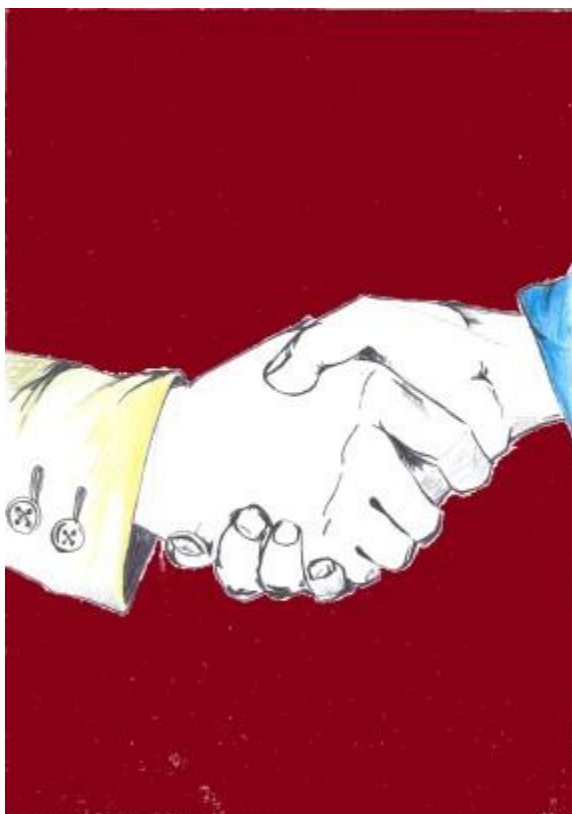


GoTeach works, but how?

GoTeach Partnership Evaluation Report



DP DHL Group & SOS Children's Villages partnership

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Short introduction into the DP DHL Group and SOS Children's Villages International Partnership

Since 2011, Deutsche Post DHL Group and SOS Children's Villages International are partnering together in the GoTeach program. The main purpose of this partnership is to foster the empowerment and employability of young people from challenged socio-economic backgrounds, with whom SOS Children's Villages is working.¹ Employees of DP DHL Group² are volunteering and spending time during working and private hours to mentor the youth in their transition to the working world. They seek to inspire and motivate the youth to prepare their first professional steps, by means of sharing their own professional and personal experiences. A variety of activities are organized, and they can roughly be clustered into the following categories:

- Job orientation to help youth understanding the job market
- Soft and basic skills training to enable access to the job market
- Exposure to professional working environment to gain initial work experience

The program started in 4 countries in 2011 and expanded rapidly and extensively up to 26 countries worldwide by 2015.

2011	2012	2013	2014	2015
Brazil	Mexico	Costa Rica	Indonesia	Nigeria
Madagascar	Ghana	Ethiopia	El Salvador	Tanzania
Vietnam	Kenya	Jordan	Thailand	
South Africa		Morocco	Colombia	
		Panama	Paraguay	
		Peru	Mauritius	
		Uganda	Dominican Republic	
			Haiti	
			Swaziland	
			Lithuania	

The local ownership of the GoTeach program is considered a unique feature of this partnership. In every country, SOS CV and DP DHL staff are jointly planning and implementing GoTeach activities. Given the large number of program countries, and the differences between these contexts, the formats and implementation of activities naturally varies greatly. Nevertheless, all activities are aimed at training and guiding the youth and/or sharing personal career developments and experiences. As compared to other corporate citizenship programs, GoTeach focuses more on empowering youth by sharing professional expertise than on supporting through funds.³ This makes the GoTeach partnership rather exceptional.

¹ As part of their child protection program policy, SOS Children's Villages implements two types of interventions: Family Based Care (FBC) and Family Strengthening Program (FSP).

² In this report, the DP DHL Group employees involved in the GoTeach program are referred to as 'volunteers'.

³ DP DHL Group yearly donates to the respective SOS CV Member Associations, supporting educational programs and youth facilities (FBC).

Executive summary

This evaluation is set up to further understand the working mechanisms underlying the GoTeach partnership between Deutsche Post DHL Group and SOS Children's Villages International. The core question for this evaluation is not so much *whether* the GoTeach program works, but rather exploring *how* it works for both youth and volunteers in the various contexts where the program is implemented. Understanding, testing and improving are therefore key components of this evaluation process. Therefore, a Theory of Change is drafted and tested. The Theory of Change describes the changes expected to occur among the majority of youth and volunteers, as a result of their involvement in GoTeach. This evaluation especially looks into the extent to which these outcomes are plausible and realistic, and how they are achieved.

A semi-structured survey was set up to verify the GoTeach Theory of Change. Questionnaires were distributed among youth from SOS CV and DP DHL volunteers in 14 countries where GoTeach started in 2011-2013. The survey was conducted remotely, using either an online survey tool for data collection, or hard copy questionnaires. Data collection and analysis was anonymous and confidential. The volunteers showed a satisfactory online response rate of 41%. Unfortunately the response rate of the youth could not be computed. Given the large absolute number of responses to the survey, the outcomes of this evaluation do represent trends and tendencies within the global GoTeach population at large.

The quantitative and qualitative data presented in this report provides valuable insight into how youth and volunteers are involved in GoTeach activities (outputs) and what changed for them as a result of this (outcomes). The findings are supporting the GoTeach Theory of Change to a very large extent. The following evaluation questions are answered:

Are the outcomes aimed for with youth achieved?

- Yes, GoTeach clearly strengthened the youth' (self-reported) confidence in finding an adequate job, next to self-motivation and a sense of responsibility for their own future. The findings clearly support the GoTeach 'philosophy' of guiding the youth in their process of orientation and transition into the professional world.
- Unfortunately, we cannot draw any conclusions about the extent to which GoTeach helps youth in finding a job. Also network expansion is found to be a relatively weak outcome, although this might especially be a challenge for (FBC) youth who spent their childhood within the SOS Children's Village, since they often lack the traditional network of (extended) family, neighbours, etc.
- Youth truly appreciate the volunteers, regardless of the number of encounters (in terms of days, or number of different activities) they experienced with them. Especially youth who highly appreciated the DP DHL volunteer(s), also find the GoTeach programme more useful, and reported stronger levels of job confidence and self-motivation to take responsibility. This shows that the volunteers have a great and positive impact on the youth, and this is especially the case for volunteers who facilitated workshops/trainings, and sports activities.
- Mainly FBC youth are benefitting from GoTeach, and a limited number of youth from FSP are enrolled. However, FSP youth are often more at risk since the care, education and health of FBC youth generally is very well taken care of once the children or young people are under the responsibility of the SOS Children's Village or Youth Facility.

Are the outcomes aimed for with volunteers achieved?

- Yes, volunteers are clearly very committed to support youth from a challenged socio-economic background. They are very satisfied about being able to 'give back to society' and therefore GoTeach clearly strengthened their awareness about social gaps in society.
- Volunteers also learn from their colleagues in terms of knowledge and skills development, which enriches their professional life. Examples are presentation skills and so called 'people's skills', such as communication, dialogue, and coaching. Furthermore, volunteers reportedly are more satisfied with their

job, and more positive about the DP DHL Living Responsibility Initiatives. This means that enabling employees to volunteer for GoTeach can strengthen employee engagement.

- Volunteers' awareness about social gaps in society, as well employee engagement, is especially boosted among those who volunteered for a Career Day.
- Although the volunteers are relatively modest about them being a role model for the youth, the youth themselves expressed that they truly found good examples in the volunteers. Youth indicated that the advice and support offered was very useful to them.

Are more intensive activities more effective than less intensive events?

Yes, mere exposure (time spent in activities) is found a more important condition for success than the amount of different types of activities youth participated in. The more time youth spent in GoTeach, the more useful they find it, and the more their job confidence and self-motivation to find a job is boosted. Especially internships and career days boost the youth' confidence in finding an adequate job. This means that these activities are more likely to effectively influence the youth' future job perspective, as compared to other GoTeach activities. Remarkably, the scope of these activities can be rather different, as internships could be more time intensive than a career day. However, this depends on the formats used, which was not assessed in detail in this survey and could be something to look into further.

Are youth and volunteers benefitting from GoTeach in the long term?

Yes. Youth who were relatively recently involved (2014, 2013) showed the same level of job confidence and self-motivation and sense of responsibility for their own future, as compared to those involved in 2011-2012. This might be an indication that these outcomes sustain over time. Similar trends apply to the volunteers. Those who were involved in the early days of GoTeach (2011-2012) showed similar levels of awareness about social gaps in society and employee engagement, as compared to those who were involved more recently (2014, 2013).

Youth who were involved in 2011-2013 are equally positive about the GoTeach volunteers as compared to those involved more recently (2014-2015). However, youth and volunteers who were involved in the first years of GoTeach spent more time on it as compared to the ones involved during the most recent years. This might indicate that volunteers learnt from each other, and possibly have become more efficient in facilitating the activities and transferring knowledge. Unfortunately, no firm conclusions can be drawn about this.

Is GoTeach making an impact?

Promising signs of longer-term impact of GoTeach are found, especially with regard to youth' future aspirations, or dreams, and their resilience while creating their future perspective. Volunteers' personal and professional developments, based on their involvement in GoTeach, are also very likely to positively contribute to DP DHL corporate strategy.

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Recommendations

In order to set priorities for 2016, it is highly recommended for all GoTeach countries (also those who were not involved in this evaluation), to assess themselves against the recommendations presented below. Recommendations that are considered relevant in a certain context should be prioritized, and targets should be set for future program planning, implementation and quality control.

Recommendations for programme planning and implementation

- Carefully assess how much exposure (time) is needed for youth to be properly orientated, trained and/or exposed to the work floor. This evaluation showed that time spent (exposure) in an activity type (e.g. training) is more important than being involved in a great number of different activity types.
- Further develop and document GoTeach activity formats (e.g. workshop outlines, training manuals etc), and possibly exchange these between countries and regions.
- Promote active and meaningful youth participation in programme planning and implementation.

- Conduct a needs and vulnerability assessment among youth (from FSP, FBC or other SOS CV programs), in order to carefully determine who could benefit the most from the GoTeach program. Ensure involvement of the most vulnerable youth who have the least opportunities in the job market.
- Assign youth to GoTeach activities according to their age, interest and possibly educational levels.
- Promote continuous learning and exchange among volunteers about how to work with the youth in GoTeach. Volunteers could be assigned to facilitate activities, based on their interest and skills. This might not only increase efficiency but also promote effectiveness, so that the youth' job confidence and self-motivation is boosted even more.
- Given the above, it is recommended for 2016 to focus on improving the existing programs instead of expanding the number of countries where GoTeach operates. Take time to learn, and replicate activities in which youth are intensively exposed to skills training and getting to know the working environment.

Recommendations for quality control

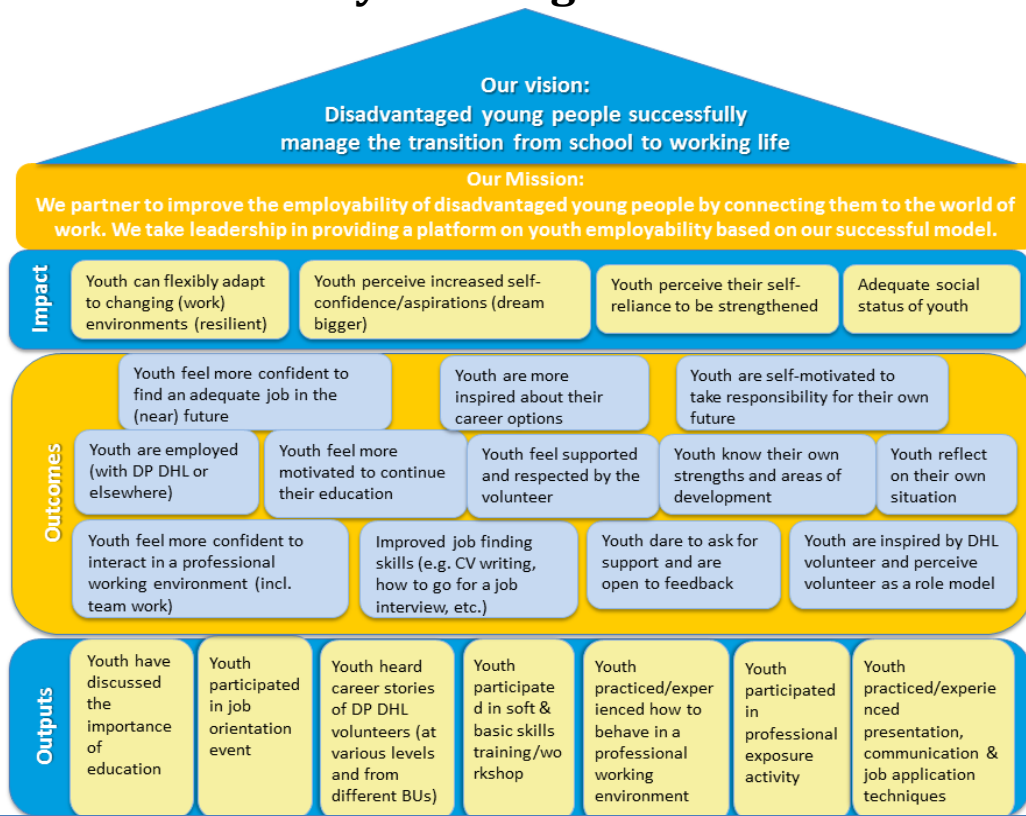
- Learning goals should be developed for each activity, which will help to develop, execute and evaluate the effectiveness of the activity. Outcomes should be assessed in order to determine whether follow-up with the youth is needed.
- Targets should be defined, and these should be linked to the Theory of Change. A yearly internal evaluation, of planned versus actual output and outcome targets, is recommended. Based on the findings, capacity building support should be offered where needed.
- Registration of program figures and data is already set up by means of the 'reporting toolkits' but could be further improved. More accurate figures about the scope and outcomes of the program not only helps monitoring quality, but also facilitates communication purposes. Individual registration of every youth and volunteer involved in GoTeach is the only way to avoid double counting. Consideration could be given to adopting the existing SOS FSP/FBC databases for this purpose, since this infrastructure is already operational in most, if not all, MAs.

The recommendations formulated above should be evaluated (internally or externally) by 2017. It is recommended to use the mixed-methods methodology again, using surveys complemented with field visits for in-depth interviews and observations, so that information can be triangulated.

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Theory of change for Youth



Theory of change for Volunteers

