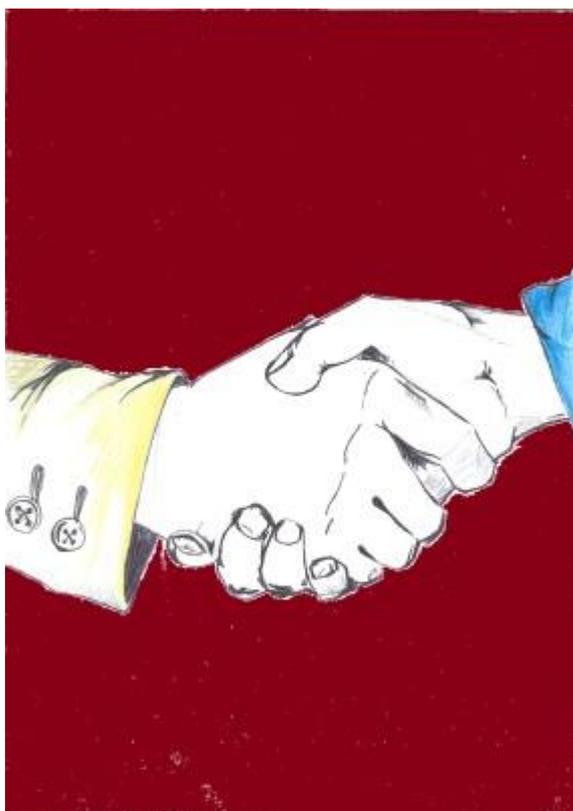


GoTeach works, but how?

GoTeach Partnership Evaluation Report



DP DHL Group & SOS Children's Villages partnership

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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.

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.

Acknowledgements

The evaluator would like to express her gratitude to all youth and volunteers who participated in the survey, and took time to share their valuable insights. In addition, the support of the GoTeach regional and global coordinators, both within DP DHL Group as well as SOS CV, was highly appreciated and very beneficial to the evaluation process. Happy reading!

1. Introduction

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.

In 2013, SOS CV conducted an internal evaluation of GoTeach, using the storytelling method. This method revealed qualitative and rich data, and showed positive signs of impact on the lives of the youth and volunteers involved. This evaluation 2.0 further builds upon the findings of this first evaluation. The core question for this evaluation is not so much *whether* the GoTeach program works, but to explore *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.

As a very first step, a Theory of Change (ToC) was drafted in collaboration with the global and regional coordinators of the GoTeach program. By following the Theory of Change approach, we discussed the explicit but also implicit assumptions underlying the GoTeach program. The draft version of this theory is presented in chapter 2, along with the evaluation questions. A survey was set up among both youth and volunteers, in order to verify the extent to which the ToC is plausible and realistic. The methodology and findings are described in chapter 3 - 5. In chapter 6, conclusions are described, including an adapted Theory of Change. Furthermore, recommendations for further program implementation are presented.

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).

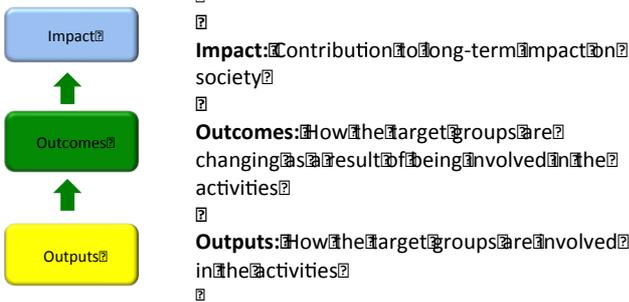
² In this report, the DP DHL Group employees involved in the GoTeach program are referred to as ‘volunteers’.

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

2. GoTeach Theory of Change

Every intervention, or program, is based on ideas and assumptions about how it works, and the impact that it will bring about. These assumptions jointly make up a theory. A Theory of Change (ToC) is not so much a scientific theory, but rather a set of explicit but also implicit assumptions professionals hold about the working elements and effectiveness of their work. Capturing the theory in a schematic way provides you with a framework that can be used as a basis for program planning, implementation, and also to monitor and evaluate against.

A simplified explanation of the structure underlying a Theory of Change is shown in the graphic below. The figure should be read from bottom to top, since there is a hierarchical order between the steps taken and changes expected.



Since the benefits for youth and volunteers involved in the GoTeach program are likely to be different, a Theory of Change was developed for the two target groups separately (see paragraph 2.1). The drafted theories are strongly informed by the outcomes of the 2013 (storytelling) evaluation, and further refined based upon the inputs from workshops with GoTeach global and regional coordinators.

2.1 Outputs, outcomes and impact of GoTeach

Every intervention or program starts with ‘inputs’ or activities undertaken by the professionals implementing the program, in this case the DP DHL Group volunteers and SOS CV staff coordinating the activities. Since this evaluation focuses on effectiveness of GoTeach, and the benefits for youth and volunteers, the inputs and (preparatory) activities were not explicitly evaluated. Instead, the evaluator relied on the data made available by the GoTeach partnership coordinators. The activities organized are expected to result in certain outputs for both target groups, as described below. Please note that not all individuals (youth and volunteers) are necessarily expected to be involved in all outputs, since the framework below is at global level.

Outputs Youth	Outputs Volunteers
<p>Intensity of youth involvement in GoTeach</p> <ul style="list-style-type: none"> Youth participated in job orientation event(s) (e.g. youth conference) Youth participated in soft & basic skills training/workshops (e.g. language course, job application techniques) Youth participated in professional exposure activities (e.g. internship, mentoring, business unit visit, job shadowing) <p>How youth are involved in GoTeach</p> <ul style="list-style-type: none"> Youth have discussed their future schooling/career Youth heard career stories of DPDHL volunteers (at various levels and from different BUs) Youth have visited the work floor/ professional working environment Youth practiced/experienced how to present themselves Youth are linked to DP DHL in a non-stigmatized way 	<p>Intensity of volunteers’ involvement in GoTeach</p> <ul style="list-style-type: none"> Volunteers are involved in one-off events (e.g. career day, youth conference, company field visit) Volunteers had several encounters with youth (e.g. training course, mentoring, internship) Volunteers dedicated hours of their (working) time to GoTeach <p>How volunteers are involved in GoTeach</p> <ul style="list-style-type: none"> Volunteers share their professional experiences with youth from disadvantaged backgrounds Volunteers from various BU's are involved and get to know each other

The output figures are monitored by means of the GoTeach partnership ‘reporting toolkits’. This information was used to draft the outputs described above, and serve as a basis to compare output findings from the evaluation sample against the information available from the reporting toolkit.

Outcomes Youth	Outcomes Volunteers
<p>Future job perspective</p> <ul style="list-style-type: none"> Youth have a realistic understanding of career options Increased knowledge/skills [personal finance, technical, computer skills, etc.] Youth have a plan in terms of schooling and future career Youth expanded their network for potentially finding a job Youth feel more confident to interact in a professional working environment Youth are more confident to find an adequate job in the (near) future <p>Self-motivation</p> <ul style="list-style-type: none"> Youth feel supported and respected by the volunteer Youth are inspired by DHL volunteer and perceive volunteer as role model Youth dare to ask for support and are open to feedback Youth reflect on their own and other's situations Youth know their own strengths and areas of development Youth are self-motivated to take responsibility for their own future <p>Youth employment</p> <ul style="list-style-type: none"> Youth are employed (with DPDHL or elsewhere) 	<p>How volunteers support the youth</p> <ul style="list-style-type: none"> Volunteers receive positive feedback from the youth Volunteers are role models for the youth <p>Awareness about social gaps in society:</p> <ul style="list-style-type: none"> Volunteers feel they contribute to society and can combine this with their work Volunteers have a more positive attitude towards children in alternative care Volunteers become ambassadors for SOS CV and their youth <p>How volunteers benefit themselves from GoTeach</p> <ul style="list-style-type: none"> Volunteers develop new knowledge/skills Volunteers (from different BUs) learn from each other Volunteers can apply new skills to their work Volunteers are role models for their colleagues Volunteers perceive improved collaboration within and across BUs <p>Employee engagement</p> <ul style="list-style-type: none"> Volunteers are proud to work at DP DHL Group High employee engagement and identification with DP DHL Group (living the brand)

The outcomes described above refer to 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.

Changes formulated at impact level are referring to long-term impact at society level, and often connects closely to the program and/or organization’s vision. Evidently, these changes cannot be expected to happen only due to outcomes achieved by GoTeach, but might take place as a result of a variety of interventions.

Impact Youth	Impact Volunteers
<ul style="list-style-type: none"> Youth can flexibly adapt to changing (work) environments (resilient) Youth perceive increased self-confidence / aspirations (dream bigger) Youth perceive their self-reliance to be strengthened Adequate social status of youth 	<ul style="list-style-type: none"> Volunteers have a healthy sense of self-worth on professional and personal level Volunteers are a role model for their family and/or in their community DP DHL volunteers contribute to national development Volunteers contribute to DPDHL corporate strategy 'connecting people and improving their lives' and become brand ambassadors Strong DP DHL business potential

As impact is influenced by many factors outside of the sphere of influence of DP DHL Group and SOS CV, the GoTeach program can only be expected to more or less contribute to these changes. This contribution to sustainable change at civil society level should only be assessed once every 5-10 years, and such an Impact Assessment should also take into consideration the numerous other factors influencing youth and volunteers. This evaluation will focus on assessing changes up to outcome level, and not at impact level.

However, in chapter 6 we will discuss the likelihood for the program to successfully steer towards having a positive impact at the longer term.

2.2 Evaluation questions

As mentioned at the beginning of this chapter, the GoTeach Theory of Change presented in this report builds further on the evaluation conducted in 2013. Therefore, this evaluation will also look into the extent to which earlier results can be replicated, which will add on validity to the Theory of Change. More specifically, the following key evaluation questions were prioritized in consultation with the GoTeach Partnership Global Team:

1. Are the outcomes aimed for with youth and volunteers achieved?

Relevant sub questions are:

- Which outcomes are strongest or core to the program?
- Which outcomes are weakest?

2. Are more intensive activities more effective than less intensive events?

Relevant sub questions are:

- Are more intensive activities leading to stronger benefits (outcomes) for youth?
- Are volunteers who are more intensively involved achieving better outcomes than those who were involved occasionally?

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

Relevant sub questions are:

- Are youth who were relatively recently involved (2014, 2013) more positive about the outcomes as compare to youth who were involved in GT 2011-2012?
- Are volunteers who were relatively recently involved (2014, 2013) more positive about the outcomes as compare to volunteers who were involved in GT 2011-2012?

3. Methodology of this evaluation

In 2013, the authors of the story telling evaluation recommended conducting a follow up evaluation, using a more quantitative research method, in order to complement and triangulate the qualitative outcomes of the initial evaluation. A semi-structured and distance approach was considered more cost-efficient as compared to individual interviews for which staff needed to be trained. In addition, bringing in an external evaluator was recommended to bring in a new methodology for evaluation (such as the ToC), promote objectivity and potentially bring out more critical opinions. This chapter describes the methodology used for this evaluation.

3.1 Data collection

As described in chapter 2, Theories of Change were drafted and used as a framework to evaluate against. A semi-structured survey was set up to verify the extent to which the GoTeach Theory of Change is plausible and realistic. Two questionnaires, one for SOS CV youth and another one for DP DHL volunteers, were developed in close collaboration with the global GoTeach coordinators. The questionnaires contained mostly closed questions, and a number of open questions. For youth, it was estimated that filling out the questionnaire would take about 10 minutes. The volunteer questionnaire was a bit longer. Because it was anticipated that more time could be asked for from them, the questionnaire took expectedly 15-20 minutes to fill out. Apart from one volunteer, no feedback was received that the questionnaire was too long.

The survey was conducted remotely, using either an online survey tool for data collection, or hard copies of the questionnaire. Respondents were not asked for their name and were informed that all data collected would be treated confidentially. The responses to the online questionnaire were immediately saved in a central database. The hard copies were distributed, collected and scanned and sent to the SOS CV GoTeach partnership coordinator at global level, who facilitated the data entry. Questionnaires were developed in English and translated into French, Portuguese, Spanish, Amharic, and Vietnamese. All completed questionnaires were translated back into English where needed.⁴

3.2 Sample

The 14 countries where GoTeach started in 2011-2013 are targeted with this evaluation. The countries are located in 4 different regions; LAAM (Brazil, Costa Rica, Mexico, Panama and Peru); Africa (Ethiopia, Ghana, Kenya, Madagascar, South Africa and Uganda); MENA (Jordan and Morocco) and Vietnam in Asia. It was decided not to include the countries where GoTeach was launched in 2014⁵ and 2015,⁶ since these programs are to a more or lesser extent still in the start-up phase and therefore not fully up and running and ready for evaluation. Furthermore, it was decided to keep the scope of this evaluation manageable. Most importantly, the 14 selected countries are considered to be representative of the global GoTeach program.

The GoTeach coordinators were approached for contact details of youth and volunteers involved in GoTeach. All volunteers were invited by email, provided with a personal link to the online survey tool. Some youth were invited via email, but most were approached directly by an SOS CV worker in country. Please note that no random selection was used, since all youth and volunteers who were and/or are involved in GoTeach were invited to respond to the survey.

3.3 Data analysis

All data was managed using Excel and subsequently exported to SPSS for statistical analysis. Prior to analysis, the data was cleaned. Respondents who could not indicate which GoTeach activity they participated in were deleted from the sample (see also table 1 below).

⁴ Translations were conducted by the DP DHL Group translation services.

⁵ Indonesia, El Salvador, Thailand, Colombia, Paraguay, Mauritius, Dominican Republic, Haiti, Swaziland, and Lithuania

⁶ Nigeria and Tanzania

The quantitative analysis⁷ focussed at changes at global level by aggregating the youth and volunteers' responses from all countries. Since the purpose of this evaluation is to search for common denominators and working mechanisms of the program at large, aggregated outcomes are presented. However, detailed information per country can be found in the annexes. For readability reasons, the body text of this report includes a limited number of tables, and footnotes are used to refer to the table(s) and annexes relevant for the respective section.

Principles of Grounded Theory were used for the qualitative content analysis. This means that all answers to the open questions were reviewed, coded and clustered into the various concepts that emerged from the data, and were subsequently assigned to a category. The labelling was conducted in SPSS and frequencies of these categories are reported, as well as quotes when representative of a certain category of responses.

3.4 Response

Table 1 below shows that 330 volunteers and 400 youth responded to the questionnaire. As explained above, the data was cleaned and this resulted in a net response of 282 volunteers and 268 youth.

Table 1: Number of responses as per language

Survey responses	English	Spanish	French	Portuguese	Vietnamese	TOTAL Received	TOTAL after cleaning
Volunteers online	152	101	37	38	2	330	282
Youth online	46	72	113	33	1	400	368
Youth hardcopy	56	45	-	-	34		

As shown in table 2, the response rate of the volunteers, who all participated online, is 41%. This is a satisfactory rate, since 20-30% response is a generally accepted rate for online surveys. As shown in table 3, the estimated number of volunteers involved in GoTeach 2011-2014 is about 2573. Although this figure might be overestimated, it looks like about 11% (or more) of the volunteers was involved in this survey.

Table 2: Volunteers response rate for online personal invitations

	LAAM	AFRICA	MENA	VIETNAM	TOTAL online
Number (=N) invited	254	513	27	15	810
Number (=N) responded	139	179	10	2	330
Response rate	55%	35%	37%	13%	41%

Unfortunately the response rate of the youth cannot be computed since they were invited in various ways. Partly online via a personal email invitation, and partly via the SOS CV contact persons who either provided the youth with the internet link to the survey or distributed a hardcopy questionnaire to be filled out. Because information about the total number of youth who were invited to participate in this survey is not available, the response figure cannot be reported. The estimated number of youth involved in 2011-2014 is 4324 (see table 3 below). Although this figure might be overestimated, it looks like about 8,5% (or more) youth was involved in this survey.

The number (=N) of respondents per country varies quite a bit, which is a logical result of the fact that the total number of youth and volunteers involved per country also varies widely. This is clearly shown by the estimated figures in table 3 below.

⁷ Measures used for statistical analysis are: Crohnbach's Alpha for scale reliability and One-way ANOVA.

Table 3: Survey response number (=N) and percentage per country and number of youth and volunteers registered in the reporting toolkits

Region	Country	Youth			Volunteers		
		N in GT 2011-2014*	N in survey	% in survey**	N in GT 2011-2014*	N in survey	% in survey**
LAAM	Brazil	68	24	6%	132	34	12%
	Costa Rica	36	12	4%	26	5	2%
	Mexico	91	47	13%	149	60	21%
	Panama	62	27	7%	62	16	6%
	Peru	56	24	7%	75	14	5%
Africa	Madagascar	1598	56	15%	90	31	11%
	South Africa	996	26	7%	987	72	25%
	Ethiopia	92	-	-	14	1	0,3%
	Kenya	235	20	5%	284	10	3%
	Ghana	108	20	5%	143	16	6%
	Uganda	247	25	7%	109	11	5%
MENA	Morocco	404	50	14%	19	3	1%
	Jordan	150	2	0,5%	74	7	2%
ASIA	Vietnam	181	35	9%	107	2	0,7%
		4324	368		2271	282	

*Note: These are figures taken from the GoTeach reporting toolkit. Please note that these are estimated numbers, and might be distorted due to double counting / overestimation of youth and volunteers involved in activities. Especially the figures from Ghana, Kenya, Ethiopia, Madagascar and South Africa should be interpreted with care.

** This is the percentage based on number of respondents that participated in the survey, and shows the representation of the various countries in the total survey sample. (e.g: 24/368= 6%)

Countries that are strongly represented in both survey samples are the ones who started in 2011 and 2012: Mexico, Madagascar and South Africa and Brazil (the latter two especially strongly represented among volunteers). Countries that are represented less among both samples are Ethiopia, Jordan and Costa Rica.

Although the youth questionnaire was translated into Amharic, unfortunately no youth from Ethiopia participated in the survey and only one volunteer from Ethiopia filled out the survey (online). Unfortunately, the survey coincided with staffing transfers at both SOS CV and DP DHL level, hence the limited response. Moreover it should be noted that the limited number of volunteers from Ethiopia, Costa Rica and also Morocco involved in the survey can be explained by the fact that there are just a limited number of volunteers involved in these countries.

3.5 Background of the respondents

The formal age range for GoTeach youth is between 15-25 years. As shown in annex A (table 1), the average age of the youth who participated in the survey is 20 years. However, the variety in age is large, given the fact that the youngest participant is 14 and the oldest is above 30 years old. Boys and girls equally participated in the survey. As for the volunteers, slightly more women (61%) as compared to men responded. No age information is available from the volunteers.

Table 4: Year in which youth and volunteers started participating in GoTeach

Year	% Youth N=367		% Volunteers N=282	
	%	N	%	N
2010	3,3 %	12	11,3 %	32
2011	6,0 %	22	6,4 %	18
2012	5,4 %	20	16,0 %	45
2013	22,0 %	81	29,4 %	83
2014	48,0 %	176	30,5 %	86
2015	15,3 %	56	6,4 %	18

The majority of both youth and volunteers who responded to the survey, participated in GoTeach two years ago or more recently (especially 2014 and 2013). Among the youth only 15% started participating in 2012 or earlier. For the volunteers this percentage is a bit higher, at 34%. For a large majority of youth (84%) and volunteers (85%) their involvement in GoTeach is during one year (see annex A, table 2).

Among the youth, 14% participated 2 years, and 2% 3 years. Among the volunteers, 15% are involved for 2 years or more, up to as many as six years. It should be noted in this respect, that not all countries involved in the evaluation already operated as from the beginning of GoTeach in 2011.

The majority of youth (81%) who participated in the survey are mainly supported by SOS through Family Based Care (FBC), either still living in the SOS Children's Village, Youth Facility or another way of foster care.⁸ Only 13% of the youth respondents are part of SOS Family Strengthening Program (FSP).⁹ The remaining 6% are youth from Brazil, who where indicated that they were not involved with SOS before GoTeach started, or were involved in another way. From the explanations it is observed that these youth are participating in GoTeach through a local partner organization of SOS CV Brazil. The estimated figures available from the GoTeach reporting toolkit show that in 2014, roughly 66% of the youth are from FBC, as compared to 33% from FSP. This means that FBC youth might be 'overrepresented' in this survey.

Given the fact that GoTeach is implemented in low- and middle-income countries, the educational level of youth who participated in the survey is quite high; 35% is or has been studying at University level, and 19% at higher vocational training level. This can probably be explained by the fact that the sample mainly consists of FBC youth, who generally enjoy high quality education resulting in higher levels of education. The remaining 39% has a lower educational background, being secondary school level (35%) and primary school (4%), or none of the indicated levels (6%).¹⁰

The majority of volunteers are trained at university level (69%) or higher vocational education (22%). Education level of volunteers in LAAM is higher as compared to volunteers from Africa.¹¹ The volunteers are working in both leading and non-leading function areas, and this does not differ between regions. Also various levels of expertise are involved since the volunteers are working in all various function areas. Half of the volunteer respondents are from the Supply Chain business unit (DSC; 49%) and another 47% is from other business units, like DHL Express (DEXP; 28%) and DHL Global Forwarding (DGF; 19%). Among the least represented function areas are administration (6%), IT (4%) and management (4%). The distribution of volunteers across business units fairly matches with the figures available from the GoTeach reporting toolkit 2014, although DGF seems rather underrepresented, whereas DSC is slightly overrepresented.¹²

One of the recommendations of the 2013 evaluations emphasised the importance of proper orientation and introduction to everyone (youth and volunteers) involved in GoTeach. This survey shows that before starting, volunteers were well informed about what was expected from them. According to 68% this was very well explained, and 21% responded that this was a little bit explained. About 7% was not really informed (especially in Panama, Peru, Jordan) and 3% not at all (especially in Costa Rica and South Africa). Youth also responded reasonably positive, as half of them (44%) indicated that they were very well informed, and 36% was a little bit informed. About 15% was not really informed (especially in Kenya and Peru), and 5% not at all (especially in Uganda, Ghana, South Africa and Peru).¹³

⁸ See also table 3 in annex A.

⁹ Only South Africa is an exception in this respect, since an equal amount of youth were from FBC (42%) and FSP (46%).

¹⁰ See also table 4 in annex A. From the ones (5,7%) who indicated that none of these categories applied to them we have no additional information. Especially in Vietnam, this percentage is relatively high (10 out of the 35 youth).

¹¹ See also table 5, 6 and 7 in annex A.

¹² Based on information available from the reporting toolkit 2014, 22% of the volunteers is from DSC, 33% from DEXP, 40% from DGF, 3% from DAE and 2% from another unit of DP DHL.

¹³ See also table 8 and 9 in annex A.

3.6 Limitations

The methodology used for this evaluation has both advantages as well as disadvantages. An advantage is that people are involved anonymously, which can minimize bias. In one to one personal interviews the risk of social desirability is higher because interviewees generally do not want to offend or disappoint the interviewer. Another advantage is that the current semi-quantitative evaluation method is more efficient as compared to the more qualitative story telling method. There was no need to train staff, less coordination challenges and less time needed for data collection and transcriptions. A disadvantage is that respondents (especially youth) who do not easily have online access and still need to be mobilized by SOS workers. Furthermore, respondents can easily skip questions or opt out halfway the questionnaire. Especially the missed opportunity for asking respondents additional questions for clarification is a disadvantage.

When interpreting the findings of this evaluation, one should keep in mind that the data only reflects the opinions and appreciation as expressed by the youth and volunteers who participated in this survey. Although the data is considered rather representative for the volunteers involved in GoTeach (given the 41% response rate), and this report focuses on findings at global level, this doesn't necessarily mean that it reflects the status quo in all countries since some are represented more strongly (e.g. countries from LAAM) than others (e.g. Jordan, Morocco, Ethiopia and Costa Rica). Also the youth data might not necessarily represent the various countries, since especially information from Ethiopia is missing and the number of respondents from Jordan and Costa Rica is limited.

Especially for the youth, findings need to be interpreted with care since we don't have exact information about the extent to which the 368 respondents represent the total group of youth who participate(d) in GoTeach, and self-selection by the higher educated youth from FBC who mainly participated in the more intensive activities such as internships might have biased the outcomes of this evaluation. Moreover, these are youth who are also benefitting from other services by SOS CV (e.g. care, education, health in either FBC or FSP), and therefore probably highly appreciate all support from SOS CV, including GoTeach. This might lead to rather positive, non-critical, responses.

The same risk of positive responses applies to volunteers. It cannot be excluded that especially the more socially engaged and satisfied employees responded to the survey. This self-selection bias can only be overcome when random sampling is applied, which was not feasible for this evaluation.

Despite the limitations mentioned above, and given the large absolute number of responses to the survey, it is concluded that the outcomes of this evaluation do represent trends and tendencies within the global GoTeach population at large.

4. Findings for youth

Since the GoTeach Theory of Change (ToC) was used as the framework underlying this evaluation, the findings in chapter 4 and 5 will be described and interpreted against the ToC outputs and outcomes hoped for. The various outputs ('how youth and volunteers are involved in GoTeach') and outcomes ('what changes for youth and volunteers as a result of their involvement in GoTeach') are displayed at the beginning of every section. The extent to which the findings described support the specific outputs and outcomes is indicated using the following icons:

- ☺ A happy face signifies that the findings are very supportive
- ☹ A neutral face means that the findings are not fully conclusive and/or not fully supportive
- ☹ A sad face indicates that the findings are not supportive

4.1 Youth outputs

GoTeach ToC: Youth involvement in GoTeach activities	Findings
<ul style="list-style-type: none"> • Youth participated in a job orientation event (e.g. youth conference) 	☺
<ul style="list-style-type: none"> • Youth participated in soft & basic skills training/workshops (e.g. language course, job application techniques, entrepreneurship workshop, civil society engagement and youth newspaper) 	☹
<ul style="list-style-type: none"> • Youth participated in professional exposure activities (e.g. internship, mentoring, business unit visit, job shadowing) 	☺

Youth were asked to indicate the number of GoTeach activities they were involved in, as well as the number of days they spent in each activity.¹⁴ Based on the various responses, an average figure was constructed which showed that youth approximately spent about 28 days in GoTeach activities. Naturally, there is a large variance in time spent in GoTeach activities. The lowest number is 4 days (Vietnam), whereas the highest number of days spent on activities is 84 days (Madagascar). Activities like internships and trainings are of course more time consuming than a one-off event such as a career day. Especially youth who were involved in an internship spent significantly more days in GoTeach (average 63 days) as compared to those involved in other activities (average 15 days). Moreover, the amount of days involved in GoTeach is significantly higher (46 days) among youth who enrolled in the early days of GoTeach (2011-2013) as compared to those who participated in 2014 and/or 2015 (18 days).

Youth were asked to separately indicate all activities they had been involved in (multiple responses possible). As shown in table 4 (annex B), almost half of the youth (45%) was involved in a workshop or training, and 40% in an internship, apprenticeship or traineeship, or any kind of work experience with DP DHL. Both career day and business unit visit were attended by about 16% of the youth. 12% attended a youth conference or sports activity. The top 4 activities which youth were involved in are highlighted below, and these activities cover all domains of GoTeach aimed for: orientation, training and exposure. The group size per activity is an indication, based on volunteers' estimations.¹⁵

1. Workshops and training, mostly with groups of 11-20 youth
2. Internship, individually but mostly in groups of 2-5 youth
3. Career day mostly for groups of 50 or more youth
4. Business unit visits with groups of 11-20 and up to 50 youth

The majority (84%) of youth were involved in GoTeach throughout a period of one year, and 59% has been involved in 1 or 2 activities (respectively 36% and 23%) during this period. There is quite a large spread in terms of the amount of activities youth were involved in, since the other 14% has been involved in 3 activities, 16% in 4 and 12% has even been involved in 5 or more activities.

¹⁴ See table 1 -3, Annex B

¹⁵ See table 5, annex B

Based on the GoTeach reporting toolkit, youth spent 11 days on average in GoTeach activities in 2014. This means that the number of days reported in the survey might be overestimated. However, 90% of the youth indicated they even wanted more time to participate in more GoTeach activities. Youth explained they wanted to learn more, gain more knowledge and further expand their network (54%). Youth also mentioned they liked the activities and found them interesting and useful for their future (27%), or wanted to have more time in GoTeach in order to gain more experience or exposure to a working environment, and possibly a job (15%). Two youth explained their motivation the following way:

- *'The program is different to other programs proposed by schools'*
- *'Because the things mentioned were interesting, things that no one will tell you that easily'*

GoTeach ToC: How youth are involved in GoTeach	Findings
• Youth have discussed their future schooling/career	☹
• Youth heard career stories of DPDHL volunteers (at various levels and from different BUs)	☺
• Youth have visited the work floor/ professional working environment	☺
• Youth practiced/experienced how to present themselves	☺
• Youth are linked to DP DHL in a non-stigmatized way	☹

Youth evaluated all activities to be very, and equally, useful, despite the fact that they are implemented differently across the various countries.¹⁶ To assess how youth were involved in GoTeach, they were asked to indicate the topic(s) that were addressed during the activities. They could choose one or more answers from a pre-defined list (see table below).

Table 5: What topic was the activity about (several answers possible)

Topic	% Youth	% Volunteers
How to behave in a working environment	48,9%	45,4%
How to present yourself	41,0%	35,1%
How to find a job	42,4%	23,4%
Education level needed for finding a job	36,7%	34,0%
How to apply for a job	37,0%	22,7%
Personal development	35,3%	-
Why it is important to find a job you like	31,5%	22,0%
Educational performance	21,5%	20,6%
Other	1,9%	14,5%

Almost half of the youth (49%) and volunteers (45%) indicated that the GoTeach activities were about how to behave in a professional working environment. This clearly is an important topic cutting across GoTeach, regardless of the type of activity. Other topics mentioned by many youth, as well as volunteers, are presentation and job finding techniques, next to information about job requirements such as education level needed for a certain job. Youth' personal educational performance was selected the least as a topic, which can be explained by the fact that most youth took part in activities that are organized in groups. Evidently, limited attention for individual cases (future schooling, career) is possible and therefore this output should be revised and focus more on discussing the importance of education, a topic which is clearly addressed.

In addition to the quantitative measure explained above, both youth and volunteers were also asked to explain in their own words what the activity was about. The descriptions can be found in table 6, annex A. Please keep in mind that these descriptions are aggregated from all countries, and presented in random order. From these descriptions it is observed that similar topics (such as career choice, skills needed to find a job, and learning about DP DHL organization) are addressed by a variety of different activities, and that youth and volunteers generally have a similar understanding of what the activity was about.

¹⁶ See table 7-8, annex B.

Below you find a selection of youth' quotes explaining the various activities:

Entrepreneurship training

- *'I attended a Youth Conference or workshop training in Entebbe in the last couple of months. It was aimed at helping youths attain a clear goal on the work/job to embark on and also give formal training about the job market courtesy of DHL and Enterprise Uganda. In this, I acquired enough entrepreneurial skills to start up my own business.'*
- *'The youth conference was about career development and the etiquette at work. And in this we learnt how to behave when at work. We also learnt how to prepare ourselves when going for an interview. It was in fact tremendous.'*
- *'Practitioners from the various career fields talked to us on their successes in lives and explained how to become successful entrepreneurs and manage our financial resources through investments and buying of treasury bills.'*
- *'I have been mentored under DHL Incubation Program that ventures into assisting youths exploit their work/job abilities. I have been able to start up my mushroom business while getting assistance from DHL and my mentor.'*

Career day

- *'At SOS CV Kakiri, I attended a career day (job exposure summit) that aimed to enlighten on the correct paths to follow in search of a career and the aspects and principals in life that can be used to attain a set career goal. I learnt that the careers that we set ourselves upon as kids, do not necessarily turn out so, hence the need to set our priorities and principles right.'*

Sports

- *'I was able to attend a sports activity in Luzira last year, a thrilling and fun event to bond the DHL with the youths. There were soccer and basketball matches. I attained as many friends as possible, with both the DHL staff and other youths.'*

A large majority of youth (83%) indicated that the volunteers shared their own professional work experiences with the youth, which is confirmed by 87% of the volunteers as well (table 9, annex B). Youth find this first hand information about jobs people do very interesting since this was mentioned spontaneously by 24% of the youth when they were asked what they like most about GoTeach.¹⁷ For them, it's an important first step to the working world and showing them what employed life is about. One youth said: *'What I like the most is the ability all those people have to share their knowledge with me.'* Youth also liked:

Training from professionals (23%):

- *'I really like the way they explained work-related things, slides and even practical application. Thanks to this information, it wasn't difficult for me to look for a job.'*
- *'I like the English course; I have learnt to pronounce the words I was not able to pronounce.'*

The welcoming atmosphere and learning environment of DP DHL (23%):

- *'It's a mind opening experience that teaches you to think outside the box.'*
- *'When you get there and you feel like you are at work.'*
- *'That I found myself at a place where they trusted me and they let me work with computers'*

Motivation and inspiration (17%):

- *'They create a bigger positive picture of life.'*
- *'I have been given chance to know my strengths and follow it.'*
- *'I learnt how you can work in a very different department than what you studied in school and how you can work your way through ranks'*
- *'I am so proud to be part of the program. I felt so satisfied for just having been invited to take part.'*
- *'I would like to volunteer as one of the GoTeach seniors to help other kids.'*

¹⁷ See table 10, annex B.

In table 11 (annex B) you find overview of what youth did not like that much about GoTeach. The responses apply to a minority (30% or less) of the youth, but nevertheless do give interesting insights in points of improvement:

- Duration of the program is too short (32,7%)
- Timing and planning of the activities (some were during exam period) (15,4%)
- Too much theory, too few practical activities (12,5%)
- More support needed for the youth who participated in GoTeach (12,5%)
- Dynamics between mentors and trainees (12,4%)

When asked for one thing they would change about GoTeach, 35% indicated that they would add more days to the GoTeach program, and ensure that the timing fits the agenda of the youth. The need to reach out to more youth was also mentioned spontaneously by 23% at the end of the survey.¹⁸

In the open response column, at the end of the volunteers' survey, 27% of the volunteers also mentioned that the impact of GoTeach could be higher when youth are more intensively involved in the activities.¹⁹ Especially activities that take half a day or one day, and which are organized only once a year without any follow-up, are considered less impactful. It was also mentioned that there is limited monitoring which makes it difficult to prove substantial change and make results visible. Volunteers expressed the wish to intensify and increase the scope of the activities (12%), to follow-up more often (12%) and conduct a 'needs and impact' assessment (5%) in order to make results more visible.

Furthermore, 15% of the youth expressed the wish for GoTeach to secure permanent jobs and adjust the content of the activities and possibly making them more practical. Consulting the youth more often on the content of the GoTeach activities was also suggested, as well as improving the communication. Not much additional explanation was provided on this, but this comment might relate to the dynamics between volunteers and youth mentioned before as a challenge for GoTeach. Concrete suggestions made by the end of the survey are:

- *'If possible, organize coaching sessions and linguistic sessions because these two workshops will help candidates find a job.'*
- *'Encourage DHL to facilitate career trainings for 5 days in order to learn more about different careers.'*
- *'I would have liked it if there was a meeting every year to propose the axes to work on during the year.'*

The questionnaire did not specifically ask about the way youth were linked and introduced to volunteers from DP DHL Group, and whether or not this was done in a non-stigmatized way. In the open responses, no specific references were made to this topic which could be considered a positive sign, but since it was not properly measured this output remains inconclusive.

4.2 Youth outcomes

GoTeach ToC: Future job perspective	Findings
• Youth have a realistic understanding of career options	😊
• Increased knowledge/skills [personal finance, technical, computer skills, etc.	😊
• Youth have a plan in terms of schooling and future career	😊
• Youth expanded their network for potentially finding a job	😊
• Youth feel more confident to interact in a professional working environment	😊
• Youth are more confident to find an adequate job in the (near) future	😊

Youth were asked what changed for them, as a result of their participation in GoTeach. They responded on a 5-point scale to statements related to confidence in finding an adequate job in the near future, shown in the table below. The majority of youth (strongly) agreed with the statements.

¹⁸ See table 26, annex B.

¹⁹ See table 22-23, annex C.

Table 7: What changed according to youth as a result of GoTeach? (N= variation 304-312)

Scale	Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Average ²⁰
Confidence in finding an adequate job in the near future ²¹	I know better how to present myself in a professional working environment	50,2%	39,5%	8,7%	1,0%	0,6%	1,62
	I am more confident that I will find a job I like	47,2%	39,8%	9,4%	2,9%	0,6%	1,70
	I know better what subjects to focus on in school	46,6%	38,1%	11,7%	3,3%	0,3%	1,73
	I know better what jobs I like	41,4%	44,4%	10,5%	3,6%	0,0%	1,76
	I know what jobs I qualify for	39,0%	39,3%	17,9%	2,6%	1,3%	1,88
	I see more job opportunities	36,7%	39,3%	19,3%	3,6%	1,0%	1,93
	I have expanded my network	28,6%	45,8%	18,5%	4,9%	2,3%	2,06

Youth from all countries responded very positively on the scale ‘confidence in finding an adequate job in the near future,’²² and no differences were found between youth who enrolled in the early days of GoTeach (2011-2013) as compared to those involved in 2014 and/or 2015. They are especially positive about the impact of GoTeach on knowing how to present oneself in a professional working environment. Network expansion is among the other statements, rated relatively lowest, but still rather positive. However, the wish to develop a network was also mentioned as a reason for wanting more time in GoTeach, which indicates that this was not yet fully covered. More attention for this topic was also recommended in the 2013 evaluation. Network development might especially be a challenge for youth who spent their childhood within the SOS Children’s Village, since they often lack the traditional network of (extended) family, neighbours, etc.

The findings also described below (see ‘self-motivation’) show that the GoTeach activities especially boost the youth inspiration that career options are out there for them as well. In addition, they reportedly become more strongly motivated to continue their education (see also table 8 below). Since this boost in motivation came out more clearly from the open responses, as compared to youth have an ‘education and career plan’, this outcome will be revised (see final Theory of Change in chapter 6).

Interestingly, the statistical analysis showed that two types of activities especially boost youth’ confidence that they will find an adequate job: internships and career days. This means that these activities are more effectively influencing the youth’ future job perspective, as compared to the other GoTeach activities. A large majority of youth (85%) unanimously indicated that they learnt new things from GoTeach. The remaining 8% did not learn new things, and 7% doesn’t know or remember whether they learnt something new (table 13-14, annex B). The three learning points mentioned most often are:

1. How to behave in a working environment and how to collaborate in a team (35%).
2. Career orientation in general and job application techniques specifically, such as preparing a CV, drafting a letter of interest, going for an interview (30%)
 - *‘A polished resume and levelling education does not guarantee me a job. My personal efforts, communication and presentation skills more do so.’*
 - *‘Being at DHL, participating in their learnership helps me to choose the right career and enables me to dream higher. It changes my life for the future.’*
3. Self-confidence and positive attitude (16%)
 - *‘I learnt not to wait for perfect conditions, I must keep on moving, pushing to the next level’*
 - *‘That I have great potential and I can make it if I bought my mind to it’*
 - *‘I need to find the job that I enjoy not because of what it pays, and to always have a plan B.’*
 - *‘I learnt to get over my fears and know that if I want something in my life I need to force myself never to give up and achieve my goal.’*
 - *Thank you for your time, it is very good in helping you come out of your shell.’*

²⁰ This refers to the average scale score per item (1=strongly agree – 4=strongly disagree).

²¹ The scale ‘confidence in finding an adequate job in the near future’ yielded an acceptable reliability score (Cronbach’s Alpha) of .80.

²² Scale average is 1,8; standard deviation (s.d)= ,57.

The positive appreciation of GoTeach is also marked by the fact that at the end of the survey, 51% spontaneously expressed their gratitude and thanked for being in the programme.²³ The volunteers (88%) also think positively about the benefits for youth who participated in GoTeach.²⁴ Among those, 75% indicated that youth benefitted very much, and 13% thinks they benefit a bit. The majority of volunteers think that the youth benefit especially by means of exposure to the DHL working environment (37%) and the opportunity to learn new things, e.g. how to behave in a working environment, educational path, customer relationships and teamwork (27%). These responses support the findings described above. One volunteer explained:

'The youth learn how to present themselves, to communicate and also about office equipment. Another important benefit, in the interviews they mentioned that they participated in this project solely through the effort they made by spending Saturdays studying (and this) is an indication of a person wanting to learn and improve.'

GoTeach ToC: Self-motivation	Findings
• Youth feel supported and respected by the volunteer	😊
• Youth are inspired by DHL volunteer and perceive volunteer as role model	😊
• Youth dare to ask for support and are open to feedback	😊
• Youth reflect on their own and other's situations	😊
• Youth know their own strengths and areas of development	😊
• Youth are self-motivated to take responsibility for their own future	😊

Youth were asked what changed for them, as a result of their participation in GoTeach. They responded on a 5-point scale to statements related to self-motivation and taking responsibility for their own future. The majority (strongly) agreed with those statements.

Table 8: What changed according to youth as a result of GoTeach? (N= variation 304-312)

Scale	Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Average
Self - motivation and taking responsibility for own future ²⁵	I am more motivated to work hard for my future	59,9%	35,3%	4,5%	0,3%	0,0%	1,45
	I feel better about my chances in life	50,0%	40,9%	6,8%	1,9%	0,3%	1,62
	I am more aware of my strengths	47,1%	45,2%	6,4%	1,3%	0,0%	1,62
	I am more aware of my weaknesses	43,3%	44,6%	9,6%	2,5%	0,0%	1,71
	I dream a little bit bigger	45,5%	40,6%	9,7%	2,6%	1,6%	1,74
	I continue(d) my studies ²⁶	57,7%	32,6%	6,5%	2,3%	1,0%	1,56

Due to their involvement in GoTeach youth are especially motivated to work hard for their future and to continue their studies. They also feel better about their chances in life, and especially more aware of their strengths, but also of their weaknesses and areas of improvement. Evidently, they reflected on their own situation, and especially their self-motivation to shape their future. The survey did not specifically measure the extent to which youth also reflected on other's situations. This also does not come out clearly from the open responses.

Both youth (65%) and volunteers (79%) reported that the youth actively asked the volunteers for advice, and this was considered generally useful.²⁷ According to 81% it was very useful and 17% found it a bit useful. The volunteers supported this finding, since 82% reported that they received positive feedback from the youth.

²³ See table 26, annex B.

²⁴ See table 15 and 16, annex B.

²⁵ The scale 'self-motivation and taking responsibility for own future' showed a satisfactory reliability score (Cronbach's Alpha) of .79.

¹² This item was not included in the scale because it hampered its' reliability.

²⁷ See also table 17-18, annex B.

Youth from all countries responded very positive on this scale 'self-motivation and taking responsibility for their own future'²⁸, and no differences were found between youth who enrolled in 2011-2013 as compared to those involved in 2014 and/or 2015. Interestingly, a significant correlation was found between this outcomes measure (self motivation) and youth' job confidence (see table 7 above) and youth' appreciation of usefulness of the activities (see table 7, Annex B).²⁹ This means that youth who indicated that the GoTeach activities were (very) useful reported higher levels of job confidence and self-motivation due to their involvement in those activities.

A significant negative correlation was found between these outcome measures and the amount of days youth were involved in GoTeach activities. This means that usefulness of the activities, confidence in finding a job, and self-motivation of youth increased especially among those who spent more time in GoTeach activities, as compared to those who spent less time. This finding supports the internal consistency of the respondents' responses, which is a positive sign for the validity of the findings. Even more interestingly, no correlation was found between these outcome measures and the amount of activities involved in. This implies that mere exposure (time spent in activities) is found more important than whether or not youth participated in one or more types of activities. This means that 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.

Table 9: Scale: Appreciation of the DP DHL volunteer(s)³⁰ (N variation 299-305)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Inspiring	58,0%	36,5%	5,2%	0,3%	0,0%
Enthusiastic	44,1%	48,8%	6,7%	0,3%	0,0%
Experienced	59,2%	36,6%	2,9%	1,0%	0,3%
Open	56,5%	35,6%	6,5%	1,0%	0,3%
Smart	56,1%	37,4%	6,2%	0,3%	0,0%
Helpful	65,2%	29,8%	4,6%	0,3%	0,0%
I would want myself to be like the volunteer(s)	49,3%	35,6%	13,4%	1,0%	0,7%
Very respectful to me	67,2%	26,9%	5,6%	0,3%	0,0%

Youth appreciated the DHL volunteers very much, shown by the positive responses to the various characteristics in the table above. Over 90% of the youth are very positive about the DP DHL volunteer(s) as they find them inspiring, experienced, open, smart, helpful and respectful. In addition, half of the youth strongly agreed that (s)he wants to be like the volunteer (and 36% also agrees with this).

- *I can say that I have been blessed to have the best, powerful motivators of DHL and for that I am truly grateful for their part in my life's journey.*
- *I liked it that the volunteers took us into account in order to teach us everything they know and in order for us to fulfil ourselves as individuals and have a better future*
- *That I like the effort they make in order for us to have a professional future and it was very important and very inspiring for me.*
- *SOS Children's Villages GoTeach program is very good because they are encouraging those who don't have hope in the futures and make them motivated.*

Furthermore, youth' appreciation of the volunteers correlated significantly and positively with the extent to which the youth evaluated the activities to be useful (table 17, annex B), their confidence in finding a job (table 7 above), and their motivation for taking responsibility of their future (table 8 above). This means that the youth who highly appreciated the DP DHL volunteer(s) also showed high scores on these scales. Notably, no significant correlation was found between the appreciation of the volunteer and number of days spent, or amount activities participated in. This means that the youth truly appreciate the volunteers, no matter how many encounters (in terms of days, or number of different activities) they had with them. In addition, youth

²⁸ The scale average is 1,6; standard deviation (s.d.) is ,53.

²⁹ Youth evaluated all activities to be very, and equally, useful, despite the fact that they are implemented differently across the various countries (see also table 7, annex B).

³⁰ The scale 'appreciation of the DP DHL volunteer yielded an acceptable reliability score (Cronbach's Alpha) of .88.

especially (significantly) appreciated the DP DHL volunteers who organized/facilitated workshop/training and sports activities.

GoTeach ToC: Youth employment**Finding**

- Youth are employed (with DPDHL or elsewhere)



Youth were asked whether GoTeach helped them to find a job, and a bit less than half of the youth (41%) responded positively to this question. Among those, about half of them indicated that especially the job application techniques they've learned during GoTeach (such as CV writing and presentation skills) helped them to find a job:

- *It helped me a lot. I went for an interview and remembered that I had learned to always have a CV with me, always look the interviewer in the eye and also greet the interviewer with a firm, confident handshake.'*
- *'We were tested with a mock interview and afterwards the interviewer gave us feedback about how to deal with nerves and fear of the unknown. It helped me to understand more about my own skills.'*
- *Joining GoTeach helped me confidently stand before the crowd, confidently handling of the situation and now I have become a financial advisor for a leading finance company in the consumer sector.'*
- *'The truth is that I didn't put it into great practice but it helped me in the way I am able to speak and ask things without being afraid.'*

Among the youth who said that GoTeach helped them to find a job, another 21% think so especially because of the work experience they gained during GoTeach. To a lesser extent also the GoTeach trainings and workshops were mentioned (11%), as well as the perceived improvement in self-confidence (10%). It should be noted that among the remaining respondents, 37% doesn't think that GoTeach helped them finding a job, and 22% is inconclusive about this.³¹

About half of the youth respondents (49%) indicated that they are involved in paid work or some kind of income generating activities during the past 6 months. Table 23 (annex B) shows the cross tabulation of youth who did some kind of work, and the extent to which they indicated that GoTeach helped them to find a job. This cross tabulation shows that among the youth who work, the number who indicated that GoTeach helped them to find a job is twice as high and significantly higher, than those who did not work during past 6 months. Said in other words, especially the working youth thinks that GoTeach helped them in finding a job. Unfortunately, there is no information about whether those youth actually found a job as a direct result of GoTeach, or whether they were already had a job before starting with GoTeach. Hence this outcome remains inconclusive.

Volunteers were also asked to respond to the statement that youth are better prepared for the labour market due to their participation in GoTeach (see table 22, annex B). More than half (55%) of the volunteers agreed, and 27% strongly agreed with this statement. Youth generally are very positive about their future (45% responded 'very bright', and 42% 'bright').³² Only 6% reported that they think their future is not so bright and 7,5% doesn't know. In the open responses, youth explained they think positively about their future because they feel confident about their own capacities and also their involvement in GoTeach shaped their ideas about the future:

Confidence (35%)

- *I believe I am a committed individual and I love studying and I have the will and strength I need to succeed in life.*
- *I believe in my abilities with what I have learned and experienced.*

³¹ Information described in this paragraph can also be found in table 20 and 21 in annex B.

³² See also table 24-25, annex B.

Benefitted from GoTeach (30%)

- *I have an advantage in terms of professional experience compared to others.*
- *I have been equipped with more skills and knowledge to face the future.*
- *My future is very bright because I remember the day when we had the sport. I presented (sang) my song when children were having fun and people were happy with my performance so I'm encouraged to go to higher level and I love music too.*
- *Starting from the bottom I began to move forward with my efforts and more so with the workshops. Thanks to DHL I have learnt a lot of things that I will find useful in the future.*
- *Because the course helped me to commit more.*
- *Because the DHL volunteers have shared their experiences with me, I have found a lot of hope in terms of making my dreams come true.*
- *I have the tools necessary to be able to look for a good job.*
- *Thanks to DHL, I have drawn my academic and professional path.*

Others are positive about the future, because they are studying or already found a job (14%), are working hard for it (8,5%), or because they have overcome certain obstacles (3%), explained as: *'I have killed my past and I am busy trying to make my future lovingly.'*

5. Findings for volunteers

5.1 Volunteers outputs

GoTeach ToC: Intensity of volunteers' involvement in GoTeach	Findings
<ul style="list-style-type: none"> Volunteers are involved in one-off events with youth (e.g. career day, youth conference, company field visit) 	😊
<ul style="list-style-type: none"> Volunteers had several encounters with youth (e.g. training course, mentoring, internship) 	😊
<ul style="list-style-type: none"> Volunteers dedicated hours of their (working) time to GoTeach 	😊

The volunteers are or were involved in a large variety of activities, which evidently overlap with the activities indicated by the youth.³³ The volunteers who participated in the survey, mostly organized workshops and trainings (28%), followed by career day or job exposure (19%). Other activities are youth conference and business unit visits (both 14%), and mentoring and guiding the youth during their working experience/employment with DHL (both 13%). The top 6 of activities where volunteers are involved in are:

1. Workshops and training
2. Career day / job exposure
3. Youth conference
4. Business unit visits
5. Mentoring of youth
6. Employment of youth with DHL

Volunteers' description of what the activity was about can be found in table 6, annex B, and are already discussed in paragraph 4.1.

Volunteers were asked how many days they were involved in GoTeach activities. Based on the various responses, an average figure was constructed, which shows that volunteers approximately spent about 16 days on GoTeach activities.^{34 35} For 85% of the volunteers, this average amount of days is spent over a time frame of one year.³⁶ There is a large variance in time spent in GoTeach activities between various countries. The lowest number is 1 day (volunteers in Morocco). The highest number of days spent on activities is 75 days (volunteer in Ethiopia). The majority of volunteers (59%) are involved in 1 GoTeach activity, 24% in two activities, and 11% in three activities.³⁷

However the amount of days spent on GoTeach is significantly higher (23 days) among those who volunteered the early days of GoTeach (2011-2013) as compared to those who participated in 2014 and/or 2015 (6 days). Remarkably, when comparing the appreciation of volunteers by youth along the same timelines, it is found that youth who were involved in 2011-2013 are equally positive about the GoTeach volunteers as compared to those involved more recently (2014-2015). This might indicate that volunteers have indeed learnt from each other, and possibly have become more efficient.

As mentioned before, the way the activities are set-up and therefore the way volunteers interact with the youth is very different, both between activities as well as between countries. Table 5 (annex C) shows that most of the GoTeach activities (57%) are organized in groups, or both group-wise and individually (42%). Individual activities, such as internships or mentoring, where volunteers are engaged in one-to-one contact with a youth are less common among the volunteers who responded to the survey (19%).³⁸ Especially volunteers who were involved in internships spent significantly more days (58 days on average) on GoTeach, as compared to those involved in other activities (average 10 days).

³³ See also table 1, annex C; and Table 4, annex B.

³⁴ See also table 2, annex C.

³⁵ Based on the GoTeach reporting toolkit, volunteers spent 11 days on average on GoTeach activities in 2014.

³⁶ See also table 2, annex A.

³⁷ See also table 3, annex C.

³⁸ The percentages are computed with a constructed count, based on the activities per volunteer. Since volunteers were involved in one or more activities, the total % does not add up to 100%.

The volunteers were asked whether there was enough time to participate in GoTeach during working hours. About one third (36%) responded positively, and roughly another third (29%) does not have enough time (during working hours). In the open response column at the end of the survey, volunteers (37%) also mentioned (again) that they do not like it that they have limited time available for participating in GoTeach. They referred to work pressure at work, but also the fact that activities sometimes take place during weekends whereas they have limited private time available outside of working hours. 18% would like more time to be available, without specifying whether this should be during working hours or private time outside of working hours. Also 7% of the volunteers suggested recruiting more volunteers among the DHL staff; *'We have many talented young people within the team but they are not taken into account.'*³⁹

For the majority (65%) of volunteers, the activities always were conducted during working hours. The remaining 35% indicated that because of lack of time during working hours, they also dedicated private time to GoTeach, so outside of working hours.⁴⁰ Based on the 2013 evaluation it was also recommended to create enabling conditions for volunteers to dedicate enough time and attention to the youth. Whether or no this recommendation was implemented is still difficult to say based on this evaluation. However, the fact that volunteers spent about 11-16 days on the program, but still feel that they are lacking time could also indicate that a more efficient planning is needed.

GoTeach ToC: How volunteers are involved in GoTeach	Findings
<ul style="list-style-type: none"> Volunteers share their professional experiences with youth from disadvantaged backgrounds 	☺
<ul style="list-style-type: none"> Volunteers from various BU's are involved and get to know each other 	☺

As described in paragraph 4.2, 87% of the volunteers indicated that they shared their own professional work experiences with the youth, which is confirmed by the youth as well (83%).⁴¹

A large majority (85%) of the volunteers cooperated with colleagues from their own business unit during the GoTeach activities⁴² and 69% also, but to a lesser extent, cooperated with colleagues from other business units.⁴³ This means that volunteers are generally involved and interacting with colleagues from various business units.

5.2 Volunteers outcomes

GoTeach ToC: How volunteers support the youth	Findings
<ul style="list-style-type: none"> Volunteers receive positive feedback from the youth 	☺
<ul style="list-style-type: none"> Volunteers are role models for the youth 	☺

Volunteers' commitment to supporting the youth is high, since almost all of them (91,9%) find their involvement in GoTeach important. Half of the respondents (51%) finds it very important, and 41% important.⁴⁴ The statistical analysis showed that volunteers who indicated that their involvement in GoTeach is 'very important' to them, are involved in significantly more activities as compared to those who find it 'important', or 'less important.' This shows that volunteers' positive attitude towards volunteering is also actually put into practice.

The commitment and enthusiasm of GoTeach volunteers was also confirmed by the youth, since 82% of the volunteers received positive feedback from the youth.⁴⁵ As described in paragraph 4.2, the majority (81%) of youth also indicated that the advice and support of the volunteer(s) was very useful for them (see also table 18,

³⁹ See table 22-23, annex C.
⁴⁰ See also table 4, annex C.
⁴¹ See table 9, annex B.
⁴² See also table 16, annex C.
⁴³ See also table 17, annex C.
⁴⁴ See table 6, annex C.
⁴⁵ See also table 7 and 8, annex C.

annex B). Volunteers mentioned that youth expressed their gratitude to the volunteers, and very much appreciated the activity (29%):

- *'The Ethics and Citizenship class organized by 4 other DHL employees and myself was very dynamic and highly praised. The youngsters said they really liked it and learned important values.'*
- *'Youth said to me: Your recommendations have convinced me, I appreciate your support and what you do inspires me.'*

Volunteers also noticed that youth could very well explain what they've learned from the activity (23%):

- *'A girl approached me and told me that this talk helped her understand what responsibilities she will have at work, and that she liked the fact that we were sharing life experiences.'*

The majority of volunteers (74,9%) perceive themselves as role models for the youth (43% strongly agree and 32% agrees)⁴⁶, although they are more modest about this as compared to the youth.⁴⁷ In addition, 20% neither agrees, nor disagrees to this. From the open responses we can learn that volunteers think they can be a role model by: sharing their personal experience about their career path (20%), inspiring the youth by showing how you can achieve things in life by working hard (18%) and by practicing what you preach by showing the youth how to be a responsible professional, colleague and volunteer (15%). Volunteers explained:

- *'I was doing a learnership with DHL, so everything I have learned there, I was sharing it to them. And they saw how I was enjoying myself, and that made them even more motivated that they will soon be like me or even more.'*
- *'I explained how I got to where I was and the challenges and I made them realise that putting an effort to everything they do always will pay off.'*

Another sign of positive feedback given by youth is that they see the volunteers as their role model and expressed the wish to work with DP DHL (14%):

- *'A youth said to me: 'Uncle ... I wish I could be like you.'*

The commitment of the volunteers was also shown by the fact that about half (55%) of them reportedly stayed in touch with the youth (11% very often, 24% sometimes and 21% rarely).⁴⁸ However, it should be noted that the volunteers are a bit more positive about this, as compared to the youth, among whom a smaller group (32%) indicated that volunteers stayed in touch with them. The personal commitment, and strength of relationships that emerged between youth and volunteers was one of the key, unexpected, findings of the 2013 evaluation. This finding is not replicated as strongly as reported upon in the first evaluation.

GoTeach ToC: Awareness about social gaps in society	Findings
• Volunteers have a more positive attitude towards children in alternative care	😊
• Volunteers feel they contribute to society and can combine this with their work	😊😐
• Volunteers become ambassadors for SOS CV and their youth	😊

From both the 4 statements in the table below, as well as the scale average, it is clear that the majority of volunteers indicated that due to their involvement in GoTeach, they are more aware about social gaps in society.⁴⁹ No differences were found between volunteers who contributed in the early days of GoTeach (2011-2013) as compared to those involved in 2014 and/or 2015. Moreover, they especially appreciate the work of SOS CV more, and feel more committed to support youth from a challenged socio-economic background.

⁴⁶ See also table 9-10, annex C.

⁴⁷ See table 9, paragraph 4.2.

⁴⁸ See also table 11, annex C.

⁴⁹ The scale average is 1,68. The scale yielded an acceptable reliability score (Cronbach's Alpha) of .861

Table 10: Scale for 'awareness about social gaps in society' (N=230)

	% Strongly agree	% Agree	% Neither agree nor disagree	% Disagree	% Strongly disagree
I am more aware about inequality within society	41.3	43.0	10.9	2.6	2.2
I learned more about youth with a disadvantaged background	43.0	47.0	6.1	1.7	2.2
I appreciate the work of SOS CV more	58.7	33.5	6.1	0.4	1.3
I am more committed to support youth with a disadvantaged background	47.4	42.6	7.0	1.7	1.3

The statistical analysis interestingly showed that the level of social awareness is significantly higher among DHL employees who volunteered for the Career Day, as compared to the other activities. Furthermore, volunteers who consider their involvement in GoTeach very important are more aware about social gaps in society, as compared to those who indicated that their involvement in GoTeach is important, or who are neutral about this.

A large majority of volunteers (84%) clearly likes volunteering very much, and an additional 11% indicated that they liked it a bit. Only 4% is neutral about their involvement in GoTeach, and the remaining 1,2% did not like to volunteer.⁵⁰ The top 3 reasons why volunteers liked GoTeach are:

1. Satisfaction of helping others
2. The interaction with the youth
3. Inspiring and educating the youth

The satisfaction of helping others was mentioned by almost half (41%) of the volunteers. They explained that they see GoTeach as a way to give back to society and found it empowering to experience that they can make a difference (even for one person) by just sharing their experiences.

- *'I love making a difference in ones life. The fact that I manage to help a person gives me pleasure. I enjoyed working with people from different cultures and learning from all religions. I always think if it was me in their situation or position what would I do?'*
- *'Sharing and helping- not financially but in ways that are much more valuable.'*
- *'Knowing that without providing too much from a financial point of view, we can do a lot for young people who need it and have the desire to succeed.'*
- *'I learnt that we all have something to give back.'*
- *'There is more to DHL than moving the world. 'Going the extra mile not only in the workplace but also in terms of volunteering.'*

Volunteers also appreciated the interaction with youth (22%) and liked to inspire and educate them (20%):

- *' That I get to work with youth and give them hope that with hard work you can achieve your goals'*
- *'Changing the lives of the youth and having fun sport filled events with them because I believe the passion lies in what you love doing the most.'*
- *'Presenting and sharing my personal and professional experience with the young people in order to help them shape their personalities.'*
- *'I can inspire the youth to want more from themselves as well as make them realise the value of education.'*

However, volunteers reported different experiences in terms of interaction with the youth. Some liked it but others (11%) also found this rather challenging, especially due to motivational issues among the youth. They explained:

- *'Youth were unprepared and did not know the importance of GoTeach'*
- *'Some children can easily not appreciate the value of having 'professionals' to volunteer on enabling activities.'*
- *'Some children are there for the give-aways and not for knowledge.'*
- *'GoTeach needs to be done for those who want to be part of it.'*

⁵⁰ See table 20-21, annex C.

From the open answers to the question what volunteers especially liked about GoTeach, no direct reference was made to how DHL’s corporate social responsibility policy provides an opportunity to the employees to combine their work with supporting a good cause. This might partly be explained by the fact that 35% of the volunteers also dedicated private time to GoTeach. Moreover, many clearly liked volunteering especially because helping others satisfies them, which is often explained as ‘being able to give back to society’.⁵¹ One volunteer said: *‘It is the noblest way to guarantee a child’s future because having a proper life always begins with the studies and proper guidance and orientation and these are the GoTeach pillars.’*

Almost all volunteers (92%) indicated that they talked with others about their volunteering role and the GoTeach activities. Among those who talked about it, 46% sometimes and 31% very often suggested their family, friends, or colleagues to also start volunteering for a foundation or charity that supports youth from a vulnerable background.⁵²

GoTeach ToC: How volunteers benefit themselves from GoTeach	Findings
<ul style="list-style-type: none"> Volunteers develop new knowledge/skills 	☺
<ul style="list-style-type: none"> Volunteers (from different BUs) learn from each other 	☺
<ul style="list-style-type: none"> Volunteers can apply new skills to their work 	☺
<ul style="list-style-type: none"> Volunteers are role models for their colleagues 	☺
<ul style="list-style-type: none"> Volunteers perceive improved collaboration within and across BUs 	☺

The majority (74%) of volunteers indicated that during their volunteering activities, they did or learned something that was new to them. One volunteer explained: *‘By teaching someone you learn a lot yourself.’* Others also explained:

- ‘I improved my ability to give presentations to groups of people. I developed the ability to prepare content and presentations for an audience. I improved my awareness on social issues. I appreciated the impact I can have on others.’*
- ‘Providing knowledge and advice and the fact that I also learnt a lot about myself that I never thought I had it in me.’*
- ‘Teaching people, developing them with a little experience I possess, and also learning from them. It is without doubt an exchange experience, you pass on professional experience and receive life experiences.’*

Among the volunteers who reportedly learned something new from GoTeach, 89% said that they apply these new things to their own work.⁵³ Examples are: ‘people skills’ like communication and dialogue, and coaching skills (28%). Explained by volunteers as:

- ‘I learnt to do more listening than talking.’*
- ‘Working with young people is not the easiest job in the world, I think it helps you learn how to deal with different types of people.’*

When asked what they learned from being involved in GoTeach, 28% of the volunteers indicated that their understanding of colleagues with a different background improved. They explained that due to GoTeach, they’ve become more aware of important values like tolerance and respect, and showed clear signs of empathy:

- ‘By having a better understanding about others backgrounds, I have more understanding for those I work with.’*
- ‘We work with a lot of different cultures/backgrounds and from Go Teach you learn how to handle different scenarios.’*
- ‘Having less prejudice against candidates who, on account of their life story, often do not yield 100% at that point in the interview.’*
- ‘I think respect is the first- we do respect each other but we see with GoTeach how we need to be more patient with people.’*

⁵¹ See also table 21, annex C
⁵² See also table 12, annex C.
⁵³ See also table 13-14, annex C.

Volunteers were also asked about cooperation within and between business units, and the extent to which they considered this a beneficial for themselves. As described in paragraph 5.1, a large majority (85%) of the volunteers cooperated with colleagues from their own business unit during the GoTeach activities. Among these, 30% think that this improved the cooperation within their business unit very much, but the majority (41%) thinks it improved it a bit. Another 19% doesn't think it really improved anything in terms of cooperation among colleagues within their business unit.⁵⁴

In addition, 69% of the volunteers cooperated with colleagues from different business units, and half of them (47%) think that this experience improved the cooperation between the various business units very much, or at least a bit (34%). In addition, 58% reportedly learned very much from the cooperation between business units, and 33% a bit. In any case, almost all of them (95,4%) found the cooperation interesting (60% very interesting, 35% interesting).⁵⁵ Volunteer explained in their own words what they learned from their colleagues:

Teamwork and diversity was mentioned as something they've learnt from their colleagues,⁵⁶ and which they can also apply to their daily work:⁵⁷

- *'We are ONE DHL. Together we create awareness that will benefit our business units in building relationships. We learned to trust each other. We worked toward the same goals and objectives even though our cultures were so diverse in our own business units. We laughed and had much fun. We cried when emotions overwhelmed us.'*
- *'That the support spirit can be found in each business unit.'*
- *'Teamwork and tolerance, need to coordinate with each other through proper communication, assigning roles according to the profile of each member of the group, being tolerant of opposing views and communicating our thoughts assertively.'*

Volunteers (21%) also explained that other colleagues who were involved in GoTeach shared their experiences with them, so they could take on their best practices in preparing and carrying out the activities, especially in terms of:

- *'How to be patient with youth.'*
- *'Classroom tactics and the joy of helping others.'*
- *'I discovered employee skills I didn't know about, such as leadership, having a way with words to express dynamics.'*

Volunteers also learned how other business units operate (20%):

- *'Labour relations with colleagues from other departments, with whom we didn't have much personal contact, have improved.'*
- *'My colleague during the class brought along useful concepts of Excel. In addition, interacting with people who don't work on a daily basis always provides an apprenticeship in terms of interpersonal relationships.'*
- *'That the culture in each DHL is the same and that ultimately we are one.'*

Volunteers were asked whether they know what their colleagues think about GoTeach. They could tick one or more answers from questionnaire. According to half of the volunteers, their colleagues think it's a good cause. About a quarter of volunteers indicated that their colleagues are always very interested (24%) and/or they approve of it, even though most of them don't really know what it is about (25%).⁵⁸ The survey did not specifically assess the extent to which GoTeach volunteers are also role models for their colleagues. However, also in the open responses, no references were made to this. It is not considered a strong feature of GoTeach.

Table 19 (annex C) shows that half of the volunteers did not evaluate their involvement in GoTeach with their line manager. The other 20% evaluated regularly, and 26% irregularly. It is not clear whether this actually is a requirement. Based on the 2013 evaluation, reflection was recommended in order for the volunteers to become more aware of the professional benefits and changes as a result of GoTeach.

⁵⁴ See table 15, annex C.

⁵⁵ See table 16-17, annex C

⁵⁶ 33% mentioned this; see also table 17, annex C

⁵⁷ 16,% mentioned is; see table 14, annex C

⁵⁸ See also table 18, annex C.

GoTeach ToC: Employee engagement	Findings
<ul style="list-style-type: none"> Volunteers are proud to work at DP DHL Group High employee engagement and identification with DP DHL Group (living the brand) 	 

The majority of volunteers (strongly) agreed with the statement that due to GoTeach they are more satisfied with their job. In addition, they are more positive about the DP DHL Living Responsibility Initiatives. Both are considered important indicators for employee engagement.⁵⁹ No differences were found between volunteers who participated in 2011-2013, as compared to those involved in 2014 and/or 2015.

Table 11: Scale for employee engagement (N=230)

	% Strongly agree	% Agree	% Neither agree nor disagree	% Disagree	% Strongly disagree
I am more satisfied with my job	42.6	37.4	15.2	3.5	1.3
I am more positive about DP DHL Living Responsibility initiatives	58.7	33.0	5.2	1.3	1.7

The statistical analysis showed that volunteers, for who involvement in GoTeach is very important, also scored higher on the employee engagement scale. Furthermore, employee engagement is significantly higher among DHL employees who volunteered for the Career Day.

Volunteers were asked to explain how they apply lessons learned from GoTeach to their work. Volunteers (9%) explained that due to their involvement in GoTeach they appreciate their own job more:⁶⁰

- ‘Having young people with us and their youthful enthusiasm as well as their desire to integrate themselves in the DHL family has actually helped me realize how important work is.’*
- ‘I realised even more: Having a job is great!’*
- ‘I think it is a great that I am able to work for an organisation that cares for society’*

⁵⁹ The scale yielded an acceptable reliability score (Cronbach’s Alpha) of .758

⁶⁰ See also table 14, annex C.

6. Conclusions and recommendations

6.1 Conclusions

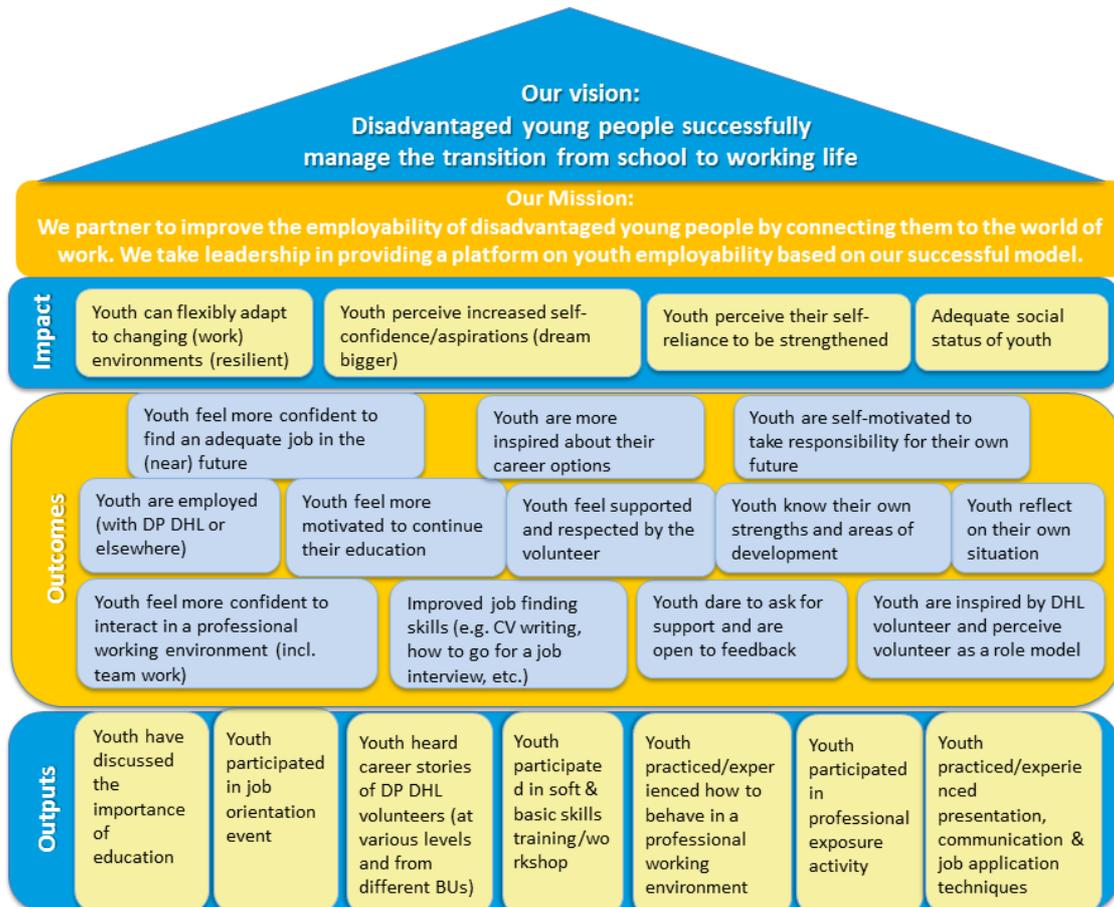
The analysis of both quantitative and qualitative data presented in chapter 4 and 5 provide insight into how youth and volunteers are involved in the activities (outputs) and what changed for them as a result of this (outcomes). Many outputs and outcomes are qualified with 'happy faces', which means the findings are supporting the GoTeach Theory of Change (drafted in chapter 2) to a very large extent. In this paragraph, conclusions for youth and volunteers are described and key evaluation questions are answered.

Are the outcomes aimed for with youth achieved?

- Youth clearly appreciate the GoTeach activities and the DP DHL volunteers very much. GoTeach helps them to start visualizing their future, and truly boosts their motivation to focus on this. Both alumni and youth involved in GoTeach at the time of evaluation, find the program very useful, learnt a lot of new things, clearly expressed their gratitude for being involved in the program, and hold positive perspectives about their future. It is concluded that GoTeach clearly strengthened their confidence in finding an adequate job, next to self-motivation to take responsibility for their future.
- Unfortunately, we cannot draw any conclusions about the extent to which GoTeach helps youth in finding a job. However, the findings clearly support the GoTeach 'philosophy' of guiding the youth in their process of transition and orientation on the professional world.
- Youth who highly appreciated the DP DHL volunteer(s) also find GoTeach more useful, and reported stronger levels of job confidence and self-motivation to take responsibility. Youth truly appreciate the volunteers, regardless of the number of encounters (in terms of days, or number of different activities) they had with them. This shows that the volunteers have great impact on the youth, and this is especially the case for volunteers who facilitated workshop and/or training sessions and sports activities.
- Mainly FBC youth are benefitting from GoTeach, whereas child rights of FSP youth generally are 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.
- Network expansion is considered a relatively weak outcome of GoTeach. Since more attention for this was also recommended based on the 2013 evaluation, it is questioned to what extent this outcome is realistic. For now, it is not included in the Theory of Change as a realistic and plausible outcome youth generally can expect upon graduation from GoTeach.

Theory of Change for youth

Based on the findings and conclusions described above, the Theory of Change for youth can be adapted to the following final version:

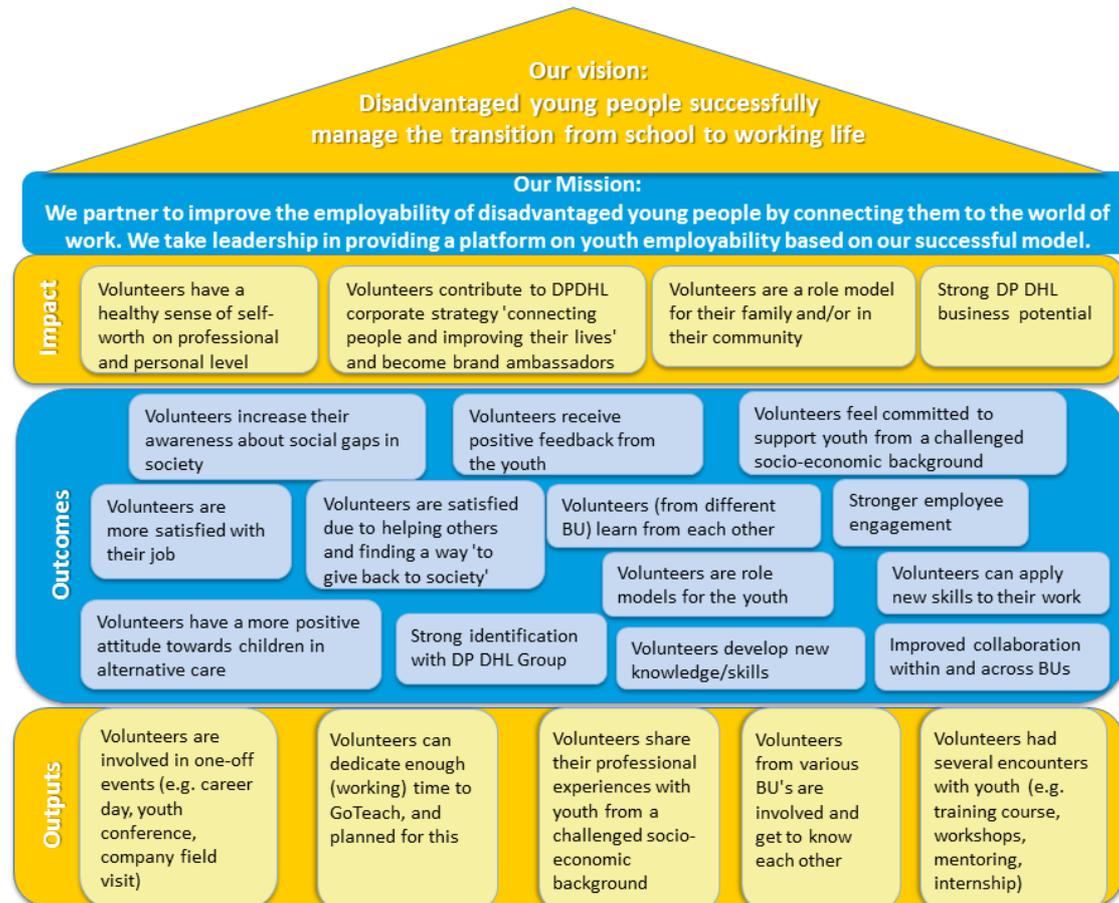


Are the outcomes aimed for with volunteers achieved?

- Volunteers are clearly very committed to support youth from a challenged socio-economic background, and feel very satisfied about being able to 'give back to society'. It is concluded that GoTeach clearly strengthened the volunteers' awareness about social gaps in society.
- Volunteers also benefit themselves from their involvement in GoTeach. They learn from their colleagues, and develop new knowledge and skills that also enriches their professional life. Examples are presentation skills and other 'people's skills' such as communication, dialogue, and coaching.
- Although the volunteers are relatively modest about being a role model for the youth, the youth themselves clearly indicated that they truly found good examples in the volunteers, and that their advice and support was very useful to them.
- It is concluded that enabling employees to volunteer for GoTeach can strengthen employee engagement. Volunteers reportedly are more satisfied with their job, and more positive about the DP DHL Living Responsibility Initiatives.
- The personal commitment, and strength of relationships that emerged between youth and volunteers was one of the key, unexpected, findings of the 2013 evaluation. This finding is not replicated as strongly as reported upon in the first evaluation.

Theory of Change for volunteers

Based on the findings and conclusions described above, the drafted Theory of Change for the volunteers can be adapted to the following final version:



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.

The Career Days also seems a more effective activity for volunteers, as compared to the other activities. Volunteers' awareness about social gaps in society, as well their employee engagement, is especially boosted among those who volunteered for a Career Day.

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

This evaluation question can be answered positively, since youth who were relatively recently involved (2014, 2013) showed no differences in job confidence and self-motivation for taking responsibility of their future, as compared to those involved in 2011-2012. Similar trends apply to the volunteers. Those who were relatively recently involved (2014, 2013) showed no differences in awareness about social gaps in society and employee engagement, as compared to those involved in the early days of GoTeach (2011-2012).

Youth who were involved in 2011-2013 are equally positive about the GoTeach volunteers as compared to those involved more recently (2014-2015). However, both youth and volunteers spent more time in GoTeach when involved in the early days, as compared to recent years. This might indicate that volunteers have indeed 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?

Impact is about long-term sustainable change at society level, such as self-reliance, an adequate social status of youth, and volunteers' contribution to development at community and/or national level. As described in chapter 2, this evaluation focussed on assessing changes up to outcome level and no impact yet. However, 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.

6.2 Recommendations

Although the findings and conclusions from this evaluation are rather positive, there is always room for improvement, just like in any program or intervention. Recommendations are formulated by the evaluator, but are also informed by recommendations from the youth and volunteers.

Please note that the recommendations below are formulated for the GoTeach program at large. Some recommendations might be more relevant for a specific country than others. 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 issues presented below. Based on this self-assessment, the recommendations considered relevant in a certain context can be prioritized and targets can be set for program planning, implementation and quality control.

Recommendations for programme planning and implementation

- Despite the fact that both target groups spent quite a number of days on GoTeach, the limited duration of the activities and lack of time for individual attention was mentioned by both youth and volunteers. It is recommended to carefully assess the amount of exposure (time) needed for youth to be properly orientated, trained and/or exposed to the work floor. Remember 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.
- One of the strengths of GoTeach is the program being context sensitive and consequently the activity formats are different between countries. However, the formats within a country could be further developed, in terms of workshop outlines, training manuals etc. Moreover, it is highly recommended to promote active and meaningful youth participation in programme planning and implementation. For example, youth mentioned that they don't want too much theory during workshops, but rather would like to do more practical exercises. Also using creative methodologies like sports, ICT and/or social media could be used more as a tool to promote learning.
- Especially youth from FBC are largely represented in GoTeach, although they are not necessarily (anymore) the ones most at risk and therefore the most vulnerable. Due to their placement with SOS CV, they generally have better access to care, education and health as compared to the youth from very vulnerable families targeted by FSP. Therefore, it is recommended to 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.
- Youth from various ages are involved in the activities, and ages are often mixed. Especially the senior students, who are almost at the point of graduation surely have other interests and see more urgency in preparing for a professional career, as compared to the younger ones. Splitting up the youth between activities according to their age, and possibly also interest and/or educational levels, will promote age-appropriate learning.

- The human factor is key for the success of GoTeach, since the enthusiasm and motivation of the DP DHL employees is something that clearly triggers the youth. Therefore, continuous learning and exchange among volunteers about how to work with the youth is very important and recommended. Moreover, not all DP DHL volunteers need to be involved in all GoTeach activities within a region. Volunteers could be split up between the various activities according to their interest. This might not only increase efficiency, but also potential learning and benefits for volunteers themselves, and make the activities more useful for the youth and boost their job confidence and self-motivation.
- Given the above, it is recommended for 2015-2016 to focus on expanding and improving the existing programs instead of expanding the number of countries where GoTeach operates. Take time to learn, and replicate successful interventions.

Recommendations for further monitoring and evaluation (quality control)

- Further professionalization of the GoTeach program, by setting learning goals for each activity, will help to better plan and evaluate an activity, and serve as a basis to assess whether outcomes are achieved or follow-up is needed. The implementing countries could be supported more in defining targets linked to the Theories 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. It could be considered to use 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.

Annex A. Background information of the respondents

Table 1: Respondents gender and age (age for youth only)

Country	Youth age (average)	Youth gender		Volunteers gender* (N=282)	
		% male	% female	% male	% female
Brazil	17,08	45,8%	54,2%	41,2%	58,8%
Costa Rica	16,83	58,3%	41,7%	0,0%	100,0%
Mexico	18,40	34,8%	65,2%	38,3%	61,7%
Panama	18,00	33,3%	66,7%	37,5%	62,5%
Peru	18,58	45,8%	54,2%	64,3%	35,7%
Madagascar	22,82	58,9%	41,1%	45,2%	54,8%
South Africa	18,92	57,7%	42,3%	31,9%	68,1%
Ethiopia	.	-	-	0,0%	100,0%
Kenya	22,95	55,0%	45,0%	50,0%	50,0%
Ghana	22,15	70,0%	30,0%	50,0%	50,0%
Uganda	18,42	64,0%	36,0%	36,4%	63,6%
Morocco	19,54	56,0%	44,0%	66,7%	33,3%
Jordan	19,00	50,0%	50,0%	42,9%	57,1%
Vietnam	22,11	42,9%	57,1%	0,0%	100,0%
Total	19,94	51,0%	49,0%	39,4%	60,6%

Table 2: Number of years involved in GoTeach

Number of year(s) in GoTeach	% Youth N=367	%Volunteers N=282
1 year	84,2	85,5
2 years	13,6	7,4
3 years	1,6	3,5
4 years	0,5	2,1
5 years	0,0	1,1
6 years	0,0	0,4

Table 3: Youth involvement with SOS (N=366)

Country	Number of youth participated	SOS CV/ youth facility or foster care	SOS Family Strengthening program (FSP)	Not involved with SOS before GoTeach	% Other
Brazil	24	8,3%	0%	75,0%	16,7%
Costa Rica	12	91,7%	8,3%	0%	0%
Mexico	47	95,6%	2,2%	0%	2,2%
Panama	27	92,6%	7,4%	0%	0%
Peru	24	95,8%	4,2%	0%	0%
Madagascar	56	96,4%	1,8%	1,8%	0%
South Africa	26	50,0%	46,2%	0%	3,8%
Kenya	20	95,0%	5,0%	0%	0%
Ghana	20	70,0%	25,0%	0%	5,0%
Uganda	25	80,0%	20,0%	0%	0%
Morocco	50	66,0%	34,0%	0%	0%
Jordan	2	100,0%	0%	0%	0%
Vietnam	35	100,0%	0%	0%	0%
Total		80,6%	12,6%	5,2%	1,6%

Table 4: Youth educational level (N=367)

Country	University	Higher vocational training	Secondary school	Primary school	Other
Brazil (24)	12,5%	0%	70,8%	16,7%	0%
Costa Rica (12)	0%	0%	41,7%	58,3%	0%
Mexico (47)	8,7%	50,0%	30,4%	2,2%	8,7%
Panama (27)	22,2%	3,7%	70,4%	0%	3,7%
Peru (24)	25,0%	25,0%	33,3%	8,3%	8,3%
Madagascar (56)	80,4%	12,5%	7,1%	0%	0%
South Africa (26)	11,5%	19,2%	65,4%	0%	3,8%
Kenya (20)	85,0%	0%	15,0%	0%	0%
Ghana (20)	85,0%	0%	15,0%	0%	0%
Uganda (25)	24,0%	4,0%	72,0%	0%	0%
Morocco (50)	4,0%	48,0%	42,0%	0%	6,0%
Jordan (2)	0%	0%	0%	100,0%	0%
Vietnam (35)	60,0%	11,4%	0%	0%	28,6%
Total	35,4%	19,3%	35,1%	4,4%	5,7%

Table 5: Volunteers educational background (N=282)

Country	University	Higher vocational training	Secondary school
Brazil	70,6%	23,5%	5,9%
Costa Rica	100,0%	0%	0%
Mexico	80,0%	20,0%	0%
Panama	93,8%	6,3%	0%
Peru	78,6%	14,3%	7,1%
Madagascar	80,6%	19,4%	0%
South Africa	34,7%	36,1%	29,2%
Ethiopia	100,0%	0%	0%
Kenya	70,0%	30,0%	0%
Ghana	87,5%	6,3%	6,3%
Uganda	81,8%	18,2%	0%
Morocco	66,7%	33,3%	0%
Jordan	85,7%	0%	14,3%
Vietnam	100,0%	0%	0%
Total	68,8%	22,0%	9,2%

Table 6. Volunteers job levels (N=282)

Country	Leading function; employee with staff responsibility	Non leading function; employee without staff responsibility
Brazil	38,2%	61,8%
Costa Rica	20,0%	80,0%
Mexico	60,0%	40,0%
Panama	68,8%	31,3%
Peru	50,0%	50,0%
Madagascar	38,7%	61,3%
South Africa	47,2%	52,8%
Ethiopia	100,0%	-
Kenya	60,0%	40,0%
Ghana	68,8%	31,3%
Uganda	54,5%	45,5%
Morocco	-	100,0%

Jordan	57,1%	42,9%
Vietnam	50,0%	50,0%
Total	50.7%	49.3%

Table 7: Volunteers' professional background (N=282)

Business unit	%	Function area *	%
DHL supply chain	48,9%	Administration	5,7
DHL Express	28,0%	Finance & controlling	14,5
DHL Global forwarding	19,5%	IT	3,9
DHL Freight	0%	Customer service	11,3
CEO/Corporate center	0%	Management	3,9
PeP	0%	Marketing & sales	17,7
HR	1,1%	Human Resources	14,9
Finance/GBS	2,1%	Production/manufacturing/operations	13,8
Other	0,4%	Other	14,2

Table 8. Volunteers: Before you started volunteering for GoTeach, was it explained what was expected from you? (N=254)

Country	Yes, very well	Yes, a little bit	Not really	Not at all
Brazil	82,4%	14,7%	0,0%	2,9%
Costa Rica	60,0%	0,0%	0,0%	40,0%
Mexico	69,6%	23,2%	7,1%	0,0%
Panama	66,7%	13,3%	20,0%	0,0%
Peru	66,7%	16,7%	16,7%	0,0%
Madagascar	83,3%	12,5%	4,2%	0,0%
South Africa	49,2%	30,2%	11,1%	9,5%
Ethiopia	100,0%	0,0%	0,0%	0,0%
Kenya	37,5%	62,5%	0,0%	0,0%
Ghana	75,0%	18,8%	6,3%	0,0%
Uganda	100,0%	0,0%	0,0%	0,0%
Morocco	100,0%	0,0%	0,0%	0,0%
Jordan	57,1%	28,6%	14,3%	0,0%
Vietnam	100,0%	0,0%	0,0%	0,0%
Total	67,7%	21,3%	7,5%	3,5%

Table 9. Youth: Before you started with GoTeach, were you informed what it was about? (N=352)

Country	Yes, very well	Yes, a little bit	Not really	Not at all
Brazil	70,8%	20,8%	8,3%	0,0%
Costa Rica	81,8%	9,1%	9,1%	0,0%
Mexico	25,0%	54,5%	18,2%	2,3%
Panama	70,8%	20,8%	4,2%	4,2%
Peru	13,0%	52,2%	21,7%	13,0%
Madagascar	55,4%	32,1%	10,7%	1,8%
South Africa	65,4%	15,4%	3,8%	15,4%
Kenya	25,0%	35,0%	40,0%	0,0%
Ghana	21,1%	52,6%	10,5%	15,8%
Uganda	24,0%	44,0%	16,0%	16,0%
Morocco	65,2%	17,4%	15,2%	2,2%
Jordan	0,0%	100,0%	0,0%	0,0%
Vietnam	18,8%	59,4%	21,9%	0,0%
Total	44,3%	35,8%	14,8%	5,1%

Annex B. Youth findings

INTENSITY OF YOUTH INVOLVEMENT IN GOTEACH ACTIVITIES

Table 1: Constructed average number of days youth involved in GoTeach per country and activity (N=368)

Country	Average number of days in GT activities	Activity type	Average number of days per activity type
Brazil	46,56	Youth conference	14,54
Costa Rica	43,75	Internship *	63,15
Mexico	11,79	Business unit visit	13,68
Panama	25,08	Workshop/ training	21,05
Peru	9,24	Mentoring	47,41
Madagascar	84,37	Career day / job exposure	11,38
South Africa	11,39	Job shadowing	16,09
Ethiopia	-	Sports activity	30,39
Kenya	30,63	Youth newspaper	3,00
Ghana	11,79	Other	46,35
Uganda	8,83		
Morocco	17,85		
Jordan	48,25		
Vietnam	3,79		
Total	28,22		

Table 2: Youth involvement in GoTeach activities

Country	Amount of activities involved in (N=368)					% who wanted more time (N=312)
	1 activity	2 activities	3 activities	4 activities	5 or more GT activities	
Brazil	8,3%	20,8%	33,3%	25,0%	12,5%	50,0%
Costa Rica	58,3%	25,0%	16,7%	0%	0%	91,7%
Mexico	57,4%	4,3%	12,8%	4,3%	21,3%	95,0%
Panama	22,2%	3,7%	14,8%	29,6%	29,6%	92,0%
Peru	29,2%	25,0%	20,8%	25,0%	0,0%	69,6%
Madagascar	44,6%	19,6%	8,9%	5,4%	21,4%	94,2%
South Africa	38,5%	38,5%	11,5%	11,5%	0%	96,0%
Kenya	45,0%	25,0%	25,0%	0%	5,0%	92,9%
Ghana	40,0%	30,0%	10,0%	10,0%	10,0%	89,5%
Uganda	4,0%	40,0%	20,0%	28,0%	8,0%	100,0%
Morocco	56,0%	24,0%	4,0%	8,0%	8,0%	92,5%
Jordan	50,0%	0%	0%	50,0%	0%	-
Vietnam	2,9%	34,3%	11,4%	45,7%	5,7%	78,8%
Total	35,9%	22,6%	13,9%	15,8%	12,0%	89,7%

Table 3: open responses about why youth would have wanted more time participating in GoTeach

Categorization of open responses (N=243)	Explanations
To learn more (53.9%)	To learn more / more knowledge / new things / more contacts
I liked it and it's useful (26,7%)	Because I liked the activities/courses were nice /interesting/useful Because I need it / for my future
More experience (14.8%)	It's a good opportunity / to get a job / working experience / exposure
Other (4.5%)	<ul style="list-style-type: none"> - The programme was packed - More time for practical aspect - Help more people (outreach) - To have more fun / more physical activities like football tournament

Table 4: % of youth involved in activities (N=368)

Country	TOT	Youth conference	Internship *	Business unit visit	Workshop /training	Mentoring	Career day /job exposure	Job shadowing	Sports activity	Youth newspaper	Other
	N= 368	12,5%	39,7%	16,6%	44,6%	9,8%	16,3%	8,2%	12,2%	1,4%	13,4%
BR	24	4,2	37,5	50	41,7	0	0	0	0	4,2	0
CR	12	0	41,7	0	83,3	0	0	0	0	0	0
ME	47	25,5	29,8	6,4	63,8	4,3	2,1	6,4	21,3	0	19,1
PA	27	7,4	18,5	22,2	96,3	0	3,7	7,4	3,7	0	14,8
MA	56	4,2	58,3	16,7	62,5	0	4,2	12,5	12,5	0	41,7
SA	26	8,9	80,3	0	3,6	23,2	10,7	3,6	8,9	0	19,6
ET	20	19,2	30,8	0	15,4	19,2	65,4	19,2	0	15,4	3,8
KE	20	10	30	0	10	30	20	30	5	0	15
GH	25	40	25	0	60	0	15	5	20	0	10
UG	25	28	8	20	60	28	28	0	76	0	24
MO	50	2	34	8	32	0	40	10	0	0	2
JO	2	0	0	0	50	0	0	0	50	0	0
VI	N=35	5,7	45,7	77,1	60	8,6	0	8,6	2,9	0	5,7

*Internship/apprenticeship/traineeship/or any other kind of work experience with DHL

Table 5: Indication of group size per activity. Computed percentages based on volunteers' estimations.

Type of activity	1 person	2-5 persons	6-10 persons	11-20 persons	21-50 persons	More than 50 persons
Youth conference	0,0%	7,9%	2,6%	52,6%	28,9%	7,9%
Internship *	43,9%	79,3%	16,4%	24,5%	21,9%	13,8%
Business unit visit	5,3%	0,0%	10,5%	42,1%	36,8%	5,3%
Workshop/ training	0,0%	5,3%	5,3%	57,9%	23,7%	7,9%
Mentoring	8,6%	8,6%	11,4%	22,9%	22,9%	25,7%
Career day / job exposure	0,0%	3,8%	13,2%	13,2%	18,9%	50,9%
Job shadowing	23,5%	17,6%	23,5%	11,8%	17,6%	5,9%
Sports activity	0,0%	5,6%	0,0%	38,9%	16,7%	38,9%
Youth newspaper	0,0%	0,0%	100,0%	0,0%	0,0%	0,0%
Other	3,3%	6,7%	6,7%	40,0%	23,3%	20,0%

HOW YOUTH ARE INVOLVED IN GOTEACH ACTIVITIES

Table 6. Descriptions of what the activity was about (open answers in random order)

Type of activity	Descriptions by youth	Descriptions by volunteers
Youth conference	<ul style="list-style-type: none"> • Career choice • Youth empowerment, employment, education, and entrepreneurship development • Drugs awareness • On the functioning of the DHL company 	<ul style="list-style-type: none"> • Talk on leadership • Attending a job interview, drafting a resume and job application • Future choice of studies for young people • Personal improvement (based on my own experience) • Dispute resolution • Intensive foreign trade course • Public speaking / assertive communication • Job searching via internet / social media • Spelling classes • Youth camp • How to get involved in CSR • Team building type of activity, teaching the youths life skills - problem solving / cooking

Workshop/ training	<ul style="list-style-type: none"> • Everything relating to the first job from how to fill out an application form to how to draft a resume to how to get through a job interview • English course • IT course on how to use basic programs such as Microsoft Word, PowerPoint, Excel • Effective communication • Spelling workshop • Leadership • How DHL operates • Entrepreneurship/ how to start and sustain business • How to manage a budget / how to save money • Time management • Basic logistics • How we develop as young people / personal development / personal growth topics like self esteem, respect • Information on working environment; what to wear, what to say, make-up, respect and punctuality • Which direction you are heading towards, what you want to study , self-knowledge and life plan • Training on personal branding and financial planning • Sales workshop, where they taught us how to convince people to buy our products 	<ul style="list-style-type: none"> • Communication, verbal reasoning • How to prepare an effective presentation • Tips on how to find a job, how to draft a resume, apply for a job and get through a job interview • Projects and social responsibility workshop for the young people • Basic computer skills • Reading and writing, grammar • Drafting different types of letters (formal, informal, memos, emails). • Defensive Driving and Collision Avoidance • Personal development, motivation • Conflict management • Customer services • Teaching what DHL does in terms of CSR and teaching them how to develop projects • They were offered a workshop on a topic of their choice, in my case I gave the Model Career Plan workshop • Teaching the youth to be self equipped thus how to build self confidence
Youth newspaper	<ul style="list-style-type: none"> • Articles that inspire and motivate the youth about employment in our country • It was about sharing information/ideas with young generation 	<ul style="list-style-type: none"> • Workshop to assist youth with how to put together their newsletter
Internship apprenticeship traineeship work experience with DHL	<ul style="list-style-type: none"> • Customer service / Answering to clients queries • Offering service to DHL clients • IT and local network • In HR department • Supply chain • Archiving • Sales department • DHL express • Meeting with mentor • Customs • Collection service / Freight forwarders (in customs clearance for parcels or documents) • Finance and accounting • Introduction to DHL departments / observing the work floor /seeing and experiencing work at DHL • How to grow within a job • About how they worked with spread sheets • For those of us aged 13+, we visited DHL in order to get more experience about work, so as to be able to get a good job, draft a resume, fill out a job application form, etc. • Visiting the company's offices: warehouses, ports, airports, etc. • It was about transporting things from one country to another 	<ul style="list-style-type: none"> • Mentoring / supervising • On the job training / teaching them job skills • Interviewing and placing SOS youth within the organisation to get the learnership • Youth are engage in multiple activities, experiencing the work environment and gaining work experience which contributes to building a good career • Training concerning my activities and also learning manners • Encouraging the interns to perform well in their job specification, for them to have or build their career • The youth were trained on presentation skills, communication skill and personal grooming • Encouraging the interns to do their job specification, for them to have a better career • Showing them how things work in customer services • Explaining the role of HR within the business • Sharing experiences on my responsibilities at DHL level • General accounting • Training data entry • Getting to know the various processes at the operations level, from parcel collection to shipment • Recruitment of youth

	<ul style="list-style-type: none"> You discover what type of work you are suitable for 	
Mentoring	<ul style="list-style-type: none"> Meeting with the mentors: observation internship, orientation Sitting with a DHL volunteer and talking about your future and the things to do to help boost your future Motivation and advice It was about getting to learn how to save my saving and how I can invest in useful things Training, employment and orientation information Talent search The abilities you have and how you are going to develop it 	<ul style="list-style-type: none"> Classes and talks with young people in order for them to prepare their resumes, types of interviews, employability. I was a mentor, reading stories to children with limited resources and supporting in the training of workshop instructors Mentoring youth who are starting up a business / preparing them for entrepreneurship Presentation of the business unit Coaching young people One to one teaching them the nature of my work Help with homework, as well as grooming
Career day / job exposure	<ul style="list-style-type: none"> Exposure to different kinds of jobs based on your personality and qualifications How to be able to find and job; drafting a resume, applications, how to attend an interview etc. Learn more about DHL / learning how the 3 branches of DHL work Guided visit How useful you can be to your society About career choices and getting to meet people in those careers It was about encouraging youth people to choose the right career that involves their best of abilities Exposure to different career paths in life. We had a series of talks on the jobs available in DHL and the requirements to get a job in today's job market Choosing a career that I enjoy not because how it pays 	<ul style="list-style-type: none"> Empowering SOS children with Career Knowledge on HR function and sharing what we do at DHL SC It was about teaching youth about the different functions done in a work environment and what must they do to achieve their dream career, and how to get information to study further and become more than what we have achieved. Teaching the youth about what we do at DHL and how it impacts others lives when we deliver shipments late, etc. Show how IT functions in the DHL business Explaining to the SOS youth what type of careers are in the job market Organizing the program Practical supply chain game / explaining the international supply chain Explaining importance of education
Business unit visit	<ul style="list-style-type: none"> DHL company visit We visited all DHL branches Visit to the (air)port To get to know all storage processes To get to know the environment of employees of DHL Participating in "Go Green" workshop Playing and dining with DHL 	<ul style="list-style-type: none"> Teaching what DHL does Coordinating site tours Warehouse guided visit Briefing on DHL program Implementation of computer equipment Presenting the infrastructure and size of the business sector DHL Gateway visits with life scenario of DHL shipments cycle show casing various positions in DHL
Job shadowing	<ul style="list-style-type: none"> We where shown how different activities were done; e.g. financial management, communication (how they communicated to people who needed services), delivery (how they deliver the parcels and goods to different places) and lastly we were taught how to present yourself in front of people. It was all about knowing how they work and being encouraged to work hard Information about vacancies Getting through an interview Team work project 	<ul style="list-style-type: none"> Explaining IT concepts and duties Explaining what type of careers were on offer at DHL Going through all the functions in the department in one day Showing them our work at the warehouses Demonstration of the performance of emergency crews, operation of tools for material handling, forklift rodeo, dynamics, basic safety Matching the youth with my team members for job shadowing Practical demonstration of my duties (method, communication technique, etc.)
Sports activity	<ul style="list-style-type: none"> Football tournament Sports gala Volunteer day 	<ul style="list-style-type: none"> Game Soccer tournament Bolicche tournament

	<ul style="list-style-type: none"> • TaeKwonDo tournament • We had matches and winners got a Trophy. We learnt new skills and interacted with the workers. 	<ul style="list-style-type: none"> • "The amazing race" and "master chef" - team building with the youth in team hiking and cooking • SOS - Walk the talk / SOS - Planting of Trees / SOS Building of Solar Panels • Teambuilding activity that DHL employees participated with the SOS youth as a team
Fundraising activity	n/a	<ul style="list-style-type: none"> • Organizing social activities (kermess, sports tournament) to raise funds • Selling food to raise funds • Helping to renovate & rejuvenate a primary school facility by painting, repairing & cleaning • Fundraising for GoTeach through voluntary donations from DGF staff • We took part in the discovery 702 walk with the kids, it was an 8km walk and we donated to SOS CV
Press and institutional presentations	n/a	<ul style="list-style-type: none"> • Presentation of the DP DHL and SOS CV partnership • Introducing DHL, functions of department
Closing ceremony	n/a	<ul style="list-style-type: none"> • An activity to celebrate the kids' progress and give them the motivation that they can have a better future if they so wish • Orientation talk and closing of the event • Organizing and monitoring • The kids were invited to the kite museum, to give out presents for completing the program, there was food, congratulations, wishes, and a museum visit • Closing ceremony and graduation for all young people participating in the program during the year and who met the requirements for attendance and good performance
Activity planning	n/a	<ul style="list-style-type: none"> • Coordinating the program at national level • Organizing 8 Saturdays at our premises in order for the young people to receive training • Organizing a career day, DHL volunteer day • Classes on Citizenship and Ethics • Opening class with icebreaker dynamics, presentations and course information • Cleaning Children's home, making toys and planting trees. • This was a calendar of activities that is done annually at the beginning of every year to have a better structure in how we build the DHL-SOS partnership • SOS partnership annual planning, reporting activities reviewing addendums, etc. • NGO 'soap bubble'
Other	<ul style="list-style-type: none"> • Recreational outing • Safari excursion • Prayer • Assisting the less fortunate in our society / Spending the day with disabled children • Painting things like a zebra crossing • Arabic dance • Singing and dancing competition • Cultural activity, music • Global volunteer day 	<ul style="list-style-type: none"> • Online qualifications for future teachers based on the answers they had given and real cases. • Attended training with the youth entrepreneurs and also visited their businesses • End 2013 - Amazing Race for the Youth and DHL Volunteers. 2014 started with Induction to the GoTeach Program with the Youth, • Enhancing the DHL stand with games without limits and organizing a table soccer tournament, SOS village 30-year anniversary and family day • Organizing room and breakfast • Cleaning • Lecture on Green Logistics

		<ul style="list-style-type: none"> • Repair, cleaning and painting in an orphanage • Distribution of scholastic materials • Decorating the Christmas tree and Christmas tree lighting. • Graduation of the 2013 and 2014 generation.
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Table 7: % of youth appreciation usefulness of activity

Type of activity	How useful was the activity for you? * N=368
Youth conference	1,20
Workshop/training	1,16
Youth newspaper	1,17
Internship/apprenticeship/training	1,14
Mentoring	1,12
Employment/ work experience with DHL	1,23
Career day / job exposure	1,19
Business unit visit	1,16
Job shadowing	1,13
Sports activity	1,09
Other	1,32

Average score; 1= very useful – 4= not useful at all

Table 8: Youth' usefulness appreciation of the activities per country

Country	Average *
Brazil	1,11
Costa Rica	1,00
Mexico	1,16
Panama	1,15
Peru	1,61
Madagascar	1,10
South Africa	1,06
Kenya	1,15
Ghana	1,22
Uganda	1,08
Morocco	1,27
Jordan	1,17
Vietnam	1,25
Total	1,18

Average score; 1= very useful – 4= not useful at all

Table 9: Sharing of professional experiences

Country	% youth who indicated that volunteers shared their own work experience * N=313	% volunteers who indicated that they shared their professional experiences ** N=256
Brazil	83,3%	76,5%
Costa Rica	75,0%	100,0%
Mexico	75,0%	85,7%
Panama	88,5%	93,8%
Peru	47,8%	91,7%
Madagascar	88,5%	95,8%
South Africa	100,0%	84,4%
Ethiopia	-	100,0%

Kenya	76,9%	87,5%
Ghana	78,9%	81,3%
Uganda	82,6%	100,0%
Morocco	87,5%	100,0%
Jordan	-	85,7%
Vietnam	94,1%	100,0%
Total	83,1%	86,7%

*6,4 % 'I don't remember

**3,1%% 'I don't remember

Table 10: Open responses about what youth like most about GoTeach (N=282)

Categorization of open responses	Explanation and examples
First hand information about jobs (24.1%)	First hand information about jobs people do / giving youth important first step to the employment world / showing what employed life is about Sharing life experiences
Training from professionals (23.4%)	The training / mentoring / what they teach us / talking with professionals
Welcoming learning environment (23%)	DHL team were very welcoming /good relation with the mentor / understanding /sharing / friendly / openness and free learning environment with sports / sincerity and clarity of the trainers
Motivation and inspiration (16.6%)	They motivate us to move forward / help us focus /inspire us about what you can achieve in life / they create a bigger positive picture of life Getting to explore myself / develop yourself about things you didn't know exist / learning youth how to deal with changing world / help you to be aware of your strengths and weaknesses
GoTeach in general (6.7%)	How it is organized / everything
Social skills (6.1%)	Team work activities help us to socialize very well / practical skills that are useful for business Learning how to do telephone and face to face interviews / learning how to find a job

Table11: Open responses about what youth did not like about GoTeach N=104

Categorization of open responses	Explanation and examples
Duration of the programme is too short (32,7%)	-
Timing and planning of the activities (15,4%)	Lack of communication/programme ended without us knowing/without saying goodbye / program during exam periods
Too much theory, too few practical activities (12,5%)	Old techniques
More support needed (12,5%)	No funds for business plans / no attention for careers outside DP DHL / more support needed to find a job
Dynamics between mentors and trainees (12,4%)	Not all mentors were very knowledgeable / empty promises / not all participants were serious
Location (4,8%)	Some youth did not like it that the meetings were only taking place in the village, whereas others wanted the volunteers to come to the village because they had to take transport
Other (9,7%)	(Variety of responses by one or two persons only)

Table 12: Youth: If you could change one thing about GoTeach, in order to improve it, what would that be? (N=144)

%	category
35,4%	More days and adequate timeframe
15,3%	Secure permanent jobs
14,6%	More learning topics (3,5%) / more discipline (1,4%) / less talk more work (9,7%)
11,8%	Communication
11,1%	Consulting youth on their interests (6,9%)/ we don't have mentorships/workplace visits (1,4%) / youth exchange (2,8%)
9,7%	Involve more youth / support youth to attend the activities
1,4%	Separate university from high school students (different level, different activity)
0,7%	Ask SOS at local level to be more committed

FUTURE JOB PERSPECTIVE

Table 13: Youth: Did you learn new things from GoTeach (N=329)

Country	Yes	No	I don't know/ don't remember
Brazil	88,9%	0,0%	11,1%
Costa Rica	50,0%	16,7%	33,3%
Mexico	87,8%	9,8%	2,4%
Panama	96,2%	0,0%	3,8%
Peru	60,9%	26,1%	13,0%
Madagascar	83,6%	12,7%	3,6%
South Africa	100,0%	0,0%	0,0%
Kenya	100,0%	0,0%	0,0%
Ghana	89,5%	0,0%	10,5%
Uganda	100,0%	0,0%	0,0%
Morocco	74,4%	16,3%	9,3%
Jordan	100,0%	0,0%	0,0%
Vietnam	85,3%	2,9%	11,8%
Total	85,1%	8,2%	6,7%

Table 14: Youth explanations of what they learnt from GoTeach (N=310)

Categorization of open responses	Explanation and examples
Professional work experience and team collaboration (34,8%)	How to behave myself in a working environment / how to present myself in front of people / communication skills / professional competencies / etiquette How to plan my activities / time management How to collaborate /team up to solve problems / friendly relationship
Career orientation and job application techniques (29,7%)	Career orientation/ my career / how to choose suitable career / career opportunities / creating opportunities / how to prepare myself for the future How to get organized to find a job / job application techniques: preparing a good resume/CV, how to draft a good letter, going for an interview, job searching, dress smart
Self-confidence and positive attitude (15,8%)	Self-confidence / self awareness / how personality can affect your career path / sense of responsibility / to be ethical importance of hard working / always to have positive energy in life /always have a plan B About the importance of working in an environment you like/ do a job you enjoy and not because of what it pays / healthy work ethics
Education (8,1%)	Importance of education (languages), internship / professional competencies How to give to others / how to educate others
Entrepreneur skills (5,8%)	How to be a good entrepreneur / engage myself in business / positive business practices / saving and investing

About DP DHL (4,8%)	About DP DHL organization
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Table 15: Volunteers: Do you think youth benefitted from the GoTeach volunteer activities (N=247)

Country	Very much	A bit	Neutral	Not so much	Not at all
Brazil	91,2%	5,9%	2,9%	0,0%	0,0%
Costa Rica	75,0%	0,0%	25,0%	0,0%	0,0%
Mexico	75,9%	13,0%	9,3%	1,9%	0,0%
Panama	62,5%	12,5%	18,8%	0,0%	6,3%
Peru	83,3%	8,3%	8,3%	0,0%	0,0%
Madagascar	73,9%	17,4%	4,3%	4,3%	0,0%
South Africa	68,9%	16,4%	9,8%	4,9%	0,0%
Ethiopia	100,0%	0,0%	0,0%	0,0%	0,0%
Kenya	50,0%	12,5%	25,0%	12,5%	0,0%
Ghana	86,7%	6,7%	6,7%	0,0%	0,0%
Uganda	66,7%	22,2%	11,1%	0,0%	0,0%
Morocco	50,0%	50,0%	0,0%	0,0%	0,0%
Jordan	85,7%	14,3%	0,0%	0,0%	0,0%
Vietnam	100,0%	0,0%	0,0%	0,0%	0,0%
Total	75,3%	13,0%	8,9%	2,4%	0,4%

Table 16: How youth benefitted from GoTeach according to volunteers (N=122)

Categorization of open responses	Explanation and examples
Exposure (36.9%)	Exposure to work environment / internship / work experience in CV / contacts with clients / gateway of professional career
Learning new things (27.0%)	Youth are offered advice / they learn from different people / their mindset changed / learn about career opportunities, educational path and working skills / learn about branding and customer relationships / learn about importance of teamwork / about how to apply for a job
Ownership (13.1%)	It teaches them to take ownership /feel more responsible of their career/education/future / they know better what direction to go / they understand the importance of self improvement / motivated to pursue their dream careers ;/ help them shape their career goals / created eagerness / think ahead
Self confidence and communication skills (12.3%)	Soft skills: Importance of doing things you are passionate about in order to have a healthy working environment / it gave them hope / developed their self confidence /building trust among the youth / they become more social / communication skills
Other (10.7%)	Other: Found a job at DHL, elsewhere or started their own business (4.1%) They have a better understanding about DHL (2,5%); They went on to teach others (2,5%); They benefitted by asking questions (1.6)

SELF-MOTIVATION

Table 17: Advice and feedback

	Youth	volunteers
Country	% who asked the volunteer for advice* N=312	% who indicated that youth asked them for advice or feedback ** N=256
Brazil	33,3%	58,8%
Costa Rica	16,7%	60,0%
Mexico	25,0%	85,7%
Panama	48,0%	75,0%
Peru	69,6%	83,3%
Madagascar	88,5%	100,0%
South Africa	88,0%	68,8%
Ethiopia	-	100,0%
Kenya	76,9%	62,5%
Ghana	78,9%	100,0%
Uganda	78,3%	90,0%
Morocco	85,0%	100,0%
Jordan	-	100,0%
Vietnam	47,1%	100,0%
Total	65,1%	78,9%

* don't know/remember 7,1%

**don't know/remember 7,0%

Table 18: Was the advice from the DHL volunteer useful for you? (Conditional; N=205)

Country	Yes, very useful	Yes, a bit useful	No, not so useful	Not useful at all	I don't remember
Brazil	100,0%	0,0%	0,0%	0,0%	0,0%
Costa Rica	100,0%	0,0%	0,0%	0,0%	0,0%
Mexico	70,0%	20,0%	0,0%	10,0%	0,0%
Panama	90,9%	9,1%	0,0%	0,0%	0,0%
Peru	43,8%	50,0%	6,3%	0,0%	0,0%
Madagascar	86,7%	11,1%	2,2%	0,0%	0,0%
South Africa	95,5%	4,5%	0,0%	0,0%	0,0%
Kenya	90,0%	10,0%	0,0%	0,0%	0,0%
Ghana	66,7%	33,3%	0,0%	0,0%	0,0%
Uganda	72,2%	27,8%	0,0%	0,0%	0,0%
Morocco	82,4%	14,7%	0,0%	0,0%	2,9%
Jordan	0,0%	0,0%	0,0%	0,0%	0,0%
Vietnam	88,9%	11,1%	0,0%	0,0%	0,0%
Total	81,0%	17,1%	1,0%	0,5%	0,5%

YOUTH EMPLOYMENT

Table 20: Youth employment

Country	% youth involved in paid work N=365	Did GoTeach help you to find a job? (N=315)		
		Yes	No	I don't know/ remember
Brazil	70,8%	57,1%	28,6%	14,3%
Costa Rica	25,0%	41,7%	41,7%	16,7%
Mexico	64,4%	82,5%	5,0%	12,5%
Panama	44,4%	40,0%	25,0%	35,0%
Peru	33,3%	13,0%	56,5%	30,4%
Madagascar	48,2%	69,1%	18,2%	12,7%
South Africa	19,2%	16,7%	66,7%	16,7%
Kenya	45,0%	6,3%	81,3%	12,5%
Ghana	30,0%	11,1%	72,2%	16,7%
Uganda	50,0%	27,3%	68,2%	4,5%
Morocco	50,0%	33,3%	28,6%	38,1%
Jordan	-	100,0%	0,0%	0,0%
Vietnam	77,1%	25,7%	31,4%	42,9%
Total	49,3%	40,6%	37,1%	22,2%

Table 21: Open responses about how GoTeach helped the youth to find a job (N=105)

Categorization of open responses	Explanation and examples
Job application techniques (48.6%)	Learning me how to prepare a CV / how to present myself / how to do an interview
21.0%	Offering me work experience / internship / network
11.4%	Offering me training / assistance / forum / certificate
10.5%	I feel more confident
6.7%	Learning me how to start a business /trading/ identifying business opportunity
1.9%	It helped me making a good choice in terms of my studies

Table 22: The extent to which volunteers expect youth to be better prepared for the labour market due to GT (N=239)

Country	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	I don't know
Brazil	29,4%	67,6%	2,9%	0,0%	0,0%	0,0%
Costa Rica	25,0%	50,0%	25,0%	0,0%	0,0%	0,0%
Mexico	21,2%	65,4%	9,6%	1,9%	0,0%	1,9%
Panama	31,3%	50,0%	6,3%	6,3%	6,3%	0,0%
Peru	41,7%	58,3%	0,0%	0,0%	0,0%	0,0%
Madagascar	30,4%	65,2%	4,3%	0,0%	0,0%	0,0%
South Africa	19,3%	42,1%	24,6%	5,3%	0,0%	8,8%
Ethiopia	100,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Kenya	25,0%	37,5%	25,0%	12,5%	0,0%	0,0%
Ghana	28,6%	57,1%	14,3%	0,0%	0,0%	0,0%
Uganda	22,2%	44,4%	22,2%	11,1%	0,0%	0,0%
Morocco	50,0%	50,0%	0,0%	0,0%	0,0%	0,0%
Jordan	50,0%	50,0%	0,0%	0,0%	0,0%	0,0%
Vietnam	100,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	26,8	55,2	12,1	2,9	0,4	2,5

Table 23. Cross tabulation

		Did GoTeach help you to find a job?		
		Yes	No	I don't know/remember
Have you been involved in any kind of income generating activity or paid work, during the past 6 months?	Yes	N=84 54,9%	N=41 26,8%	N=28 18,3%
	No	N=44 27,3%	N=75 46,6%	N=42 26,1%

Table 24: How do youth see their future (N=307)

Country	Very bright	Bright	Not so bright	Not at all bright	I don't know
Brazil	33,3%	66,7%	0,0%	0,0%	0,0%
Costa Rica	54,5%	36,4%	0,0%	0,0%	9,1%
Mexico	27,5%	60,0%	7,5%	0,0%	5,0%
Panama	56,0%	24,0%	8,0%	0,0%	12,0%
Peru	47,8%	26,1%	4,3%	0,0%	21,7%
Madagascar	41,2%	54,9%	2,0%	0,0%	2,0%
South Africa	84,0%	16,0%	0,0%	0,0%	0,0%
Kenya	41,7%	50,0%	0,0%	0,0%	8,3%
Ghana	78,9%	21,1%	0,0%	0,0%	0,0%
Uganda	45,5%	40,9%	13,6%	0,0%	0,0%
Morocco	43,6%	41,0%	5,1%	0,0%	10,3%
Jordan	0,0%	0,0%	0,0%	0,0%	0,0%
Vietnam	11,8%	52,9%	17,6%	0,0%	17,6%
Total	44,6%	42,0%	5,9%	0,0%	7,5%

Table 25: Open responses about why youth see their future (not so) bright (N=222)

How do you see your future? *	Categorization of open responses	Explanation and examples
Very bright N=44	Confidence (35,1%)	I am now (more) confident about: myself / my job opportunities / my potential I have ambitions / aspiring higher / I am determined to make the best of the opportunities I have I have a lot to offer to society / I know what I want / I have a clear plan now
Bright N=34		
Very bright N=33	Benefitted from GoTeach (30,2%)	I learned from the GT activities / I was exposed and educated / This is because of the good advice of the DHL volunteer / I am now equipped with more skills and knowledge to face the future / DHL has helped me safeguard my future/ Because they give me numerous opportunities to learn a lot
Bright N=34		
Very bright N=13	Studying or already found a job (14,0%)	I have strong foundation / I have a job / I started my business / I am already studying / I am still at university / I continue studying
Bright N=18		
Very bright N=11	Working hard for it (8,5%)	I am working hard towards my dreams / I know what to do for my development / I am focussed / I devote myself to my commitments
Bright N=8		
Not so bright N=7	Unemployment (6,3%)	Due to unemployment / few job opportunities / I still need to find a job
I don't know		

N=7		
Not so bright N=6	Obstacles (2,7%)	I am still learning how to move forward / I still need to overcome obstacles
I don't know N=6	Time will tell (3,1%)	I need time / time will tell / we cannot predict the future

Table 26: Youth: Anything else you would like to share (N=368)

Categorization of open responses	Explanation and examples
Appreciation (51%)	Thank you/ grateful/ it's a great program / it has helped me so much/ I am so proud/fortunate to be part of the program (70/137= 51,1%)
Reach out to more youth (23%)	Continue and reach out to more other youth (from SOS CV)
I would like to be involved more (15%)	I would like to be exposed to more activities/ more time should be provided / more visits / continue next year please
Internship / employment (9/137)	I would like to be an intern / work with DP DHL (9/137)
Suggestions (7/137)	<ul style="list-style-type: none"> • I want to volunteer for GT (2) • Volunteers should be more committed to GoTeach (2) • I liked getting to know SOS CV youth from other locations • Timing doesn't favour everyone because most youth are in school • Suggestion for GT to collaborate with various ministries in order to expand and develop certain partnerships

Annex C. Volunteers findings

INTENSITY OF VOLUNTEERS' INVOLVEMENT IN GOTEACH ACTIVITIES

Table 1: Percentage volunteers who has been involved (once, or several times) in a certain activity (N=282)

Type of activity	% volunteers involved	Average number of days spent per activity
Youth conference	13,8%	5,72
Internship/apprenticeship/traineeship	6,7%	58,14
Business unit visit	13,8%	16,81
Workshop/training	28,0%	15,64
Mentoring	12,8%	31,69
Employment/ work experience with DHL	13,1%	25,27
Career day / job exposure	19,5%	27,45
Job shadowing	6,4%	22,72
Sports activity	6,7%	9,75
Fundraising activity	3,2%	48,87
Press and institutional presentations	1,1%	5,33
Closing ceremony	5,0%	18,75
Activity planning	7,4%	24,50
Youth newspaper	0,4%	7,00
Other	9,2%	9,82

Table 2: Constructed average number of days volunteers involved in GoTeach (N=282)

Country	Average number of days
Brazil	3,26
Costa Rica	41,90
Mexico	3,85
Panama	11,47
Peru	9,85
Madagascar	29,06
South Africa	20,94
Ethiopia	75,50
Kenya	31,70
Ghana	9,16
Uganda	39,95
Morocco	1,33
Jordan	71,83
Vietnam	6,50
Total	16,53

Table 3: Volunteers involvement in GoTeach activities (N=282)

Country	1 activity	2 activities	3 activities	4 activities	5 or more GT activities
Brazil	85,3%	11,8%	2,9%	0%	0%
Costa Rica	20,0%	0%	60,0%	20,0%	0%
Mexico	71,7%	25,0%	3,3%	0%	0%
Panama	62,5%	18,8%	12,5%	6,3%	0%
Peru	50,0%	21,4%	21,4%	7,1%	0%
Madagascar	58,1%	16,1%	16,1%	9,7%	0%
South Africa	47,2%	30,6%	11,1%	5,6%	5,6%
Ethiopia	100,0%	0%	0%	0%	0%
Kenya	50,0%	40,0%	10,0%	0%	0%
Ghana	56,3%	18,8%	12,5%	6,3%	6,3%
Uganda	36,4%	54,5%	9,1%	0%	0%
Morocco	100,0%	0%	0%	0%	0%
Jordan	28,6%	28,6%	28,6%	0%	14,3%
Vietnam	50,0%	0%	0%	50,0%	0%
Total	59,2%	23,8%	10,6%	4,3%	2,1%

Table 4: Did you have enough time to participate in GoTeach volunteering during working hours? (N=238)

Country	% Yes	% No	% No, I also volunteered in my private time outside of working hours
Brazil	34,3%	28,6%	37,1%
Costa Rica	50,0%	50,0%	0,0%
Mexico	32,7%	15,4%	51,9%
Panama	18,8%	12,5%	68,8%
Peru	41,7%	16,7%	41,7%
Madagascar	56,5%	34,8%	8,7%
South Africa	28,6%	42,9%	28,6%
Ethiopia	0,0%	100,0%	0,0%
Kenya	25,0%	62,5%	12,5%
Ghana	57,1%	21,4%	21,4%
Uganda	22,2%	44,4%	33,3%
Morocco	50,0%	0,0%	50,0%
Jordan	66,7%	16,7%	16,7%
Vietnam	0,0%	0,0%	0,0%
Total	35,7%	29,4%	34,9%

Table 5: Volunteers' type of contact with youth , per activity.* (N=282)

	%
One-to-one individual contact	18,8%
Working with group(s) of youth	56,7%
Both individual and in group(s)	42,2%

* Constructed count based on the activities per volunteer. Since volunteers were involved in one or more activities, the total % does not add up to 100%

HOW VOLUNTEERS ARE COMMITTED TO SUPPORT THE YOUTH

Table 6: How important is your involvement in GoTeach for you personally (N=235)

Country	Very important	Important	Neutral	Not important	Not important at all
Brazil	64,7%	32,4%	2,9%	0,0%	0,0%
Costa Rica	50,0%	50,0%	0,0%	0,0%	0,0%
Mexico	46,2%	48,1%	5,8%	0,0%	0,0%
Panama	62,5%	37,5%	0,0%	0,0%	0,0%
Peru	66,7%	33,3%	0,0%	0,0%	0,0%
Madagascar	21,7%	73,9%	4,3%	0,0%	0,0%
South Africa	46,3%	38,9%	14,8%	0,0%	0,0%
Ethiopia	0,0%	100,0%	0,0%	0,0%	0,0%
Kenya	50,0%	37,5%	0,0%	12,5%	0,0%
Ghana	76,9%	15,4%	7,7%	0,0%	0,0%
Uganda	44,4%	33,3%	22,2%	0,0%	0,0%
Morocco	100,0%	0,0%	0,0%	0,0%	0,0%
Jordan	50,0%	33,3%	16,7%	0,0%	0,0%
Vietnam	0,0%	0,0%	100,0%	0,0%	0,0%
Total	50,6%	41,3%	7,7%	0,4%	0,0%

Table 7: Volunteers who reported having received positive feedback from the youth (N=256)

Country	% of volunteers who received positive feedback from the youth *
Brazil	67,6%
Costa Rica	100,0%
Mexico	87,5%
Panama	87,5%
Peru	83,3%
Madagascar	91,7%
South Africa	76,6%
Ethiopia	100,0%
Kenya	75,0%
Ghana	100,0%
Uganda	80,0%
Morocco	100,0%
Jordan	85,7%
Vietnam	100,0%
Total	82,8%

* don't know/remember %10,9%

Table 8: Examples of positive feedback by youth according to volunteers (N=175)

Categorization of open responses	Explanation and examples
Expressed their gratitude (28.9%)	They said they enjoyed / were impressed / inspired / excited / interested /thankful / liked the dynamics of the workshop / learning that can be applied to reality / dynamic classes about relevant matters
Explained what they learned (23.4%)	They explained what they've learned from professionals about: how to behave at work / customer service/ and how to go through a work interview/ appreciated the exposure to working environment / asked questions / importance good communication and spelling skills/ resume /

They want to work with DP DHL (14.3%)	They want to work with DHL / become like you / take an internship or course somewhere / they know what talent DHL is looking for / DHL staff is dedicated to helping others
Future perspective (10.9%)	It helped / inspired them to make well informed decisions about their career / study / future aspirations / recommendations and advice were appreciated
Active participation (10.3%)	They were working hard and participating actively/ improving performance / understood the importance to continue education
Asked for continuation (2.3%)	They asked for the activities to be extended; Encouraged us to continue with the program

Table 9: The extent to which volunteers perceive themselves as a role model for youth (N=243)

Country	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Brazil	58,8%	26,5%	11,8%	2,9%	0,0%
Costa Rica	75,0%	0,0%	25,0%	0,0%	0,0%
Mexico	18,5%	40,7%	37,0%	3,7%	0,0%
Panama	37,5%	31,3%	25,0%	0,0%	6,3%
Peru	33,3%	50,0%	0,0%	16,7%	0,0%
Madagascar	30,4%	47,8%	13,0%	8,7%	0,0%
South Africa	54,2%	23,7%	18,6%	0,0%	3,4%
Ethiopia	100,0%	0,0%	0,0%	0,0%	0,0%
Kenya	25,0%	25,0%	25,0%	25,0%	0,0%
Ghana	71,4%	28,6%	0,0%	0,0%	0,0%
Uganda	44,4%	22,2%	33,3%	0,0%	0,0%
Morocco	100,0%	0,0%	0,0%	0,0%	0,0%
Jordan	66,7%	16,7%	16,7%	0,0%	0,0%
Vietnam	0,0%	100,0%	0,0%	0,0%	0,0%
Total	43,2%	31,7%	20,2%	3,7%	1,2%

Table 10: Examples of how volunteers perceive themselves as a role model (N=152)

Category of open responses	Explanation and examples
Sharing my story with them (19.7%)	By sharing my story/experience with them / amazing them with my career path / explaining where I started from and got to where I am: able to work, raise a family and still have a good time / preventing them to make the same mistakes I did
Proof of if you work hard you can achieve something (18.4%)	I showed them that if you work hard you can be anything / you always have to start small / showing them you can change your conditions no matter where you come from / always pursue excellence and challenge yourself / commitment and perseverance
Sharing knowledge and expertise by example (15.2%)	Lead the group by example; being responsible; Sharing knowledge and experience by example; By doing community work (listening and supporting) / sharing the qualities and knowledge of a manager / showing them how professionals behave / how to meet targets
I know how to relate/communicate and support them (11.9%)	Providing counselling and guidance during internship / few became an intern / mentored girls with low self esteem/ confidence // my concern about them motivates them / service attitude / creating empathy and giving advice I know how to relate to youth / I am a people person / am experienced in different

	positions in the organization and know how to train and motivate them / showing security / to make them feel good They still get in touch with me for advice on career or personal matters / they feel open to speak out to me
Inspire them with my passion about my job (10.5%)	Sharing / showing them how proud I am with my job – it inspires them to want the same / sharing passion and spirit about work / importance of having a job / setting the example
Personal background (9.9%)	I also come from a less privileged /SOS background myself so they could easily relate
Showing them to be positive and open-minded (9.9%)	Showing them to be positive / living the DHL values: consistency and honesty / I encouraged them to be open minded because you never know who you will meet along the way/when opportunities arise / opportunities are made for them who embrace them / talking with them about their view of life / doing what you like the most
Education is key (4.6%)	Emphasizing that education is the key to success

Table 11: Contact after GoTeach, according to youth (N=305) and volunteers (N=239)

Country	% youth who indicated that volunteers stayed in touch with them	% volunteers who indicated that they stayed in touch with the youth (very often, sometimes or rarely)
Brazil	50,0%	17,6%
Costa Rica	18,2%	50,0%
Mexico	12,5%	30,8%
Panama	16,7%	50,0%
Peru	8,7%	58,3%
Madagascar	45,1%	87,0%
South Africa	20,8%	63,2%
Ethiopia	-	100,0%
Kenya	33,3%	75,0%
Ghana	42,1%	92,9%
Uganda	54,5%	100,0%
Morocco	74,4%	100,0%
Jordan	-	83,3%
Vietnam	5,9%	100,0%
Total	32,5%	55,2%

AWARENESS ABOUT SOCIAL GAPS IN SOCIETY

Table 12: Talking with others about GoTeach and volunteering.

Did you talk with others (family, friends, colleagues etc) about GoTeach? (N=219)	
Yes	92,2%
No	6,8%
I don't remember	0,9%
Have you suggested others (family, friends, colleagues) to also become a volunteer supporting youth from a vulnerable background? (conditional, N=202)	
Yes, very often	30,7%
Yes, sometimes	46,5%
No, not really	19,3%
No, never	2,0%
I don't remember	1,5%

HOW VOLUNTEERS BENEFIT THEMSELVES FROM GOTEACH

Table 13: Learning experiences volunteers

During GoTeach, did you do or learn something that was new to you? (N=230)	
Yes	73,9%
No	14,3%
I don't know	11,7%
Can you apply this to your work (conditional; N=170)	
Yes	88.8%
No	10.6%
I don't remember	0.6%

Table 14: Examples of how volunteers apply the things they learned from GoTeach to their work (N=151)

Categorization of open responses	Explanation and examples
People skills (28.2%)	People's skills; communication and participation skills; coaching, training, communication, I learnt to do more listening than talking, now I listen a lot to my customers / listening is a skill / presentation skills / sharing experiences / think about your answer before answering; dialogue and patience
Better understanding of different backgrounds (28.2%)	Care for people from other backgrounds / respect each other / appreciation of what we have / I better understand colleagues from other backgrounds and try to assist them (compassion) / helping others / tolerance / patience / accept differences
Team work (16.0%)	Collaboration / team work / leadership / make time to answer questions and develop my staff to get them involved / how to handle different scenario's / be flexible / everyone can do anything (enable)
Positive attitude (13.0%)	Keep it simple / passion / empathy / look forward / positive attitude is most important
Appreciation of my own work (9.2%)	More commitment / appreciation of my own work / sense of awareness and responsibility / work ethics / accountability
Technical skills (5.3%)	Technical: toolbox talk; importance of branding; techniques and work sheets; excel shortcuts; identify differences between individuals in order to offer better training; development in groups with well-marked differences in terms of thinking (level?); streamlining work tools and work equipment

Table 15: Cooperation within own business unit

During GoTeach, did you cooperate with colleagues from your own business unit?	
Yes	85,8%
No	11,5%
I don't remember	2,7%
Did GoTeach improve the cooperation within your business unit? (conditional; N=194)	
Very much	29,9%
A bit	41,2%
Not really	18,6%
Not at all	2,6%
I don't know	7,7%

Table 16: Cooperation with colleagues from other business units

During GoTeach, did you cooperate with colleagues from other DHL business units? (N=226)	
Yes	69,0%
No	28,3%
I don't remember	2,7%

Did GoTeach improve the cooperation between different business units? (Conditional; N=151)	
Very much	47,0%
A bit	34,4%
Not really	11,3%
Not at all	3,3%
I don't know	4,0%
How interesting was this cooperation for you (Conditional; N=151)	
Very interesting	60,3%
Interesting	35,1%
Not interesting / not uninteresting	4,0%
Uninteresting	0,7%
Very uninteresting	0,0%
Did you learn from each other? (Conditional; N=139)	
Very much	57,6%
A bit	33,1%
Not really	6,5%
Not at all	1,4%
I don't know	1,4%

Table 17: Examples of what volunteers learned from their colleagues (N=102)

Categorization of open responses	Explanation and examples
Teamwork and diversity (33.3%)	Teamwork / coordination/ we need one another at the different levels / colleagues helping each other / opening for a better relationship with other departments / To always give a helping hand / how passion can be translated into making a difference / cooperation makes light work / importance of consulting / communication / their energy and enthusiasm to be involved.
Experience with GT and social responsibility (21,5%)	They shared their GoTeach experiences and we followed their best practices / their experiences with similar activities and ideas of how to put together the lessons Learned more about social responsibility / I learned we all have something to give back / we should always lend a hand to the disadvantaged
How other business units operate (19.6%)	About their day to day work and challenges /their procedures / relationship with other Bus; Selection of team as per educational background and job requirement / their skills
How to work with youth (9.8%)	How to be patient with youth / how to speak with them and how to listen to them (interpersonal relationships) / leadership skills / flexible schedule for activities
Social entrepreneurship (2.0%)	how to look after a small business without incurring costs

Table 18: What do your colleagues think about GoTeach (multiple responses possible)

	% Volunteers
They think it's a good cause	50,4%
They approve of it, but don't really know what it is about	25,2%
They're always very interested	23,8%
They don't really understand what GoTeach is about	9,2%
I don't know what my colleagues think about GoTeach	6,7%
They don't know about it	3,5%
They think it's a waste of time	2,8%
Other:	1,4%
<ul style="list-style-type: none"> • We must publicize the program more locally • Mixed, very few have time to understand and support the program • Time and knowledge plays a factor in recruiting Volunteers 	

• We lucky to have an amazing team	
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Table 19: Evaluation

Did you evaluate your involvement in GoTeach with your line manager? N=226	
Yes, regularly	21,2%
Yes, irregularly	26,1%
No	50,4%
I don't remember	2,2%

EMPLOYEE ENGAGEMENT

Table 20: Do/did you like volunteering for GoTeach? (N=238)

Country	Very much	A bit	Neutral	Not so much	Not at all
Brazil	91,2%	2,9%	5,9%	0,0%	0,0%
Costa Rica	100,0%	0,0%	0,0%	0,0%	0,0%
Mexico	88,5%	9,6%	1,9%	0,0%	0,0%
Panama	93,8%	6,3%	0,0%	0,0%	0,0%
Peru	100,0%	0,0%	0,0%	0,0%	0,0%
Madagascar	60,9%	34,8%	0,0%	0,0%	4,3%
South Africa	73,2%	16,1%	7,1%	3,6%	0,0%
Ethiopia	100,0%	0,0%	0,0%	0,0%	0,0%
Kenya	87,5%	0,0%	12,5%	0,0%	0,0%
Ghana	92,9%	0,0%	7,1%	0,0%	0,0%
Uganda	66,7%	33,3%	0,0%	0,0%	0,0%
Morocco	100,0%	0,0%	0,0%	0,0%	0,0%
Jordan	100,0%	0,0%	0,0%	0,0%	0,0%
Vietnam	100,0%	0,0%	0,0%	0,0%	0,0%
Total	83,6%	11,3%	3,8%	0,8%	0,4%

Table 21: Open responses about what volunteers like most about volunteering for GoTeach (N=212)

Categorization of open responses	Explanation and examples
Satisfaction of helping others (41%)	Satisfaction of helping others / to contribute to a good cause / it's a way of giving / making an impact seeing youth progress / giving back to society / it's empowering knowing that you can make a difference in someone else's life/career
Interaction with youth (21.7%)	Interaction / mentoring with the youth / youth conferences / new ideas from young people / talking to young people brings us up to date / they give you energy
Inspiring and educating youth (19.8%)	Leading / inspiring / guiding upcoming leaders or just one or two youth/ sharing knowledge / giving the youth an opportunity for skill development / helping them improve ones life choices / give them hope that with hard work you can achieve your goals / being a role model
Learning new things myself (10.8%)	Learning new things / getting out of the office and sharing my creative side / gain experience in issues affecting youth / by teaching someone you learn a lot yourself / exchange of experiences between youth and professionals / makes me grow as a person
Lighting the fire for education (3.3%)	'Allowing them a safe space to be all that they can be with guidance, support in creating a nurturing environment. It works.'
Other	Meeting with new people and professionals / making new friendships (1.4%) ; The fun part / fun sport filled events because the passion lies in what you like doing most / we had fun while learning and benefitting (1.9%)

Table 22: Open responses about what volunteers did not like about volunteering for GoTeach (N=99)

Categorization of open responses	Explanation and examples
Lack of time volunteer / outside of working hours (37.4%)	Lack of time available from volunteer / work pressure / volunteering is after working hours / planning issues and engaging staff is difficult
Youth spend limited time in activity / limited impact (26,6%)	<p>Youth spend limited time in activity or class (no impact on knowledge / overload of information) / only one day in the village / half a day is not enough / classes held only on Saturdays, it could be for longer / more classes / GT is only once a year / no follow up / it's been 2 years since the last activity</p> <p>Spending too much on the event instead of helping the needy / what we do may be useful or is like flogging a dead horse / lack of visibility of results / no monitoring and difficult to make a substantial change</p> <p>Wish we could do more / noticed a harsh reality / That everyone doesn't always get the opportunity to apply / Associate it with 'Go Help'</p>
Challenge of working with youth (11.1%)	Interaction with the kids / youth were unprepared and did not know the importance of GT / children are there for the give-aways and not for knowledge / needs to be done for those who want to be part of it / youth think it was only about money / youth are not serious / not receptive / difficulty working with youth who are distracted, less cooperative
Planning and structure of GoTeach (10.1%)	No clear structure; very little communication on what is expected from you it is not organized very well / short notice / things are not always organized and there is time spent doing nothing / no meeting with the local GT team as they only sent the activities to carry out as isolated actions, also no contact with other volunteers to enhance the experience
Focus of the programme can be improved (9.1%)	All youth age groups were mixed whereas it would be nice to deal with the seniors only since they are the ones preparing for the working environment / Lack of skill matching; all youth was exposed to all sectors. More focus will be good / follow up with same youth after the session; how is he/she doing and option to continue with mentoring/shadowing purposes with the same youth / need for constant mentoring and involvement / lack of structure to the classes / matching the program with the skills/knowledge of volunteers. More focus on other topics, not only on how to find a job. Introduce internships
Lack of commitment (6%)	<p>SOS management/staff at CV is not always cooperative and do not appreciate the time and effort we put in to help the youth / not disciplined and poor role models for the youth. They have not completely bought into the concept of putting the youth before themselves and often want to gain from the experiences aimed at youth / lack of communication with the team leaders</p> <p>Volunteers do not always keep their promises; company should be more strict with those who leave without finishing their task / some quit on a short notice/ do not participate in the preparation</p>

Table 23: Volunteers: If you could change one thing about GoTeach, in order to improve it, what would that be? (N=146)

Categorization of open responses	Explanation and examples
Time issues (22,0%)	More time (18,5%); investing less time (2,1%); volunteering during working hours (1,4%)
Planning, coordination and budget and infrastructure (22,0%)	Encouragement from senior/global level; all business units to continue working as one unit/ split DHL volunteers according to interest
More follow-up (11,7%)	Offer vacant positions to SOS youth
More volunteers (6,8%)	-
Intensity / scope of activities (12,3%)	More intensive activity format/fewer youth who are involved more intensively/ ensure interest and motivation of youth / increase scope beyond SOS youth
Needs and impact assessment (5,5%)	-
Better communication between SOS and DHL (9,0%)	Feedback / SOS staff are not cooperative / assign dedicated coordinator in country
ToT (4,1%)	Training of Trainers (ToT) is needed
Enhance visibility (4,1%)	Results should be more visible
Other (2,8%)	-

Table 24: Volunteers: Anything else you would like to share (N=98)

Categorization of open responses	Explanation and examples
Good program / good cause (36.7%)	It's a good program for a good cause / it should be continued / more colleagues should take part / expand it to other regions
I would like to continue volunteering (13.3%)	I would like to be involved in more voluntary work for GoTeach / continue volunteering
Invest more (9.2%)	invest more / give it more time / more regularly, not just 2 days / it needs follow-up
Proud (21.4%)	I am proud to be part of GoTeach / DHL / thank you / great opportunity and experience
We also benefit (4.1%)	we as volunteers are also benefitting (being educated / personal learning) / DHL is also benefitting through new staff / interns from GoTeach (e.g. 4 in Ethiopia)
We care (6.1%)	it shows the youth we care for them / they are important to us / it shows them there is light at the end / we are part of a small but dynamic change
Suggestions (9%)	<ul style="list-style-type: none"> • managers need to be involved more • allow an increase of the number of youth that go on internship at our various units • more time should be devoted to preparations for more successful sessions • targeting young people depending on company and department (=selection process) • training on mentoring young people is necessary before becoming a mentor • receive more feedback from young people at the end of the task • my suggestion is to reveal even more about the job • a photo collage would be good, the visual part always motivates • topics relating to their age or young people's concerns

Additional quotes/comments:

- *'Since DHL started GoTeach, DHL Ethiopia is committed to go the extra mile to facilitate and achieve its goal. For example from the internship we have hired as a full time employee about 4 staff and this shows that both (SOS & DHL) are benefitting from the program.'*
- *'I have seen how effectively this program impact the lives of the youth. It is truly remarkable and I am very proud to be involved with this program.'*
- *'Keep the flame alive! It is a Good program- even if we win one child and make that individual happy and drive that awareness for development. We have achieved a lot as we've got and very good example in Freddie who is attending college and stays in contact and visit us periodically.'*
- *'A human adventure!!!'*
- *'The program must continue, because I believe it makes a difference to the lives of young people. Also, I think the program could be more widespread among employees so that more people can devote themselves to it.'*
- *'Young people with inequalities need support to move forward and become good people, examples to follow as far as effort is concerned.'*
- *'Thanks to everyone involved, whether this works or not and despite the opinions of others. Participating in these projects allows for a change in society and no longer being of the conformist view that all social problems will be resolved on their own. It makes us partakers to a small but dynamic change to make things work differently.'*
- *'It seems to be a good idea, although it is a bit limited, I think we should delve into more functional topics.'*
- *'It was a very satisfactory experience, with learning and where sharing becomes an action rather than an idea.'*