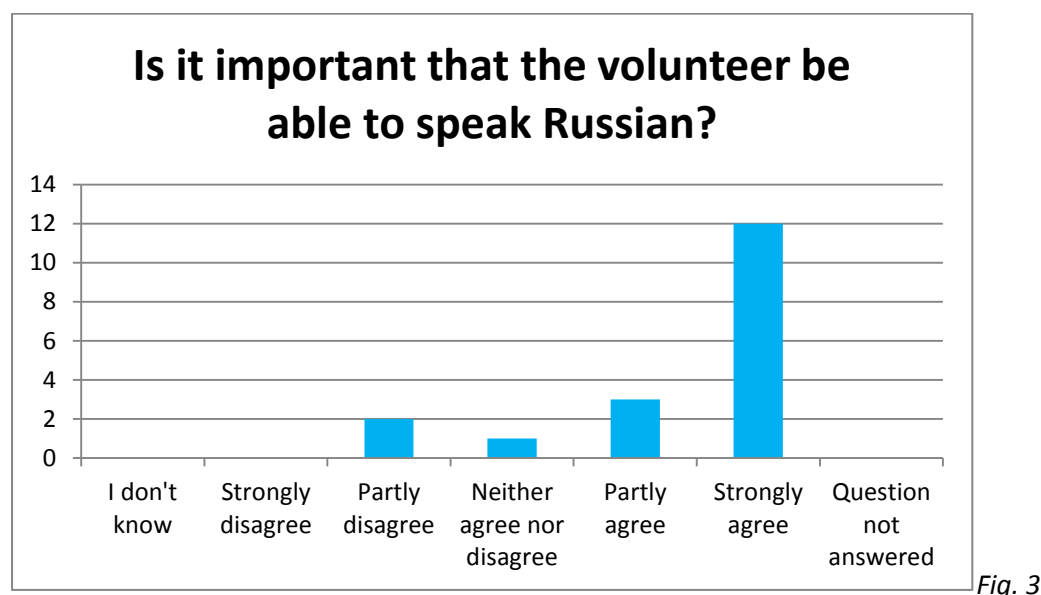
We were also pleased to see that in some (but not all) cases, friendships had developed between volunteers and staff members, with volunteers and staff spending time together outside of work:

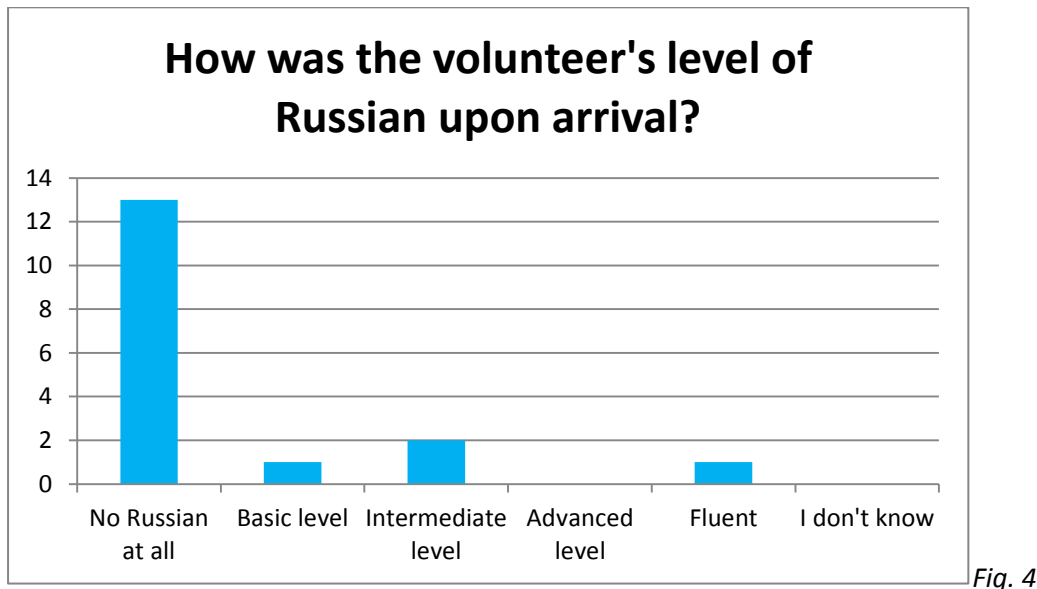
*“We’ve walked around the city, invited the volunteer to our homes, gone on an excursion to a school, and travelled out into the countryside and to other cities (Kazan, Lermontovo, etc)”
(Waldorf kindergerten)*

“We’ve invited the volunteer to presentations, sports events and leisure events” (Parus Nadezhdy)

In addition to this encouraging feedback, however, the questionnaires also highlighted some areas for improvement. We learnt that: the issue of the volunteers’ level of Russian needs to be addressed; the structure of our various volunteering projects needs to be clarified; the role of the volunteer needs to be clarified within certain (but not all) host projects.

Although seventeen of our eighteen participants either agreed or strongly agreed that the volunteers’ general communication skills are more important than specific language skills, most participants nonetheless agreed that it is desirable (or even essential) that the volunteers speak Russian (fig. 3). However, the vast majority of volunteers arrived in Russia with little or no Russian (fig. 4)





Although participants almost unanimously agreed that the volunteers' Russian improved during their stay in Russia, the following comments reveal that language is nonetheless a barrier:

"It would be easier to work with the volunteer if (s)he had [...] some knowledge of Russian"
(Jewish Lauder-Maccabi Kindergarten)

"We need to think about how and where the volunteer(s) can learn Russian – at least to a basic level (with the possible exception of English-speaking volunteers, as some people do speak English in Russia)" (Desnitsa).

"It would have been easier to communicate during the early stages [if the volunteer had known Russian]" (Desnitsa).

The study also revealed some areas of confusion as to the various programmes by which volunteers come to Samara and their structures.

Some of these misunderstandings are most likely due to confusing terminology. For instance, although all volunteers do have a designated supervisor at their project, several participants did not seem to know this, with three participants answering "no" to the question "do volunteers have a designated supervisor?" including, in one case, the designated supervisor herself.

Similarly, there seemed to be a lack of clarity as to how often the volunteer worked. At one project, answers to the question "how many hours a week does the volunteer work?" ranged from 10 to 40 for a single volunteer.

It seems, therefore, that the experience could be improved by greater clarity among staff as to the volunteer's role and hours, and as to the specific roles of staff members in relation to the volunteer.

Focus Groups

Following our questionnaires with four hosting projects, we decided to conduct a focus group with two organisations – Desnitsa and Parus Nadezhdy, both of whom help people with disabilities – in order to gain more detailed information to further our study.

Our questions focused on the following areas: the advantages and difficulties of hosting international volunteers, as compared with local volunteers; how to avoid difficulties in the future; and the various voluntary programmes (ICYE, STePs, EVS) and their structures.

Positive Impacts

On most counts concerning the advantages of hosting international volunteers, Desnitsa and Parus Nadezhdy agreed.

Both cited the amount of time that international volunteers are able to dedicate and the consistent nature of their work (as opposed to the work that local volunteers do, fitting their voluntary work around their jobs or studies) as major advantages:

“I think that for us, what’s great with this volunteer is that she works with specific families whom she helps concretely, and that solves many problems. Her work is linked with help in specific families” (Desnitsa)

“Another advantage that she [the current international volunteer] has over local volunteers is the amount of time she can dedicate to her work [...] our [local] volunteers are usually students: they can come in the evenings sometimes, to some families, etc. [...] Parents can count on the international volunteer all day. With our local volunteers, it doesn’t always work out that way.” (Desnitsa)

“The main advantage is that they come specifically to work [...] they have time [...] they can come at any time of day, whenever they’re needed. If they’re needed in the morning, they come in the morning. If they’re needed in the evening, they come in the evening” (Parus Nadezhdy)

Another commonly cited advantage was the boost that having international volunteers gives to the organisation’s image:

“The presence of an [international] volunteer at international events raises the status of our organisation because [...] even the organisers say ‘oh, you have foreigners working with you, that’s great!’ (Desnitsa)

“The fact that we work with volunteers raises the image of the organisation, especially when they’re international” (Parus Nadezhdy)

A third advantage was the intercultural exchange that international volunteering allows for:

“It [international volunteering] allows us to broaden our horizons and our contacts” (Desnitsa)

"You begin to understand that we're all human, that we all have the same needs with regards to love, happiness, parents, friends etc. When we watch television, read books, etc., we still see stereotypes; we see the information as it's been interpreted for us, by the media, by newspapers, by magazines [...] When you talk to a real live person, it's so much richer." (Desnitsa)

"An advantage of being in contact with foreign volunteers is that our children learn about other countries [...] They talk about their countries, and not just what we see on television [...] we learn about the country as if from the inside, and you feel as if you've been there." (Parus Nadezhdy)

On a related note, one staff member at Desnitsa remarked that hosting international volunteers allowed her to compare working practices in Russia with those in similar organisations abroad:

"She'd say, 'I worked in such-and-such an organisation,' we'd ask, 'how is it there?' [...] So there's always an exchange with that contact" (Desnitsa)

Difficulties

We were glad to learn that the positive impacts of hosting international volunteers seemed greater than the difficulties. Nonetheless, some difficulties were mentioned.

The language barrier between host projects and international volunteers – most of whom come to Russia with limited or no knowledge of Russian – was discussed with both organisations.

"She [the volunteer] sat for quite a long time and nobody went up to her and talked to her and I felt sorry for her" (Desnitsa)

"When we have events, she usually just takes photographs, because her level of Russian prevents us from giving her other things to do" (Desnitsa)

"At first, families were wary of allowing volunteers into their homes, because of the language barrier [...] some families refuse [to take volunteers], and the first question families ask is always 'does the volunteer speak Russian?'" (Parus Nadezhdy)

Nonetheless, everyone agreed that the problems caused by the language barrier were minor, and were by far outweighed by the positive effects that the volunteers bring to the organisation. In addition, all the volunteers were noticed to have made significant progress in Russian during their stay in Samara, which has minimised the initial language barrier.

We then followed up on confusion about the volunteers' role highlighted in our questionnaires, and focused on the differences between the ICYE, EVS and STePs programmes.

We discovered that neither organisation had a clear understanding of the programmes by which international volunteers come to Russia and their structures.

There was general confusion in both organisations as to the fact that some volunteers (ICYE, STePs) pay for their stay, whereas others (EVS) are funded by the European Commission. Despite this, most staff members felt that it was important that they understand the difference between the

programmes. Many staff members were not aware that some volunteers financed their voluntary service themselves, but felt that it was important to know. Not only this, but there was also some confusion as to way EVS is structured (including the systems funding deadlines, training sessions, and accreditations whereby the organisation has a finite number of volunteers they are authorised to host at any one time).

All other problems were related to the individual characters of the volunteers, and can only be assessed on a case-by-case basis:

“Volunteers are all different [...] we can only find solutions to concrete situations. Sometimes situations and problems arise which are entirely solvable, as long as we want to solve these problems concretely, together with the volunteer” (Desnitsa)

“It all depends on the temperament [of the volunteer]. [...]It depends on the person him or herself” (Parus Nadezhdy)

Both Parus Nadezhdy and Desnitsa expressed a wish to take a more active role in the recruitment process of volunteers, as currently screening and interviewing is done by Lastochki.

Perception of Volunteering

As well as discussing the advantages and difficulties of hosting international volunteers, we also discussed the way in which staff members perceive volunteering and the ways in which this perception has changed over the years that they have hosted international volunteers.

Parus Nadezhdy, who have worked with international volunteers since 2004, described the way in which their understanding of volunteering has evolved over the last ten years:

“At first [...] we just saw [volunteers] as office assistants. And what’s more, there just wasn’t a general, meaningful understanding of their help and abilities.” (Parus Nadezhdy)

It was satisfying to see that ten years of working with international volunteers has allowed Parus Nadezhdy to widen their perspectives as to what volunteering means and as to the important role it can play in their organisation.

Conclusions and Suggestions for Follow-up

Overall, our impact assessment showed us that volunteers make a highly positive contribution to the organisations they work in. They allow for cultural exchange, broadening the horizons of the people they work with, many of whom have not had the opportunity to travel abroad and do not know any languages other than Russian. They allow the organisations' staff to compare their own working methods with those of the volunteers' home countries, and they raise the organisations' profile at regional and national events.

Our impact assessment also highlighted many areas that we can work on in future.

Language Support

Volunteers' level of Russian was identified as a difficulty by many respondents involved in the study. Although the volunteers' level of Russian usually improves over the course of the year, there are several steps Lastochki can take to catalyse this process. We have, this year, compiled a phrasebook to help incoming volunteers acquire vocabulary related to the work they will be doing in Samara. This phrasebook should be constantly revised and updated, and sent to all volunteers. More emphasis could also be placed on the importance of learning Russian during the recruitment process – for instance, when interviewing potential volunteers, we could spend more time discussing the difficulties of the Russian language with applicants, and advising them on resources for learning Russian. Finally, more comprehensive advice could be given to volunteers upon arrival as to how they can improve their language once actually in Samara.

Recruitment and Screening of Volunteers

Both organisations expressed a desire to be more actively involved in the recruitment process of volunteers, to ensure that volunteers understand and are suited to the nature of the work they will be undertaking. Although it is unrealistic for the host projects to conduct interviews themselves, due to staff's limited knowledge of English and applicants' limited knowledge of Russian, other options were discussed. We decided that if each host project devised a project-specific application form, we would translate it into English, ask applicants to fill them in, and review them with a representative from the host project before selecting candidates.

Clearer explanations about programme structures

Although all host projects have been given comprehensive information about the different programmes through which volunteers come to Samara, it seems that they might benefit from a refresher. This could take the form either of written information or of a training session, depending on the availabilities of Lastochki's staff and of the staff of the host projects.

Appendix 1: Questionnaire for Host Projects (Russian)

Дорогие друзья,

Мы будем очень благодарны, если Вы сможете заполнить эту анкету. Она поможет нам получить информацию о вашем опыте, и о трудностях, возникших во время работы с иностранными волонтерами.

Ваши ответы будут конфиденциальны. Они не будут опубликованы или показаны людям вне ICYE.

Заполнение анкеты занимает около 10 минут.

Мы благодарим Вас за помощь!

Общие данные

Название принимающего проекта _____

Страна _____

Город _____

1. Как давно вы работаете с иностранными волонтерами?
 - a. менее 1 года
 - b. 1-2 года
 - c. 3-5 лет
 - d. 6-10 лет
 - e. 11 лет или более
2. Есть ли в вашей организации контактное лицо/супервайзер для волонтеров?
 - a. да
 - b. нет
3. Какая у вас связь с иностранным волонтером/иностраннми волонтерами в вашей организации?
 - a. я их супервайзер
 - b. я работаю с ними
 - c. другое (уточните) _____
4. В среднем, сколько часов в неделю волонтер(ы) работает/работают в вашей организации?
 - a. менее 10 часов
 - b. 10-20 часов
 - c. 20-30 часов
 - d. 30-40 часов
 - e. более 40 часов
5. Сколько в среднем часов в неделю вы проводите с волонтером/волонтерами?
 - a. менее 1 часа
 - b. 1-2 часа
 - c. 3-4 часа
 - d. 5-6 часов
 - e. 7-8 часов
 - f. 9-10 часов
 - g. более 10 часов
6. Как вы с ним(и) общаетесь?
 - a. индивидуальные встречи
 - b. встречи в группе
 - c. общение
 - d. ежедневная работа

7. Какое утверждение лучше всего описывает количество времени, которое Вы проводите с волонтером/волонтерами?
- Я бы хотел(а) проводить больше времени с волонтером/волонтерами
 - Я доволен/довольна количеством времени, которое я провожу с волонтером/волонтерами
 - Я провожу слишком много времени с волонтером/волонтерами
8. Насколько Вы согласны со следующими утверждениями?

	Не знаю	Не согласен	Частично не согласен	Ни да, ни нет	Частично согласен	Согласен
Необходимо рассказать сотрудникам организации о роли волонтера/волонтеров						
Необходимо рассказать клиентам организации о роли волонтера/волонтеров						
Волонтер отвлекает от работы организации						
Волонтер(ы) приветствуются в нашей организации						
С волонтером/волонтерами на проекте общаться легко						
Срок пребывания волонтера/волонтеров на проекте подходящий						
Волонтер(ы) имеет/имеют нужные навыки для его работы						
Надо, чтобы кто-то наблюдал за волонтером в течение пребывания на проекте						
Мне ясно, чем можно занять волонтера						

9. Преимуществ в приеме волонтеров больше, чем сложностей

- a. да
- b. нет
- c. я не знаю

Уточните, пожалуйста

Влияние на волонтера/волонтеров

Следующими вопросами мы хотим узнать, как вы оцениваете навыки волонтера. Если вы работаете с несколькими волонтерами, пожалуйста, дайте общую оценку.

10. Оцените знания волонтера русского языка на момент приезда на проект

- a. Вообще не говорил(а)
- b. базовый уровень
- c. средний уровень
- d. продвинутый уровень
- e. свободно владение
- f. я не знаю

11. Оцените навыки общения (кроме языка) волонтера на момент приезда

- a. совсем не общался(лась)
- b. общался с трудом
- c. возникали небольшие трудности
- d. свободно общался(лась)
- e. Я не знаю

12. Насколько вы согласны со следующими утверждениями о важности языковых знаний иностранных волонтеров?

	Я не знаю	Не согласен	Частично не согласен	Ни да, ни нет	Частично согласен	Согласен
Важно, чтобы волонтер умел(а) писать на русском						
Важно, чтобы волонтер умел(а) писать на английском						
Важно, чтобы волонтер умел(а) говорить на русском						
Важно, чтобы волонтер умел(а) говорить на английском						
Навыки общения волонтера важнее, чем определенные языковые навыки						

13. Улучшились ли языковые навыки волонтера в течение проекта?

- a. да
- b. нет
- c. я не знаю

Если Вы ответили «нет» или «я не знаю», пропустите вопросы 14 и 15

14. Позволили ли улучшенные языковые навыки волонтеру выполнять более сложные задачи на проекте?

- a. да
- b. нет
- c. я не знаю

15. Насколько вы согласны со следующими утверждениями?

	Я не знаю	Не согласен	Частично согласен	Ни да, ни нет	Частично	Согласен
Волонтер стал(а) более общительным(ой)						
Волонтер стал(а) более уверенным(ой) в себе						
Волонтеру стало удобнее общаться на русском						

Воздействие на проекте

Следующие вопросы касаются эффекта действия волонтера на вашу организацию

16. Вы познакомили волонтера с мероприятиями в местном обществе, вне деятельности вашей организации?

a. да (дайте, пожалуйста, несколько примеров)

b. нет

17. Как бы вы описали отношения между вами и волонтером?

- a. очень сдержанные
- b. сдержанные
- c. нейтральные
- d. близкие
- e. очень близкие
- f. я не провожу время с волонтером

18. Как бы вы описали отношения между волонтером и клиентами вашей организации (дети, пациенты и т.д.)?

- a. очень сдержанные
- b. сдержанные
- c. нейтральные
- d. близкие
- e. очень близкие
- f. я не знаю

19. Как бы вы описали отношения между волонтером и сотрудниками организации вообще?

- a. очень сдержанные
- b. сдержанные
- c. нейтральные
- d. близкие
- e. очень близкие
- f. я не знаю

20. Заметили ли вы, что интерес клиентов (дети, пациенты и т.д.) к культуре иностранного волонтера (история, традиции, обычаи) увеличился в течение его пребывания на проекте? Пожалуйста, уточните.

- a. да
- b. нет

21. Вносит ли работа иностранного волонтера позитивный вклад в работу вашей организации?

- a. да (уточните, пожалуйста)

- b. нет

22. Работа волонтера привнесла новые инициативы и идеи в вашу организацию?

- a. да (уточните, пожалуйста)

- b. нет

23. Насколько вы согласны со следующими утверждениями? Если вы работаете с несколькими волонтерами, дайте, пожалуйста, общую оценку

	Не знаю	Не согласен	Частично не согласен	Ни да, ни нет	Частично согласен	Согласен
Волонтер(ы) оказывает(ют) позитивный эффект на сотрудников						
У волонтера(ов) есть возможность рассказать о своей родине						
Сотрудники проводят свободное время с волонтером(ами)						
Клиенты организации узнают о родине волонтера(ов)						
Волонтер оказывает позитивный эффект на клиентов						

Ваши комментарии/предложения



Appendix 2: Questionnaire for Host Projects (English)

Dear friends,

We would be most grateful if you could fill out this questionnaire. It will help us gather information about your experience hosting international volunteers and about any difficulties that may have arisen.

Your answers will be confidential. They will not be published or shown to anyone outside of ICYE.

The questionnaire takes about 10 minutes to complete.

Thank you for your help!

General Information

Name of hosting project_____

Country_____

City_____

1. How long have you been working with international volunteers?
 - a. Less than 1 year
 - b. 1-2 years
 - c. 3-5 years
 - d. 6-10 years
 - e. 11 years or more
2. Does your organisation have a supervisor/contact person for volunteers?
 - a. Yes
 - b. No
3. What is your relationship to the international volunteer(s) in your organisation?
 - a. I am their supervisor
 - b. I work with them
 - c. Other (please specify)_____
4. On average, how many hours a week does/do the volunteer(s) work in your organisation?
 - a. Less than 10 hours
 - b. 10-20 hours
 - c. 20-30 hours
 - d. 30-40 hours
 - e. More than 40 hours
5. On average, how many hours a week do you spend with the volunteer(s)?
 - a. Less than 1 hour
 - b. 1-2 hours
 - c. 3-4 hours
 - d. 5-6 hours
 - e. 7-8 hours
 - f. 9-10 hours
 - g. More than 10 hours
6. What kind of contact do you have with them?
 - a. One-to-one meetings
 - b. Group meetings
 - c. Social activities
 - d. Daily work activities

7. Which of the following statements best describes the amount of time you spend with the volunteer(s)?
- I would like to spend more time with the volunteer(s)
 - I am satisfied with the amount of time I spend with the volunteer(s)
 - I spend too much time with the volunteer(s)

8. To what extent do you agree or disagree with the following statements?

	I don't know	Partially disagree	Strongly disagree	Neither agree nor disagree	Partially agree	Strongly agree
It is necessary that the organisation's staff are informed about the role of the volunteer(s)						
It is necessary that the organisation(s) clients are informed about the role of the volunteer(s)						
The volunteer(s) distract(s) from the organisation's work						
The volunteer(s) are welcome in the organisation						
It is easy to communicate with the volunteer(s) at the project						
The duration of the volunteer(s) stay at the project is appropriate						
The volunteer(s) have the necessary skills for their work						
It is necessary that the volunteer(s) is/are supervised during their stay						
It is clear to me what kind of tasks to give the volunteer(s)						



9. Do the advantages of hosting (a) volunteer(s) outweigh the challenges?
- a. Yes
 - b. No
 - c. I don't know

Please specify

Impact on the volunteer(s)

In the following questions, we ask you to assess the volunteer's skills. If you work with more than one volunteer, please give us an overall assessment.

10. Indicate the volunteer's Russian skills on arrival at the project
- a. No knowledge of Russian
 - b. Basic level
 - c. Intermediate level
 - d. Advanced level
 - e. Fluent
 - f. I don't know
11. Indicate the volunteer's general communication skills (other than language) upon arrival at the project
- a. Communication skills were completely lacking
 - b. Limited communication skills
 - c. Communicated with minor difficulties
 - d. Communicated well, without difficulties
 - e. I don't know

12. To what extent do you agree with the following statements about the importance of the international volunteer's language skills?

	I don't know	Partially disagree	Disagree	Neither agree nor disagree	Partially agree	Agree
The volunteer's ability to write in Russian is important						
The volunteer's ability to write in English is important						
The volunteer's ability to speak Russian is important						
The volunteer's ability to speak English is important						
The volunteer's general communication skills are more important than specific language skills						

13. Have the volunteer's language skills improved during his/her stay at the project?

- Yes
- No
- I don't know

If you answered "no" or "I don't know", skip questions 14 and 15.

14. Have the volunteer's improved language skills enabled them to take on more challenging tasks?

- Yes
- No
- I don't know

15. To what extent do you agree with the following statements?

	I don't know	Partially disagree	Disagree	Neither agree nor disagree	Agree	Partially agree
The volunteer has become more outgoing						
The volunteer has become more self-confident						
The volunteer has become more comfortable speaking Russian						

Impact on the project

The following questions concern the impact of the volunteer's stay on your organisation

16. Have you introduced the volunteer to activities in the local community, outside of your organisation?

a. Yes (please give some examples)

b. No

17. How has the relationship between you and the volunteer been?

- a. Very distant
- b. Distant
- c. Neutral
- d. Close
- e. Very close
- f. I don't spend any time with the volunteer

18. How has the relationship between the volunteer and the organisation's clients (children, patients, etc.) been?
- a. Very distant
 - b. Distant
 - c. Neutral
 - d. Close
 - e. Very close
 - f. I don't know
19. How has the relationship between the volunteer and the organisation's staff been?
- a. Very distant
 - b. Distant
 - c. Neutral
 - d. Close
 - e. Very close
 - f. I don't know
20. Have you noticed that the clients' (children, patients, etc.) interest in the international volunteer's culture (history, traditions, customs) has increased during his/her stay? Please elaborate on your answer.
- a. Yes
 - b. No

21. Has the international volunteer's stay contributed positively to the work of your organisation?

- a. Yes (please specify)

- b. No

22. Has the volunteer's work led to new ideas or initiatives in your organisation?

a. Yes (please specify)

b. No

23. To what extent do you agree with the following statements? If you work with more than one volunteer, please give an overall assessment.

	I don't know	Partially disagree	Disagree	Neither agree nor disagree	Agree	Partially agree
The volunteer has had a positive effect on the staff						
The volunteer has had the opportunity to talk about his/her home country						
Staff spend their free time with the volunteer						
The organisation's clients have learnt about the volunteer's home country						
The volunteer has a positive effect on the clients						

Do you have any further comments or suggestions?
