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Raising Peace 2019: Promoting Peace

# IMPACT ASSESSMENT Report

Coordinated by



**CCIVS**  
 70 YEARS  
 Coordinating Committee for  
 International Voluntary Service  
 1948-2018

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# Raising Peace 2019: Promoting Peace Impact Assessment Report

Francesco Volpini  
Julia Perez Lema

Writer  
Layout and Design

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# Impact Assessment **Report**

“ Before starting the work,  
I want to know the purpose  
of this work [...]

**The purpose is our motivation.**

*So I want to know  
the purpose of everything we do.* ”

(Masako, Volunteer, Japan - Raising Peace project in Czech Republic)

## RAISING PEACE

Raising Peace is a worldwide campaign taking place in over 60 countries, coordinated by CCIVS : it aims at strengthening and improving the visibility of the role of the International Voluntary Service movement in the construction of Peace and Human Rights, through raising awareness, training activists and making advocacy and networking.

In 2019 the actions focused on Migrant and refugee rights, freedom of movement, and universal civil rights; Access to food & housing and to a sustainable and dignified life; Gender rights, sexual and personal bodily autonomy; To live in peace at a local, regional, and international level; To participation, ensuring citizens can freely be involved in human rights and peace issues.

## RESEARCH ESSENTIALS

The impact assessment work was inspired to the essential elements of the Theory of Change and of Program Theory and Evaluation, and followed a mixed methods approach in its data collection. It utilised for its quantitative data a pretest-posttest design: volunteers engaged in different Raising Peace activities answered the same series of questions before and after their participation in a project, self-reporting their agreement or disagreement with different statements on standard 1-5 or 1-7 Likert scales. For the qualitative data, semi-structured interviews were conducted with selected volunteers, camp leaders, local communities and organizers in order to deepen and widen the understanding of key issues emerging from the quantitative analysis and reflecting the specific interests of participating organizations in relation to one or more of the campaign objectives.

In the preparation of the surveys, which had a confirmative objective, several questions were clustered according to their content to create constructs: composite indicators that help increasing validity by gathering together items assessing the same objectives and categories. Based on the participative work implemented in the last years by several voluntary service organisations and institutions, the survey included eleven constructs relating to general competences we expected the participants to develop at the:

- Personal level (Self-awareness and confidence, Autonomy, Motivation, Problem-solving);

- Interpersonal level (Communication, Adaptation, Teamwork, Conflict management);
- Social-Cultural level (Intercultural awareness, Social Inclusion and Integration, Active participation).

In addition to these categories, which allowed for wider comparison across projects and programs beyond the Raising Peace campaign, the survey included ten additional and complementary items (for a total of 20 short questions) developed to assess the specific goals of the campaign, focusing around issues of Peace, Social Inclusion, Human Rights, Climate Justice, Sustainable Living.

Statistical analysis was performed to provide insights into the most significant changes that can be attributed to the Raising Peace program experience - that is, that are not the result of pure chance, or 'magic', but of the work and practices of the campaign partners and the volunteers' own efforts and engagement: statistically significant differences were measured through 2-tailed Paired samples t Test, with the 95% confidence level characteristic of social sciences studies. Results were also tested for relevant differences and correlations in order to underline the specific impact of individual and programme variables, and in particular of aspects of the campaign - such as training and thematic workshops - that might have contributed to the success of the programme. The outcomes were also compared to those of the participants in the workcamps and local actions of the IVS for Climate Justice campaign implemented in parallel by CCIVS and its partners, which shared a series of targeted questions, and whose answers and results were used as a control group in order to highlight the specific correspondence between programme objectives and programme results.

The semi-structured interviews, which had an explorative objective, allowed to discuss with the protagonists of selected camps utilized as case studies the perception and meaning attributed to the experience by the participants, with a triangulation of information gathered across different stakeholders - volunteers, campleaders, local community representatives, organizers - in order to gain a diversity of perspectives and understandings from different vantage points. The process, built together with the partner organizations during the PRIME training in Hungary (June 2019), addressed in particular the need to make explicit the links between the overall Raising Peace goals and objectives, and the specific and practical activities put in place by different projects. The interviews also allowed to clarify and/or illustrate context with elements of thick description provided and explained by the actors and stakeholders themselves, including through participative analysis.

## PARTICIPANTS CHARACTERISTICS

A total number of 73 individuals from 27 different countries were involved in the research, with 56 volunteers answering the full pretest-posttest survey, and 17 stakeholders sitting for in-depth interviews, representing 7 different Raising Peace projects and actions chosen as case studies. The average age of the surveys respondents was 23.2 years, with a prevalence of female (71.4%) over male (28.6%) volunteers, with a large majority of students (67%) but also a higher than usual percentage of workers (21%) and unemployed (10%) participants. Full-time volunteers - e.g. EVS participating in the Raising Peace activities as part of their long term service - only represented 2% of the respondents. Only 27% of the volunteers had received a pre-departure training/orientation from their sending organisation, 61% had already volunteered before, and 76% had been abroad - all variables that were collected because of their known influence on several of the constructs included in the research.

## OVERALL PROJECT SATISFACTION

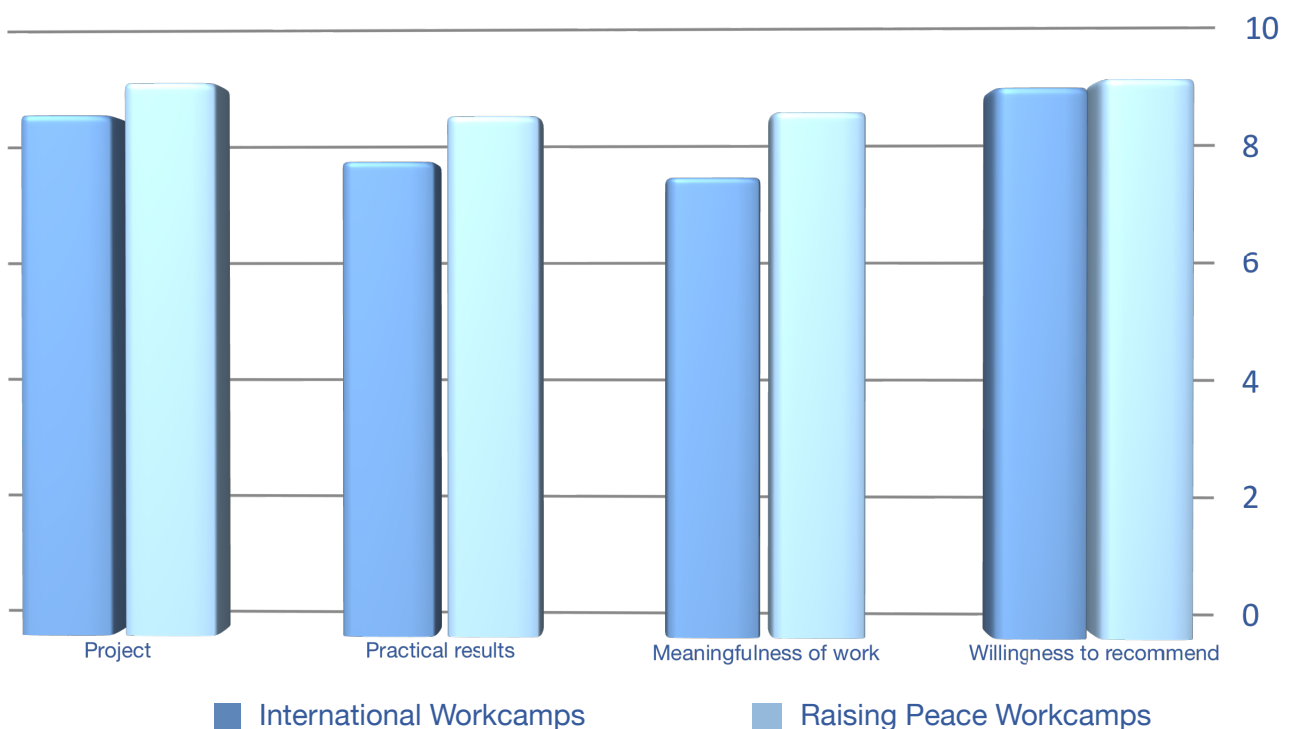
Comparison between project satisfaction of Raising Peace camps and general International Workcamps	Raising Peace	Int. Work.
On a 0 to 10 scale, how satisfied are you with the <b>project</b> you have joined?	8.820	8.310
On a 0 to 10 scale, how satisfied are you with the <b>practical results</b> of the work performed during the project?	8.280	7.560
On a 0 to 10 scale, how <b>meaningful</b> do you think the <b>work performed</b> during the project was?	8.330	7.300
On a 0 to 10 scale, how would you rate your <b>willingness to recommend</b> this experience to your close friends and family?	8.840	8.710

The participants of the Raising Peace camps report a higher project satisfaction (+0.510), satisfaction with practical results (+0.720), feeling of having performed meaningful work (+1.030) and willingness to recommend the experience to their close friends and relatives (+0.130) than those reported by participants in international workcamps in previous research. They also consider their camp experience very relevant for their personal / professional development (8.720/10). The importance of the accrued sense of purpose brought to the volunteers by the understanding of being part of a wider, “mosaic-like” campaign like Raising Peace is confirmed both at the level of statistical correlations and of qualitative analysis: on one side, the meaningfulness

attributed to the work done and the satisfaction with the practical results show medium to strong positive correlations with several of the themes and competences assessed, from the feeling of living in an inclusive society to problem solving and the willingness to further engage for Human Rights Education and the Sustainable Development Goals. On the other side, the participants interviewed consistently reflected on the relationship between the sense of meaningful accomplishments, group cohesion and personal and collective goals and wellbeing:

“ *When we finished [the work] we were just the group, we were just the group for sharing that moment. [...] And I think the most important is when you recognize what you did together.*  
*When we finished the first work that we did, the wall, I started to cry, I mean...because you have a good feeling, a really good feeling that you have done something, and you are like, capable of making that. I think that everybody felt that at the end* ”

*(Clara, Camp leader, Peru - Raising Peace project in France)*



“ *I feel it is better [...] to have an aim in the end because the work is different from day to day and you don't know exactly what you're gonna do, maybe just some small tasks. So yeah if you are asking if people know what are the important things at the end, we do yeah, we know we do important things but probably not every day.[...]*

***There are like...many small moments, it's like a mosaic*** ”

*(Olga & Alla, Volunteers, Russian Federation - Raising Peace project in Czech Republic)*



In this sense, it is also to be noted that the participants' life satisfaction increased of 0.410 on the standard Gallup question "Imagine an eleven-rung ladder where the bottom (0) represents the worst possible life for you and the top (10) represents the best possible life for you. On which step of the ladder do you feel you personally stand at the present time?", from an average of 7.150 before the camps, to 7.560 out of the maximum 10 points of the scale utilized. The score on Diener's Satisfaction With Life Scale also increased of 0.680, to a total average of 25.750 (High score).

“  
*I had the feeling that  
no one knows me,  
I am in a foreign country,  
and I can be myself.*

**So, I became myself.**

*And I saw that  
people liked me,  
they liked who I am,  
and this meant a lot to me.*”

(Margit, Local Volunteer, Hungary - Raising Peace project in Hungary)

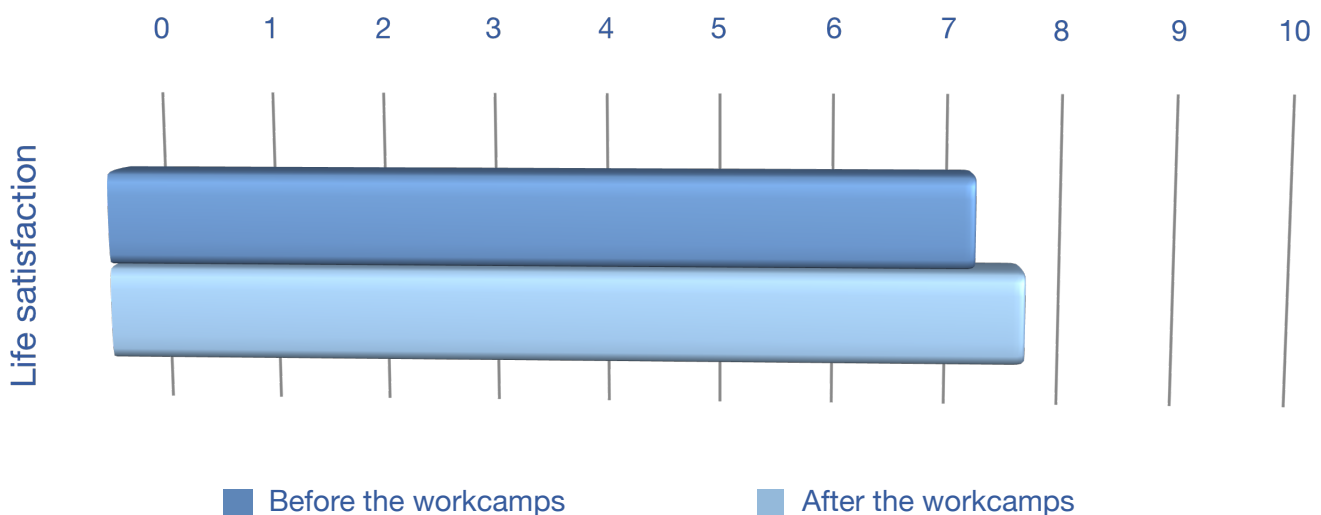
## Understanding Scores on the Satisfaction with Life Scale

*Ed Diener*

### 25- 29 High score

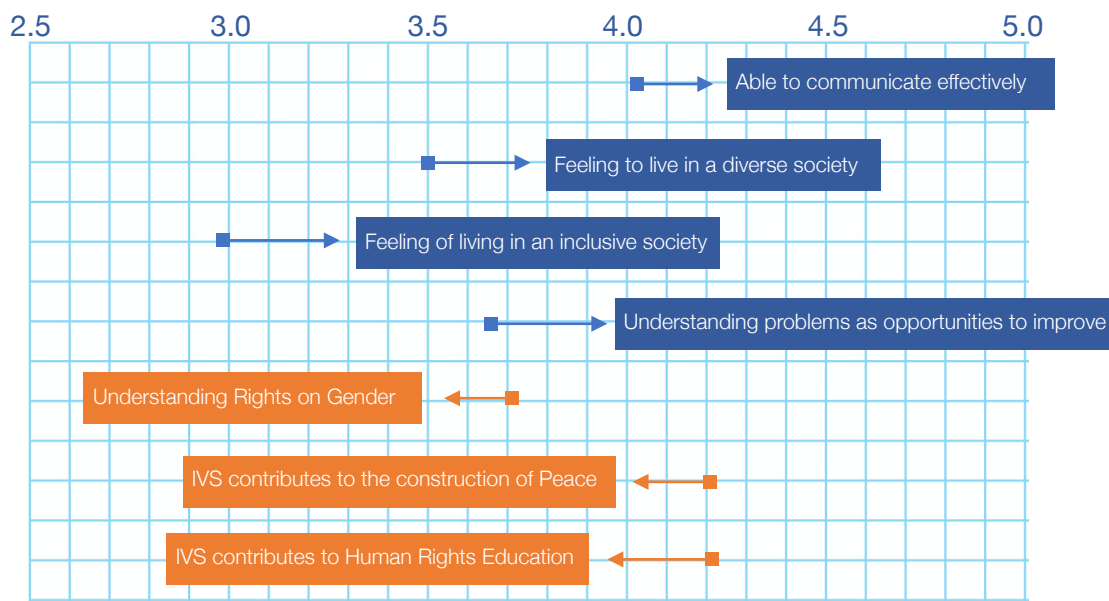
Individuals who score in this range like their lives and feel that things are going well. Of course their lives are not perfect, but they feel that things are mostly good. Furthermore, just because the person is satisfied does not mean she or he is complacent. In fact, **growth and challenge might be part of the reason the respondent is satisfied.** For most people in this high-scoring range, life is enjoyable, and the major domains of life are going well – work or school, family, friends, leisure, and personal development. The person may draw motivation from the areas of dissatisfaction.

Copyright by Ed Diener, February 13, 2006



## MOST SIGNIFICANT CHANGES *After the projects*

After their projects, participants in the workcamps of the Raising Peace campaign report statistically significant differences in their general feelings and understanding in relation to several of the items and constructs surveyed.



COMMUNICATION. At the level of communication, returned volunteers reported a higher confidence in communicating effectively, in particular with institutions (sig. .032). Such an emphasis on communication outcomes is strongly reinforced by the interviews analysis, which reports it as the most recurring topic of discussion and learning from the participants and a bridge for self-confidence, teamwork and conflict management:

“ After the camp I realized I feel more self-confident, and I realized I can communicate and cooperate with different kind of people ”

*(Olga, Volunteer, Russian Federation - Raising Peace project in Czech Republic)*

“ The biggest fear was to communicate with people from around the world and also to cooperate with each other. That was the biggest fear for me. And I think we overcame, yes, through the working together, talking a lot and living together ”

*(Masako, Volunteer, Japan - Raising Peace project in Czech Republic)*

“ [I could] learn to communicate, get on well with other people, other nationalities or cultures and just mainly to communicate in the sense of explaining something to be understandable and in a non-offensive way, not to insult, not to hurt anybody because this can be difficult ”

*(Martina, Volunteer, Slovakia - Raising Peace project in Czech Republic)*

LIVING IN A DIVERSE AND INCLUSIVE SOCIETY. The importance of such communication outcomes reveals equally at the level of the local community, participants and beneficiaries, where increased competences meant not only concrete advances (e.g. English proficiency at school exams) but also and more importantly increased understanding, interaction and participation of different cultures and minorities. The accrued feeling of living in a diverse (+21.4%, Sig. .029) and an inclusive society (+ 12.5%, Sig. .037) reported by the international volunteers corresponds to the consistent focus of the interviewees on the discovery and appreciation of their own and other cultures, including of their specific challenges and problematics:

“*Our students meet people from different countries, and they won't believe what politicians say, that every foreigner is a bad person. We try to help them to open up [...] it is important to know foreign people. And they can get to know their culture, and they can see that they are the same as we are. So I think it is the best result of this program, the connection. I think children are basically openminded and our goal is to save them to stay as open minded as they already are, to keep this state...I think the other part is also important of volunteering, volunteers come here, **they bring their own culture, but what we show them is as important as their help**, so I think it is important what they will remember after going home, and maybe they can change their mind about us being sad and negative*”

(Marcsa, Local Teacher, Hungary - Raising Peace project in Hungary)

“*The volunteers from the local [community], not everybody was French, we worked with teenagers from another association that works on migration and this...so it was really really a mixed mixed group, a lot of countries and yeah I think it was very cool because I can see that, I think nobody was really really French. We became closer with some people so yeah, is really really like...because you see, **the problems that they are living, they are like, really really problems, it's very good when the people feel comfortable with you to share this type of things***”

(Clara, Camp leader, Peru - Raising Peace project in France)

“*And the four [refugee] youngsters, from the migrants association, honestly very hard working. **I have never seen kids like that, and it was the first time they did something like that. They immediately bonded with the other volunteers** [...] and they even invited them to the association, they organized a football match to make sure other [migrants] met them*”

(Mounia, Local community, France - Raising Peace project in France)

UNDERSTANDING PROBLEMS AS OPPORTUNITIES THAT WILL IMPROVE THEIR LIFE AND THEMSELVES. Volunteers report after their project an important shift (Sig. .027) in their approach towards simple and complex problems, which also invests a series of personal changes touching at different contiguous categories. Interview analysis and observations suggest the crucial role of not only work-related tasks, but also and especially collective life tasks and rules as they were introduced and developed in function of the group diversity, objectives and context by participants themselves.

“ [I gained] courageousness, it helped me **to be more courageous**, not only me but also others to intercede with somebody or **to solve things, to do something more**.

[...] It's about leaving your comfort zone and that's cool, to experience something new, not to live only in everyday stereotypes and mainly to help somewhere where they really need it, not to have everything only [planned] but also to solve problems. And it's mainly about **new know-how, to learn new things** which you usually probably wouldn't do or you wouldn't have a chance to experience.

It's probably this, **new experiences, problem solving, how to solve them or to help solving them, this is the way it's enriching**

”

(Martina, Volunteer, Slovakia - Raising Peace project in Czech Republic)

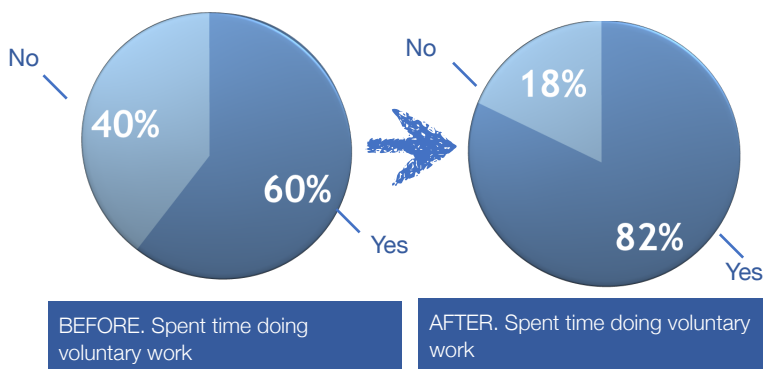
## FROM PERSONAL TO COLLECTIVE

Post-test analysis highlights not only a steady increase in the percentage of participants looking at problems as opportunities to improve their life (+15%), but also of volunteers feeling more able to communicate with people from different countries and cultures (+11.3%), more confident in taking part in debates and discussions (+9.8%), enjoying taking initiative (+8.9%), and telling others what they need and feel (+7.1%).

## LESS IS MORE

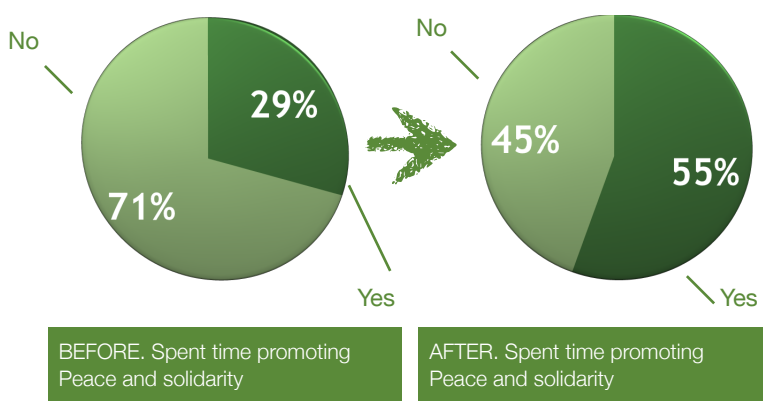
This tendency to actively engage with the group is also reflected in the parallel decrease of participants becoming tense when talking about themselves (-10.7%), trying to avoid disagreements (-6.7%) or feeling uncomfortable when facing potential conflicts (-6.2%)

UNDERSTANDING ISSUES, ENGAGING FOR CHANGE. The decreases in volunteers' understanding of Rights on Gender, Body and Sexuality (Sig. .031), and their relative loss of trust in IVS strength in front of the difficult tasks of the construction of Peace and the creation of inclusive societies (Sig. .017) and in IVS contribution to Human Right Education and the respect of Human Rights all over the world (Sig. .015) appear unusual and counterintuitive given the focus of the Raising Peace campaign. But several elements from both quantitative and qualitative analysis rather suggest a process of temporary 'unlearning' where existing knowledge is questioned and moderated by the experience in a new, more intercultural environment. The overall judgement by the volunteers on those issues remains positive (from 3.56/5 to 4/5), but what is important to notice is that the new questioning rather stimulated their commitment: the percentage of respondents having spent time during the last two months doing volunteer work for a social/civic/non-governmental organization or helping other people outside their family without being paid increased from 60.7% before their involvement in the Raising Peace campaign, to 82.1% after. So did the percentage of respondents having spent time during the previous two months on activities promoting international peace and/or solidarity, increased from 28.6% before their involvement in Raising Peace, to 55.4% after.



*“ I look at myself and I say I am a human, and I make mistakes, but who doesn't [...]*

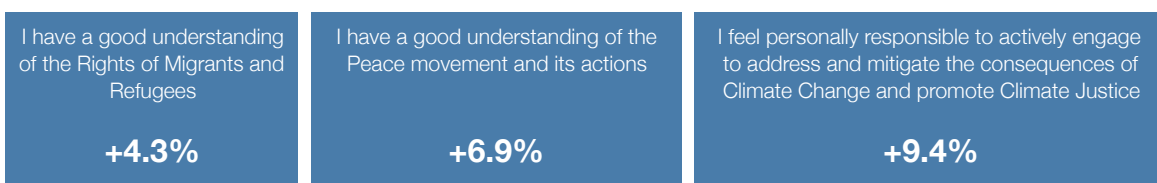
***I discovered things about myself and others** but I still can't wait to participate in something, it doesn't matter what, but*



***I want to participate.***

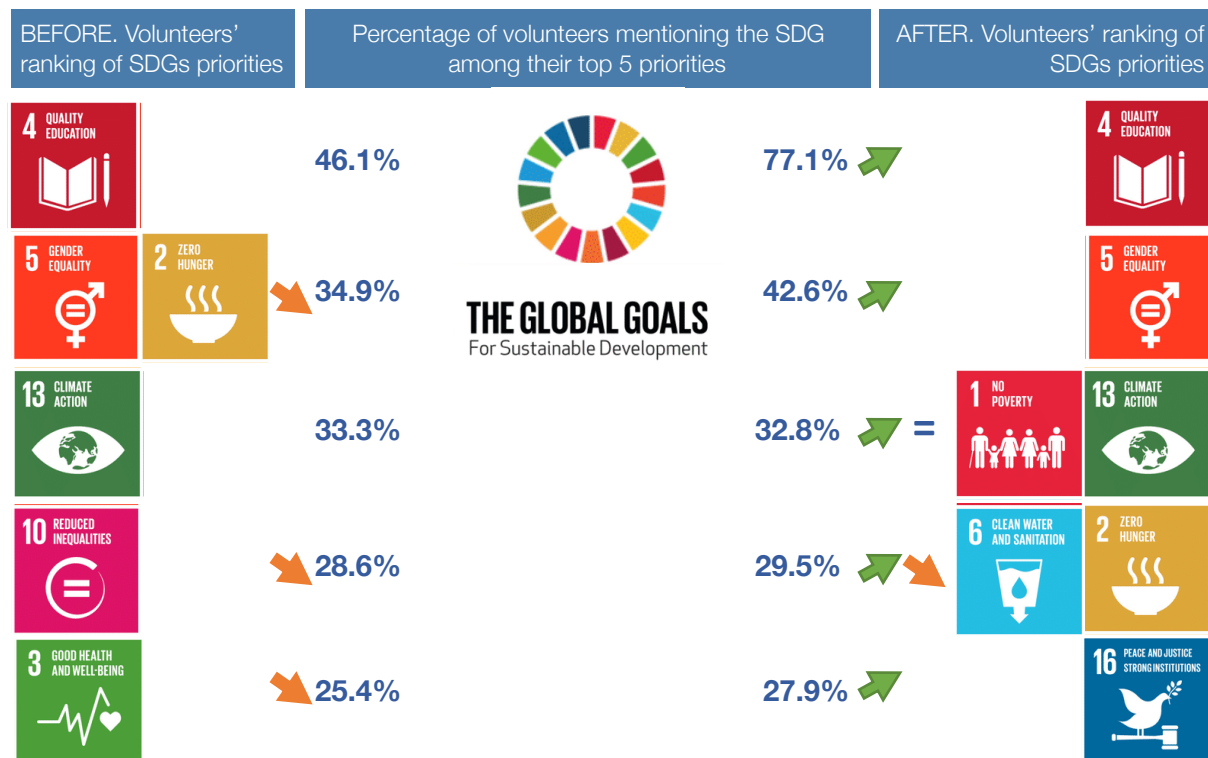
*(Margit, Local Volunteer, Hungary - Raising Peace project in Hungary)*

Several other items, while not achieving statistical significance, still showed a trend towards better understanding and engagement after the projects for key Raising Peace issues :



## THEMATIC UNDERSTANDING AND CHANGES Sustainable Development Goals

Changes in the volunteers' understanding of key Raising Peace issues extend to the way participants in the campaign considered as their top five priority SDGs before and after their volunteer experience:



After their projects, participants show a more polarized approach in which Raising Peace issues like Education and Gender Equality, which were already considered absolute priorities by participants before their projects (and can be considered among the motivations for joining the campaign) became even more important. In addition, the confrontation with the harsh realities of the communities and minorities with whom most of the projects concerned were implemented, made new and more concrete priorities become evident, such as the fight against Poverty and the need for Clean Water and Sanitation, issues that volunteers understand as part of a systemic change needed thanks and beyond the impact of international voluntary service itself.

“ Sometimes they would need more basic things, but I think it's not the role of civil society to provide them. There are children who live in extreme poverty, really bad conditions, their parents use drugs, and we can't help with them. International volunteering is not going to solve these issues. But what we provide is certainly something that is not there [...] and it shows them something that they wouldn't see otherwise. So it's difficult, because it's not a need on the level of you know, the Maslow-pyramid, it's not needs on the level of self-sustaining, but **it's something that is missing** ”

(Vera, Local coordinator, Hungary - Raising Peace project in Hungary)

## AN ETHIC OF WORK

Statistical data conformed the choice of anchoring a global campaign like Raising Peace on the grassroots reality of international voluntary service projects, involving volunteers from minorities, migrants and refugees, with a common focus on the realization of practical, often manual work of public interest: strong positive Pearson correlations can be identified for instance between the participants' feeling of possessing or having gained work-related skills (using tools or techniques, working with their hands, working in teams) and their capacity of adapting to social life and overcoming tension and conflicts with the group. Such realizations are strictly linked to the nature of the work and the capacity of the leaders and organizers to infuse the sense of purpose that the volunteers joining the Raising Peace campaign considered their original motivation.

“*Thanks to many practical activities, trainings, team-building, working with kids, different experiences from other people, **it all came together, the small practical knowledge and skills***

***It didn't change in one day, [...] but every time we worked together I got convinced more and more.***

*And **we had to work together.** It was not just for fun. We planned sessions, created new games, explained stories from our countries. If it was not a workcamp, I would not have the chance to hear these stories and never experience seeing the way foreign people work, their **attitudes, approaches, their ethics.***

”

(Róna, Former volunteer, Hungary - Raising Peace project in Hungary)

### Technical note

The quantitative data available, while sufficient in aggregate to perform the main statistical analysis in order to let emerge the most significant changes experienced by the participants during their Raising Peace camps, and despite representing a great diversity of social and cultural origins, was concentrated in only a few camps. This rendered difficult to disaggregate the data and analyze the possible influence of programme variables specific to the Raising Peace campaign, such as the implementation or not by the hosting organizations of targeted workshops on the key objectives of the initiative. The intergroup differences identified could regularly also be attributed to other confounding variables from the programmes, such as the country in which the project took place or the duration of the project, or to individual attributes of the volunteers themselves such as age, gender, occupation and prior experience in volunteering and/or abroad - all known influencing factors in research on volunteering.

“ *Here you live another life  
inside your life  
through the workcamp  
the doing-together.*

*Rebuilding oneself,  
participating in  
your own reconstruction.*

*When you renovate a wall,  
you renovate yourself* ”

(Chiara, Local organiser, France - Raising Peace project in France)



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 Pakjy Энх тайван  
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