

**IDRC Final Report  
January 2006 – June 2012**

**Creating Global Citizens?  
The Impact of Learning/Volunteer Abroad Programs**

**IDRC Grant # 103842**

**Prepared by Rebecca Tiessen, RMC &  
Barbara Heron, York University**

**Presented to IDRC September 2012**

## **Synthesis:**

The research proposed here can be summarized in the following questions:

1. Do learning/volunteer abroad programs promote global citizenship? If so, how?
2. How do Canadians who participate in short-term learning/volunteer abroad placements and their host organizations understand global citizenship?
3. What are the costs and benefits of learning/volunteer abroad programs for host organizations and communities?

To answer these questions the project proposed to interview 140 Canadians who have gone overseas on short-term learning/volunteer placements along with a control group of 30 university students who have an interest in globalization but who have not gone overseas. In 6 countries in the South, the plan was to interview 120 staff in local organizations that host short-term Canadian learners/volunteers along with 30 (5 per country) informants who are in a position to give a broader overview of issues related to the short-term placement phenomenon. The Canadian component of this research addressed two groups of young people, aged 18-30, who go to developing countries for 3-6 month periods to learn or to volunteer. The 3-6 month period was chosen to operationalize the concept of short-term because this is the length of many international practicums, internships, and shorter volunteer placements. Those going primarily to “learn” include university students on practicums and other learning placements and interns. Those going to “volunteer” include young people doing development work and those on technical assistance placements. Hence the term “learning/volunteer abroad,” was used to capture both groups. It was recognized that in some respects the distinction between the two groups is artificial; i.e., those going to volunteer are also learners and those going to learn often contribute their skills and knowledge.

## ***Summary of progress to date:***

The project has essentially met its objectives. The methodology and approach have stayed the same throughout. The project wrapped up on time with the exception of some further data analysis and an additional dissemination workshop in June 2012. There is still more detailed analysis that the co-investigators wish to do in the year ahead. Overall, the research project has been and continues to be an important opportunity for the research co-investigators to build up their research capacity within Canada and abroad.

## **Canadian Component:**

During the final year of the project (not including the 6-month extension), January 1, 2011 – December 31, 2011, interviews and transcription were completed. A total of 108 short-form interviews have been completed and 75 longitudinal interviews were conducted through the life of the project. All of the interview data have been entered into the Nvivo software. The findings from this research have been compiled in a draft report.

The control group interviews have also been completed and transcribed. The 20 final control group interviews will be analysed in Fall 2012.

### **International Component:**

This part of the project has been completed and the overall findings have been analysed. More work remains to be done to examine the data through various themes. This will continue in the year ahead and as the analysis is completed and written up, it will be shared with IDRC.

### **Project Dissemination:**

1. The “Creating Global Citizens?” Project Dissemination Workshop was held on November 25, 2011 in Ottawa in space made available through AUCC. Participants included:

Liliane Castets	IDRC	Ottawa
Stacie Travers	IDRC	Ottawa
Melanie Hughes	Alternatives	Montreal
Tom Tunney	WUSC	Ottawa
Michel Chaurette	Uniterra	Ottawa
Mara O’Brien-James	Care Canada	Ottawa
Catherine Denis	Engineers without Borders	Toronto
Barb Hogan	CUSO/VSO	Ottawa
Kristie Kelly	CUSO/VSO	Ottawa
Sherry Stevenson	CUSO/VSO	Ottawa
Robert White	AUCC	Ottawa
Claire Millington	AUCC	Ottawa
Catherine Darvault	CECI	Montreal
Pauline Gerrard	IISD	Winnipeg
Chera-Lee Hickox	Breaking the Silence/Tatamagouche Centre	Tatamagouche, NS

The workshop facilitators were Barbara Heron and Rebecca Tiessen. The workshop assistants were Kathryn Fizzell and Melissa Jennings. The workshop was a full-day event. The morning and first part of the afternoon were dedicated to delivery of research findings. The final part of the workshop included break-out discussion questions. Attached are notes taken by one of the research assistants who summarized the discussion during the workshop.

The findings of the “Creating Global Citizens?” project were presented via PowerPoint slides which are attached, along with a written summary report.

Workshop participants were asked to complete a workshop evaluation. Evaluations of the workshop indicated that overall, the workshop was very informative. The participants appreciated the detailed and clear summary of

findings presented. The participants also appreciated the opportunity to discuss their own strategies, dilemmas, opportunities and challenges of international volunteer sending.

2. The co-investigators were interviewed in November 2011 re: the findings of the project for an AUCC article which was published the Association's Winter 2012 publication, *University Affairs*. A copy of this article can be found at: <http://www.universityaffairs.ca/Print.aspx?id=17856> .
3. A second Dissemination Workshop was held in Waterloo on June 1, 2012 following the close of the CASID conference. Participants were primarily International Liaison Officers from Canadian universities. The slides for this workshop are appended and the participant list follows:

John Cameron – Dalhousie  
Sally Humphries - Guelph  
Charmain Levy – University of Quebec in Ottawa  
Haroon Akram Lodhi – Trent  
David McDonald –Queen's  
Gary Fehr – University of the Fraser Valley  
Leslie Chan – University of Toronto Scarborough  
Philip Oxhorn - McGill  
Lynne Mitchell - Guelph  
Marian MacKinnon - Dalhousie  
Paritosh Kumar - Queen's  
Grainne Ryder - Waterloo  
Mignon Alphonso - University of British Columbia  
Bill Sparks – Humber College  
Ruth Tarono - Menno Simons  
Jonathon Langdon - St. F.X.  
Diane Der - Canada World Youth  
Jennifer Calbery - Waterloo

**Publications in progress, under review or accepted:**

“Career Aspirations and Experiential Learning Abroad: Perspectives from Canadian youth on short-term placements” by Rebecca Tiessen, book chapter in *When the World is Your Classroom*, in Tiessen and Huish (eds). Submitted and under review.

“Introduction” by Rebecca Tiessen and Robert Huish, book chapter in *When the World is Your Classroom*, in Tiessen and Huish (eds). Submitted and under review.

“Ethical Challenges Encountered on Learning/Volunteer Abroad Programs”. Rebecca Tiessen and Paritosh Kumar. *Canadian Journal of Development Studies*, under review.

“Motivations for Learning/Volunteer Abroad Programs: Research with Canadian Youth”. Rebecca Tiessen. *Global Citizenship and Equity Education Journal*, Vol. 2, No.1, May 11, 2012.

“Introduction: Global Citizenship Education for Learning/Volunteering Abroad”. Rebecca Tiessen and Marc Epprecht in *Global Citizenship and Equity Education Journal*, Vol. 2, No. 1, May 11, 2012.

“Volunteering in the Developing World: Perceived Impacts of Canadian Youth”. Rebecca Tiessen and Barbara Heron. *Development in Practice*. February, 2012, Vol. 22, No. 1.

“Global Subjects or Objects of Globalisation? The Promotion of Global Citizenship in Organisations Offering Sport for Development and/or Peace Programmes”. Rebecca Tiessen. *Third World Quarterly*, Vol. 32, No. 4, 2011.

“Challenging Indifference to Extreme Poverty: Southern Perspectives on Global Citizenship and Change”. Barbara Heron. *Ethique et Economique*, Vol. 8, No. 1, 2011, pp. 110-119.

### **The Research Problem:**

The research question and researchers’ understanding of the problem have not changed since the start of the project.

The need for this research can be explained in part by the overall lack of attention in the literature and volunteer-sending agency reports on the impact of these programs on host communities. In addition, reports and evaluations by volunteer sending organizations that do exist tend not to be available to the public and are frequently used for promotional material and securing additional donor funds. As such, this information tends to portray only certain aspects of the programs with emphasis on the value of educating Canadians. Reports that do exist tend to focus their attention on the impact of volunteer programs on Canadians themselves in relation to how these programs have enriched Canadians and enhanced their cross-cultural understanding. One study by CUSO (Kelly 2006), focuses on the impact of volunteer programs on volunteering trends in Canada. According to a 2005 study on Canadian volunteers, it is argued that “international volunteers help improve the lives of people and their communities in developing countries around the world” (Power of Volunteering). While this is entirely possible, we do not have clear evidence that this is the case nor do we have sound information from host communities themselves to reflect this comment.

All of this information is useful for understanding impacts in the Canadian context but it does not tell us much about the global impact of learning/volunteer abroad programs for Canadians and for host communities. Nor does it tell us enough about the ethical and moral implications of such initiatives. Global citizenship thus continues to be understood in the context of what Canadians can learn about and do for other people in far off places rather than as an increased global understanding that comes from critical reflection and is expressed in behavioural change.

The research proposed here is important because it provides a much needed critical and reflective evaluation of the motivations for, expectations of, and impact of learning/volunteer abroad programs for Canadians and the host organizations in less developed countries. This study is relevant because it reflects a growing trend in foreign aid spending (the introduction of Canada Corps, for example), significant amounts of funding allocations in development assistance, and a growing demand among Canadians for an international experience. CUSO estimates that more than 65,000 Canadians have participated in some form of learning/volunteer abroad program over the last 50 years (Kelly, 2006).

### **Research findings:**

Some preliminary findings have been made as a result of early analysis of some of the data. These findings have been presented at various conferences and, as stated above, are included here as appendices. Some of the Canadian control group research is still underway as interviews continue. A very brief synthesis of the findings presented at the Dissemination Workshop is provided below:

#### ***Key questions of the research project:***

##### **1. Do learning/volunteer abroad programs promote global citizenship? If so, how?**

For the participants in the Canadian component of the study, 44% of the participants said they think they were global citizens in advance of the overseas placement; 64% said they were global citizens after the placement and 84% of the participants indicated that they aspire to be global citizens. Almost all the participants said that global citizenship is important to them with only 11 indicating that they did not think it was important.

Very few participants in the international part of the study had ever heard of the term global citizen before being interviewed. Therefore, from the perspectives of the staff of Southern NGOs which often host short-term volunteers, it does not seem that the programs by which the volunteers are sent can be said to promote global citizenship. However, there was a hope, one might even say expectation, expressed by many participants in Peru and Guatemala that international volunteering may contribute to international *solidarity* work around social justice issues. In all countries in the study, participants tended to assume that what even

short-term volunteers experienced while abroad would stay with them and that on returning home they would in turn be able to explain the realities of the country where they had volunteered.

**2. How do Canadians who participate in short-term learning/volunteer abroad placements and their host organizations understand global citizenship?**

Some of the participants linked their identity of global citizenship to notions of personal growth combined with other measures of societal change. Many of the youth participants defined global citizenship as an ability to travel and live in other cultural contexts. When asked if partners from the Global South can also be global citizens (even if they don't have the means to travel), the participants noted that yes any person can be a global citizen. Thus, the focus on travel as a key factor for global citizenship diminished when inequality of opportunity was presented to the youth. Nonetheless, the youth who participated in this study and who are also participants in learning/volunteer abroad programs consider international travel opportunities as important to global citizenship identity.

As stated above, most of the international participants in the study had not heard of the term global citizenship prior to being interviewed. Upon hearing the definition of global citizenship utilized in the study, a small minority of Southern NGO staff said that they feel they are global citizens as a result of their contact with volunteers from countries like Canada. However, most asserted that they do not see themselves this way and that global citizenship cannot be achieved without reciprocity of exchanges between Northern and Southern participants.

**3. What are the costs and benefits of learning/volunteer abroad programs for host organizations and communities?**

The research was not able to directly determine the costs and benefits for communities except as mentioned in interviews with Southern NGO staff. The costs and benefits to host organizations are summarized here.

The benefits identified, in order of importance, include:

1. New Skills/IT
2. Cross-cultural Exchange
3. Capacity Building (Institutional)
4. Staff Capacity Building
5. New Ideas
6. Increasing Visibility of NGO
7. Fresh Perspectives

8. Increased Funding/Resources
9. Local Community Having an Opportunity to Meet Foreigners
10. Credibility with Foreign Donors
11. Understanding One's Work Better Because of Explaining It to Newcomers
12. Linking NGO Internationally
13. New Energy.

The costs, in order of importance, are:

1. Orientation/Adjustment Issues for Volunteers
2. Security/Sexual Harassment Issues
3. Translation/Language Issues
4. Illness/Food Issues
5. Handling Homesickness
6. Volunteers Imposing Their Own Values
7. Logistical Support
8. Volunteers' Culture Shock/Cultural Insensitivity
9. Volunteers' Problem Behaviour + Volunteers' Arrogance + Not Enough Time/Big Agendas
10. Volunteer Grows, Not the NGO.

Not all benefits or all costs are experiences across the board. While the benefits are considerable and consistent with expectations, the costs are also quite substantial and are a concern in ethical terms.

Recommendations arising from Southern NGO staff interview analysis:

1. Increase/put in place reciprocity of exchanges.
2. Have more long-term volunteers (rather than short-term ones) and longer stays for short-term volunteers.
3. Better prepare volunteers.
4. Have clearer roles for them.
5. More carefully select them.

71% of NGO staff interviewed said they would still want to have foreign volunteers even if they could afford to pay a person from their country to do the work. 98 percent said the practice of sending volunteers should continue. However, almost three-quarters said they would prefer long-term (one-year or more, preferably two) over short-term volunteers.

## **Project implementation and management:**

### ***Project objectives:***

The general overarching objective of the research project was to: address the absence of empirical data on the motivations for – and impact of – learning/volunteer abroad programs with emphasis on the impacts pertaining to Canadian learning/volunteer abroad participants and the host communities and organizations where these Canadians are placed.

This objective has largely been met, to the extent that it can be met by one research project. The project has generated a wealth of data that the PIs continue to explore. The one gap that remains would be the impact on host communities in the countries where young Canadians are placed. The information on community impact is not thorough or first hand, but rather impressionistic, based on the observations of staff in local NGOs that host Northern volunteers and the overview perspective informants. It would have required a different research methodology to assess the community impact.

To address the absence of empirical data on the motivations for – and impact of – learning/volunteer abroad programs with emphasis on the impacts pertaining to Canadian learning/volunteer abroad participants and the host communities and organizations where these Canadians are placed, the project's specific objectives included:

1. To examine motivations for participation in learning/volunteer abroad programs (as learners/volunteers and as hosts);
2. To better understand expectations of both the learners/volunteers and host communities in relation to the promotion of global citizenship;
3. To explore the contribution of short-term (3 month – 6 month) learning/volunteer abroad programs assignments in developing countries to participating Canadian youth's awareness of the process of globalization, an understanding of development, and respect for and acceptance of other cultures;
4. To examine perceptions and attitudes on the part of host communities and learners/volunteers towards each other before, during and after participation in these programs;
5. To begin to ascertain what subsequent impact this learning has on participating Canadians as global citizens;
6. To understand the benefits and costs to host organizations and communities of accepting Canadian youth on learning/volunteer placements;

7. To contribute to critical analyses of global citizenship and Canadian foreign policy; and,
8. To monitor and document throughout the research process any impact of the research itself as well as impacts attributable to this project in terms of:
  - a) effectiveness of partnerships (if any)
  - b) human resource development (training)
  - c) contribution to the state of the art (knowledge and methodology)
  - d) added value of multidisciplinary approach
  - e) institutional capacity strengthening.

Objectives 1, 2, 3, and 5 have been met. Objective 4 (re: host community impact) has been partially met; this has been addressed from the perspective of Canadian participants but not from host communities' direct experiences. The research design of the project did not support the achievement of this objective except indirectly through the views of local staff and overview perspective informants who participate in the study. For the same reasons, objective 6 cannot be considered to have been fully met in respect to the views of host communities. Objective 7 has been partially met in the context of conference presentations. Objective 8 has been partially met in terms of the monitoring and documenting of impacts of the project. We have been able to do this by getting feedback from our research partners in the NGO community (volunteer-sending organizations), colleagues in International Development Studies programs/departments, and from international liaison and study-abroad coordinators at Canadian colleges and universities. This feedback came to us through discussions at dissemination workshops, conference presentations, guest presentations and meetings. We are not able to assess the impact of this research on institutional capacity strengthening but we know from workshop evaluation forms and other feedback mechanisms that the research has been generally viewed as having great value in shaping knowledge, preparation of youth, and development of programs.

***Activities supported by the project from January 2011 to June 2012 (note that all other activities have been reported on previously):***

- Meeting of co-investigators in Toronto, March 2011
- Ethics renewal
- Interviews all completed as of December 31, 2011
- Transcription and coding of interviews completed
- Data analysis for Dissemination Workshop, November 2011
- Planning and coordinating Dissemination Workshop
- Planning and coordinating, and further refining analysis, for June 2012 Dissemination Workshop
- Paper presentations:
  1. "International Development Education through Youth Volunteer/Study Abroad Programs? Perspectives from Local Staff of Southern NGOs", Canadian Association for Studies in International Development Conference, Fredericton (Heron), May 31-June 2, 2011
  2. "What's in It for 'Them'? Insights into the Hearts-and-Minds Engagement of Local Staff in Southern NGOs where Northern Volunteers Are Placed",

- Changing Hearts and Minds Conference, Institute for Global Citizenship and Equity, Centennial College, Toronto (Heron), March 7-8, 2011
3. “International Development Education through Youth Volunteer/Study Abroad Programs? Canadian Youth Understanding of less Developed Countries and the People who live there”, Canadian Association for the Study of International Development, Fredericton, New Brunswick, May 31-June 2, 2011.
  4. “In Pursuit of Personal Growth: Understanding Global Citizenship and Identity Change in Short-term Volunteer Abroad Programs”, Engaging Hearts and Minds Workshop, Toronto, Ontario, March 7-8, 2011.
  5. “International Travel and Experiential/Service Learning: Impacts on Long-term Career Goals of Youth”, Hawaii International Conference on Education, Honolulu, Hawaii, January 4-7, 2011.

***Two distinct methodological challenges encountered to date include:***

1. Finding participants for the control group proved unexpectedly challenging. Quite a number of interested prospective interviewees were turned away because they already had some international volunteer experience.
2. In terms of the Canadian part of the study, the PIs had hoped to interview 20 Social Work students but have only managed to conduct interviews with 3. The PIs are not sure why the Social Work students did not volunteer for this study as we have been very proactive in contacting the international practicum placement coordinators in Social Work across Canada.

***Financial variances (January 2006- June 2012):***

Overall, the project has come in slightly under budget. Specific explanations follow, with particular emphasis on the last year of the study – 2011. Note that IDRC agreed to carry over unspent funds for 6 months to cover the second Dissemination Workshop in June.

Research Assistant – (\$5,617.75)

This amount was overspent throughout the duration of the project mainly because Research Assistants in Canada did the transcription and this cost was charged here.

Consultants – \$4,604.29

Fees – \$3,859.28: This line was underspent because in 2 countries, the local consultants undertook the work for a flat rate rather than a daily rate.

Expenses – \$745.01: This was slightly underspent because it was difficult to predict exactly how much money would be needed for consultant expenses in the various countries. However, the estimated cost was quite close to actual expenses.

Equipment – \$1,380.17

Hardware – \$1,380.17: Cost was lower than estimated because no laptops or printers were purchased for the project.

Travel – \$3,625.10

PI Meeting – \$1,858.89: The PI's initially planned on semi-annual in-person meetings. With one PI based in Halifax and the other in Toronto the costs were estimated to be substantial. However, the PI's met in conjunction with other events like CASID in June each year, Queen's University's Studies in National and International Development Speakers Series in January 2011, the Centennial College "Engaging Hearts and Minds" Conference in Toronto in March 2011, and the Dissemination Workshop in November 2011. A number of more frequent PI meetings were held by phone too, in place of in-person meetings. As well, Rebecca (the Halifax-based PI) moved to Kingston fairly early on in the project, lessening the costs of in-person meetings. All of this has resulted in considerable savings under spending for this code.

Conference Travel in Canada – (\$2,124.35): This budget line was intended to cover the costs of participating in annual CASID conferences, which both PI's have done. This was overspent due to the cost for both PI's to travel to the CASID conference in Fredericton in June 2011. The costs associated with this conference were under-estimated.

#### Dissemination Workshops – (\$2,853.91)

Up until December 2011 this was considerably underspent due to savings that were achieved with the Dissemination Workshop held in Ottawa in November 2011. These savings had to do with the fact that there were fewer than expected out-of-town participants and the venue cost was eliminated due to AUCC's support. The PI's requested that the unspent amounts in the various budget lines be carried forward at the end of 2011 for a 6-month period to cover the cost of a final Dissemination Workshop. The Workshop was held on June 1st in conjunction with CASID in Waterloo and the participants were International Liaison Officers from several Canadian universities. The Dissemination Workshop budget line was used to cover all aspects of the Workshop including travel, accommodation, venue, and food. The total cost of the Workshop was less than the carry over amount for the project from years 2007-2011, but more than the budget line itself. Thus this budget line is overspent at the conclusion of activities.

#### PI Travel to Spain – \$218.92

Barbara Heron participated in the Development Ethics Conference in Valencia, Spain, in December 2010, utilizing almost all of the international conference travel budget for that year.

#### PI's Travel to New Orleans – \$3,600.00

This amount was carried over from previous years. New Orleans was named as an example of an international conference that the PI's might attend. However, only three international conferences were attended throughout the life of the project. One was the conference in Spain above. The costs for the other two conferences were charged to the "International Travel Conference" code. Thus, the "PI's Travel to New Orleans" remained unspent.

#### PI Travel (TBD) – \$2,134.39

This budget line was intended to cover the cost of additional, unanticipated conference opportunities in Canada. Earlier on in the project this line was largely unspent; however, the last year of the project, more conference travel than usual

took place. Barbara Heron travelled to Kingston to present with Rebecca Tiessen at Queen's University's Studies in National and International Development Speakers Series in January 2011, and both PI's presented at the "Engaging Hearts and Minds" conference by Centennial College in Toronto in March. In the case of the Queen's University talk, half the costs were charged to the PI Meeting code since this conference also afforded an opportunity for the PI's to meet.

Air Travel to Participating Countries – \$2,115.78

This was underspent because of savings in airfares for both PI's. As well, Barbara Heron was able to save some money on air travel in 2007 by combining visits to Peru, Jamaica, and Guatemala which were all visited on one long trip that avoided the cost of return airfares to Toronto.

Accommodations and Daily Per Diems – \$912

This budget line was somewhat over-estimated initially.

In-Country Travel – \$1,359.15

There was little in-country travel done to set up the research project internationally. Barbara Heron, the PI heading up the international part of the study, discovered that the organizations and individuals they needed to access for this purpose could be contacted in the capital cities of the countries in the study. Costs here were for travel within these cities.

International Travel Conference – (\$3,595.77)

Rebecca Tiessen presented a paper at the Conference Higher Education in Honolulu in January 2011. The registration fees and venue costs were unusually high for this conference.

Research Expenses – \$891.38

Consultation with Partners – \$400: There was no cost involved because consultation was done by email.

Telephone Interviews in Canada – \$2,808.04

This entire budgeted amount was not spent because a number of interviews were conducted by skype and because of savings through long distance phone plans.

Transcription of Interviews – \$11,031.00

Much of the transcription was done by the research assistants as part of their work, thus driving up the research assistant costs and resulting in a saving for this budget line. No separate transcribers were hired for the Canadian part of the study.

In-Country Transcription – \$2,021.07

The cost of hiring local transcribers was much less than originally anticipated.

Translation in English – (5,603.37)

The cost of translation from Spanish to English for interviews in Guatemala and Peru was greatly underestimated. Added to that, these transcripts were consistently longer than for interviews in other countries in the study and this further increased the cost of transcription.

Courier, Postage, Internet, Nvivo Licenses – (2,205.36)

Due to an oversight in the original budgeting, these costs were not included. However, the international part of the study incurred courier, postage, and internet costs, and Nvivo licences were needed for Barbara Heron and her research assistant.

### International Research in Zambia – (7,560.00)

The PI's requested permission to add a seventh country to the study and this was agreed to by IDRC. The Zambian research was carried out in 2009. This was an unbudgeted expense.

### **Project outputs and dissemination:**

Conference papers were prepared and presented. In 2011 alone 5 conference presentations were made, and in terms of journal articles, over the life of the project 3 have been accepted and/or are in press and 1 is under review), the outline for one edited book manuscript has been developed and one draft monograph prepared.

### **Activities planned for 2012:**

Although the project is now over and no further spending will be occurring against the project budget, the analysis of the data continues as does work on a final Findings Report to IDRC. Rebecca and Barbara will be presenting on the project findings at the CBIE Annual Conference in November in Montreal using their own funding sources for this purpose.

### **Impact:**

This research project has had a far-reaching impact on the PI's, the participants, and both academic and Canadian development NGO communities. The PI's have devoted several years of their academic lives to carrying out this study, and through the data analysis and preparation for numerous conference presentations, journal articles, and dissemination workshops have come to understand complexities and nuances in the issues that the study sought to explore. Both PI's continue to work on further refining their analysis of the data and continue to make presentations on the findings – for example, at the CBIE Conference in Montreal in November 2012, as noted above. The Canadian participants in the study had an opportunity to speak about and reflect on their experiences in a focused and structured way, and the PI's believe that this was helpful to them. The international participants, both NGO staff and Overview Perspective Informants, were able to do the same from a different position, and it seems that they appreciated being asked about their perspectives. The most evident impact in terms of presenting the findings to date has been at the annual CASID conferences where the panels organized by Rebecca Tiessen, in which both PI's participated, garnered an appreciative audience year after year, culminating in an exciting one-day event at CASID in May this year consisting of a series of panels – again the brainchild and product of Rebecca's initiative and coordination. Both Dissemination Workshops – in November 2011 for Canadian development NGO staff and in June 2012 for International Liaison Officers from Canadian universities – greatly affected participants' perception of global citizenship. The latter workshop in particular led to an understanding of the costs of hosting short-term volunteers that the participants had not appreciated before. Awareness of the research that has been conducted as part of this project has spread across Canada and as a result, Barbara and Rebecca have been asked to speak in numerous venues and to share our research findings

to diverse audience. Rebecca and Barbara together have given presentations at Queen's University. Barbara has been invited to speak at the International Development Studies Department at York University. Rebecca has presented her work to a number of forums and events organized by students and faculty members including guest lectures, special seminars and conferences. The University of Guelph invited Rebecca to give a half-day presentation on her findings in August 2012 as part of Guelph's development of the new School for Civil Society to be launched in 2013. Thus, the findings from this research have important program development implications for universities and volunteer-sending organizations. Presentations to diverse audiences continue in the years to come. Rebecca, for example, has presentations lined up with student groups at Queen's university (2) in 2012, at University of Western Ontario (in February 2013) and at Dalhousie University (in March 2013). At the same time, media interest in the research project continues. Barbara was invited to speak on a "Voluntourism: Helping or Hurting?" panel discussion on *The Agenda*, TVO, September 2011 and an article on the project appeared in the December 5, 2011 edition of *University Affairs* entitled "Does Short-term Volunteering Abroad Create Global Citizens?" *The Walrus* magazine was in contact with Rebecca in August 2012 in search of published material on this subject for a forthcoming article. A further demonstration of the reach of our findings is a notice received from a colleague that a colloquium at Dalhousie University had distributed the article written by Rebecca and Barbara in the *Development in Practice* journal for discussion at the Global Health Journal Club.

### **Recommendations:**

Some recommendations have been indicated above and will be further expanded on in the Findings Report to IDRC.

### **Note about the researchers:**

Barbara Heron has been the Director of the School of Social Work at York for 2 years, and Graduate Program Director for two years before that. Both of these positions have reduced her time available for reviewing, analysing and writing publications on her research. Rebecca Tiessen served as Acting Associate Chair of War Studies in 2010 and has recently assumed the position of Chair of the War Studies Program at RMC. During the research project, Rebecca also took a one-year maternity/parental leave. These activities have made the production of publications slower than anticipated.