

Deutsche Post DHL

 **SOS CHILDREN'S
VILLAGES**
INTERNATIONAL

GOTEACH EVALUATION REPORT GLOBAL

May 2014

Dunja Batarilo



TABLE OF CONTENTS

About this report	3
Executive summary	3
1 Introduction	4
1.1 About the partnership	4
1.2 About the evaluation	5
1.2.1 The Storytelling Method	6
1.2.2 Data collection	6
1.2.3 Data analysis	7
1.2.4 Additional interviews with key persons (DHL/SOS) about programme organisation and challenges	7
2 GoTeach partnership evaluation	8
2.1 Global summary of text analysis and concluding observations	8
2.1.1 SOS participants	9
2.1.2 DHL volunteers	14
2.1.3 Highlights and good practice	18
2.1.4 Fields of further development	20
3 Conclusions and recommendations	21
3.1 Partnership	21
3.1.1 Concluding observations	21
3.1.2 Recommendations	22
3.2 Methodology	23
3.2.1 Concluding observations	23
3.2.2 Recommendations for further evaluation	24
Appendix	25
Selection of personal stories from SOS participants	25
Literature on storytelling	34
Acknowledgements	35

About this report

This report presents the results of the evaluation of the GoTeach partnership between Deutsche Post DHL and SOS Children's Villages (referred to as "GoTeach" throughout evaluation report), conducted in six countries (Brazil, Kenya, Madagascar, Mexico, South Africa and Vietnam) during Q3 and Q4 of 2013. This report shows the global results. In addition, a country report is available for each country mentioned above.

Executive Summary

The GoTeach partnership between Deutsche Post DHL and SOS Children's Villages started in 2011. The partnership is aimed at supporting young people from difficult socio-economic backgrounds with their first steps into the job market. By the end of 2012, seven countries had come up with programme setups, designed and conducted in the respective countries by stakeholders themselves, addressing the needs of their local realities.

With partnership activities underway for three years, it was time to assess the programme, and this evaluation was commissioned. As a means of qualitative research, the Storytelling Method was opted for in order to find out:

- Are the partnership aims successfully being met?
- What other effects might this partnership have on both individuals and organisations?
- Do the results differ from country to country?
- What good practice examples can be identified for countries to learn from and inspire each other?

The results of this global evaluation show: In the big picture, both SOS participants and DHL volunteers are very satisfied with the programme and report on many positive effects on their lives.

SOS participants, with plenty of enthusiasm, refer to one of the partnership aims: "employability". They talk about career guidance and about important basic skills and soft skills they acquired. They feel orientated about career options and about application and recruitment procedures. Having completed the GoTeach programme, they mention being more self-confident than before and state having a much more positive perspective on their career opportunities and on life in general. The topic most talked about is "personal development". In some countries, strong relationships among participants and volunteers have developed, which are valued highly by the young people. These relationships are perceived as a strong foundation for an increase in self-confidence and other positive personal developments described by the storytellers. Many of them are less afraid of discrimination than before. GoTeach alumni tend to show initiative and take on responsibility: Many of them talk about having passed on skills and knowledge gained during GoTeach to their classmates, friends and families – thus creating a positive snowball effect.

Regarding DHL, volunteers' stories relate to personal growth and professional competencies. The partnership aim of "professional development" is mostly met by enhancing the volunteers' leadership competencies. They refer to having grown in terms of management skills, logistics and teamwork, in some countries even across different business units. Social responsibility is a big issue for GoTeach volunteers in all countries. They enjoy being given the opportunity to contribute to society and to make a difference in the participants' lives. They perceive this as something that adds value to their job at DHL, making it more meaningful and rewarding. DHL volunteers globally are very excited about GoTeach. Being able to share their knowledge and support others presents a highly appreciated source of motivation for them – they learn from and feel inspired by SOS participants. Being able to create and conduct the programme in local ownership also has a highly motivating effect. Volunteers are enthusiastic about the GoTeach partnership and spread the word about the partnership among colleagues, family and friends.

1 Introduction

1.1 About the partnership

Deutsche Post DHL and SOS Children's Villages International launched an international partnership in December 2010. After a pilot phase in 2011, a three-year agreement was signed. By 2015, this agreement will presumably be extended for another three years. By the end of 2013, active partnerships in 14 countries had developed around the world: Madagascar, South Africa, Vietnam, Brazil (2011), Ghana, Kenya, Mexico (2012), Ethiopia, Uganda, Jordan, Morocco, Peru, Panama and Costa Rica (2013).

In all countries, the joint partnership focuses on supporting young people aged 15 to 25 as they face the challenge of transition to the working world. The overall goal of the partnership is to foster employability of young people and help them overcome stigma. GoTeach seeks to support them with their entry to the job market in order to generate their own income as independent young adults. In addition, a yearly donation from Deutsche Post DHL to the local SOS Children's Villages association contributes to the overall development of young people by supporting educational programmes and youth facilities.

Generally speaking, DHL employees are asked to contribute their individual professional and personal experience in order to support young people with their first steps into the professional world. In all countries, the partners are free to decide on the content and format they consider useful for achieving this objective. Therefore, all activities are coordinated locally and in close cooperation between SOS Children's Villages and DHL, enabling stakeholders to tailor the programme according to the country's specific needs, in a way that reflects and addresses the challenges of entering the job market.

No matter which format is chosen in the end, target issues are very similar in all countries:

- **Orientation:** Volunteers offer support in terms of career guidance. What would be a good career to choose and pursue? What are the necessary steps in order to achieve this dream job?
- **Access:** Volunteers render information and orientation about application and recruitment procedures and train participants in skills needed in order to successfully master the challenge of getting a job interview.
- **Exposure:** Job shadowing, internships, apprenticeships and other opportunities are offered to the young participants, facilitating practical experiences they can relate to in later applications.

A big goal is to offer SOS young people a first glimpse of a professional work environment, to provide insights and valuable orientation that helps them pass a delicate threshold in their lives. Deutsche Post DHL employees can relate to their own experiences when it comes to job access and starting a career. The uniqueness of the GoTeach partnership is the close contact between SOS Children's Villages and Deutsche Post DHL volunteers. For example, DHL employees step in as mentors for young people from SOS Children's Villages. They serve as role models and are accepted by the young people as trainers and mentors. As interns, young individuals gain valuable insights into the working environment and learn to take on responsibility.

Deutsche Post DHL has a wide variety of career opportunities and job profiles at all levels, making the company an attractive option for young individuals ready to enter the job market. The company's activities help SOS Children's Villages to live up to its mission to support young people in their development. In 2013, approximately 1,400 young people received support from more than 1,100 DHL employees through 51 different activities. DHL hosted 70 interns, and ten SOS young participants were able to secure their first jobs at DHL country organisations.

1.2 About the evaluation

In 2013, after three years of running the partnership, it was time to assess the impact of the programme worldwide using consistent standards. Benefits of the programme had been identified for both SOS beneficiaries and DHL volunteers, and positive feedback from the countries had been reported. However, it was all random data. The partnership had not yet been systematically evaluated, neither on country nor on global level. The intention of this evaluation was to understand the joint activities' impact on both SOS participants and corporate volunteers. Being able to report internally and externally was a major interest, as well as gathering feedback and recommendations for further improvement of the partnership.

The Storytelling Method – a certain method of qualitative research using storytelling as a means of collecting data – was chosen for this evaluation, as it comes with various advantages: First, through storytelling, interviewees talk about things they value. This allows for the remarkable to surface and for unexpected topics to emerge. Second, the storytelling process itself not only serves to transfer knowledge, but also presents a means of interaction between the two agents of this partnership: SOS participants and DHL volunteers.

Storytelling workshops were conducted in each country, including both participants and volunteers. Both parties were asked to narrate their personal stories, inspired by predefined research questions.

Questions for young participants:

1. Close your eyes and think of your mentoring/job/training experience. Remember the first day. How did you feel? Maybe a little nervous, maybe very relaxed?

Think of all the meetings you had, think of all the advice and tips you got. Try to remember that very important question you asked your mentor and that helpful answer you got – the answer that still helps you sometimes in difficult situations.

Your mentoring/job/training experience has ended already, you are different now, you are more experienced and mature as on that first mentoring day. Tell me in which ways you are different now – how has your life changed?

2. Think about situations in which you took decisions – decisions that you took using all the things your mentor taught you during your mentoring/job/training experience.

Questions for corporate volunteers:

1. Close your eyes. Try to remember that first mentoring day. The way you dressed up, the way you cleaned your working place to receive that young person – your first apprentice or mentee. Remember how you felt, were you happy, or nervous? Remember how you were introduced. Remember what you told your colleagues about this young person who was going to be learning from your experience. Think of that moment when you told your family and your friends about this person.

2. Tell me the things that come to your mind now that the mentorship has finished. How has this experience changed your life? Give some examples – how do you feel? What do you tell your friends? What else do you remember?

The partnership was meant to be evaluated against the partnership aims, defined by the global partnership management team in 2011.

Partnership aims for young participants:

- To support young participants in gaining self-confidence/self esteem
- To motivate and prepare them to go on with tertiary education or apply for jobs

- To expose them to a real working environment, thus facilitating access to the working world
- To expose them to a variety of careers and help them to take informed choices of what studies to pursue in the future
- To equip them with new skills
- To help them build a network of working professionals outside SOS

Partnership aims for corporate volunteers:

- To motivate and align them with the company's corporate strategy
- To make them feel proud to live responsibly
- To have them represent the social conscience of the company
- To have them leverage their expertise to add value to society
- To enable employees to recognize their potential and to provide their experience to young talents from an early stage
- To create a unique experience in collaborating across other business units and departments

1.2.1 The Storytelling Method

Storytelling is a method for the construction of stories about personal experiences within an organisational setting. It is applied for filtering out and documenting the background of significant events¹. Storytelling means the conscious use of stories, of narration and hearing². Great amounts of information can be found in simple stories and narrations, but often, due to the ordinariness of the latter, the information “hidden” in daily-life stories, anecdotes and narrations is likely to get lost. Storytelling helps to uncover it.

In recent years, a number of companies and organisations such as Siemens, IBM and the World Bank have used storytelling³ in different areas, from knowledge management to human resources and marketing. Often, the methodology is used for evaluation purposes during the beginning or pilot phase of a project.

The project team chose Storytelling as a suitable method to evaluate, as it comes with certain advantages: First, it is easy for all target groups to participate – telling a story has been a method to transport knowledge ever since we have been able to communicate. Stories reveal emotions, while providing context at the same time. As this is the first qualitative evaluation of its kind, the possibility to discover “unexpected topics” through storytelling was a convincing benefit. In addition, the method has already proved successful for various projects within SOS Children's Villages, and consultancy support from experts within SOS Children's Villages was offered.

1.2.2 Data collection

National evaluation coordinators (NEC) were appointed in each country and trained in the Storytelling Method in a joint workshop. Afterwards, the NECs organised national workshops with the aim of collecting stories from the workshop participants: SOS young people and DHL volunteers.

There was one requirement: Workshop participants were selected based on having participated in longer GoTeach programmes – not just one-day events – and already having

¹ Reinmann-Rothmmeier, Erlach, Neubauer, Their: 2003.

² Frenzel, Müller, Sottong: 2004.

³ Reinmann-Rothmmeier, Erlach, Neubauer, Their: 2003.

completed the partnership activities at least six months prior to the national storytelling workshop. The sample of interviews in the country was fixed at 20 interviews (10 young participants, 10 volunteers).

1.2.3 Data analysis

The Storytelling Method is about transforming implicit knowledge into explicit knowledge and later quantifying it. The idea is to identify statements important to the storyteller, based on conventional qualitative content analysis. This is done by reading and re-reading the textual material, identifying meaningful pieces of text. Once the stories have been told, a second step is taken: The stories undergo a coding process in order to identify patterns and topics important to the interviewees. Each significant piece of text is marked, then a memo is written and a heading found. Quotes are filled into categories, or they induce the creation of new categories. Once this is done, the text material is coded into the categories.

This approach allows for topics to surface directly from the collected stories, instead of stopping at pre-defined or expected subject boundaries. Rarely mentioned information is clustered in a separate category: "other".

For a detailed description of categories and a "best of" selection of quotes, please see the Appendix. The categories give an overview about topics mentioned by the narrators. SOS and DHL storytellers talk about things they value, experiences and observations they made, encounters, learnings, emotions, and resulting conclusions.

1.2.4 Additional interviews with key persons (DHL/SOS) about programme organisation and challenges

In order to enrich the information received out of the storytelling process, the evaluation team decided to collect some additional information from SOS and DHL representatives. The main purpose was to find out more about the activities carried out during the programme, about things that worked out especially well, and about potential challenges with regard to organisational or other aspects. Additionally, feedback on the evaluation was requested.

A questionnaire for the country representatives on the SOS and DHL side was sent out asking for information on:

- Organisation of the partnership programme (activities, average duration, adapting activities, etc.)
- Feedback from SOS young people and DHL volunteers on preferred activities
- Main challenges on both sides / ideas for improvement of the programme, regarding organisation, recruiting/training of volunteers, selection of young people, communication, logistics, etc.
- Preparation of volunteers/participants in advance of the programme
- Questions regarding the evaluation

2 GoTeach partnership evaluation

2.1 Global summary of text analysis and concluding observations

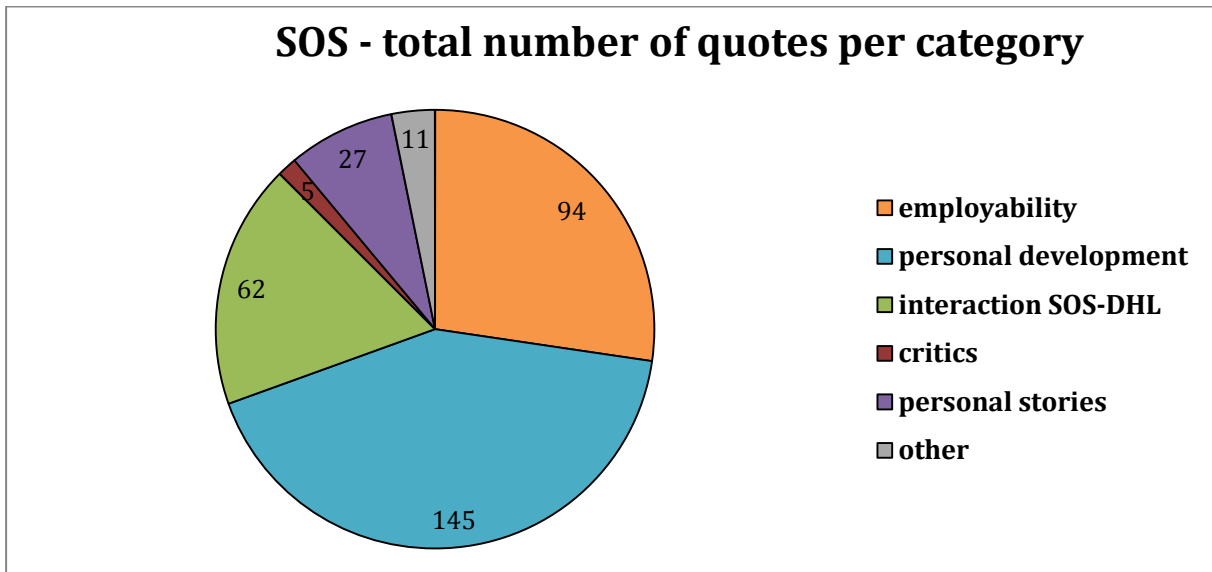
The storytelling process was organised and supervised by the national evaluation coordinators appointed in each country. A global Storytelling workshop was held in order to properly introduce them to the method. Subsequently, these representatives coordinated workshops on local level, aimed at collecting stories. 113 interviews were collected in total: 67 stories told by SOS participants and 46 stories by DHL volunteers. The difference in the number of stories between SOS and DHL results from the fact that Kenya ran the evaluation workshop with SOS participants only.

Participants in programme and evaluation			
Country	Number of DHL volunteers end 2013	Number of SOS participants end 2013	Number of interviews conducted (SOS/DHL)
Brazil	38	23	10/9
Kenya	106	187	18/-
Madagascar	66	420	12/13
Mexico	186	102	6/7
South Africa	243	456	13/10
Vietnam	25	50	8/8
TOTAL			SOS 67/47 DHL

(Data collected from Annual Report 2013)

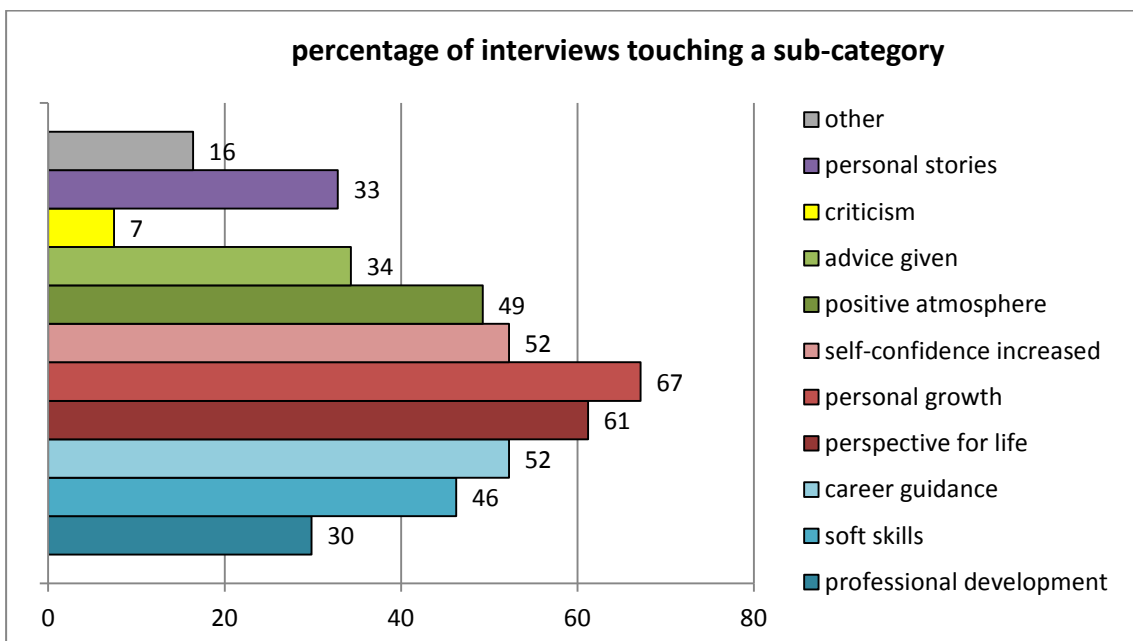
2.1.1 SOS participants

The following chart gives an overview on how often a category was mentioned by SOS participants in all countries:



All in all, most SOS participants from all countries express enthusiasm about their GoTeach experience. Comparing the results of the evaluation with the partnership aims, it turns out that a great part of the latter has become reality. Young people state to have been orientated and supported with their first steps into the job market.

The following bar chart shows how often SOS participants talked about certain sub-categories:



On a global scale, SOS participants mainly talked about subjects like personal growth (67%) and about a more positive perspective on their lives in general (61%). Career guidance was an important topic (52%), as well as an increase in self-confidence (52%).

Employability: Career orientation, soft skills and personal development

In all countries, many SOS young participants refer to issues tackling the field of “employability”. Being supported and encouraged in terms of career choice and planning is mentioned by 52% of the young participants and highly appreciated. Support on how to choose a career and pursue it is an important topic, as one participant indicates by saying: *“Learning about careers such as human resource management helped me to come to a decision about what I want to pursue in university.”* Information and orientation on recruitment processes and application procedures are equally important, as another GoTeach alumni states: *“I understand more about employment of companies, employers’ requirements and what an applicant should do and how to express myself to get the expected job.”* Participants talk about having learnt how to write a decent CV and how to present themselves in job interviews. 46% of the young participants talk about acquiring basic professional skills and, as reported even more often, important soft skills. *“Now I can see the importance of good manners, kindness, sympathy – because in corporate environments we need to cultivate good relationships.”*

All in all, SOS young people feel well-prepared for the challenges of the working world and ready to take their chance. One of the young people sums up very clearly what this orientation process meant to him: *“This was my first contact with a company, and it helped me to be calmer when starting my professional life, because these are things that are not taught in school.”*

Regarding this aspect, evaluation findings are congruent with the overall partnership aims.

Personal development: Increase in self-confidence and personal growth

Being exposed to new, challenging surroundings and acquiring new skills and competencies seems to be something that helps SOS young people develop personally. Self-confidence is a big issue here: 52% of the young participants worldwide name having gained greater self-esteem in the course of the GoTeach programme. They talk about being more aware of their potential and of daring to express themselves: *“My confidence has grown from being quiet and sitting in a corner to realizing that my opinion is important and of value”*, sums up one participant. During the programme, participants find themselves taking on responsibility, thus putting into action their potential: *“I was given the opportunity to run a workshop for DHL”,* one of them recalls, *“this made me feel so important and proud of myself.”*

Overcoming shyness is an important topic among many participants – one that facilitates new experiences: *“I used to be a self-conscious, reserved person, now I love taking life head on. I want to try new things and new challenges. I no longer just want to observe and be an outsider. I have learned to be part of a group, be proud of my uniqueness, and I am now just happy to live life. I have learned to focus and have goals.”*

For 67%, the insights and learnings gained during GoTeach merged into a sense of personal growth. *“This programme has helped me to face and accept challenges as they appear in a positive way”*, one participant concludes. *“This mentorship programme has helped me to appreciate myself and others.”*

Exposure to unfamiliar surroundings seems to present both a challenge and inspiration, causing participants to overcome their personal limitations: *“By the time we were officially starting the programme”*, one teenager recalls, *“I was in a group of more than five people of whom I knew none by the start of that day. I felt great because I could not believe what was*

happening to me, considering the fact that I was shy. That morning I had improved on my boldness, and I am grateful to DHL for helping me achieve that."

Apparently, this sense of self-development was reinforced by opportunities to reflect on personal talents, behaviour, and ways of communication. Participants mention role plays and team games as a source of new and insightful experiences: *"The most useful question was how to recognise our personalities and passions. Volunteers helped me find answers for those questions through team games."*

Positive atmosphere at DHL encourages learning process

As 49% of SOS participants name very clearly, the warm and respectful atmosphere experienced during the encounters with DHL was an important aspect of their GoTeach experience. *"When I first landed in the DHL office compound, I thought it was a beehive",* one girl recalls, *"because everyone was busy carrying out their daily normal activities. But what actually moved me was the warm and friendly welcome that we received."*

As many young participants state that they were very nervous before their first interaction with DHL, being welcomed warmly was very important in terms of building up a strong and trusting relationship as a base for further learning and development. In many cases, a friendly and respectful interaction on eye-level helped the teenagers to overcome their anxiety, as one participant remembers: *"I was shocked to come out of my room and see so many DHL staff members in their yellow and red T-shirts at our small playfield. At that moment I wanted to go back inside and change my mind on the decision I had made about taking part in the Global Volunteer Day. But before I knew it, a member of the DHL team had approached me and a conversation had started."*

The stories told indicate that many trustful relationships between DHL volunteers and SOS teenagers arose in the course of the programme, often meaning an important and powerful asset for the participants. They feel respected and supported. One of them sums this up very clearly by saying: *"It changed me from the point of not having parents, to see that there are parents out there. SOS and DHL make me feel that I'm not an orphan, that I'm loved, respected and honoured as a young man given an opportunity. The training helped me a lot, it has helped me move from where I was sleeping with tears and hunger, not sharing and bitter. Now I'm a happy young man who understands his situation and takes good action."*

Motivation and a more positive perspective on life

The personal support and respect experienced in the GoTeach setting enabled some participants to develop in a way that goes way beyond the partnership aim. Feeling respected transmitted a sense of being valued as a person, as one participant indicates by saying: *"I am happy at the end of my training because my mentor was always there for me, even if he had lots of work to do. I am so proud of that."* Another one states: *"This mentorship programme has changed the perception of my life. I feel there are people who care and are concerned about me."*

One SOS teenager resumes what the GoTeach experience meant to him, describing a significant change in his outlook on life: *"If I messed up – would you be there to hold my hand in support? The answer did help me and it still drives me. I am confident, I speak more, I ask more questions. My computers skills have excelled. I don't take things for granted. I developed a soft spot for young people who need support. I have developed the 'I can - Syndrome', and I am ten steps ahead of others, thanks to DHL."*

For the great majority of participants, GoTeach constitutes the first encounter with the business world and with a potential employer. Given the fact that this interaction is perceived as very positive in most cases, young people leave the programme with an important insight:

The job market is indeed accessible for them, and this gives them a sense of opportunity – and of motivation. As one participant sums it up: *“I have become eager to get employment, because now I have seen the working environment!”*

They start having aspirations and talk about their dreams: *“I have a dream that I was starting to give up on, but now I know I can achieve it – I want to study outside Brazil!”*

Other topics

In the course of the evaluation, some topics emerged that would not fit into any category. These topics, however, reveal more about the young participants' perspective on the partnership and should therefore be considered.

- **Social responsibility**

Responsibility is an important topic for SOS storytellers. Being put in charge and taking on responsibility is something that transmits a sense of having something to give, instead of defining oneself as deprived, as a beneficiary. Some countries offer SOS participants the opportunity to participate in volunteer work, dedicating time and contributing skills to give back to the community or society – an experience that helps them develop a sense of social responsibility: *“The activities we had, including the Global Volunteer Day and tree planting in Mau Forest, left a huge impact on me. At some point in life we should give back to the community, since the community is ours and it always gives us a lot.”*

Some of the young participants show unexpected initiative. They talk about passing on what they have learned and experienced – knowledge gained and a positive mindset – to their friends and/or their communities: *“I was able to share the advice and consultations that I was given with my classmates at school. I showed them how to write a CV and upload it to OCC. I also showed them how to manage teams at work, as I lead groups in my class for carrying out certain activities.”*

By sharing their gained knowledge and skills, young participants show that they enjoy taking on responsibility, thus influencing their peers in a positive way and acting as multipliers for the programme.

- **Transfer of learnings to daily life**

The acquisition of knowledge and competencies mentioned above not only affects the participants' employability, but also their daily lives. Many of them report on having applied new skills or learnings to concrete everyday challenges. One storyteller refers to his newly acquired time-management skills, saying: *“... So I started a new academic year in a better way by having short-term and long-term plans to achieve my targets step by step. Making a plan for all my work helps me balance learning time more effectively. Apart from this, I also have time to participate in other activities in the university, especially collective activities, and save a little time to help my mother do housework and help my younger brothers to study.”*

- **Less fear of discrimination**

Many SOS participants indicate that discrimination is a part of their daily life, and that this fact had been one of their major worries concerning their entry into the job market. *“Discrimination affects us a lot”,* one participant explains, *“We are orphans and weak in life, and also awkward while working.”* Another participant sharing these worries: *“Before participating in the consultation, I thought I will be disadvantaged and I will be discriminated against when applying for a job.”* The encounter and interactions with DHL volunteers must have had an encouraging effect, as the same young participant continues: *“After participating*

in the programme, I think there is no discrimination in the companies, except the distinction between different qualifications, and everybody is treated equally.”

Another young man sums this up by explaining: *“Previously, I had a feeling of inferiority about my background when I talked to my friends or other people. Then, whenever I was asked to talk about myself, there was someone to understand and sympathize with me, but there were people who did not understand and kept away from me. Then I felt strong self-pity. But after meeting the trainers, I felt their friendliness and integration without any discrimination. I understand there are different people in society, but there are also many kind people always ready to help others.”*

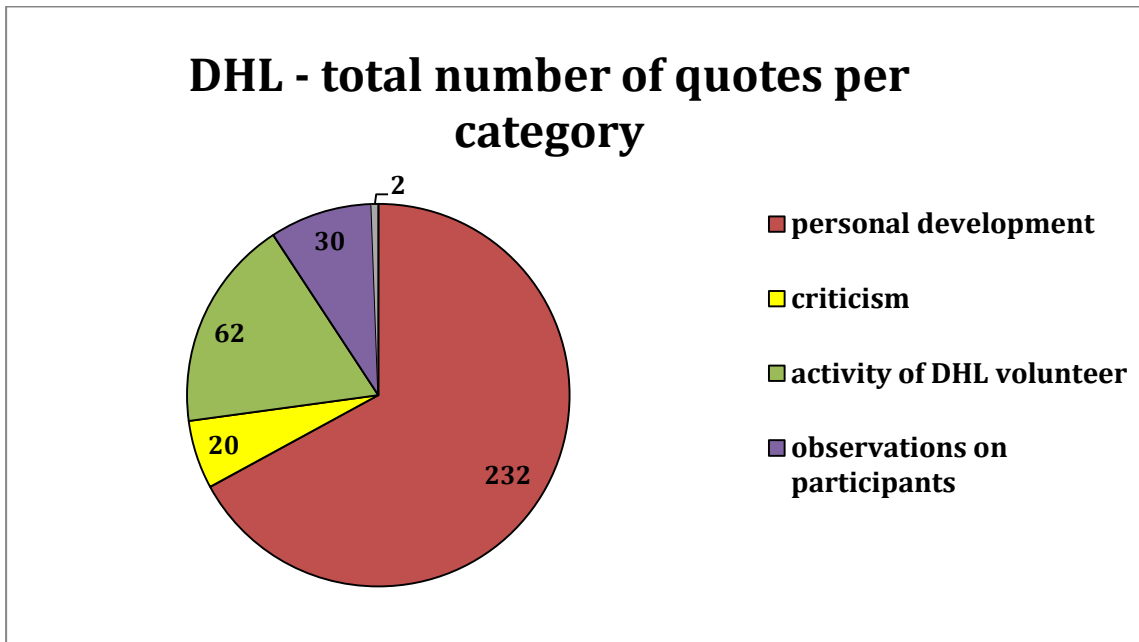
“Respect” is a major topic for SOS participants. Talking about the atmosphere perceived during GoTeach and about what contributed to his development in the course of the programme, one participant refers to what “real respect” means for him: *“I don’t feel discriminated against. I feel we are taught to be independent. We don’t get handouts and pity all the time. We need to work hard just like everyone else to get where we want to go. We don’t necessarily get everything easier, but the SOS village is just like my home. I feel the same as any other child would.”*

Criticism

SOS participants are remarkably happy with the outcomes of the partnership. However, some of them express regret in terms of opportunities lost. As personal encounters and relationships are valued highly, it is mostly the lack of this very opportunity that is being criticised: *“I wish I could spend more time with my mentor, so that I can become stronger and stronger, each day in life”*, one participant puts it. In Kenya, for example, young people criticise the fact that they could not interact with their mentor personally, or have one phone call only.

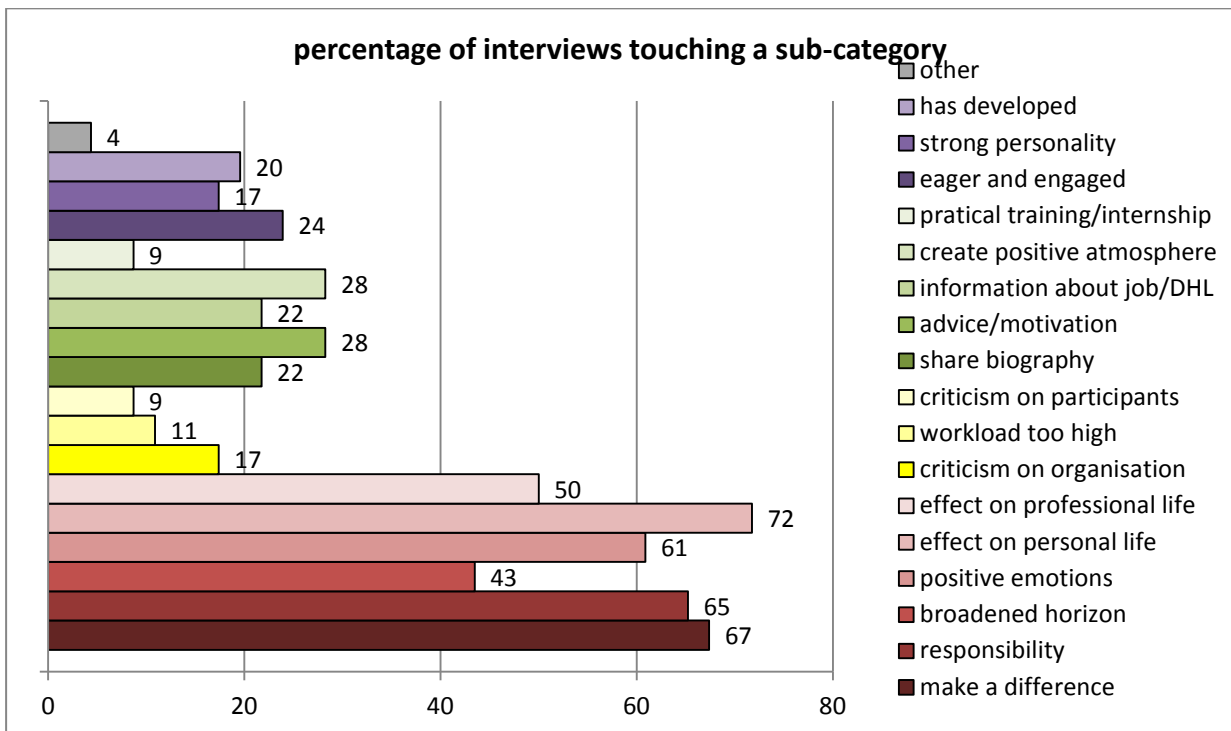
2.1.2 DHL volunteers

The following chart gives an overview on how often a category was mentioned by DHL volunteers in all countries:



All in all, most DHL volunteers seem very satisfied with the programme. For DHL volunteers, GoTeach presents an opportunity to contribute to society and at the same time enhance their professional and personal development.

The following bar chart shows how often DHL volunteers talked about certain sub-categories:



The topics most talked about by DHL volunteers are effects on their personal lives (72%), the rewarding aspect of being able to make a difference (67%), and a sense of social responsibility (65%). An effect on professional life is mentioned by 50% of DHL storytellers.

Make a difference: social responsibility

67% of DHL volunteers interviewed in all countries describe their GoTeach experience as worthwhile and fulfilling. *“These young people who have often had no access to education or who suffer discrimination due to their social status, can now turn the tables – with my help and the support of DHL”*, one volunteer reflects. Being able to help, to create opportunity for others, seems to be rewarding and motivating. As one volunteer puts it: *“I found my job was more meaningful, and I thank the company for giving me the opportunity to help the next generation.”*

Seeing the evaluation results, it makes sense to say that DHL employees volunteering for the GoTeach programme represent the social responsibility of the company. More so, they act out this corporate responsibility on an individual level. 65% of all DHL volunteers talk about this topic. Many of them feel personally responsible for making GoTeach a worthwhile experience for the SOS participants entrusted to them. *“I set a goal that no student who completed the job shadowing would leave the same way they came in”*, one volunteer recalls *“(…) I consciously reminded myself that I needed to be the one that made the difference.”* DHL volunteers do reflect a lot on the role they take on in the programme setup: *“Sharing my knowledge with young people is only a third of my task”*, another volunteer reflects, *“another third that is just as important as knowledge is to share my experience of the world; and the last and most important part in my role as a volunteer is to show them affection and care for them.”*

For many volunteers, responsibility goes way beyond their personal accountability in conducting the programme. They very explicitly mention an increase in their personal awareness of social injustice in their country and express the wish to use their expertise in order to contribute to a more equal society, *“to help the next generation”*. Volunteers also talk about an increase in their awareness of social injustice. *“I want these young people to have a good life. I want society and the government to help them to have a better life and less misery”*, one volunteer states.

They also observe that GoTeach encourages SOS participants to take on responsibility. One volunteer resumes: *“I believe that the GoTeach programme helps empower youth to be responsible. It also helps the DHL volunteers to live responsibly and set an example to other youth.”*

Personal development: Encounter and learning

Much like SOS participants, DHL volunteers talk about being exposed to new and challenging situations. 72% of them mention effects on their personal lives. Interacting with SOS young people is described as *“touching”*, *“rewarding”*, and *“interesting”*. Also similar to SOS young people, volunteers talk about an increase in self-confidence. *“Self-esteem is different for each individual”*, one volunteer states, *“everyone was happy at the end of the lesson, as we learned to use our skills and enjoy our talents more.”* Many DHL storytellers state that working with SOS participants was not a one-way road but, much to the contrary, a mutual learning experience. Volunteers talk about being inspired by SOS young people: *“This mentorship was beneficial for me personally, because I learnt many lessons from the experience of this young girl.(…)My intern is a fighter, she is a role model for me, because she always smiles”*, one volunteer concludes. Interacting with SOS beneficiaries initiated a learning process for DHL volunteers, too: *“I met many children with different personalities”*, one DHL volunteer recapitulates the learnings he took out of the programme, *“I learnt to be*

honest and genuine, so that the people will open their hearts to you.” Another one states: “We receive more than we give – we learn from them. This is the best part of the project. Self-development is invaluable.”

Many of the volunteers express that they felt inspired by the strong will and personality of the young people, and *“especially by their enthusiasm.”* The programme allows for volunteers to get a glimpse into a reality different from their own and encourages them to reflect on their personal lives. One volunteer states: *“The mentorship has helped me have a clearer or different point of view on life. The young people have inspired me to get up and keep going – grab the opportunities and keep learning.”* The encounter and interaction with SOS participants caused many volunteers to reflect on their own, often privileged situation. 43% of DHL volunteers state that volunteering for the programme contributed to new insights they gained and to widening their perspective. *“The GoTeach programme brought more opportunities”,* one volunteer says, *“I had to learn more about the outside world, how other people live actually their way of life.”*

Volunteering for GoTeach is rewarded with positive emotions, as indicated by 61% of DHL storytellers. *“I think I made an excellent decision because, although it is true that working with young people is quite hard, it is the most satisfying and pleasing thing I have done in my professional life.”*

Professional development: Leadership skills and positive perception of DHL

Professional development is a topic mentioned by 50% of DHL volunteers. Leadership and teamwork skills are referred to most. Setting up a local programme independently – instead of receiving orders from above and having to implement them – seems to activate and enhance volunteers’ potential. One volunteer, for example, indicates that designing the programme was perceived as a learning process: *“I studied many things about how to work with my colleagues, in terms of how to organise the programme, and how to share ideas on how to set it up.”* Co-working across business units is mentioned by some, not many volunteers. They talk about improving *“(…) management skills by observing the management board (…) and organising the events.”* Another one states: *“I changed my views about management. I understood that it has to be based upon respect and sharing, and trust in other people.”* By dealing with young people, *“the professionals of tomorrow, (…), we develop new types of leadership”,* one storyteller states.

More than that, volunteers report that they enjoy doing this. Being able to make a difference, as mentioned above, contributes to identifying with their job at DHL, and appreciating it as valuable and interesting: *“I love my job, because it helps society to a certain extent”,* one of the volunteers states, *“it makes my life more meaningful.”* Relating to the programme’s potential, another volunteer says: *“I am very thankful to DHL for giving me the opportunity to be a volunteer to this programme. I am very proud to be associated with a global organisation that has partnered with SOS Children’s Villages and established this programme that provides employability opportunities to youth in South Africa that desperately need these types of opportunities in an economy that is so difficult to find work in. Being able to give back to the community in this way has been a richly rewarding experience. I will continue to be a volunteer for as long as the programme continues. This program definitely contributes to the bottom line of being an employer of choice.”*

Other topics

In the course of the evaluation, some topics emerged that would not fit into any category. These topics, however, reveal more about the volunteers' perspective on the partnership and should therefore be considered.

- **Motivation**

Motivation is a big issue for DHL volunteers in all countries. Many of the aspects mentioned above are associated with an increase in motivation: Learning from SOS young people, feeling impressed and inspired by them is of remarkable importance for DHL volunteers. A sense of growing, of personal and professional development, is valued highly and seems to add up to making DHL an employer of choice. Most of all, the opportunity to contribute to society and make a difference, seems to make work a more purposeful experience: *"The programme makes me like my job more"*, is a sentence found in the stories of many volunteers. It is a powerful incentive to do something that is in line with personal values: *"Giving back to society is a big motivation."*

DHL volunteers appreciate the fact that GoTeach allows them to create and implement their own programme, *"to work independently"*, as one volunteer puts it, and shape their surroundings. **Local ownership** seems to be a highly motivating factor.

- **Sharing**

Sharing seems to be a value in itself for many DHL volunteers. Being able to help someone and give something is perceived as rewarding. Exchange of personal life stories opens up new perspectives, as one volunteer recounts: *"These interactions made me realize that life is not all work. It can be more rewarding when you take the time to share your experiences. Giving can be more rewarding than receiving."* For many volunteers, this kind of sharing holds aspects of both **personal encounter** and self-awareness, as one volunteer states: *"It was a great experience to share my life as well. My first time doing this, I was happy and nervous. He listened to my childhood experience and the difficulties of being raised in the apartheid era. In return I gained his trust. As a leader in the organisation, I personally wanted to pass on skills I have learned in my life. I was motivated by the opportunity I was given to share my life as well as just listen to someone else."*

Apparently, it is perceived as rewarding to **pass on knowledge and experiences**. For volunteers, this means an opportunity to reflect on their own personal and professional development, learnings and achievements. Volunteers seem to enjoy the fact that they can contribute with their personal experiences and personality – to company life and beyond.

Sharing is also mentioned a lot by DHL volunteers in the sense of sharing their experiences with GoTeach and their knowledge about SOS with colleagues, friends, and family members. Doing this, they act as **multipliers** for the programme. For example, one volunteer recalls: *"Actually I told the same story to my colleagues, family and friends. And also that I felt proud to change a young person and make them realize that there is love and support out there, so they don't have to give up on their dreams."*

- **Building a bridge between two worlds**

These findings indicate that GoTeach, being a cooperation of a multinational company and a social organisation, has an effect of interaction between different worlds and cultures. One aspect of this is spreading the word about the work of SOS among DHL employees and their peers. Another aspect is that bringing together people from such different social backgrounds means bridging the gap between two worlds. Volunteers talk to friends and family, telling them *"about the situations of young people and calling for more sympathy and support – for these young people who are unlucky but have a strong will."* Sharing their GoTeach

experience, DHL volunteers act as multipliers for the programme and the **social change** it seeks to induce.

Criticism

Even though DHL volunteers are very satisfied with their GoTeach experience, they do express some criticism regarding the programme. Some of them talk about organisational issues they would like to see improved: Name tags for participants, to name one example, or sufficient orientation for both parties on what to expect from the programme. Most volunteers though, with plenty of regret, mention a shortage of time in combination with high workload and pressure:

“The workload and pressure do not allow much space or time for this project”, one volunteer explains. Another one states that he wished he had had “... more time! Time is a key factor, we need more of it to build a relationship.”

This is backed by an observation described by another storyteller: *“Sometimes, we faced withdrawal of team members, especially when the workload is high, or in business and operational peak season.”*

2.1.3 Highlights and good practice

As the GoTeach programme is set up and implemented locally, the participating countries have developed different strategies of approach, responding to their local realities. These realities vary to an extent that it does not make sense to try and compare programme frames or outcomes among countries. There is no such thing as “one” GoTeach programme – there are as many different programmes as there are countries participating. However, all of them do address issues such as job orientation, basic skill training, and first exposure to the professional world. Some of the most remarkable observations revealed in the course of this evaluation are worth being shared. The Storytelling Method does not serve to reveal hard data, but it does allow for “soft data” to show up – for stories, experiences, and emotions. In order for countries to learn from and inspire each other, the evaluation team has picked some fields of good practice that will be highlighted below.

The topics storytellers valued most vary from country to country. See the chart below to get an impression of topic priorities in the different countries:

Sub-categories mentioned most by SOS participants		
Country	Sub-category rated highest	Sub-category rated second-highest
Brazil	advice given (83%)	confidence increased (75%) personal growth (75%)
Kenya	motivation/perspective for life (61%) positive atmosphere (61%)	personal growth (56%)
Madagascar	advice given (83%)	confidence increased (75%) personal growth (75%)
Mexico	career guidance (100%)	personal stories (83%) personal growth (67%)
Vietnam	career guidance (100%)	confidence increased (88%) motivation/perspective for life (88%) soft skills (88%)

South Africa	motivation/perspective for life (77%)	positive atmosphere (69%) confidence increased (69%) personal growth (69%)
---------------------	---------------------------------------	--

Sub-categories mentioned most by DHL volunteers		
Country	Sub-category rated highest	Sub-category rated second-highest
Brazil	effect on professional life (89%)	effect on personal life (78%) broaden horizon (78%)
Kenya	<i>no data</i>	<i>no data</i>
Madagascar	sense of responsibility (77%)	effect on personal life (69%) create positive atmosphere (69%)
Mexico	positive emotions (71%) make a difference (71%)	effect on personal life (57%)
Vietnam	effect on professional life (88%)	effect on personal life (75%) sense of being responsible (75%)
South Africa	make a difference (80%) effect on professional life (80%)	sense of responsibility (70%) effect on personal life (70%) positive emotions (70%)

Programme focus:

In Vietnam, a very selective approach was chosen. GoTeach in **Vietnam** focuses on university students and graduates. Local needs and challenges were carefully collected, and the programme frame set up accordingly. A strong focus on orientation about application and recruitment processes was decided for in order to equip SOS participants with the necessary skills to successfully master the challenge of entering the job market. According to the stories of Vietnamese SOS participants, this was successfully done – 100% of them talk about the topic of career guidance.

Volunteers' motivation:

To volunteer means to dedicate time and energy. Nevertheless, an astonishingly high number of DHL employees decided to engage in GoTeach. In **Madagascar**, the first and true pioneer country of the programme – the country had started a partnership even before they were asked to join GoTeach – an extraordinary 66 out of 69 employees decided to volunteer for GoTeach.

Personal dedication:

Affectionate personal relationships and a warm welcome were highly valued by SOS participants and evidently constitute an important factor in their positive development during the programme. In some countries, personal encounters between volunteers and participants were mentioned more than in others, showing strong evidence that volunteers engaged way beyond their “programme duty”. In **Kenya**, for example, DHL volunteers took their mentees to join family events. In **Madagascar and Brazil**, SOS participants state feeling proud and

strong, linking this to important personal relationship, friendship and advice gained through the programme, which was perceived as true affection.

Pioneer spirit:

There is no blueprint for GoTeach. Programme frames are tailored by each country, addressing local needs. In **Brazil**, many volunteers emphasize that being a pioneer is highly motivating for them – and the fact that GoTeach might possibly set an example for other partnerships between companies and NGOs motivates them even more.

Creating opportunities

In **Brazil**, **Madagascar** and **South Africa**, SOS participants talk about being given the chance to volunteer. Many personal stories from these countries relate to new experiences made, insights gained and fears overcome during volunteering occasions. They highly value the opportunity to serve the community and to be exposed to new and challenging surroundings. By volunteering, SOS young people – usually labelled as “beneficiaries” – take on social responsibility, which enables them to experience themselves as individuals who have something to give and contribute.

Continuity and variety

In some countries, stable relationships and continuous learning are being especially encouraged by moving the participant through a set of different activities and learning opportunities over the course of one year. In **South Africa**, the variety of formats is especially high – ranging from time intense one-to-one mentoring to a career day in cooperation with a local business school.

Space for self-development

Throughout all countries, SOS young people highly value occasions to discover their personal talents and preferences, to experience and reflect on their personalities. In **Kenya**, role plays and team games are mentioned as a means of personality development of this kind.

Snowball effect

GoTeach alumni take initiative. Quite a few of them talk about having taken on responsibility in the meantime: Many of them have started support groups or have found other ways of passing on the skills and knowledge gained in the course of the programme to their classmates, family and friends. They start to influence others in a positive way, thus initiating a kind of beneficiary snowball effect.

2.1.4 Fields of further development

In the big picture, both SOS young people and DHL volunteers express plenty of enthusiasm regarding the GoTeach programme. Besides the few criticisms expressed, the Storytelling Method allows for some more hints on fields of development. As the method reveals topics that are valued and held important by the storytellers, it is interesting to look at topics that DHL volunteers do *not* mention, or talk about little:

On the SOS side, despite the fact that a few individuals were eventually hired by DHL after the programme, very few of the young participants mention a **professional network** to fall back to after graduating from the programme – neither a concrete outlook on a future job opportunity nor a network of working professionals outside SOS Children’s Villages. Taking into consideration the partnership aims, this is a hint at potential to be unleashed in order to make the job market even more accessible for SOS participants: To reinforce the effort of supporting young participants with their first concrete steps into the job market.

On the DHL side, only 50% of global volunteers talk about “professional development”. In all countries, topics like responsibility, creating a positive and encouraging atmosphere and

mutual learning are highly valued and often referred to. Whereas SOS young participants emphasize having been guided well and warmly, their DHL counterparts do not always associate these interactions to their ability to lead, guide and support others. These findings suggest that a high number of DHL volunteers actually do increase their **leadership skills**, but have little awareness of this fact. Taking into consideration the partnership aims of developing leadership and enhancing professional development on the DHL side, it might be worth to facilitate or put emphasis on **methods and space to reflect** on the programme experience, and on the knowledge and insights gained in the course of it.

3 Conclusions and recommendations

3.1 Partnership

3.1.1 Concluding observations

The results of this global evaluation of the partnership show: In the big picture, both SOS participants and DHL volunteers are very content with the programme and report on many positive effects on their lives.

On the SOS side, young people from challenging socio-economic backgrounds enthusiastically refer to issues touching the field of “employability”, such as professional and personal development. They talk about important soft skills acquired and about being prepared to successfully master applications and job interviews. They refer to positive first encounters with the working world and valuable insights they gained. All in all, they feel more orientated after the programme and ready to face the challenge of a first employment. All these findings are very much in line with the partnership aims.

Interestingly, something else is happening at the same time: Through teaching sessions, workshop formats and especially mentoring processes, strong relationships emerge between SOS participants and DHL volunteers. This is the actual unexpected finding of this evaluation: The extent to which one-on-one mentoring goes far beyond regular consulting or support. Many young storytellers relate having gained an important person of trust. One girl indicates this by saying: *“The mentorship programme has had a great impact on my life, as I got a friend and a mother figure to share my problems, and someone to provide a shoulder I can lean on to when I am not strong.”*

At the same time, a mentor also serves as a counterpart who knows the ups and downs of professional life and helps to put things into perspective. Being supported in terms of a listening ear and good advice, but also with hands-on-help, is a fact remarkably important to SOS participants. They feel appreciated personally and directly relate this kind of relationship to an increase in their personal self-esteem and a much more positive outlook on their lives after having completed the programme. Being embedded in an emotionally safe, forward-looking process helps them to develop a sense of personal growth, which is the topic talked about most by SOS participants. They gain the courage to dream bigger and to believe that it is actually possible for them to take their life into their own hands, access the working world and earn their living. These findings suggest that GoTeach does more than “just” providing orientation, access, and exposure, as initially formulated by the partnership. By fostering strong personal relationships, the programme actually contributes to what research about “resilience” defines as factors for a successful biography – “resilience” understood here as the capacity to constructively master the challenges of life. Both supportive social contacts and a sense of meaning and self-efficacy were found to add up to this capacity. This indicates that GoTeach enhances a competence crucial to mastering the challenging transition from adolescence to an independent adult life.

On the other side of the partnership, DHL volunteers report on many positive aspects of GoTeach. For them, the programme presents an opportunity to pass on their knowledge and experience to SOS young people by teaching important skills and offering valuable insights.

They step in as teachers, trainers and mentors, many of them engaging far beyond duty. DHL volunteers feel responsible: Personally, they take on responsibility for “their” participants’ success. On a more general level, they express their pride to “make a difference”, to contribute to society by leveraging their expertise, thus inducing social change. By doing this, they act out corporate responsibility on a personal level, presenting the social conscience of the company. As volunteers set up and conduct the programme in local ownership, GoTeach presents a chance to enhance their teamwork and leadership skills, even across business units. These findings are well in line with the partnership aims.

Some other findings were rather unexpected: The plain enthusiasm of most DHL volunteers, the pride and joy they take out of the programme, is worth being looked at. On a personal level, engaging in GoTeach is perceived as highly rewarding and motivating. On one hand, it simply feels good to be the one that makes the difference. Volunteers enjoy interacting with SOS young people; they describe their encounters as pleasant and inspiring and as a mutual learning process. *“The programme makes me love my job more”*, to quote just one volunteer out of many. *“It makes my job more meaningful.”* For most volunteers, engaging in GoTeach is a means of both personal growth and professional development. On the corporate side, volunteers realize and enhance their leadership skills. Go Teach is an opportunity *“to show what you’ve got”*, as one volunteer puts it. By finding themselves in a leading position, employees become aware of their own achievements and potential. Having to train and support others helps to transform implicit knowledge into explicit knowledge, thus making it available and visible. Volunteering reinforces the awareness of potential in both oneself and the team as a whole.

For DHL volunteers, the partnership offers an unusual extent of freedom in design thinking and executing, without being directed by “people from the tower in Bonn”. This construction of “local ownership” is valued highly by DHL employees and presents a major source of motivation. At the same time, it constitutes a main factor of the programme’s success: First, it recognizes local stakeholders as true experts of the complex local realities that need to be addressed, and it allows for more culturally sensitive programme communications and frameworks than a centralised approach would do. Second, organisational sociology research has proved that “loose couplings” like this local ownership construction turn out to be more flexible and at the same time more stable than closely controlled and supervised cooperations – they enable stakeholders to shape their realities and take on responsibility for them.

3.1.2 Recommendations

Even though the outcomes of the GoTeach programme are highly appreciated by both young participants and volunteers, some adjustments might be worth considering for further development of the programme. As the programme is run by each country independently, the respective country programmes show different weaknesses and strengths. Therefore, the evaluation team has gathered rather general recommendations that will apply for all countries. For more detailed information and recommendations, please see the country reports accordingly.

- **Orientation:** Before starting activities - make sure that both participants and volunteers are well-informed and orientated on what to expect and on what will be expected from them.
- **Time:** Time is a precious resource – make sure to provide enough of it. In some countries, young participants state that they perceived a personal and trustful relationship with DHL volunteer(s) as a strong base of their learning process and positive development. Taking this into consideration, make sure that volunteers have conditions that allow them to dedicate enough time and attention to SOS young

participants. Second, when planning programme formats, take into account that strong relationships take time to develop. Formats that allow several encounters and a longer-termed attendance of the young participants might be more effective than once-a-year short time events.

- **Reflection:** Knowing about the things we know is important. In order to sustainably make use of skills and knowledge gained and to consolidate new learnings, a process of reflection is crucial. This helps to make learnings available for the future. Make sure that stakeholders take away even more from the experience by providing an opportunity to consider the personal and professional effects of volunteering. Emphasize a means of orientation and reflection for DHL volunteers in order for them to more consciously benefit from the learnings and developments gained in the course of the programme.
- **Build a bridge into the job market:** Considering the partnership aim of employability, strengthening this transition is a crucial point, as it consolidates the efforts made by the partnership. Think of measures to reinforce the support of young participants in terms of helping them with their first concrete steps into the job market. For example, make sure there is a **professional network** they can fall back to, or help them to acquire a concrete first working experience they can relate to in job applications. Also, make sure to not suddenly leave them to themselves after having completed the programme, but do provide **follow-up** measures. A mentoring process to accompany them during their first year of employment might be helpful.
- **Feedback and constructive criticism** can be a precious source of information. Knowing what was useful and what wasn't and being able to name things that went wrong will help to further improve the programme and develop it according to the needs of all parties engaged. Make sure to encourage a feedback-friendly atmosphere in order to ensure that important information will not get lost. Allow time and space to hear what both volunteers and participants have to contribute.

3.2 Methodology

3.2.1 Concluding observations

Regarding this evaluation, the Storytelling Method lived up to what it had promised. Despite a rather complex and resource-intensive process, it did deliver what was hoped for: First, it helped reveal participants' and volunteers' experiences, opinions, and personal stories. Being a rather open approach, it allowed for unexpected topics to emerge – much more than a formalised questionnaire would have done. It enabled the evaluation team to gain valuable insights that went beyond the original leading questions. Second, the Storytelling Method worked as both a means of knowledge transfer and a “social glue”. Both organisations and individuals had to communicate, cooperate and learn from each other in order to carry out the storytelling workshops and generate the story material.

Nevertheless, the evaluation did face some challenges. This is inevitable for a real life programme executed in several countries throughout the world, even more so when using a powerful, but rather complex evaluation method like the Storytelling Method. The evaluation team struggled with different issues:

In some countries, interviewer and storyteller had been cross-interviewing each other, thus changing perspectives. In some countries, text material showed clear evidence that leading questions had been altered. In other cases, the evaluation team had to extract information

from bullet points instead of “stories”. Unfortunately, by doing this, important information is lost and the Storytelling Method loses some of its “magic powers” to reveal unexpected topics. Furthermore, this way it was difficult to find parameters for consistent comparison.

Information about programme frames and duration of relationships between DHL volunteers and SOS young participants were not complete, which hindered a clear understanding of the text material. More criticism was hoped for, as improving the programme was one of the major aims of this evaluation. The fact that little critique was expressed is probably due to the fact that some of the leading questions suggested certain answers. The evaluation team faced this challenge and filled the gap by conducting additional interviews. By doing this, topics that were not covered by the storytellers but are relevant for further development of the programme could be considered and integrated into the evaluation results.

3.2.2 Recommendations for further evaluation

- Involving participants and volunteers in the evaluation process in the form of a **qualitative approach** has proven to be a good concept for evaluating the impact of the partnership programme. On one hand, the strong participatory aspect values the perception of individuals and transports the message that their ideas and recommendations are taken seriously. On the other hand, despite the more work-intensive analysis process, qualitative information revealed valuable insights on unexpected topics, like the main benefits perceived or challenges experienced.
- Some of the leading questions provoked biases in the answers provided by participants and volunteers. Therefore, for future evaluations, it might be appropriate to turn towards a more standardised questionnaire or interview format in terms of methodology. A standardised or **semi-standardised format** will guarantee that all areas of interest will be covered by the evaluation. A more neutral, standardised phrasing should be used for leading questions. In terms of interview settings, workshop formats (like in the current evaluation) or telephone interviews can be considered. Interviews could be conducted by a researcher, or questionnaires could be sent out to participants and volunteers. Opting for a more standardised methodology, efforts for methodology training could be reduced – no global Storytelling workshop would be required anymore. For designing a semi-standardised interview, it is crucial to ensure a good balance between closed questions (single or multiple choice are less work-intensive in analysis) and open questions.
- Make sure to gather critical feedback. Apparently, participants and volunteers tend to speak about their positive experiences with the partnership programme. This is, on one hand, a good result. On the other hand, it is a lost opportunity. Criticism contains valuable recommendations for potential adaptations and facilitates learning from the previous period in order to further develop the programme. It is therefore strongly recommended to include specific questions that **provoke critique**: What were the challenges? What expectations were not met? What should be organised differently?

As the results of an evaluation can only be as good as the evaluation tool, it is strongly recommended to hire an evaluation expert for the design of the questionnaire. By doing this, the cost-output relation can be optimised: Conducting and analysing the interviews with as little resources as possible, with a maximum of helpful insights gained. Also, try to ensure as much continuity in staff as possible.

Appendix

Selection of personal stories from SOS participants

"I am different now, because I communicate better with all people – I am less shy, I have learnt how to manage and lead people and have been elected the president of the 'SOS Youth Forum'. My life has changed; I know how to work at a working place, behave and dress at work. I have learnt about keeping time. Decisions that I took using the things my mentor taught me are: Don't look down on other people, give them a chance to do or say something that will make the team better. At career exposure and training experience not to take quick decisions, take my time and be sure of what I want."

"My experience at the Global Volunteer Day was tremendous. I learnt that through interacting with new people you learn how different people think and how they react to different issues. I was also happy when I saw the CEO and the managers working hand in hand with their colleagues, despite their levels of work. They respected each other. From that I learnt that no matter how old or young or your social status – respect and working together are vital things in the community."

"I like to do things on my own. She asked me what I was going to do after matric. I could not answer. She gave me an article to read. I answered the next day that I would decide after matric, but that I would like to be in financial management because I am the oldest in the house and can control the finances. R100 can last me a whole month. After my parents passed away, I thought it was the end of the world. Why was this happening to me? Friends were not supportive and were going to drink – I decided to face my challenges, as beer was not going to solve my problems. Listening to my younger brother crying gave me a healing, and I realized I needed to take care of my brother. My community is not supportive, but I am getting a lot of support from SOS Youth Forums every Friday."

"After I graduated in finance and banking, I had 3 job interviews. I was rejected in the first job interview because I did not prepare myself well. I was also nervous and shy because I had just graduated from university and was unexperienced. In the next job interviews, I answered questions easily, because I was more experienced and I had done good preparation for the interviews. The DHL GoTeach programme helped me develop a good style, more self-confidence and the courage to speak in public in order to get a job. My life is also better."

"One of the other DHL SOS Partnership initiatives really touched my life. That was when we visited an orphanage that cared for children living with AIDS. This was the first time that I had seen kids with AIDS and had the opportunity to interact with them. Previously, my only experience with people living with AIDS was adults. Being able to play with kids and make a difference in their lives was a priceless experience. 'Putting a smile' on their faces – that experience has changed my life. Previously I didn't really like kids and always had the perception that they were 'problems' and stressful. I am immensely thankful to DHL for affording me this experience."

"I am confident that once my studies to become a lawyer are completed I will be employed in a great company. I have experienced a lot of peer pressure and was being discriminated against based on where I live, what I wear and my physical appearance. I have experienced that community discriminates and I have been told that I will never amount to anything and become a drunk like my mom. However, after the sessions and interactions in the GoTeach programme, I decided to rise above and become the best that I can be."

"The biggest question I had was: 'How can I make the distinction about which would be the right career choice to make?' I was explained to that I need to start by making the distinction between habits and passion, then I will be able to make the correct choice. And still today, when I am in a difficult situation I still think back to the choice to carry me through. I have learnt how to be more active with my thoughts and act out on my ideas and be more

independent. DHL took me out of my comfort zone to be better than sitting at home and waiting for opportunities to come to me.”

“DHL is the best thing that ever happened to me. (...) It came at a time when I was going through a lot in my life, such as calling off the semester because school fees were not paid on time, being denied a chance to volunteer/internship at my former high school (...). After my presentation, everyone in the hall was left mouth agape as they had really enjoyed the presentation. Both staff of DHL and SOS were amazed. The presentation was the game changer of everything, as it earned me lots of friends within DHL, amongst DHL staff that had attended my presentation at the launch. One of them was Mr Kenneth Kaunda. He was so happy with my presentation that he even nicknamed me ‘Rock Scientist’. Little did I know that Mr Kaunda was the human resource manager of DHL Express Kenya. He asked me to contact him and email him a copy of my CV. From then I stayed home for one month. Then, in early August, I received a call from an unknown number. It was Mr. Kaunda offering me an internship at DHL – among the first batch of SOS youths to intern with DHL.”

“I did not know one thing about careers. My mentor taught me that character and personality play a big role in my career life. I had never put my character into consideration. We did a character test, which opened a new window for me to discover which is best for me. At first I thought I was the type of a person who was office-oriented, but I came to realize that my character was not of such. So I would say that DHL has helped me in discovering my career choice: I would like to venture into environmental engineering, because this suits my character best. Moreover, DHL has helped me in planning my life ahead.”

Categories

Overview on categories for SOS participants

The following **categories** were used to cluster and analyse the text material. Categories were divided into **sub-categories** in order to better differentiate the topics narrators talked about. Categories are partly based on interview questions and expectations and partly emerged from the text material itself.

Category / Sub-Category for SOS Participants	Description	Jewel
Employability	A set of achievements that makes participants more likely to gain employment and succeed in their chosen occupations, such as skills, understandings and personal attributes.	
Professional Development	Participants talk about having been supported to develop skills that will help them in their future professional life. For example, they state having received help and/or guidance with application processes, or were able to acquire	<p><i>“My level of employability has developed because I have learnt to express myself more. The interaction with the DHL staff has given me a sense of professionalism in my personality.”</i></p> <p><i>“This tutoring has changed my life in a positive way, as I have been able to learn things that nobody had taught me before. I feel ready to look for new opportunities and develop</i></p>

	communication and presentation skills.	<i>professionally.”</i>
Career Guidance	Participants talk about having received career guidance in the course of the programme. This implies orientation from “how to choose a career” to information and advice on further education, such as university studies, job trainings and opportunities in the business world.	<p><i>“The biggest question I had had been ‘How can I make the distinction about which would be the right career choice to make?’ I was explained that I need to start by making the distinction between habits and passion. Then I will be able to make the correct choice. And still today when I am in a situation, I still think back to the choice to carry me through.”</i></p> <p><i>“I understand more about employment in companies, employers’ requirements and what an applicant should do and how to express myself to get the expected job.”</i></p>
Soft Skills	Participants talk about having received advice and/or training on soft skills or basic skills. Being exposed to the corporate world for the first time is a topic here. They also talk about which competencies they managed to acquire and how this happened.	<p><i>“I am different now because I communicate better with all people – I am less shy, I have learnt how to manage and lead people and have been elected the president of the SOS Participants Forum. My life has changed and I know how to work at a working place, behave and dress at work. I have learnt about keeping time.”</i></p> <p><i>“I know how to communicate as well as handle conflict with other people; and I know how to handle the situation, so that both sides will be happy.”</i></p>
Personal Development	SOS participants express that the programme had an effect on their personal life, and that it contributed to their personal development in a positive way.	
Personal Growth	Participants talk about how the programme influenced or even changed their life. They report on having applied insights and learnings gained in the course of GoTeach, or transferred them to other areas of their lives. They report on having taught others what they learnt during the programme.	<p><i>“In comparison with the past, now I am more mature and have a clear vocational focus and I know what to do to be successful.”</i></p> <p><i>“GoTeach turned me into a mature teenager.”</i></p> <p><i>“After participating in the training course, I gained a lot of experience from trainers, especially in time-management skills, which helped me a lot in pursuing a dream in studies as well as in life. So I started a new academic year in a better way by having short-term and long-term plans to achieve my targets step by step. Making a plan for all my work helps me balance learning time more effectively. Apart from this, I also have time to participate in</i></p>

		<i>other activities in the university, especially collective activities, and save a little time to help my mother do housework and help my younger brothers to study.”</i>
Motivation/ Perspective for Life	Participants describe how the programme helped them develop aspirations, how they were motivated and mobilised to strive for personal goals and start dreaming bigger than before, or sometimes, start dreaming at all. Participants report on having gained new perspectives on their personal situation and professional future, and reflect on how the programme inspired them to change their attitudes towards certain subjects.	<p><i>“I have learnt how to be more active with my thoughts and act out on my ideas and be more independent. DHL took me out of my comfort zone to be better than sitting at home and waiting for opportunities to come to me. In a word, they have changed my mentality of things will come to me.”</i></p> <p><i>“So after my training, I feel much more mature and that maturity leads me try hard in everything I do and I easily understand things. (...) As far as competence is concerned, I become more interested in improving myself because I learn new things and I easily understand them especially things that my friends don’t know yet.”</i></p> <p><i>“After the training, my thinking and perception about life have changed a lot and I have high hopes for the future now.”</i></p>
Increased Self-Confidence	Participants state that they feel more self-confident and aware of their potential than before. For example, they talk about how they now have the courage to ask questions, where before they would not have, how they grew into taking on responsibility, or speaking to an audience. They talk about having been recognized as adult and responsible persons, and valued as individuals.	<p><i>“I used to be a self-conscious, reserved person, now I love taking life head on. I want to try new things and new challenges. I no longer just want to observe and be an outsider. I have learned to be a part of a group, be proud of my uniqueness and I am now just happy to live life. I have learned to focus and have goals. I feel positive about my employability – the hours I’ve put in is paying off. I feel confident that when I am done with my studies I will be able to do my dream job successfully. I feel that I will be an asset in the corporate world.”</i></p> <p><i>“I became more self-confident: I dare to do new things and I like to ask questions at school or when I do other trainings.”</i></p> <p><i>“The programme not only helped me gain more experience about work and skills needed for job applications, but also helped me to be self-confident enough to speak in public and not to be afraid when facing questions from an employer.”</i></p>
Interaction between SOS Participant and DHL Volunteer	SOS participants describe the kinds of interaction they experienced with DHL volunteers and how they perceived the atmosphere during their	

	encounters with DHL.	
Advice Given	<p>Participants mention having received advice they still value on professional and/or personal issues.</p> <p>For many of them, the DHL volunteer they worked with became a role model.</p>	<p><i>“When I was asked about my passion and jobs that I would like to do in the future, especially how to plan for the future, I was really afraid of answering. Because I had many reservations and everything was unclear to me. I did not understand myself and what I needed to do to be successful in future. So one volunteer encouraged me to talk bravely about my thoughts and gave me advice on how to do that. I felt very encouraged.”</i></p>
Positive Atmosphere	<p>SOS participants report on having experienced a positive and respectful atmosphere. They talk about time dedicated to them, about a warm welcome and positive personal encounters with DHL volunteer(s). They mention not having been discriminated against.</p>	<p><i>“When I first landed in the DHL office compound, I thought it was a beehive because everyone was busy carrying out their daily normal activities. But what actually moved me was the warm and friendly welcome that we received. Even with their tight schedule at work every individual was willing to take his or her time to carefully ask or explain how different organs work together.”</i></p> <p><i>“I don’t feel discriminated against. I feel we are taught to be independent. We don’t get handouts and pity all the time. We need to work hard just like everyone else to get where we want to go. We don’t necessarily get everything easier but the village is just like my home. I feel the same as any other child would.”</i></p> <p><i>“I am happy at the end of my training because my mentor was always there for me even if he had lots of work to do. I am so proud of that.”</i></p>
Criticism	<p>SOS participants express critical thoughts on the programme. They talk about things they disliked and how they would like to improve certain things in the future.</p>	<p><i>“However, one of my not so good encounters with DHL is the mentorship programme. (...) I did not benefit from it because I happen to be based in Mombasa and my mentor is in Nairobi making communication difficult. Also I got into the programme not knowing what to expect, what it is all about and how much I should share thus I ended up not saying anything at all. My suggestion is that if they are to assign mentors to the participants, they should keep in mind where they are and assign mentors that come from the same place.”</i></p>
Personal Stories	<p>SOS participants tell personal stories about their lives.</p>	
Other	<p>This sub-category was created to cover any other topics volunteers talked about that might be of relevance for the</p>	<p><i>Please see Summary.</i></p>

	evaluation.	
--	-------------	--

Categories for DHL volunteers

The following **categories** were used to cluster and analyse the text material. Categories were divided into **sub-categories** in order to better differentiate the topics narrators talked about. Categories are partly based on interview questions and expectations and partly emerged from the text material itself.

Category / Sub-Category for DHL Volunteers	Description	Jewel
Personal Development	DHL volunteers express that the programme had an effect on their personal life and that it contributed to their personal development in a positive way.	
Make a Difference	Volunteers state that the programme gave them an opportunity to make a difference. They feel they did something meaningful and describe their participation in the programme as satisfying and rewarding.	<p><i>"I think I made an excellent decision because, although it is true that working with young people is quite hard, it is the most satisfying and pleasing thing I have done in my professional life."</i></p> <p><i>"These young people who have often had no access to education or who suffer discrimination due to their social status can now turn the tables with my help and the support of DHL."</i></p>
Sense of Being Responsible	Volunteers talk about their sense of responsibility. They want the young participants to benefit from the programme and express their wish to make their encounter with DHL a worthwhile experience for them. They also talk about feeling or taking on more social responsibility.	<p><i>"This programme not only creates the day, but also the month, the year for motivation, how we contribute to society by the practical things."</i></p> <p><i>"I found I have to be more responsible with them - responsibility for sharing, encouraging, guiding and helping them to be more self-confident and happy."</i></p> <p><i>"The impact is unlimited. We plant a seed that just needs to be continually watered to reap its fruits in the future."</i></p>
Broaden One's Horizon	DHL volunteers express that joining the programme contributed to widening their perspective and/or initiated a learning process. They talk about insights gained, attitudes	<p><i>"The GoTeach programme brought more opportunities and I had to learn more about the outside world, how other people live actually their way of life."</i></p> <p><i>"It helps you see both worlds, and you learn from that."</i></p>

	having changed, about inspiring encounters and new experiences that made them see things differently.	<i>"I want young people outside of the SOS village to have a good life just like the young people in the SOS village. I want society and the government to help them to have a better life and less misery."</i>
Positive Emotions	DHL volunteers report on positive feelings before and during the programme. They talk about positive expectations about GoTeach and how they enjoyed the preparations. They also express that they were fond of certain activities.	<i>"Once the job shadowing was completed by the students, I felt extremely blessed to have been a part of enriching a young life. It was very fulfilling to assist with educating and empowering the lives of the participants. The experience has left me feeling privileged and honoured to have been part of this project."</i> <i>"I really enjoyed sharing this experience with my intern as not only was I able to pass the few things I knew about my job on to him but, more importantly, I played a role, albeit a small one, in my intern passing the baccalaureate exam. This pride is the most beautiful thing I gained from this experience."</i>
Effect on Personal Life	DHL volunteers talk about learnings gained in the course of the programme or directly from SOS participants. They talk about feeling motivated by the perceived personal growth and learning process. Volunteers state that they note an increase in their personal self-esteem. They report on sharing their GoTeach experiences with friends and family.	<i>"I have become more mature and experienced."</i> <i>"I met many children with different personalities. I learnt to be honest and genuine, so that the people will open their hearts to you."</i>
Effect on Professional Life	DHL volunteers report on effects that the programme had on their professional life. They talk about feeling motivated, improving certain skills like presentation and/or giving advice and structured input to others, and enhancing their leadership skills.	<i>"I changed my views about management. I understood that it has to be based upon respect and sharing, and trust in other people."</i> <i>"This programme helps to become a better leader and to be humble."</i> <i>"I studied many things about how to work with my colleagues, in terms of how to organise the programme, and how to share ideas on how to set up a programme."</i>
Activity of DHL Volunteer	Volunteers talk about activities they carried out in the course of the programme.	
Share Personal/	DHL volunteers report	<i>"It was a great experience to share my life as</i>

Professional Biography	on having shared information about personal and/or professional life and having personal conversations with the young participant.	<p><i>well. (...) He listened to my childhood experience and the difficulties of being raised in the apartheid era. In return I gained his trust."</i></p> <p><i>"When I received my first intern, I was happy and very eager to share my personal and professional life with the aim of helping someone succeed."</i></p>
Advice/Motivation	Volunteers mention giving advice and/or motivating the young participants. They talk about encouraging them, for example to try hard and strive for their dreams.	<p><i>"Finally, I reminded her that she must take responsibility and be assertive in life in order to move forward because nothing is won easily."</i></p>
Information about Job/DHL	DHL volunteers talk about sharing information with the young participant: For example, explaining things about DHL as a company, such as structure, positions and areas of work. They also report on talking about their own job description, working procedures and special tasks.	<p><i>"We went into the cargo area, as it had been recommended for him to familiarize himself with my everyday tasks. We visited my workplace together, going through all the steps, and I explained my everyday role to him."</i></p>
Supervise Practical Training/ Internship	DHL volunteers talk about being responsible for supervising a practical training or internship that SOS participants are undergoing.	<p><i>"Once the job shadowing was completed by the students, I felt extremely blessed to have been a part of enriching a young life. It was very fulfilling to assist with educating and empowering the lives of the participants. The experience has left me feeling privileged and honoured to have been part of this project. "</i></p>
Create Positive Atmosphere	Volunteers mention that they paid attention to give a warm welcome to the young participants and to create a positive atmosphere for them. They report on asking questions and showing interest in the SOS participant.	<p><i>"I cleaned out the offices and made it look pretty and prepared the work station for the apprentices and ensured that all the necessary equipment was ready for them to use. The team and I prepared a welcome gift pack. I was happy and excited and ready to teach the interns all they needed to know about customer services."</i></p> <p><i>"I was getting ready to receive my mentee two days before our first meeting, I brought snacks and a DHL uniform for her. As my office is a bit small I tried to arrange it so that we could have space to work, I was happy to receive her, as I am a mother it was like I received my proper</i></p>

		<i>child.”</i>
Description of Young Participant	DHL volunteers talk about the young participants they got to know and worked with. For example, they describe how they perceived the participant’s attitude, motivation, or development in the course of the programme.	
Eager and Engaged	DHL volunteers describe the young participant they worked with as eager to learn and/or willing to make the most out of the opportunities offered by the programme.	<p><i>“She was a very intelligent person, calm and eager to learn.”</i></p> <p><i>“My intern was very receptive and it was a pleasure talking to her.”</i></p>
Strong Personality	DHL volunteers describe young participants as resilient and able to deal with personal challenges.	<p><i>“I feel very impressed with the strength and effort the SOS children have. They are good at teamwork, they have their goals and desires and are eager to achieve them.”</i></p> <p><i>“The young participants are very mature and open-minded. They join in with a lot of enthusiasm and they like to be given tools to satisfy their thirst for knowledge. They are never scared to express themselves and they speak their minds.”</i></p>
Has Changed/ Developed	DHL volunteers report that, in the course of the programme, they observed a positive change in the young participant they worked with: For example, volunteers saw the participant’s attitude change in a positive way. Or they describe the participant as anxious or bored at the beginning, but then engaging more and more successfully.	<i>“The most exciting part of this journey was to see young people’s confidence grow at DHL and those who were shy and had no motivation, low self-esteem. This programme has changed the minds of some of the participants because they could express themselves freely and learn that there are more job opportunities out there than they actually thought.”</i>
Criticism	Volunteers express critical thoughts on the programme. They talk about things they disliked and how they would like to improve	

	certain things in the future.	
Organisation	DHL volunteers criticise organisational parts of the programme: For example, they describe the programme as being too short, or not organised well enough. They talk about not having been well prepared for their task.	<p><i>“There were about five of them, when they were introduced to me. And it was hard to remember their names because they had no name tags.”</i></p> <p><i>“I am not very happy about my interactions with my intern as the time we spent together was too short and limited for me to share my experiences and knowledge.”</i></p>
Too Much Work Aside	Volunteers state that they felt stressed by the additional workload the programme meant for them, or that they did not have enough time and/or attention to dedicate to the young participants, due to too much work aside.	<i>“It was not easy to have her beside me as I had to do my job, to teach her and give her explanation about my work as well. I was a bit sad because with lots of work to finish, I couldn’t focus much on her.”</i>
Criticism on SOS Participants/ Organisation	DHL volunteers mention disappointing experiences concerning either the young participant or SOS CV as organisation.	<i>“Sometimes kids don’t all come to a programme e.g. computer skills. I see it as a wasted opportunity. Some kids take this opportunity for granted and are not taking full advantage of the opportunity by not paying enough attention.”</i>
Other	This sub-category was created to cover any other topics volunteers talked about that might be of relevance for the evaluation.	<i>Please see Summary.</i>

Literature on storytelling

Clark, Alison. Transforming children’s spaces – Children’s and adult’s participation in designing learning environments (2010); Routledge.

Denning, Stephen. The Springboard (2001); Butterworth Heinemann.

Germes Castro, Oscar in “Yes, they can! Children researching their lives” (2009); Schneider Verlag Hohenheim GmbH.

Hart, Roger. Children’s participation (1997); Earthscan/UNICEF.

Reinmann-Rothmeier, Gabi; **Erlach**, Christine; **Neubauer**, Andrea; **Their**, Karin. Story Telling in Unternehmen: Vom Reden zum Handeln – nur wie? (Teil 1). In Wissensmanagement, das Magazin für Führungskräfte. Ausgabe Februar/März 2003.

Acknowledgements

I would like to express my thanks to everybody involved in this evaluation project. My thanks go to Oscar Germes for contributing his expertise especially in the first phase of the project and for holding a remarkable workshop and to Esther Burgard for her methodological expertise and valuable consultancy support throughout the project. Thanks to Katharina Steinkellner and Christoph Selig for laying the foundations of this evaluation and contributing their valuable input and relentless nagging questions at any stage of the project.

This evaluation could not have been done without Susanne Novotny, who collected additional data, contributed knowledge and content and helped to solve any problem there was, always. Thanks to all national evaluation coordinators and the whole team on SOS and DHL side for contributing their energy and time to this project. I would also like to thank Mary Brezovich for her smart proofreading of the report and Markus Zock for helping with graphic adjustments.

My special thanks, however, go to the SOS participants and staff as well as the DHL volunteers in all countries for sharing their stories so openly.

May 30th, 2014

Dunja Batarilo

About the author:

DUNJA BATARILO studied sociology and philosophy, training herself in qualitative research and systemic thinking. Today a Teach First Deutschland alumna, she spent two years of her life teaching at a challenging secondary school in Hamburg, Germany. As a journalist and author, she writes on topics tackling transformational social change. By July 2014, her book "Die Brückenbauerin" will be available: the vibrant story of a Brazilian favela, transformed into a safe and dynamic neighbourhood by means of education (Scoventa Verlag).