



IMPACT SURVEY: HAVE THE EXPECTATIONS AND NEEDS
OF THE BENEFICIARIES (ECS VOLUNTEERS) AND OF THE
HOST ORGANIZATIONS BEEN MET BY THE ESC-2-LEARN
PLATFORM?

Global Report



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INTRODUCTION

Since October 2018, the volunteer activities managed by the Erasmus+ program have been transferred to the European Solidarity Corps, encouraging young people to become active citizens and agents of solidarity and positive change for communities. This program allows young people to carry out missions of general interest in another country while discovering another culture and acquiring skills useful for their socio-professional integration. NGOs sometimes lack a strategy for training and preparing young people for their mission, which leads to problems of adaptation for the volunteer that impact their motivation and personal development. Furthermore, young people with special needs require personalized training to develop skills useful for their social, professional and community integration. The partners of this project have been hosting young volunteers for a long time and have been confronted with various difficult situations such as the lack of initiative of the volunteer to set up an activity, the lack of specific skills to carry out the tasks of the volunteer or to manage conflict situations during their service and the stressful situations in front of the uncertainty after the volunteer period.

From this observation was born in 2018 the ESC-2-Learn project (No. 2020-1-FR02-KA205-017477), in the context of the KA1 Erasmus + action, namely an online training platform for volunteers or young people interested in volunteering. The project is in line with the objectives of the program "Key Action 2", youth sector to strengthen skills and employability, promote inclusion and develop transnational mobility. Taking into account the results of a first survey conducted in 2021, we created a new, more functional Moodle platform (<https://www.esc2learn.org/>) with 10 new courses, for a total of 30 training modules. Since then, this new platform has been constantly updated and improved to better match the expectations and needs of volunteers and associations.

The ESC-2-Learn project (No. 2020-1-FR02-KA205-017477) was based on several objectives:

- ❖ To improve the structuring, adapt, update and promote the content of our [esc2learn.org](https://www.esc2learn.org/) platform and ensure its sustainability so that it can better respond to the evolving needs of the beneficiaries (European and local volunteers and host organizations) and facilitate access to mobility and non-formal learning for young people.
- ❖ Develop the ICT and pedagogical skills of 15 e-tutors in support of the distance learning of European and non-European volunteers, beneficiaries of our platform, including those with fewer opportunities.
- ❖ Develop and recognize the skills of European and non-European volunteers, including those with fewer opportunities to ensure quality ESC projects and encourage their citizen initiatives.

- ❖ Promote the dialogue of volunteers with their peers, youth workers, host organizations and resource persons from different countries to improve volunteering initiatives, as well as their impacts and visibilities
- ❖ To make easier and more fruitful the exchange of experiences and practices between volunteers and promoters of volunteer projects.

Our consortium has pooled its knowledge and experience, and mobilized its network of partners to develop new educational tools that have strengthened and developed the skills of young volunteers, but also the methodological means of youth workers. These tools include an interactive map listing the volunteer missions in and around Europe, a user guide and a guide for training e-tutors, as well as tutorial videos for each training module. All these intellectual productions have been elaborated in our 4 working languages: French, English, Greek and Romanian.

The final phase of this project involves the evaluation of the quality of the work and the perspective: who better to judge the success of the platform than the users themselves?

In this context, this document is the final report of the implemented research activity: Impact Survey: Have the expectations and needs of the beneficiaries (ECS volunteers) and the host organizations been met by the ESC-2-Learn platform? presenting the main aspects of the research conducted in each partner country. This intellectual production responds to our organizational needs, and echoes the first survey conducted during which we identified the needs and expectations of volunteers and host organizations. Through this new survey, we want to obtain the data and information necessary to evaluate our platform and training courses, in order to identify the objectives achieved or, conversely, the problems that could persist and allow us to improve it. With all the partners of the project, we have set up a research in two phases:

- 1. The first phase determined whether the project meets the expectations and needs of the current or future ESC volunteers and NGOs.**
- 2. The second phase was an opportunity to gather the opinions of volunteers, NGOs and other structures hosting volunteers, in order to know which elements are relevant and which ones, on the contrary, need to be improved.**

We were thus able to measure the progress of our project, to estimate to what extent it meets the needs and expectations of volunteers and associations, and to know the elements to be improved in order to reach a greater number of volunteers, or volunteers in the making, thanks to a functional platform taking into account the feedback of its users.

The target group of our research was therefore firstly the volunteers who had tested the platform and the services offered on it; as these people were the first to be interested, it was essential for us to get their opinion. Secondly, we interviewed NGOs, associations, structures

hosting or supervising volunteers, in order to collect their opinions - the goal being that these structures use the platform more as a tool for their volunteers. For each of these target groups, we used two survey methods: a questionnaire survey using the Google Forms tool, and a survey by individual interviews, by phone or in person. A total of 249 volunteers and 118 NGOs responded to our online questionnaire, and 60 volunteers and 30 NGOs agreed to be interviewed individually.

This document is therefore an innovative intellectual production, as it proposes an evaluation of the success of our project by the beneficiaries themselves.

The results of the research are presented in the form of a report, infographics and key figures. The scientific analysis and interpretation of the data made it easy to read and use. The results of the research were put online on our platform and the websites of the consortium members. They were also distributed by e-mail to the CES actors consulted.

In this report, we will first develop the results obtained from the questionnaires and then the results obtained from the individual interviews. Finally, the results will be pooled in order to propose a global vision of our successes and of what remains to be improved, with a view to the sustainability of the ESC-2-Learn project.

I. RESULTS FROM THE ONLINE QUESTIONNAIRES

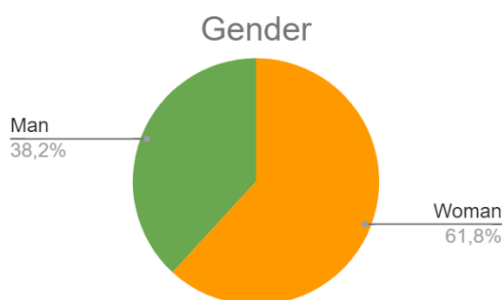
In the context of this survey, we developed an online questionnaire in cooperation with all partners (ATA, AMSED and Solidarity Tracks) in order to be able to analyze the impact of this platform on the volunteers and NGOs involved. This online questionnaire allowed us to disseminate our survey on a large scale. It was translated into French and English. 249 volunteers and 118 NGOs were able to answer this online questionnaire.

1. Results of the questionnaires completed by the volunteers registered on the platform

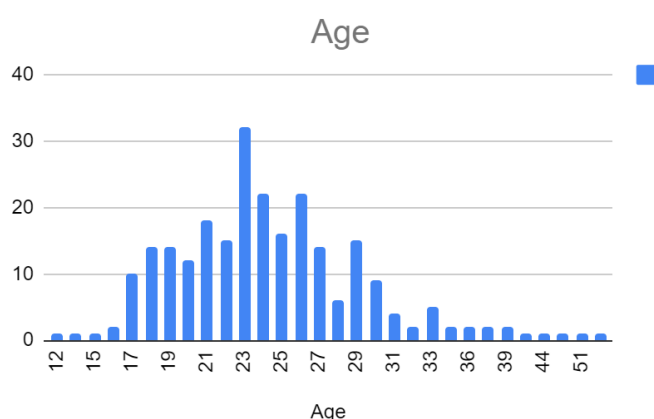
1.1 General information and profile of volunteers

This questionnaire survey first allowed us to identify the profiles and characteristics of the volunteers registered on the platform who wanted to give their opinion on the ESC-2-Learn project.

Indeed, 249 online questionnaires were filled in by the volunteers.
Of these 249 respondents, 154 were women and 95 were men.

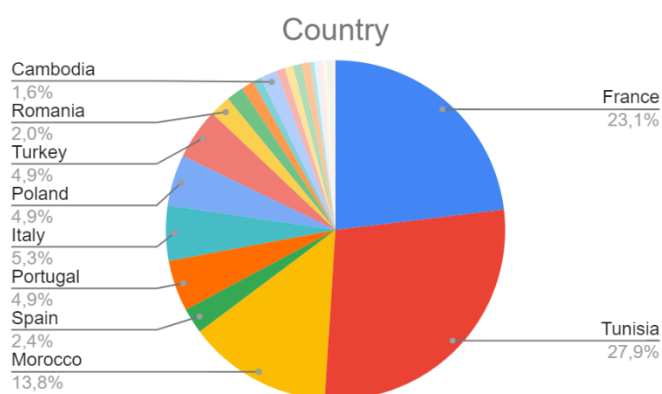


The majority of respondents were between 18 and 30 years old, the target age for our volunteer survey



Our survey objectives focused our questionnaire on volunteers from a variety of countries, including France, Tunisia, Morocco, Spain, Portugal, Italy, Poland, Turkey, Romania, Germany, Lithuania, Estonia, Cambodia, Greece, Netherlands, Cyprus, Latvia, Ukraine, Kazakhstan, Sweden, Bulgaria and New Zeland.

Indeed, this all ows us to have a global visibility to collect various opinions. These opinions are therefore rich in diversity given the plurality of countries, the functioning can be different and this allows us to access complementary opinions to improve the platform. Indeed, the volunteers or future volunteers using the platform can come from various countries in Europe and elsewhere, the support provided on our online platform must take this into account and adapt to the varied context. In this sense, the answers are adapted to the global impact analysis.

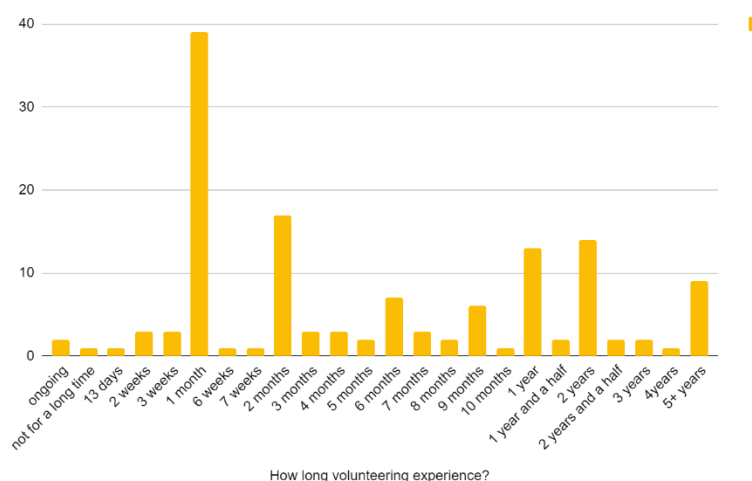


Many of the responses came from the AMSED network, which has been developing volunteer programmes for over 10 years.

The volunteers' volunteering experience is diverse. Indeed, some have had previous volunteer experience (140) and others have not (109). This is what we were looking for in our survey: to have the opinion of people who have had a volunteer experience and others who are preparing for a future volunteer experience.

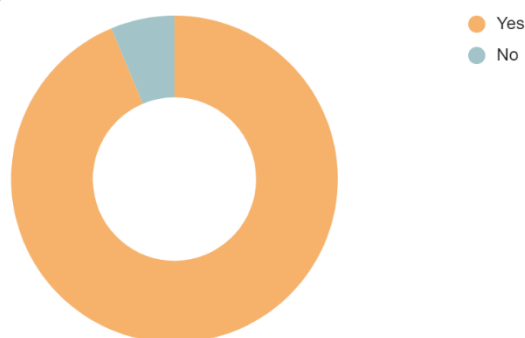


In addition, those who had already participated in volunteering had varying lengths of experience. It could be a short or long term volunteering. We can see, for example, that 39 respondents had an experience of 1 month, 17 of 2 months and 13 of 1 year.



Finally, the majority of respondents would like to do or repeat a volunteer experience in the future

Do you want to be volunteer in the future?

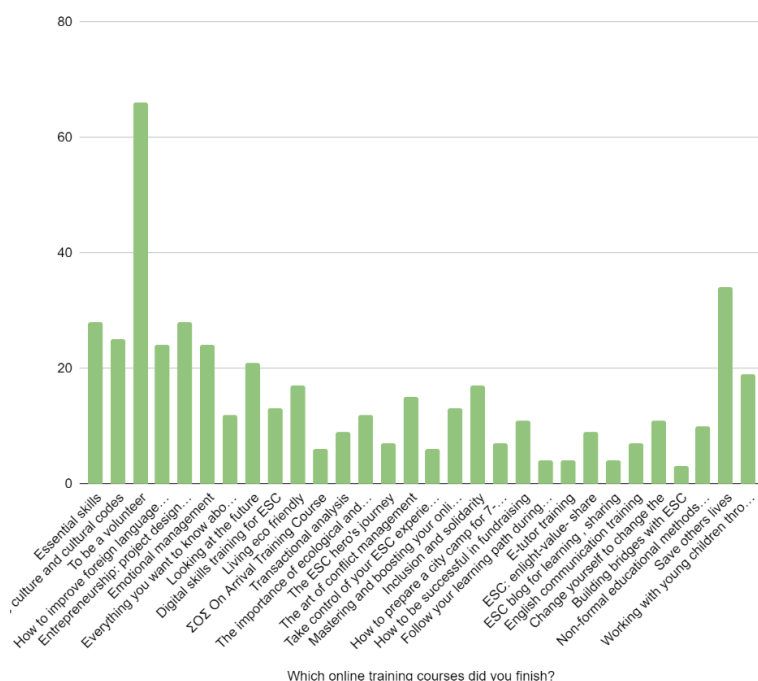


1.2 Impact of the e-modules for the volunteers

Concerning the e-modules on the ESC-2-Learn platform, "being a volunteer" is the e-module completed by the majority of volunteers (66), followed by "Saving the lives of others" (34). These two themes are the ones that most interest the volunteers. Other themes also emerged such as "Emotional management" (24), "Ecological living" (17), "Essential skills" (28), "How to improve foreign language skills" (24), "Entrepreneurship: design and management" (28), "Culture and cultural codes" (25) and "Looking to the future" (21).

In addition, the e-module topics in which volunteers seemed to have had less interest according to the responses were "Tracking your learning journey during ESC", "Training course on arrival", "Making connections via ESC", "Transactional analysis", "ESC blog to learn, share and track my activity", "English communication training course for ESC volunteers".

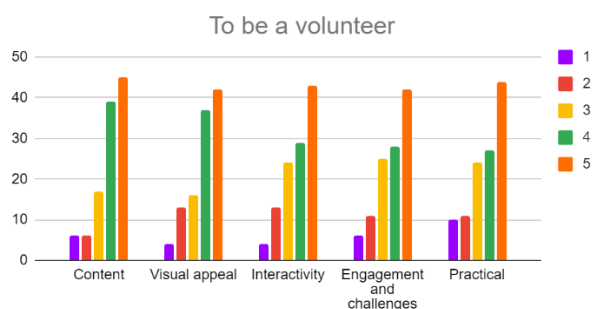
Which online training courses did you finish?



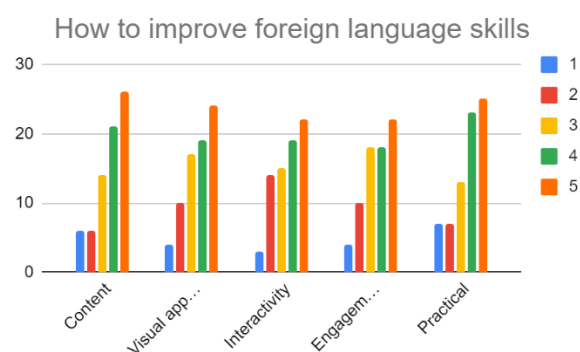
For each e-module, the majority of volunteers who responded to the questionnaire found the e-modules to be visually appealing, interactive, practical, engaging and mobilizing, and the content to be interesting.

According to the results of the online questionnaire, the e-modules that gather the most learning satisfaction are :

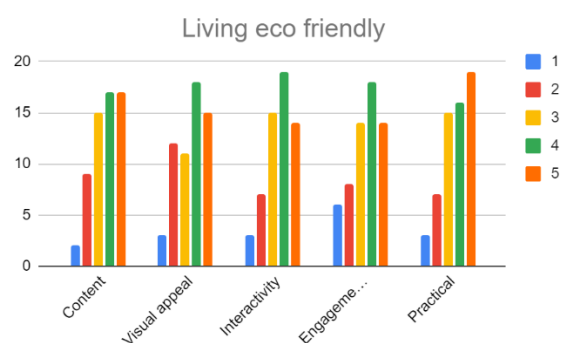
- "To be a volunteer "



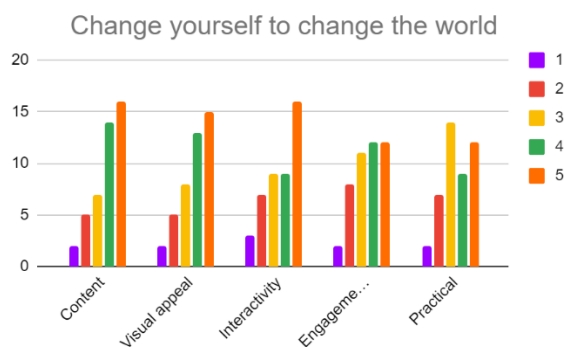
- "How to improve your foreign language skills ?"



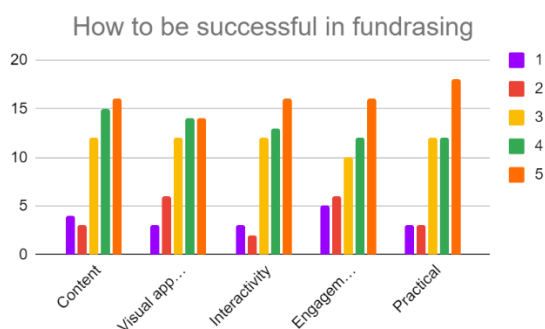
- "Living eco-friendly "



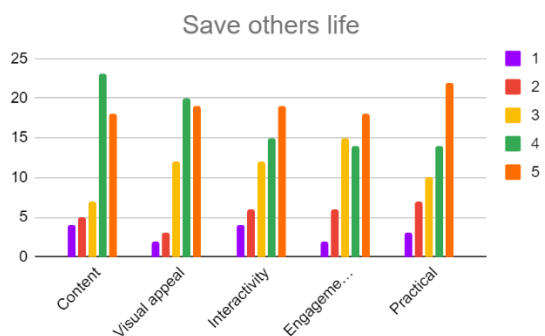
- "Change yourself to change the world "



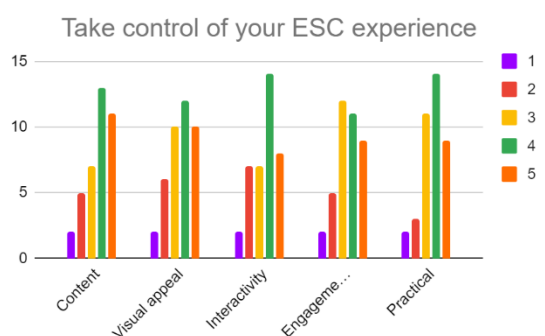
- “How to be successful in fundraising ”



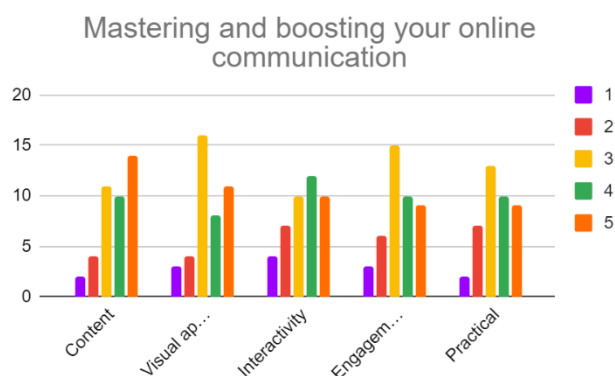
- “Save others life ”



- “Take control of your ESC experience »

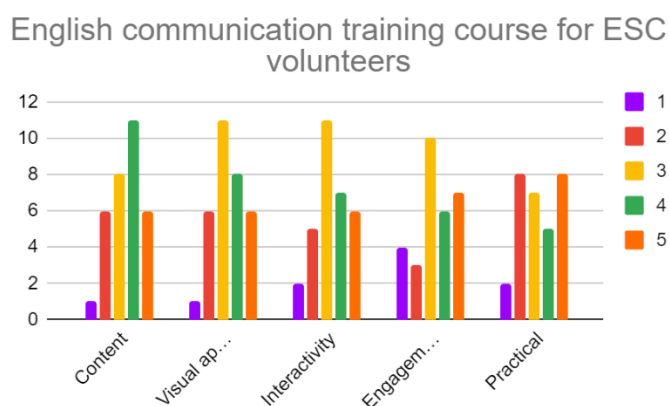


- Et "Mastering and boosting your online communication "



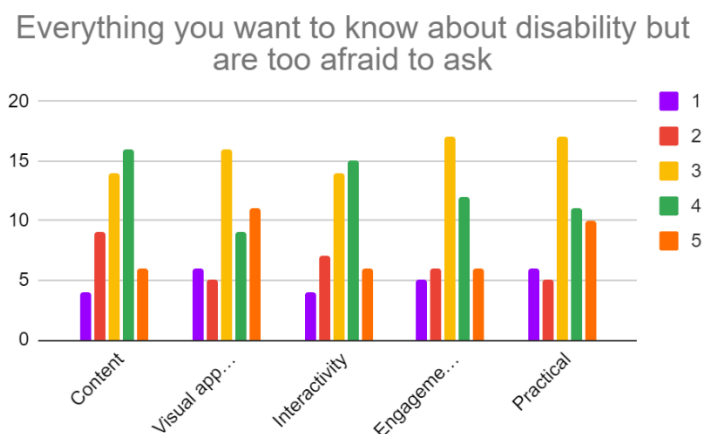
In addition, the e-modules that seem to be the least satisfactory to the respondents are:

- “ English Communication Training Course for ESC Volunteers ”



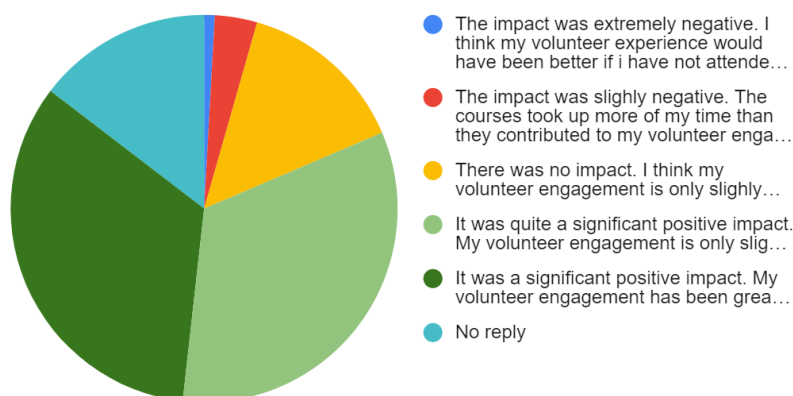
- “Everything you want to know about disability but are too afraid to ask ”

The course seemed a little less engaging and motivating to respondents.



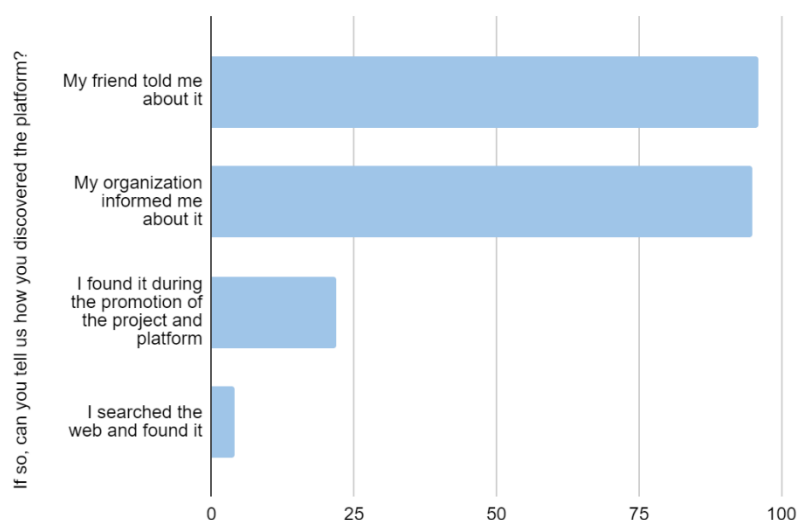
Finally, the majority of the volunteers who responded to the questionnaire (151) considered that the impact of the online learning platform was positive and that taking the courses contributed to slightly or greatly strengthening their volunteer commitment.

To what extent do you feel that the courses you attended had an impact on the quality of your volunteer experience / eng...



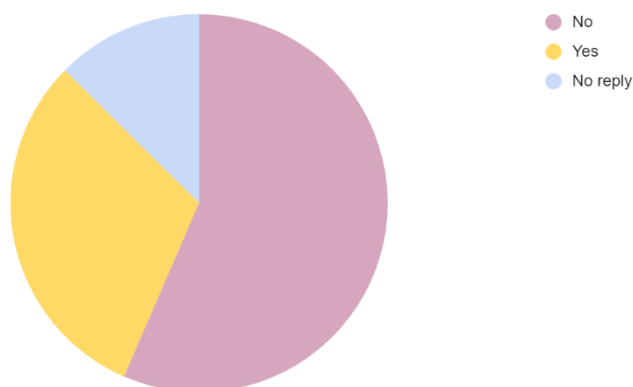
1.3 Impact of the platform and the project for the volunteers

First of all, we can analyze through the questionnaires that the majority of the respondents were informed about the project and the ESC-2-Learn platform by other volunteers/friends (96) or by their NGO (95). Others found out about the platform during the platform's promotion and dissemination events (22). Only one person discovered it by searching the web.



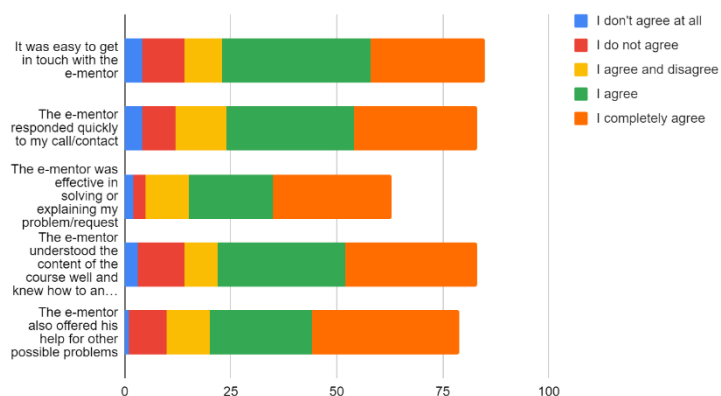
The answers to the questionnaire allow us to analyze that the majority of the volunteers did not necessarily need the help of an e-tutor during their volunteer commitment.

Did you need the help of e-mentors during your volunteer engagement?



However, the majority of respondents agree or completely agree that the platform allows volunteers to contact an e-tutor, that these e-tutors are available to respond to any problems encountered in relation to the platform, course content or otherwise. Some have mixed feelings about these statements, and a minority partially or completely disagree.

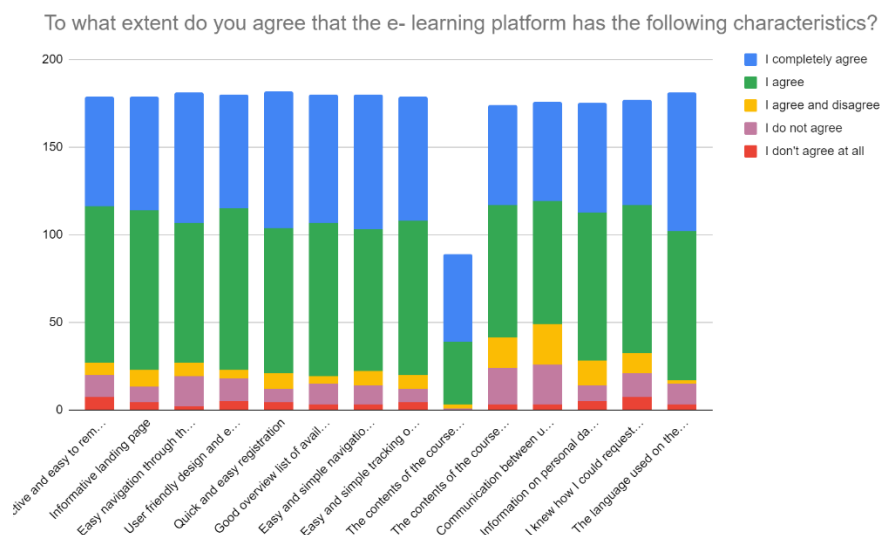
If so, to what extent do you agree with the following statements ?



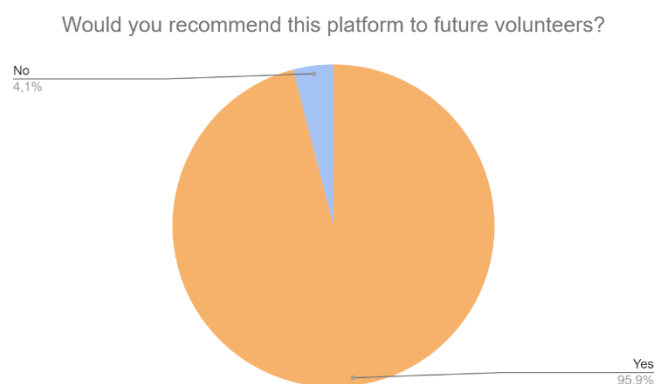
These figures reveal the fact that the majority of e-tutors are accessible to accompany volunteers in their online course and preparation, if needed.

In addition, with regard to the e-learning platform, the questionnaire respondents point out in their answers that it is easy and quick to register, that it is easy to navigate, to find the information one is looking for and to use the courses offered, that the languages available on the platform are clear and grammatically correct, that the list of available courses is interesting, that it is easy to follow the progress of the volunteers on the platform and that it is well done (design).

However, it seems that it is not necessarily easy to communicate with peers, especially other users of the platform, and that the courses are not specifically adapted for people with disabilities. According to the figures, some people also seem to question the use, accessibility and retrieval of their personal data.



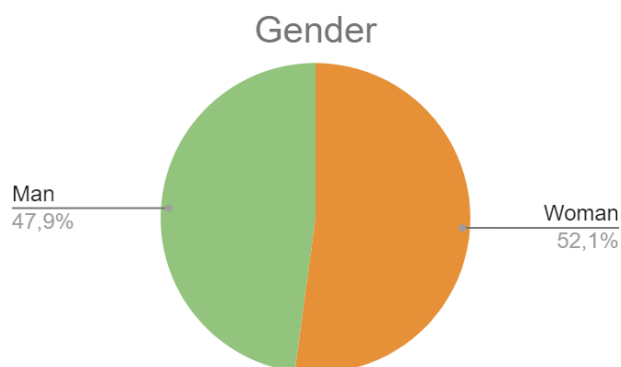
On the other hand, the vast majority of volunteers who responded to the questionnaire would recommend the use of the ESC-2-Learn platform to future volunteers.



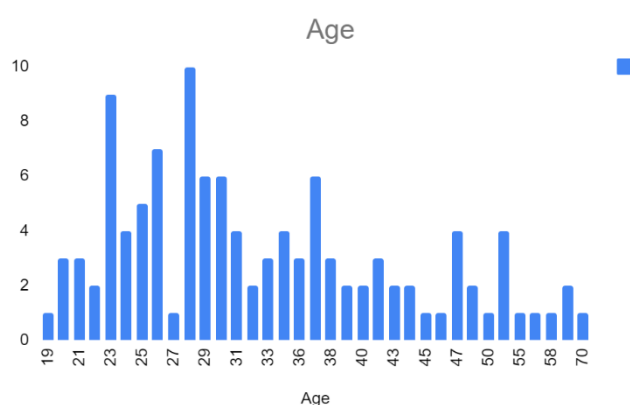
2. The results of the questionnaires filled out by the host and sending NGOs

1.1 General Information

This survey collected the opinions of 117 NGO members from various countries. The members interviewed were almost equally divided between men and women.

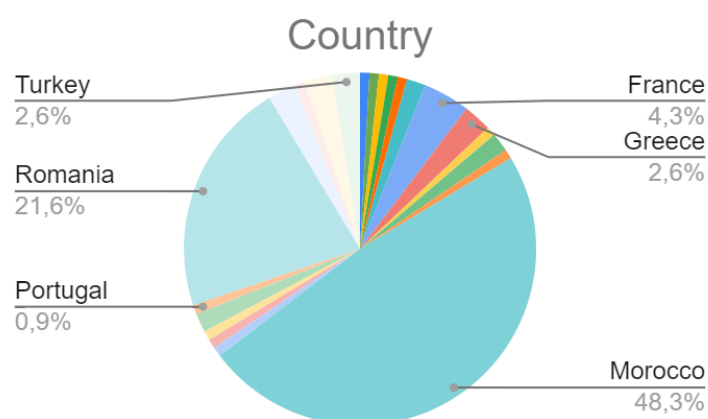


The age range of the respondents was varied, from 19 to 70 years old. This allows us to have complementary opinions according to the experiences of volunteer activities and accompaniment of the volunteers.



We wanted to distribute the questionnaire to our European and Euro-Mediterranean partners, who organize volunteer work or take charge of volunteers, so that the answers could be varied with a wider vision.

The countries concerned were Romania, Greece, Tunisia, France, Morocco, Armenia, Austria, Bulgaria, Estonia, Hungary, Italy, Lebanon, Nepal, New Zealand, Palestine, Poland, Portugal, Spain, Turkey, Croatia and Sweden.



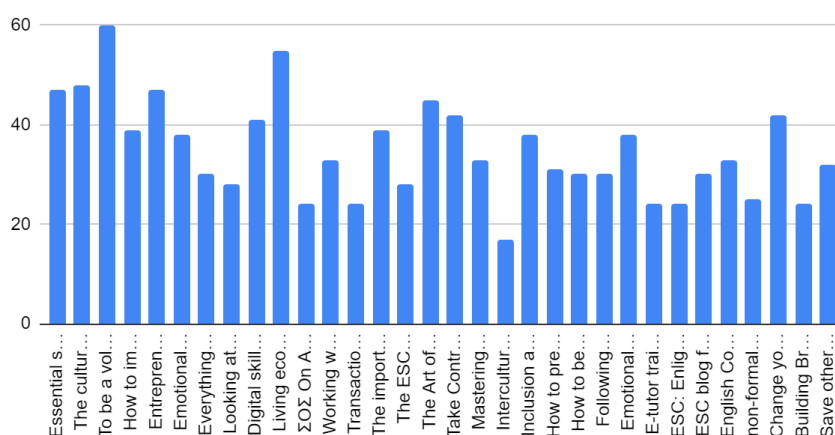
1.2 Impact of e-modules for NGOs

The themes of the courses that are most relevant for the NGOs are varied, they depend on the volunteering theme organized by the NGOs or that have interest in sending their volunteers.

Indeed, we can analyze that the courses that seem to be the most relevant for the NGOs are "Being a volunteer" followed by "Living in an ecological way". The general theme of preparation for volunteering is therefore of common interest to the majority of respondents. Moreover, the ecological theme gathers many members, a current and committed volunteering theme.

In addition, other themes emerged from the questionnaire, including "Essential skills", "Culture and cultural codes", "Entrepreneurship: design and management", "Art of conflict management", "Digital skills" and "Change yourself to change the world".

Which course did you find most relevant to your volunteers?
Depending on your volunteering assignments.



We can therefore consider, through these results, that the themes of volunteering seen as relevant by the NGOs are diverse. While considering, however, that the more general themes are of common interest, notably preparation for volunteering, culture and cultural codes, conflict management in a group, digital skills or commitment - acting for positive change.

On the other hand, the course topics that seem to be less relevant for NGOs are "Creating links via ESC", "ESC - Enlightening - Valuing - Sharing", "Transactional analysis", "Onboarding course". We can perhaps explain this by the fact that the majority already include these themes in their preparation for volunteering with the volunteers.

Furthermore, we could analyze through the questionnaire that the majority of the NGO members who answered the questionnaire agreed or totally agreed that the e-learning courses are appropriate and in line with the interest and experience of the participants

We can also note that the majority consider that the content and the courses correspond to the objectives of volunteering.

Also, according to the answers, the trainings in which the NGO members participated seem to have improved their technical, digital and e-tutoring skills.

1.3 Impact of the platform and the project for the NGOs

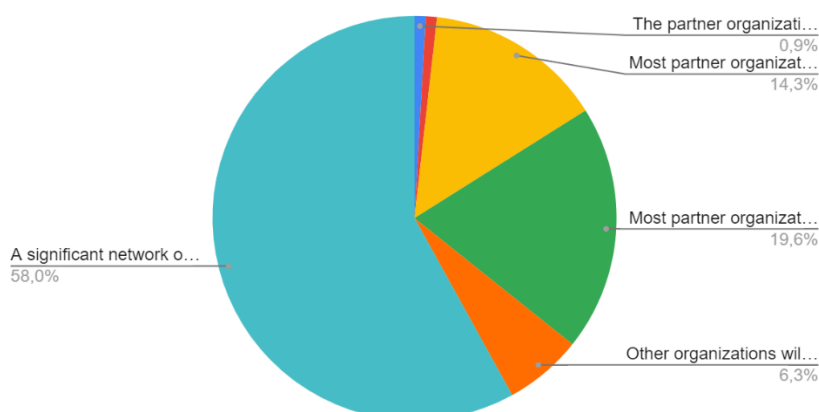
The impact of the platform and the project in general seems to be positive for the members of the NGOs interviewed during our survey.

Indeed, a majority of the respondents agree or totally agree that the project meets their expectations in terms of volunteering, contributes to improving their organization's work with young people/volunteers, has a positive impact on the work of the NGOs, and contributes to improving the quality of engagement of the volunteers the NGOs work with. In addition, the figures reveal that they consider that the quality of the work with young people has been improved thanks to the experience gained through the project. The survey also showed that the project provides volunteers with real resources for learning and improving their volunteer engagement, as well as providing organizations with important resources for learning and working with volunteers to improve their skills.

The context of the project has also allowed for the cooperation of organizations among themselves and for an improved exchange of experience and practice between e-tutors and NGOs.

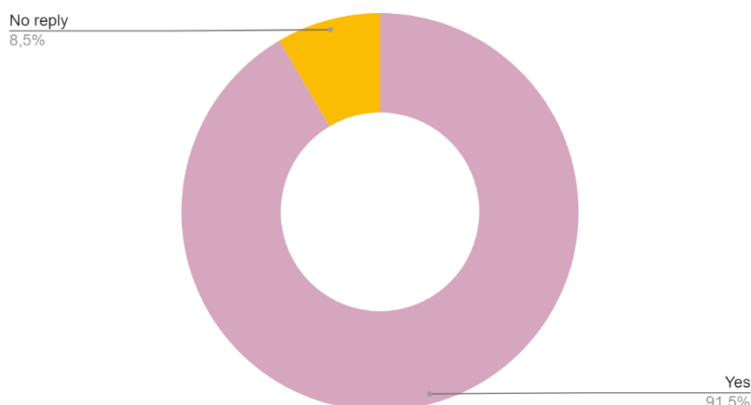
Finally, according to the responses, the project has mostly helped the learning and support of e-tutors (especially in their place and role) for the accompaniment of volunteers by NGO members.

What do you think will happen to the project after it is officially over:



Regarding the continuation and goals of the ESC-2-Learn project, the majority of NGO members note that a large network of organizations and volunteers will be formed and will actively improve the platform, courses and positive effects of the project will continue to spread. A number also believe that most partner organizations will continue to use the project's resources and seek to extend the project's impact to a larger number of beneficiaries.

If the project started again, would you apply to participate in it?



Finally, all of the NGO members who responded mentioned that they would take part in the project if it was revived.

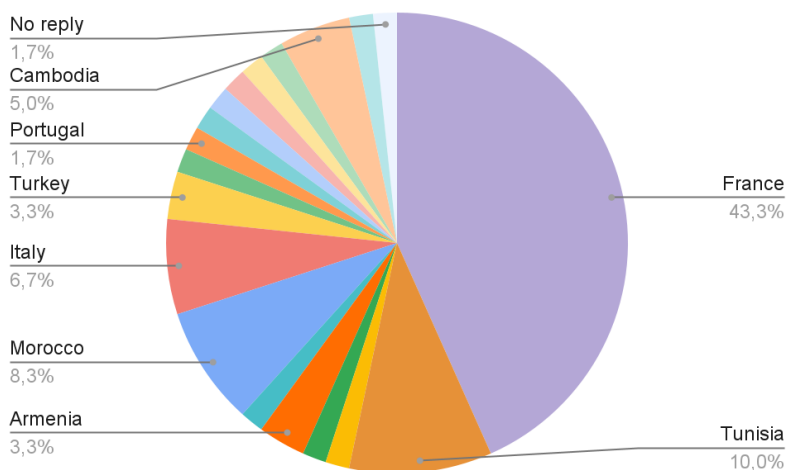
II. RESULTS OF THE INDIVIDUAL INTERVIEWS

1. Results of the interviews with the volunteers registered on the platform

1.1 General information

In the framework of this impact study of the ESC-2-Learn platform, we conducted 60 interviews with users of the platform. Most of the people interviewed were young people who had left or wanted to leave as volunteers. Thus, 85% of the interviewees are less than 30 years old and 63.5% have already gone abroad to volunteer or will leave soon.

Due to the multicultural nature of the project, several nationalities are represented in our sample: France, Tunisia, Morocco, Armenia, the United States, Italy, Turkey, Spain, Portugal, Poland, Romania, Ukraine, Lithuania, New Zealand and Hong Kong, Cambodia, Russia.



Moreover, the participants' fields of action are varied, whether they are students, looking for a job or in active life. Associations and close relations (family, friends) play an important role in the diffusion of the platform. Among our 60 respondents, 38 knew the ESC-2-Learn platform thanks to an association and 11 thanks to a close friend.

1.2 User experience

During the interviews, we sought to learn about the user experience of the participants. The user experience includes the way the navigation on the website is felt by the users. The criteria of ergonomics, clarity and speed of the site are taken into account. These criteria are important for the attractiveness of a website and play an important role in the loyalty to the platform.

According to our survey, users are generally satisfied even if they underline some points to improve.

Participants in our survey read an average of 6 to 7 courses out of the 30 modules available on the platform. They chose most often according to their interests.

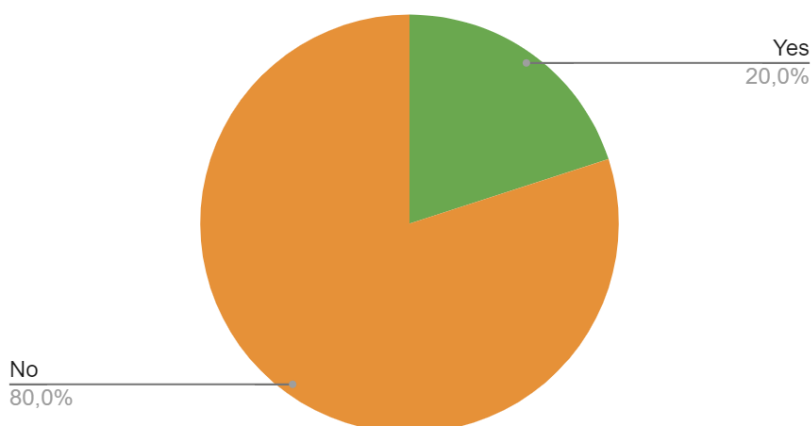
The idea of gathering varied and useful courses is welcomed by many respondents. They emphasize the importance of bringing together knowledge as diverse as ecology, education through art, conflict management, etc. on the same website.

Many respondents appreciate the platform's colorful and user-friendly design. They insist on the importance of images and titles that make the courses attractive.

Moreover, the navigation seems simple and intuitive to them. Some of them are familiar with this type of platform, they are used to navigating on websites like moodle, and therefore quickly find their bearings on the platform. Accessing and registering for courses is easy. The navigation and exploration of the site are fluid. The interactive map that presents the different volunteering projects around the world is a strong point of the website according to the users. The feedback is very positive on the general use of the platform, perceived as practical and easy to use.

While the majority of users say they have not encountered any difficulties using the platform, some users have shared criticisms they have about registering and navigating the ESC-2-Learn platform.

Did you meet any difficulties using the platform?



Légende : 80% (48 sur 60) des interrogés disent ne pas avoir rencontré de difficultés en utilisant la plateforme.

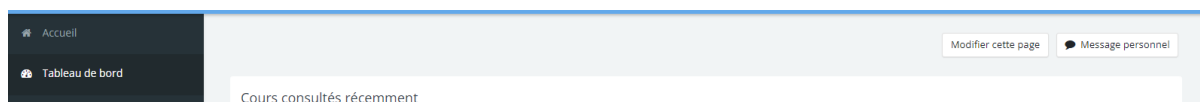
Two people mention their difficulties in creating an account for the registration. For them, it lacks clarity and takes too much time.

Also, the length of the modules is criticized by some users, who are few in number. Also, there is sometimes an imbalance in the amount of information per course: some are very full, while others are lighter. According to one user, the platform is time consuming, specifically because he is very busy with his other activities.

Regarding the technical drawbacks of the site, three people point out the slow loading speed of the pages of some courses.

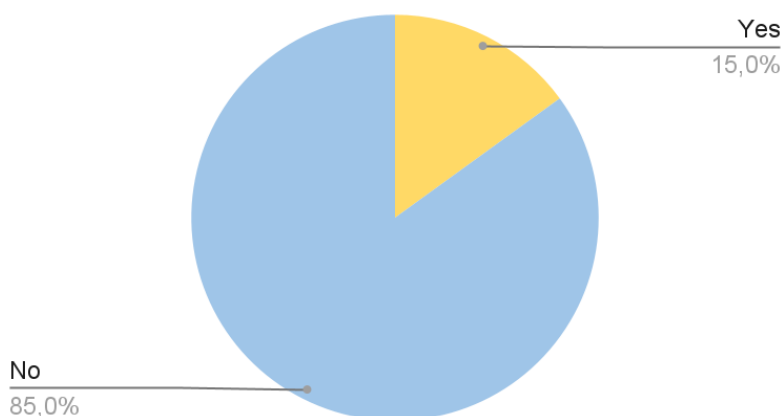
One person also shares the problems encountered in using the platform on cell phones. The platform is less easy to get used to on the phone than on the computer according to her.

The main advantage of e-learning is to be able to communicate without borders. On the platform, we have developed a messaging system accessible to all participants so that they can chat with each other as well as an e-mentor system to have a referent through the website during the volunteering.



During the interviews, some respondents confirmed the importance of these elements, but in majority, the chat and e-mentor system is little known and little used by the respondents. Indeed, only 15% of them have communicated with other users or with an e-mentor on the platform. This is a facility that deserves to be developed and further promoted as it is considered important by the users of the ESC-2-Learn platform.

Did you communicate with other users and e-mentors?



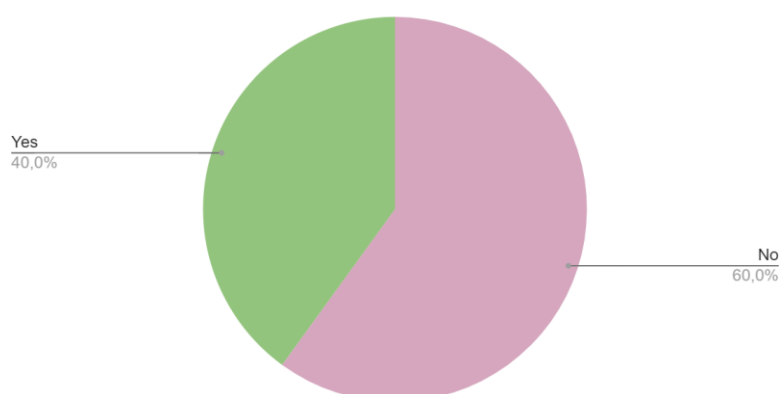
1.3 evaluation of the quality of the content

After evaluating the experience of using the platform itself, it is important to know the participants' opinion on the content of the courses and their pedagogy.

The respondents affirm that the content of the courses is useful and even essential for volunteering. The courses are consistent with the volunteers' activities. The modules concerning activities with children are especially recommended because international volunteers are often in charge of this kind of activity. This platform is a real help and gives the right information to succeed in volunteering. Furthermore, many users explain that the courses provided on the ESC-2-Learn platform are also useful in their personal and professional life. Modules such as "Saving the lives of others" and "Living green" are often cited to illustrate this point.

The general opinion is mostly positive. To the question "How do you find the platform and the courses in general? Would you like to change anything?", 60% of respondents do not want to change anything.

Do you want to change something about the courses of the platform?



However, some users are critical. 12 people point out the imbalance between the modules offered on the platform. According to them, some modules would deserve to be more in-depth.

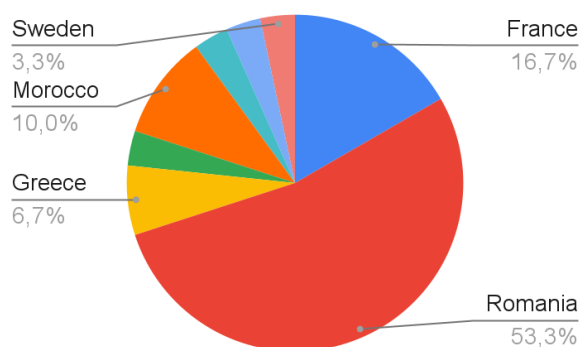
A minority of users mention that they find the pedagogy too formal. They would prefer to have less text and more video. Also, several users suggest replacing the course texts with short videos and/or images and cartoons to make the courses easier to access.

2. Results of the interviews conducted with the host and sending NGOs

1.1 General Information

A total of 30 telephone interviews were conducted with NGOs that had experienced our platform. Most of these 30 associations are part of the respective networks of the three project partners, so many of them are French, Romanian and Greek. Others are based in Turkey, Morocco, Sweden, Estonia or Portugal. We can cite the following examples in particular:

- the Robert Schuman European Centre (France)
- the Scouts group of Strasbourg-Neudorf (France)
- the association Marocains Solidaires sans Frontières (Morocco)
- the association Isaaf Jerada - Solidarity and Development (Morocco)
- the association Care2travel (Romania)
- SoliDare - Asociatia Copiii in Sanul Familiei (Romania)
- and so on.



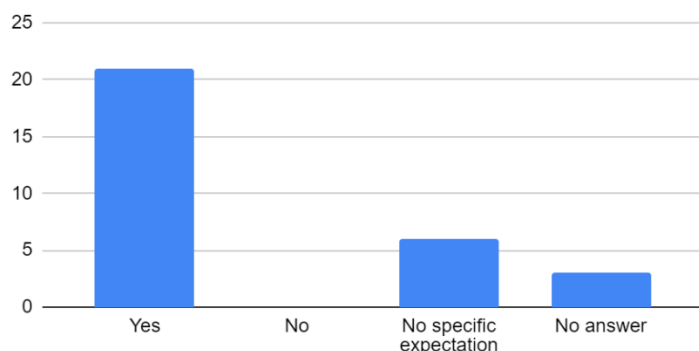
These structures are mostly NGOs, others are European organizations. Whether in the social, educational, integration, cultural or development fields, all of these actors welcome, receive or are in contact with volunteers, and therefore constitute a very interesting sample for this impact study, in this case in the context of individual interviews.

1.2 Evaluation of the platform

These interviews with the associations gave them the opportunity to evaluate our platform. Several indicators were taken into account: the satisfaction of their expectations and the needs of their volunteers, the relevance of the proposed courses, the advantages and disadvantages noted, as well as possible suggestions for improvement for the future of the project.

The first question concerned the expectations of the organizations and the answers we gave them. For 21 of the 30 structures questioned, the platform met their expectations. 6 did not actually have any specific expectations and 3 others remained very evasive. However, none of them expressed that they had unfulfilled expectations.

Does the platform meet your expectations?



Of the 30 organizations surveyed, 26 believe that the courses are relevant and meet the needs of their volunteers. The remaining 4 have a more mixed opinion:

- One of the interviewees represents an association that does not belong to the CES and therefore remarks that the modules are very centered around the latter;
- Another remarked that the proposed courses are relevant for young people with no volunteering experience, but that in her opinion the courses are too basic for someone who already has some experience;
- Another association does not comment because it has not yet collected enough feedback from its volunteers to give a definitive opinion;
- Finally, one respondent admits that the courses are interesting although not all of them are relevant to the activities of her NGO.

We then asked the respondents, in the form of open-ended questions, what they thought were the successes of our project, i.e., the strong points to be reinforced. Among these strong points, some were mentioned several times and thus seem to stand out:

- The platform is aesthetically pleasing, it is pleasant to navigate
- The resources are very varied and gathered in the same site
- This initiative reinforces equal opportunities among young people who have access to these resources and tools for free
- E-learning is seen as a major asset (reaches young people more easily, reinforces accessibility from a distance, is in line with the times)
- The interactive map is an interesting tool providing concrete opportunities for users
- The project strengthens cooperation between associations, between volunteers, and between associations and volunteers
- The proposed courses seem to meet real needs identified by the volunteers

Other advantages were cited by the NGOs interviewed, including the innovative nature of the project, its accessibility and ease of use, and its multilingual dimension. The "school-like training" aspect was also considered "rewarding for the beneficiaries", as were the certificates issued at the end of the course, which were considered "motivating". While one of the respondents appreciated that the proposed courses could "correspond to all profiles of volunteers", another positively valued the use of simulated interactions as exercises often proposed in the modules, describing it as "a very good tool for personal and social development". Finally, this project brings together young Europeans from different countries and leads them to discover new languages and cultures, which was highlighted as a very important point

On the other hand, we asked the NGOs interviewed what were the disadvantages, problems to be rectified or gaps to be filled in the platform. One element appeared repeatedly: the fact that some courses are a little too general, do not go far enough in the reflection and could be a little more in-depth. Other concerns to be corrected or difficulties encountered were also underlined, here are the main ones:

- Some respondents encountered technical difficulties in registering
- Others did not necessarily master all the acronyms used (e.g. CES)
- According to some, the module topics could be better organized, by theme for example
- The platform does not yet have enough users, which limits the interest of the forum
- Some courses are a little too long according to one of the respondents
- From a technical point of view, the distinction between the language of the courses and the language of the site was a little blurred for some, insofar as two distinct parameters exist
- Others deplored the numerous automatic emails following registration for each course, which "clogged up" their mailbox.

Finally, the last question asked of the NGOs during the individual interviews concerned any suggestions that they wished to share with us for improving and sustaining the project. Various suggestions were made.

Some concerned the courses themselves: some NGOs suggested new themes that they would like to see addressed in the modules, such as an introduction to the European Union and its issues, another on mental health, on "voluntourism" or on situations experienced by volunteers on mission. One respondent also asked for the course on managing emotions to be deepened somewhat. In addition, the idea was formulated to generate a summary sheet at the end of each module, summarizing the main information, so that the user could keep it or print it as he or she wished. The CERS (Centre Européen Robert Schuman) remarked that adding German as a fifth learning language could be relevant, "especially for a Strasbourg initiative", even if it means extending - in the long term - to 24 European languages.

Other ideas for additions and future developments were also formulated concerning the platform in a broader sense. For example, the creation of an information tab fed by the e-tutors was suggested: this would allow volunteers using the site to know where the e-tutors are and possibly contact them directly on the spot, in the premises of their NGO. Another association expressed the wish to see a section dedicated to volunteer hosting structures; according to this association, such visibility could "make the opportunities more concrete in the eyes of the beneficiaries". Regarding the interactive map, one respondent pointed out that the age requirement for volunteer missions was not necessarily specified, and that this would benefit from being added.

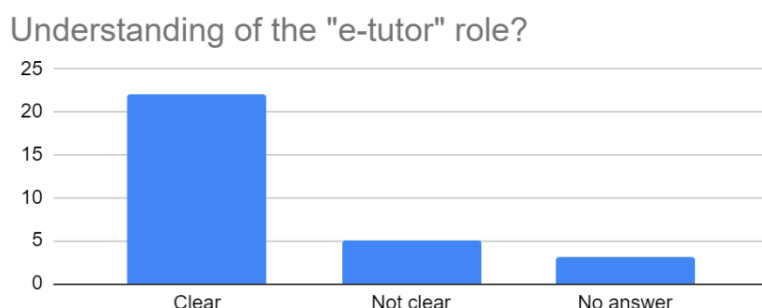
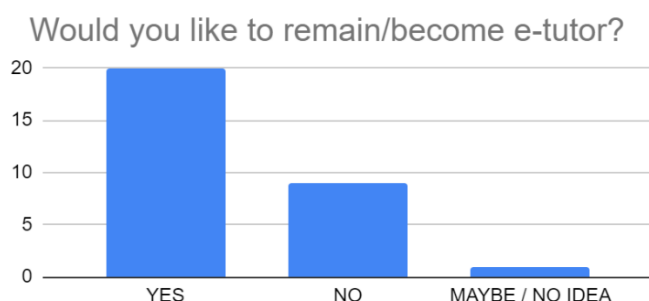
Concerning the dissemination of the project, several comments were made, notably that more publicity was needed to make the project known to more volunteers, but also to students and teachers in schools, in a civic education approach. Finally, several times it was suggested that NGOs wishing to use the

ESC-2-Learn tool should allocate dedicated slots to follow up on the modules, so that the volunteers could devote time to the platform, without encroaching on their free time.

1.3 Membership and commitment

Among the 30 people interviewed, 5 deplore a lack of clarity of the concept itself. It is therefore clear that for people who are not necessarily familiar with e-tutoring, the principle is not necessarily visible and accessible enough on the site (e-tutor's guide accessible in the "Resources" tab of the platform's homepage). However, the role was clear for 22 out of 30 people - 3 people did not wish to answer this question.

To another extent, 15 people say they are ready to become an e-tutor. Three people would be willing to take on this role under certain conditions: "if they have the time", if the work to be done is "not too heavy", "not redundant" with their other supervisory activities. The 9 other people interviewed do not wish to become an e-tutor. Generally speaking, those who say they are willing to take part are motivated by the desire to help, to inform, to make themselves useful, while those who are not justify it by a lack of time.



III. ANALYSIS OF THE RESULTS OF THE ONLINE QUESTIONNAIRES AND INDIVIDUAL INTERVIEWS

1. Crossed perspectives - Needs identified at the beginning of the project and the results obtained

Based on a comparative analysis between the global report of the first project survey: "Research survey to detect specific needs in terms of training and support of beneficiaries (ESC volunteers) and host

organizations" (<https://www.esc2learn.org/ressources/>) and the project impact survey written above, we can elaborate a comparison between the initial expectations of volunteers and NGOs and the results obtained.

First of all, the creation of 10 new e-modules on the training themes analyzed during the first survey was respected, notably on the themes of: culture, entrepreneurship, communication, inclusion and solidarity, learning objectives and methods, non-violent communication, essential skills, tutoring and e-tutoring, online communication.

1.1 Crossed views on volunteers

In fact, we can mention that the themes initially sought by the volunteers in our first survey were: culture, art, languages, environment, entrepreneurship, volunteering, education, health and first aid, communication, inclusion and solidarity.

In this sense, we can analyze that all these themes have been respected in the creation of the e-modules of our ESC-2-Learn platform.

Moreover, we can see that these themes gather the e-modules considered the most relevant by the volunteers in our second survey, namely "Being a volunteer", "Saving the lives of others", "Managing emotions", "Living ecologically", "Essential skills", "How to improve foreign language skills", "Entrepreneurship", "Culture and cultural codes", "Looking to the future", "Working with young children through art" and "The art of conflict management".

Moreover, it was sought in the initial expectations that the e-modules rely on various learning methods (kinesthetic, visual and auditory). The fact of proposing various activities (quiz, documents to create, video to watch, gap-filling text, writing, reading...), in the e-modules, allowed us to respect this expectation. Indeed, we have multiplied the learning methods to adapt the e-modules to a wider audience. A specific module on non-formal education methods and activities is also available.

In our second survey, volunteers also noted that the e-modules were visually attractive, interactive, practical, engaging with interesting, useful and satisfying content.

The course themes are therefore diverse and respect the initial expectations. In particular, the volunteers noted in the second survey that the e-modules were useful, essential and in line with the volunteering activities, which is the intended purpose of the ESC-2-Learn project. As mentioned before, 60% of the people interviewed in the second survey do not want to change anything in the current platform.

In the first survey, it was also hoped that the volunteers would have an e-tutor to give them the necessary information, that he/she would be available, that he/she would listen to the needs of the volunteers and that they would maintain a relationship of trust. In this sense, we have already mentioned that the platform allows volunteers to easily get in touch with an e-tutor and that these e-tutors are available quickly to answer any problems they may have with the platform, the content of the courses or anything else. Most of the e-tutors seem to be accessible to accompany the volunteers in their online course and preparation, if needed.

Moreover, the creation of all the e-modules, the tutorial videos, the interactive map, the chat... allow the development of the skills that were considered essential during the first survey: communication, open-mindedness, altruism and benevolence towards others, self-confidence, adaptation, motivation and curiosity.

1.2. Cross-examination of NGOs

During our first opinion survey, NGO members had mentioned that it would be relevant to have training on culture of the host country for volunteers as well as on mentoring. These e-modules were created during our second survey.

In addition, the trainings sought by the NGOs were: accompanying and informing volunteers, learning objectives and methods, non-violent communication and conflict management. These themes were therefore met by several e-modules present on the platform, including: "Non-formal education method and activities", "Being a volunteer", "ESC-enlightening-valuing-sharing", "Glimpses into the future", "The art of conflict management", "Following your learning path during ESC", "Culture and cultural codes", "Managing Emotions," "The ESC Hero's Journey," "Transactional Analysis," "Inbound Training Course," "Take Control of Your ESC Experience," "Change Yourself to Change the World," and "e-Tutor Training.

In the second survey, the e-modules deemed most relevant remain consistent: "Being a volunteer", "Living green", "Essential skills", "Culture and cultural codes", "Entrepreneurship: design and management", "Art of conflict management", "Digital skills", "Change yourself to change the world".

The platform, through numerous e-learning modules (notably "Essential skills", "Inclusion and solidarity", "Being a volunteer"...) has also been able to develop the skills sought by NGOs for volunteers, notably motivation, understanding, organization, responsibility and open-mindedness.

The second survey showed that NGOs found the e-learning courses to be appropriate, in line with the interest and experience of the volunteers as well as with the objectives of the volunteering. In particular, the platform provided them with technical, digital and mentoring training.

As mentioned above, the project and the platform thus help to improve the work of their organization with volunteers, has an impact on the NGOs and contributes to improving the quality of the volunteers' engagement with whom the NGOs work.

This allows volunteers to acquire real resources for learning and improving their volunteer engagement. And NGOs gain important resources for learning and working with volunteers to improve their skills. In addition, the NGOs also noted that this platform has improved the cooperation of NGOs to improve the exchange of experiences and practices between e-tutors and NGOs. Indeed, the interest of NGOs is growing: it was planned that 90 NGOs would answer the online questionnaire, but 118 finally responded.

As such, the platform meets their expectations, there are no unfulfilled expectations. Moreover, the majority of the people interviewed want to become e-tutors, which reveals a positive aspect of the platform's impact.

This corresponds to the initial expectations of the NGOs but also to the overall objectives of the ESC-2-Learn project.

2. ESC-2-Learn project: positive points and points to improve according to the interviewees

2.1. Positive points of the ESC-2-Learn project, as identified by NGO members and volunteers

Several positive points were noted by the members of the NGOs. Indeed, the respondents mentioned that the platform is aesthetic, easy to use and pleasant to navigate; the resources are very varied and gathered in the same site; the initiative reinforces equal opportunities among the youth who have access to these resources and tools for free.

The interactive map was also mentioned as an appreciated aspect, a useful and interesting tool providing concrete opportunities to users.

More generally, e-learning is seen as a major asset and the courses offered seem to meet real needs identified by the volunteers in an interactive way.

Other advantages were cited by the NGOs interviewed, notably the innovative nature of the project with its multilingual dimension.

According to the NGOs, the e-learning aspect of the platform has proven to be rewarding for the beneficiaries, rewarded by the certificates delivered at the end of the course, which motivates them.

Moreover, the courses seem to correspond to all profiles of volunteers according to the members of the NGOs.

This project also brings together young Europeans from different countries and leads them to discover new languages and cultures.

Finally, the project reinforces the cooperation between associations, between volunteers, and between associations and volunteers.

The volunteers also appreciated the design of the platform, which is pleasant and easy to use. They insist on the importance of the images and titles that make the courses attractive.

Moreover, they find the navigation simple and intuitive, especially through this Moodle platform that they are used to using via other websites. Accessing and registering for courses is easy. Navigation and exploration of the site is fluid.

In addition, the interactive map showcasing various volunteer opportunities and thus has sparked real interest among users.

The overall use of the platform has positive feedback, perceived as convenient and easy to get used to.

2.2. Areas for improvement in the ESC-2-Learn project, as identified by NGO members and volunteers

Some points for improvement were pointed out by NGO members and volunteers.

Indeed, a minority of respondents to the questionnaires and interviews mentioned that it would be possible to go further with more in-depth courses.

Registration was sometimes complicated for some people, especially those using the platform on their mobile phones; using the platform on a mobile phone was mentioned by some as more complicated, the platform is less easy to get used to than on the computer; the presentation of the e-modules could be more categorised; some of the courses seem a bit long.

Finally, some users would like to have less text and more video.

3. Suggestions made by respondents

Several suggestions were made by the respondents.

Indeed, the members of the NGOs and the volunteers interviewed suggested that the e-modules should be organized by theme on the platform in order to make it easier to find their way around; New module themes have been suggested by NGO members, such as an introduction to the European Union and its issues, mental health, "voluntourism" or situations experienced by volunteers on mission, and to deepen the course on managing emotions; for the volunteers, some modules would deserve to be more in-depth; a summary sheet was also suggested, in order to have a summary of the main information of each module. This summary sheet could be downloaded when the course is finished; it would also be relevant for some to extend the translation of the platform to the 24 European languages; a glossary could also be added on the platform to explain some of the acronyms used.

In general, it was suggested to allow volunteers using the platform to find the location of the e-tutors in order to contact them directly on the spot, in the premises of their NGO.

Regarding the dissemination of the project, several comments were made, including the fact that the project could be communicated more in schools, universities, high schools... In a civic education approach.

Finally, NGOs and volunteers suggested that the platform could be better adapted for use on the phone, a mobile application could be created.

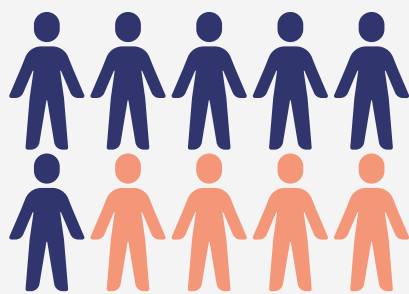
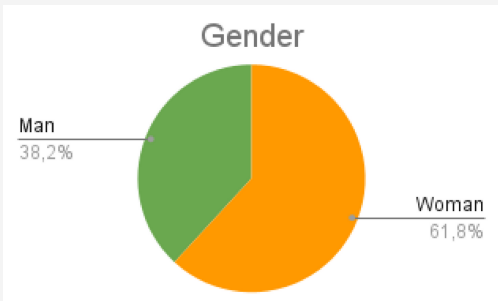
ANNEXES

INFOGRAFY

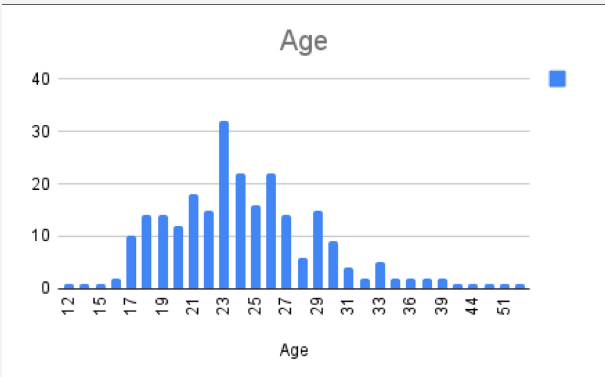
Questionnaire – volunteers



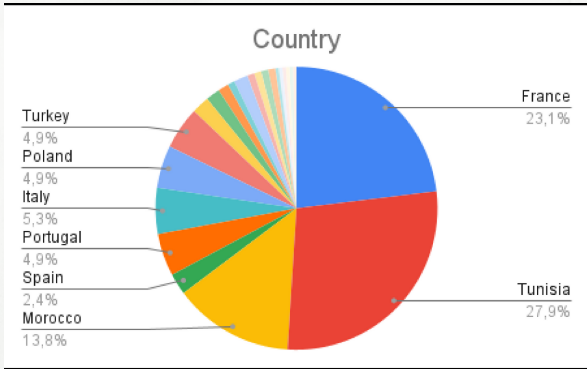
GENDER



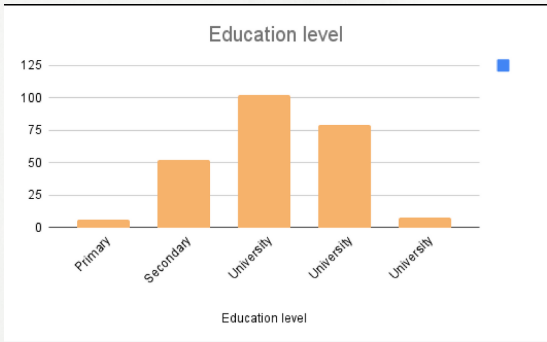
AGE



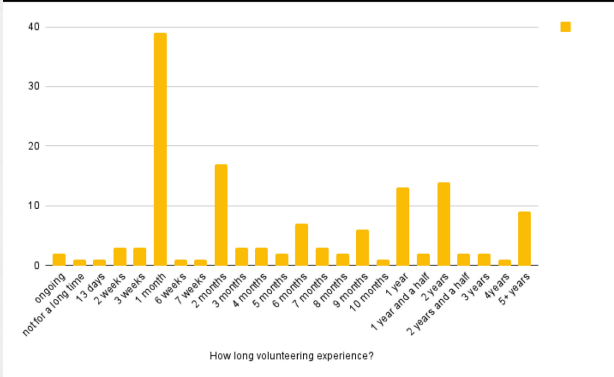
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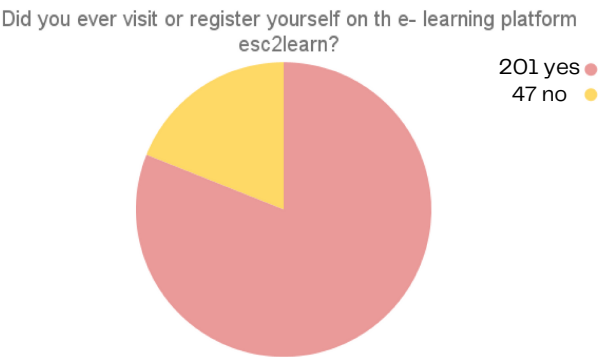
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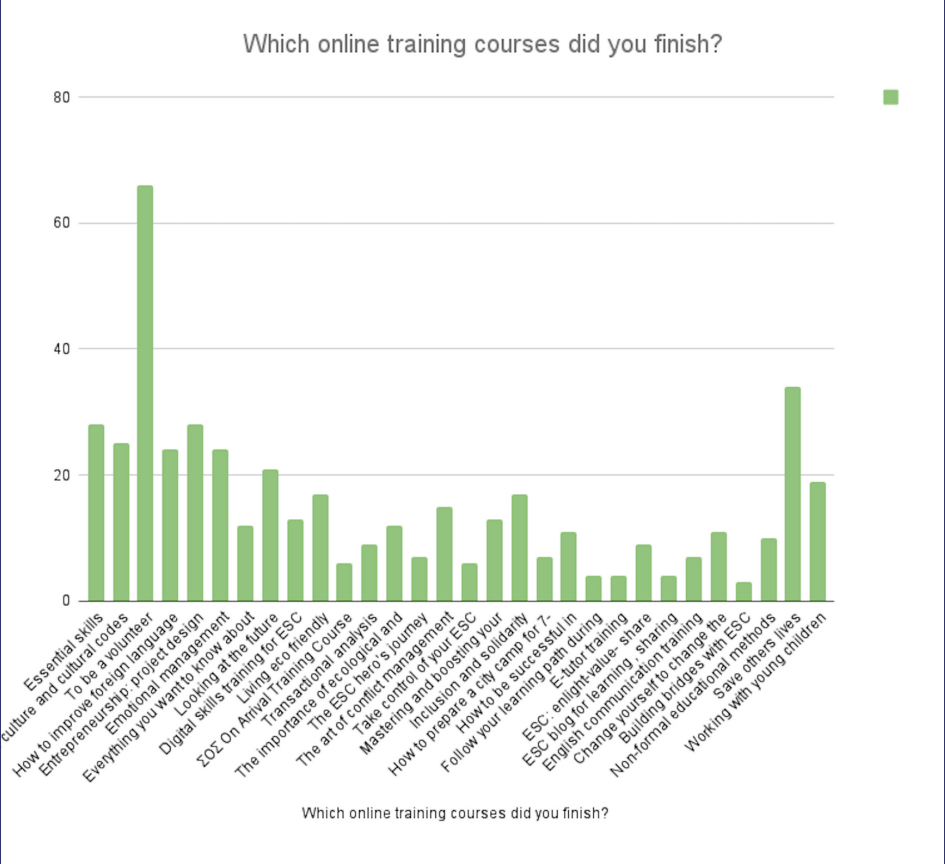
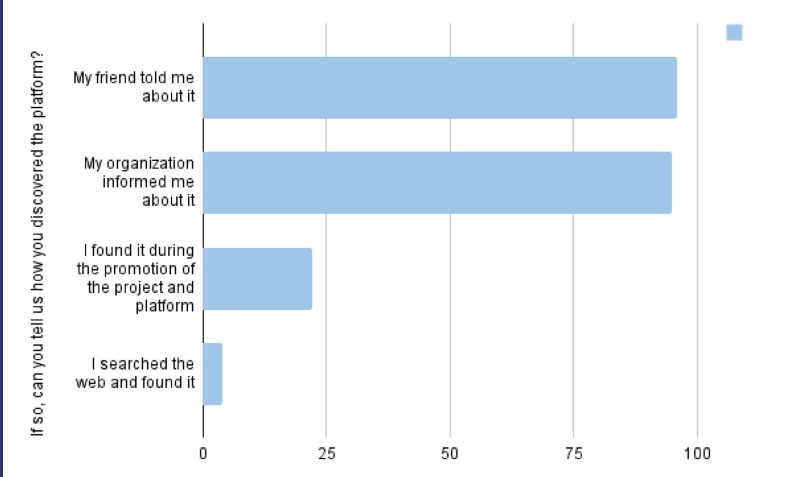


If YES, how long volunteering experience?

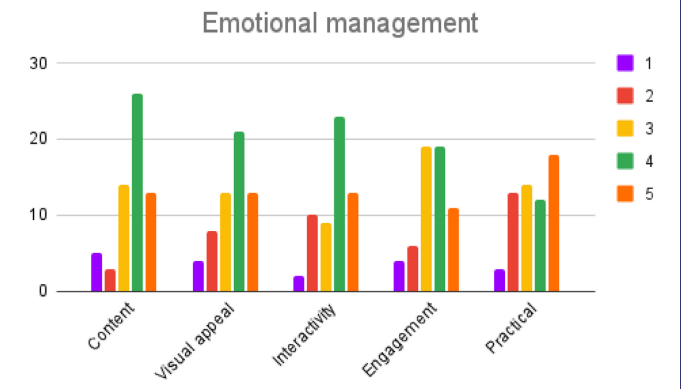
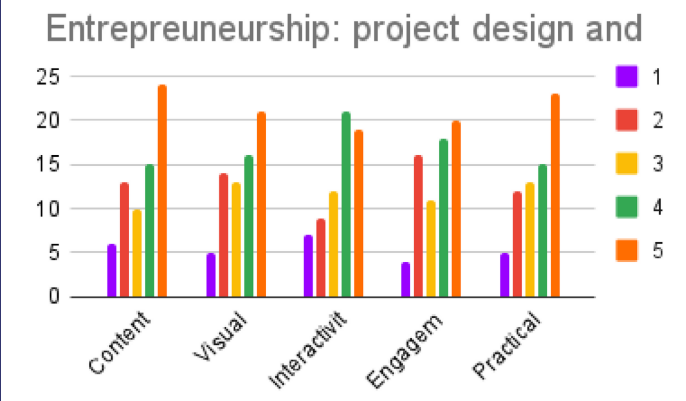
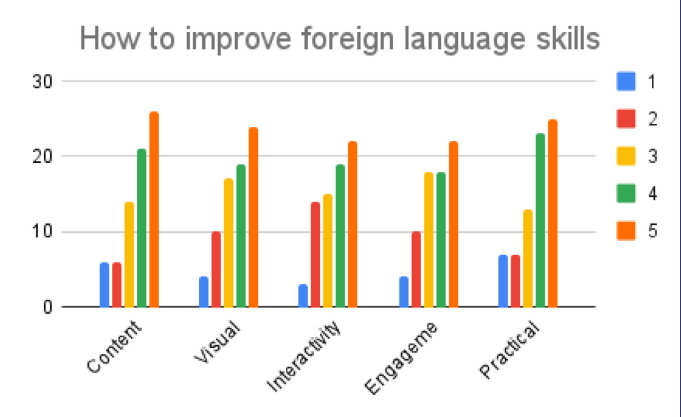
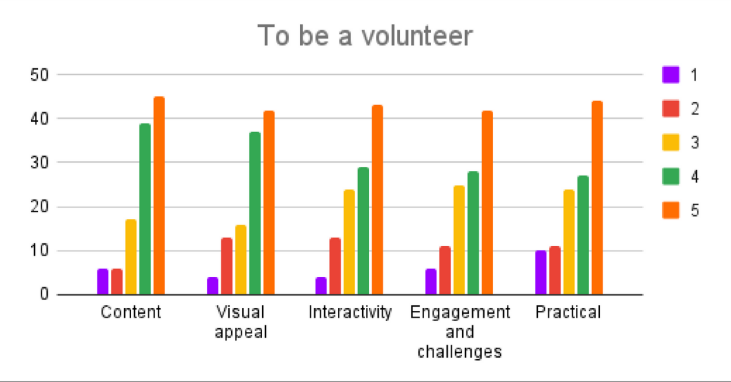
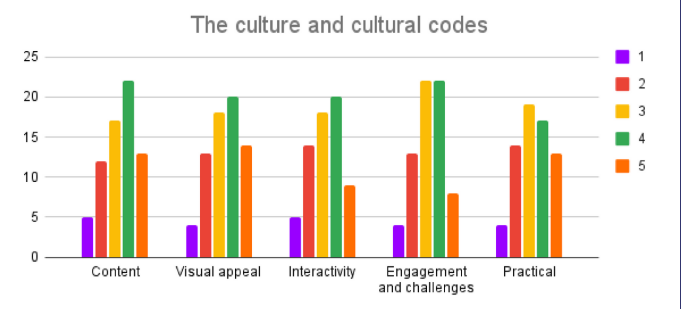
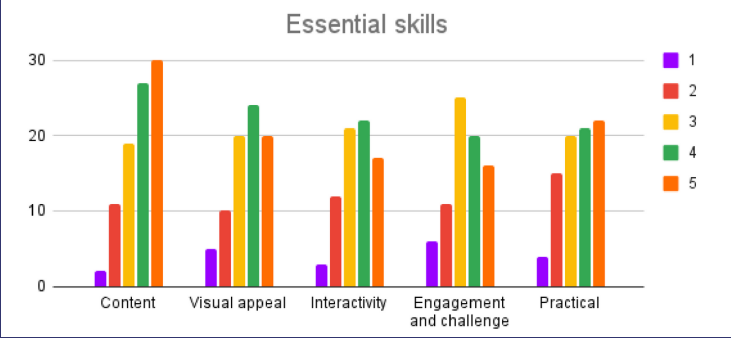


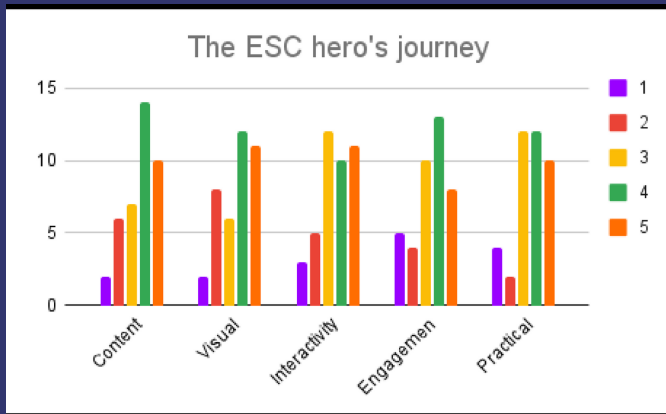
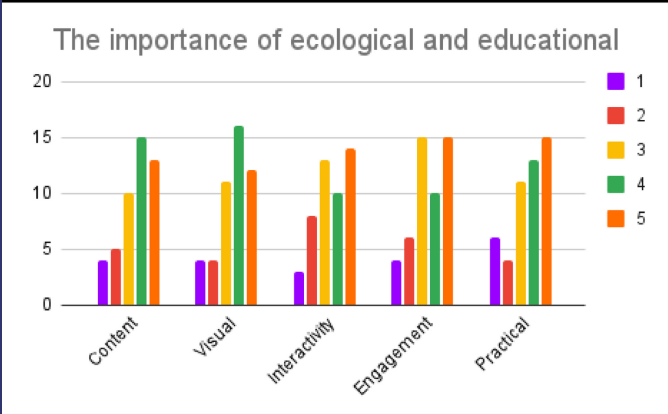
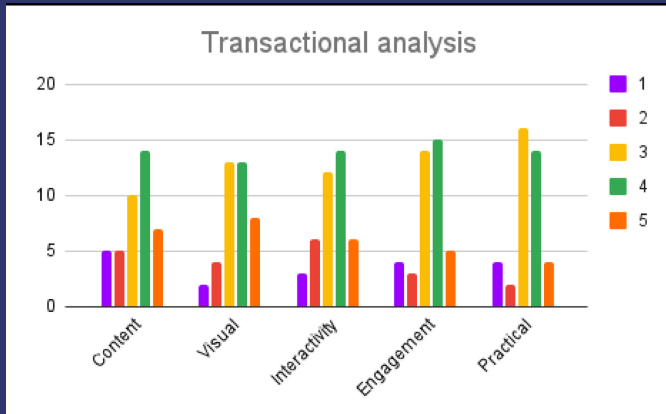
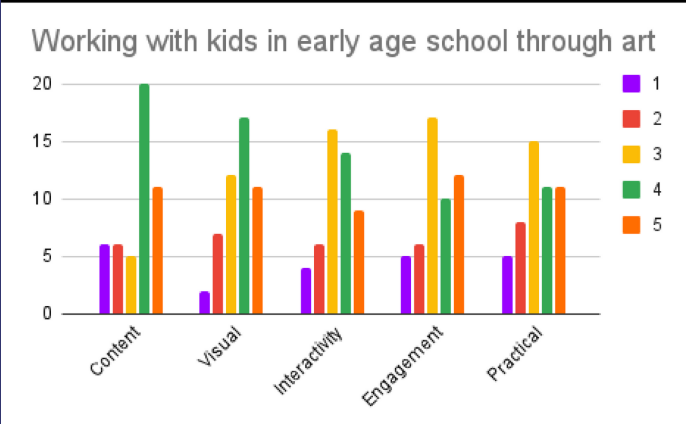
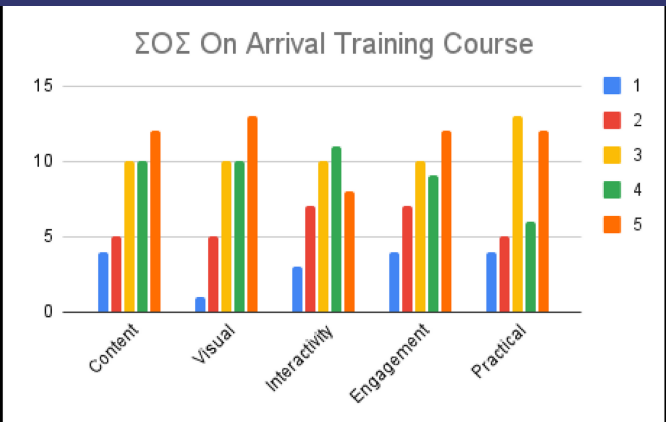
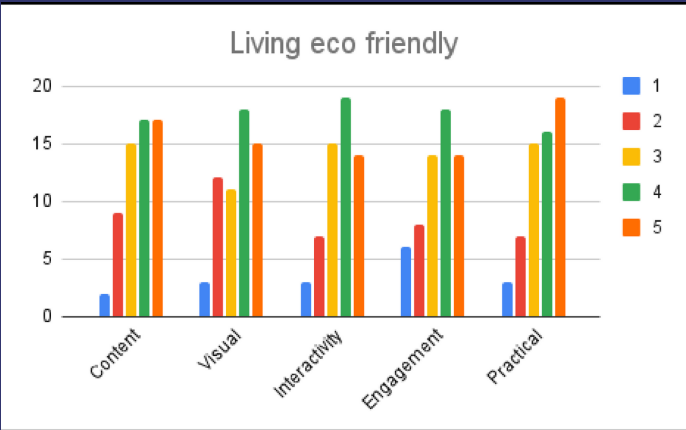
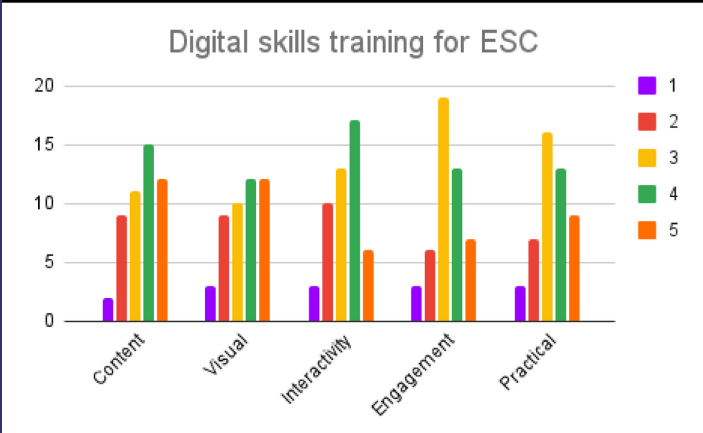
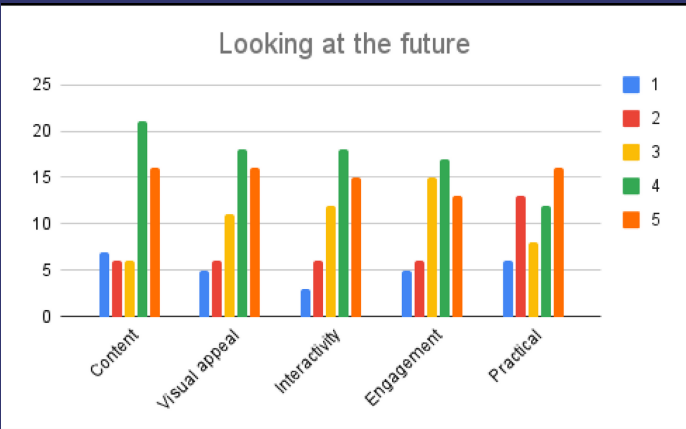
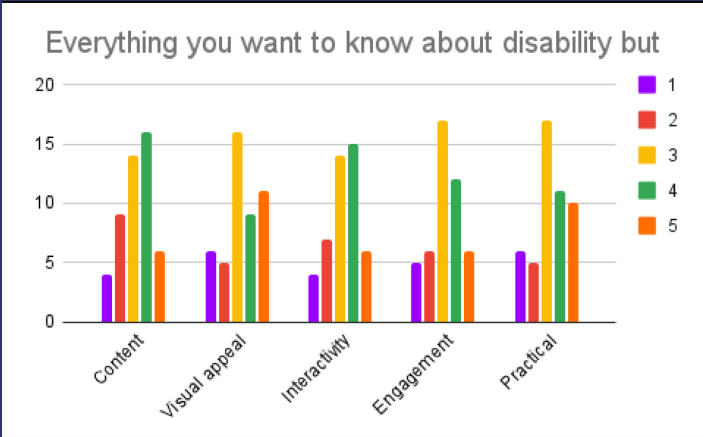
VOLUNTEERING EXPERIENCE

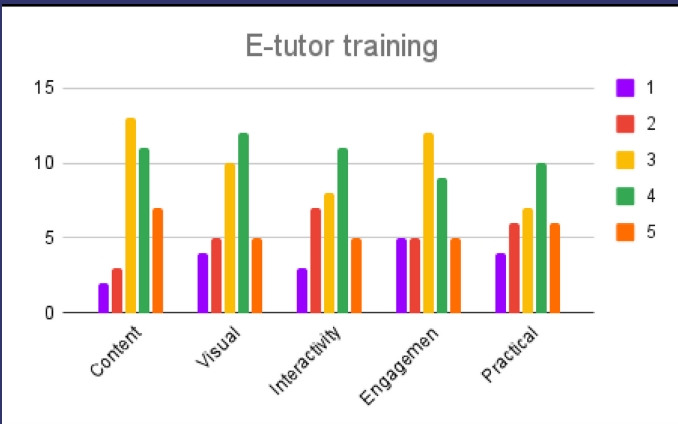
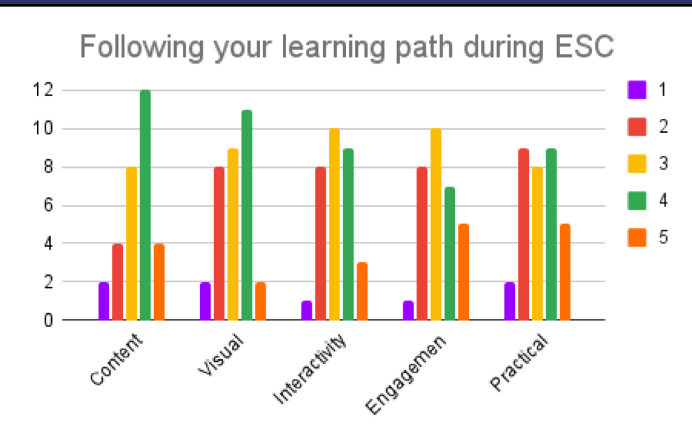
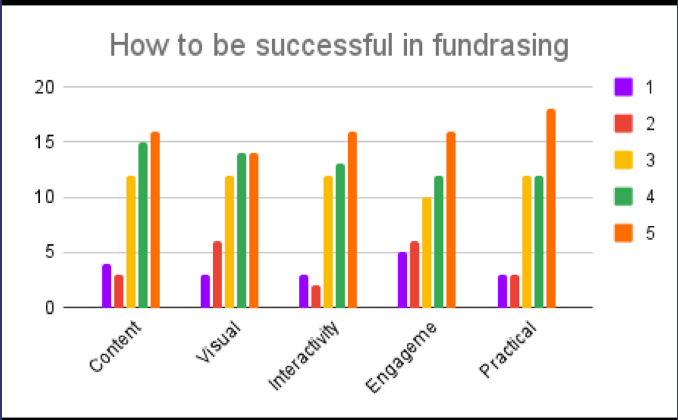
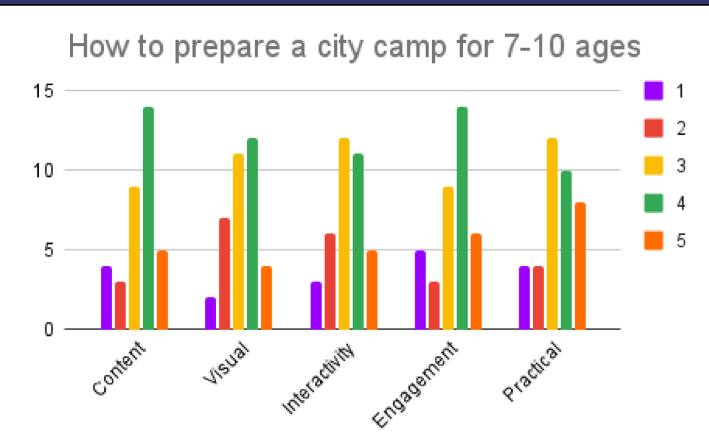
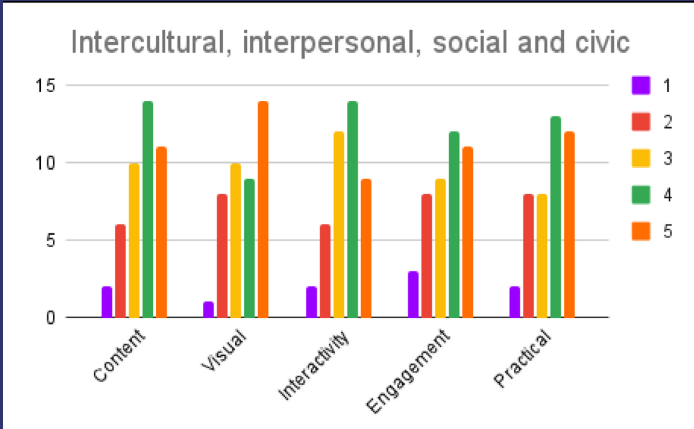
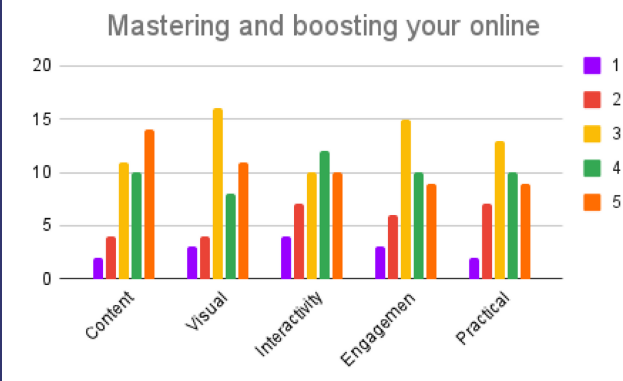
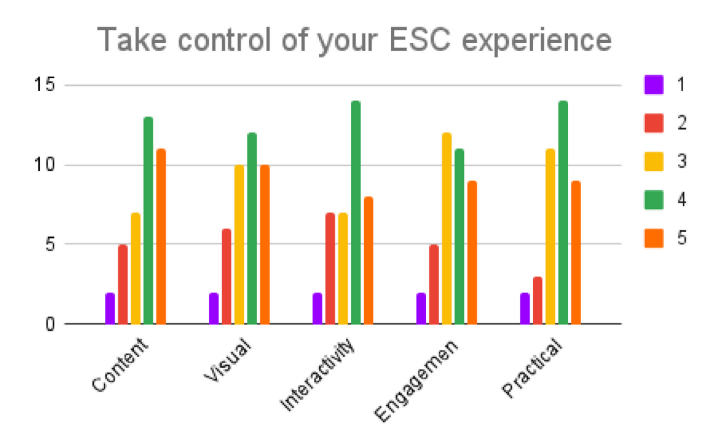
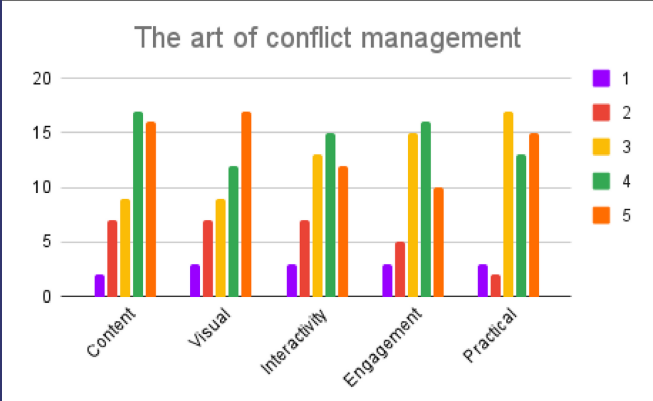


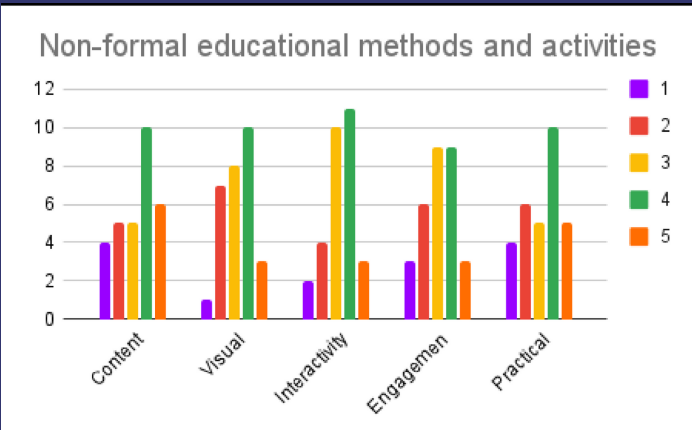
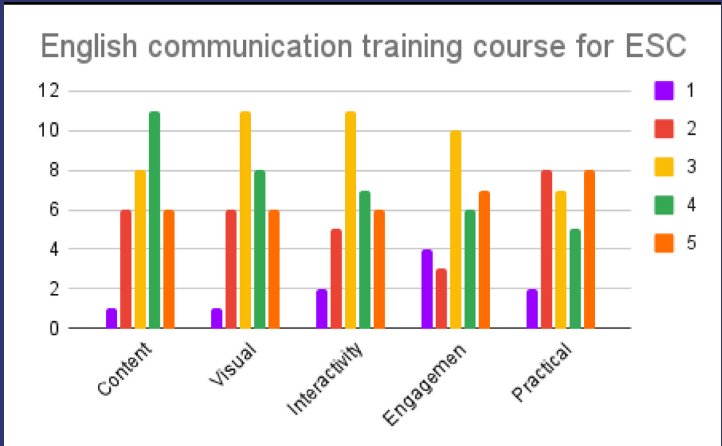
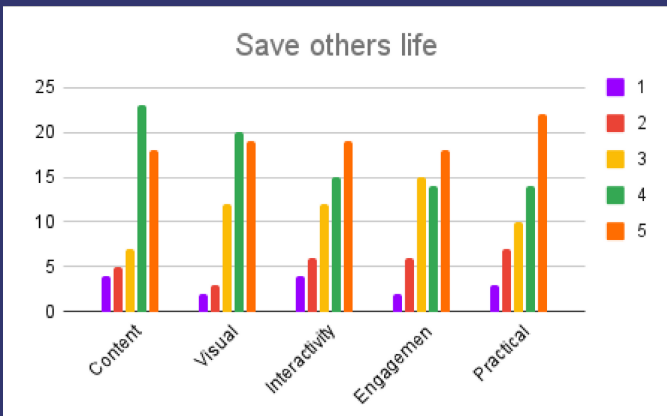
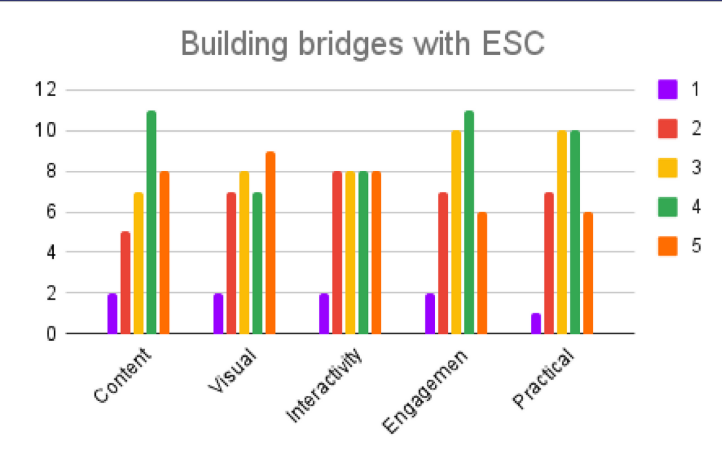
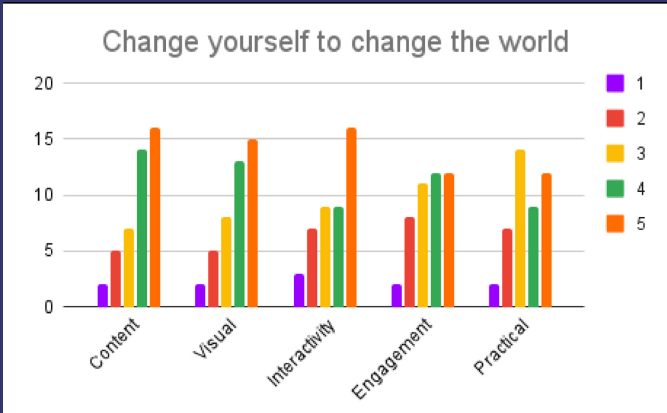
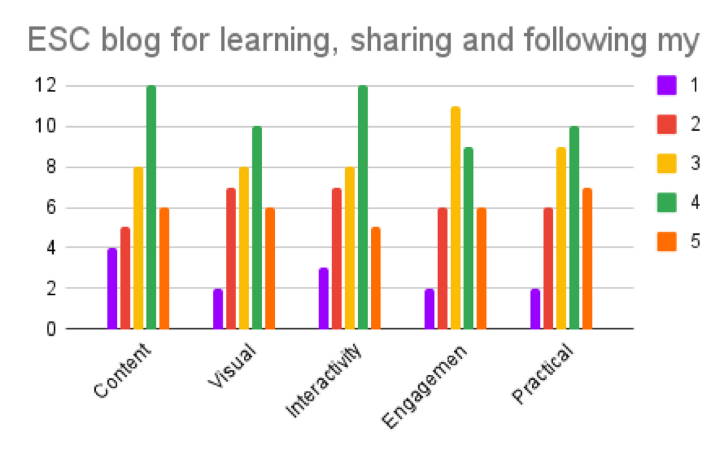
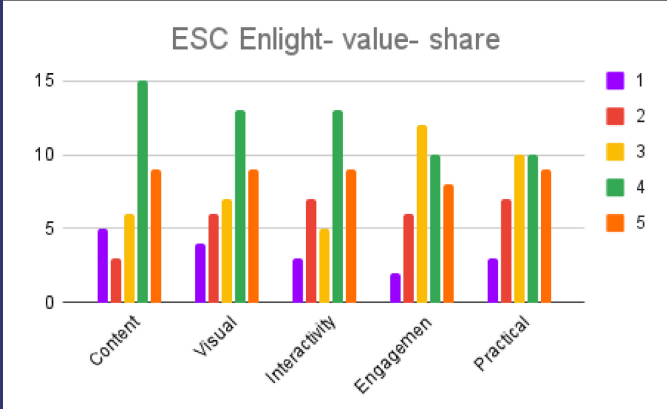


Impact of platform and e-modules on volunteers

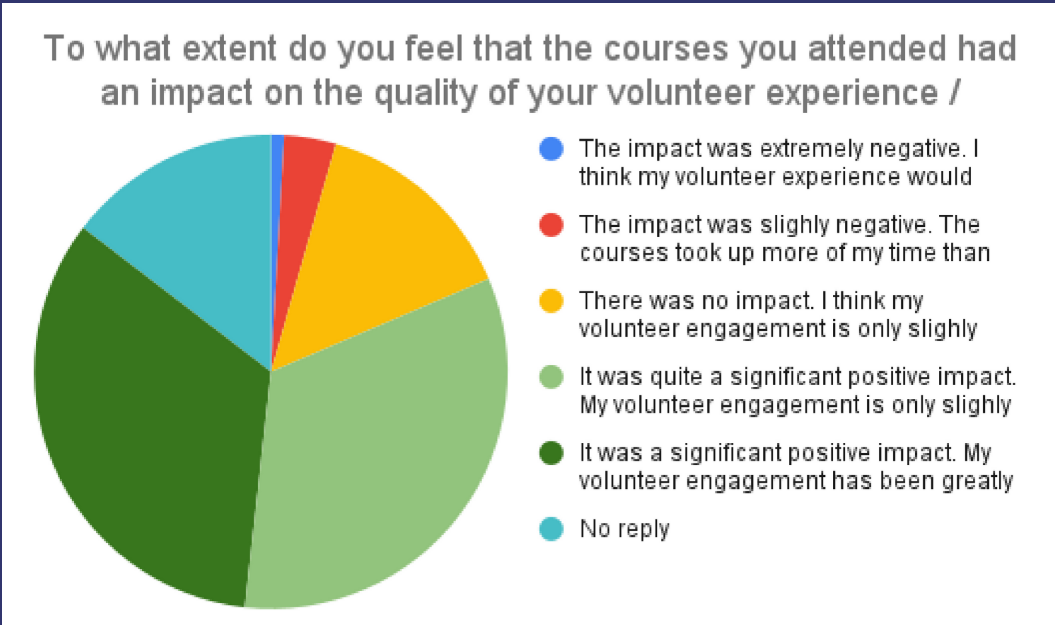




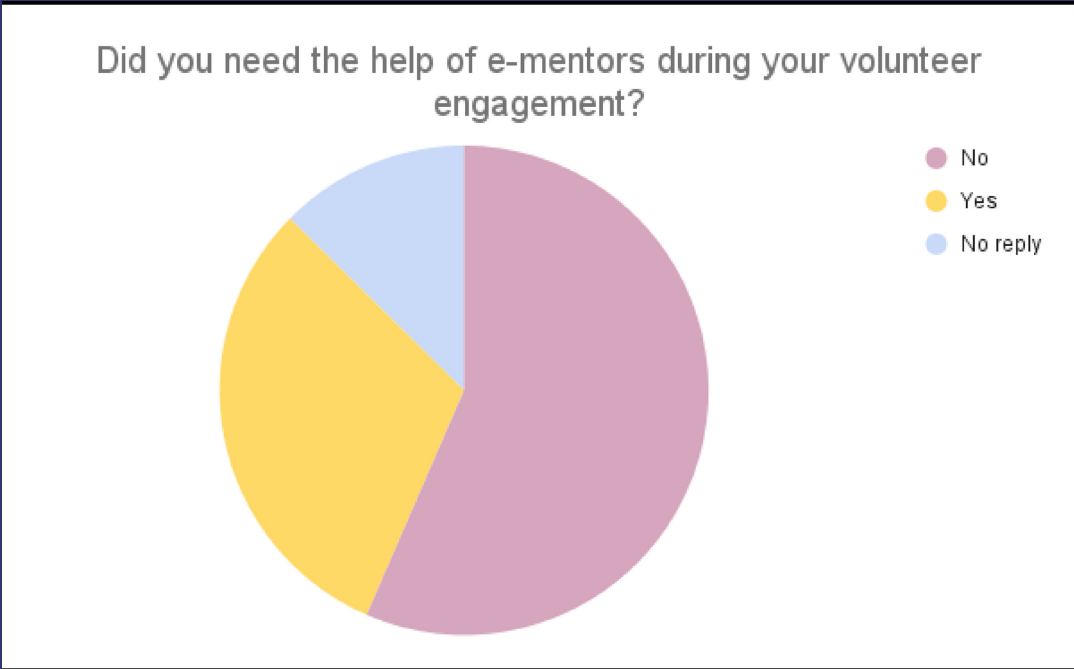




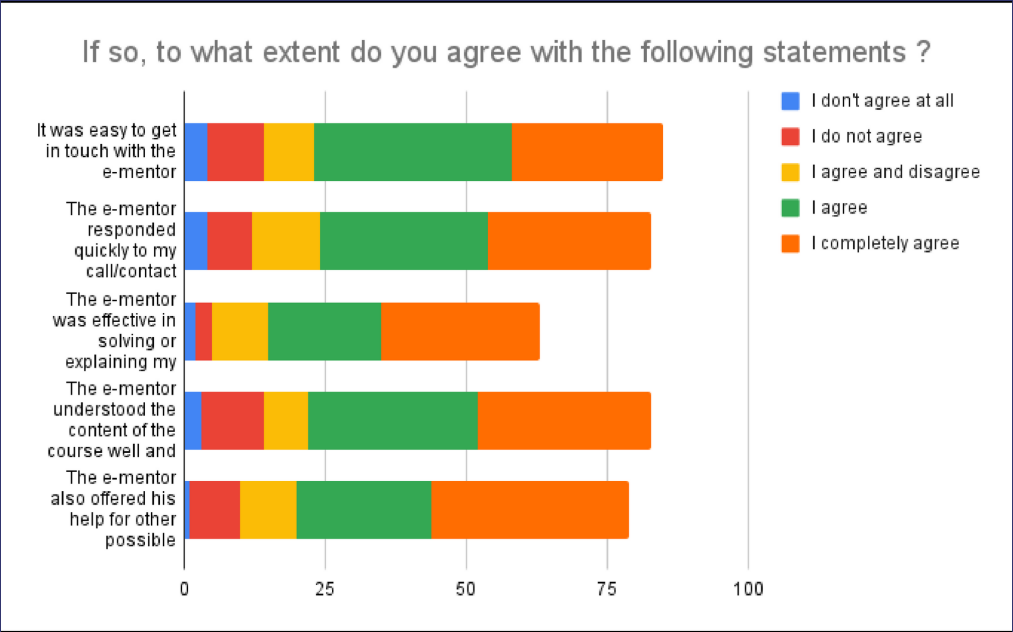
Impact of courses



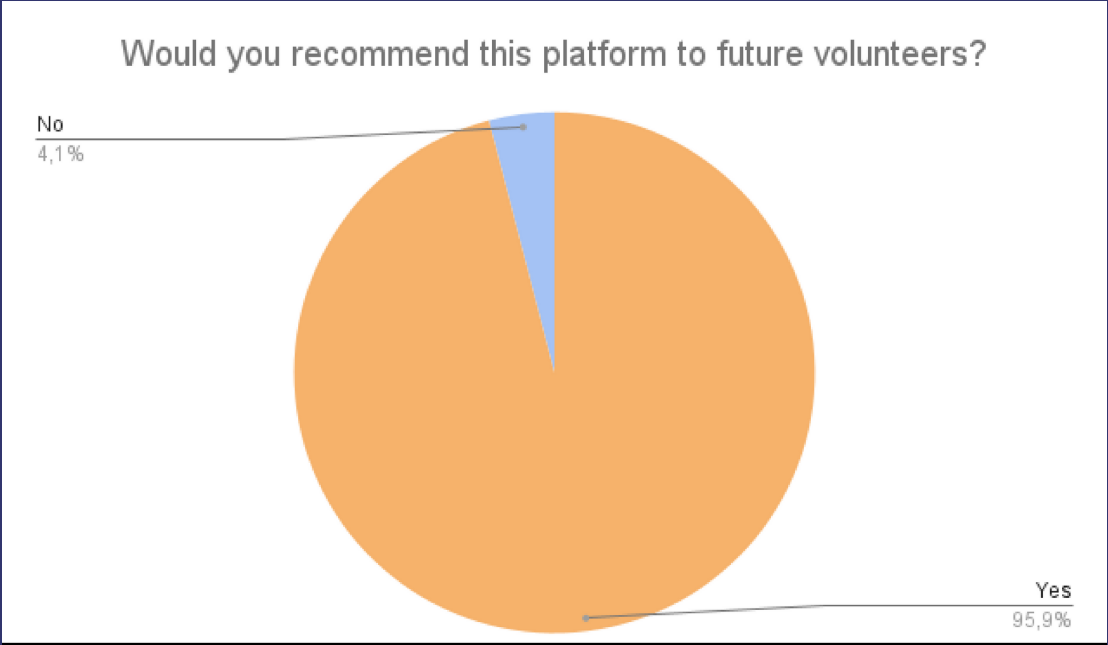
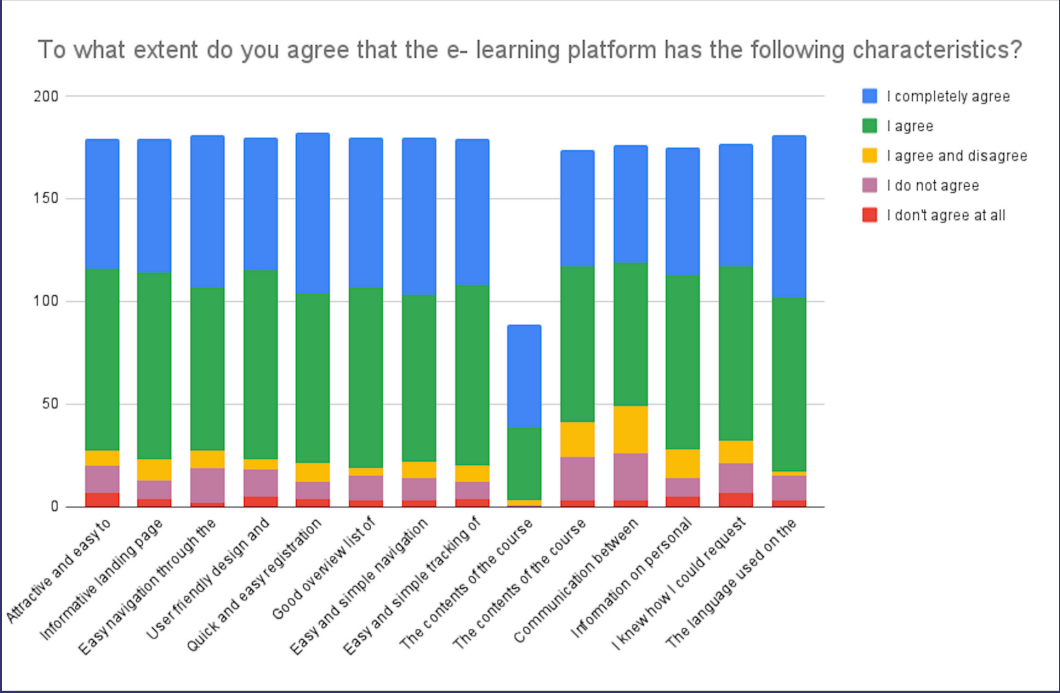
Help of e-mentors



To what extent do you agree that the e-learning platform has the following characteristics?



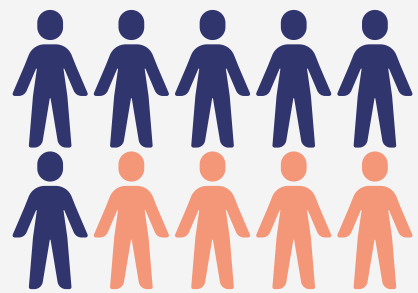
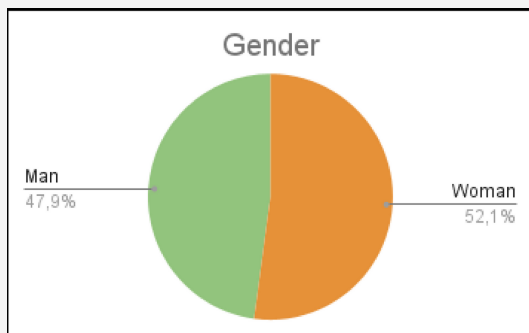
To what extent do you agree that the e-learning platform has the following characteristics?



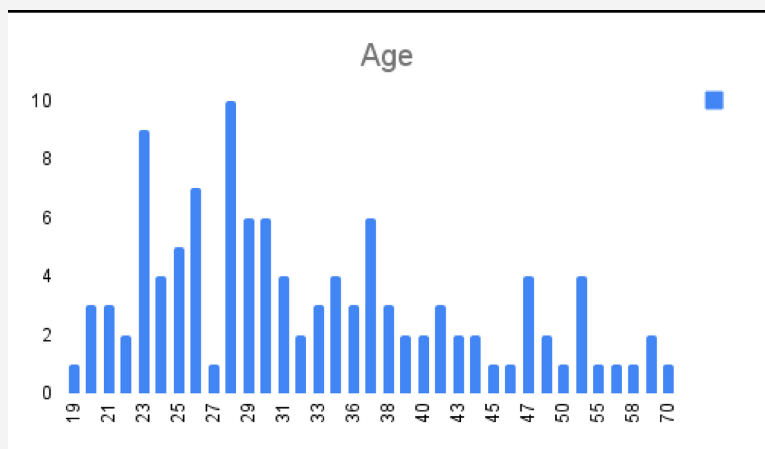
INFOGRAFY

Questionnaire – NGOs

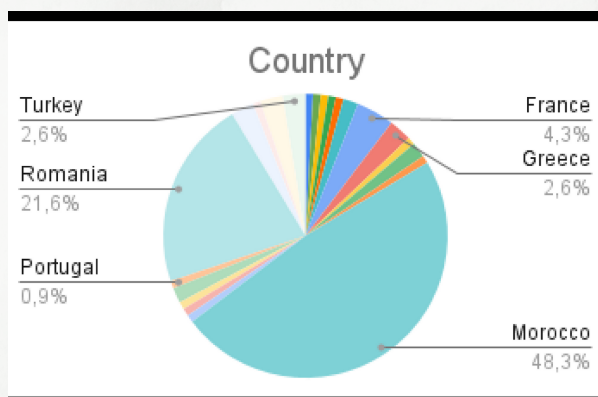
GENDER



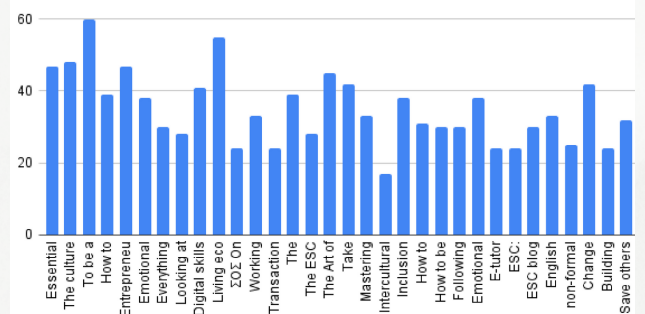
AGE



Country

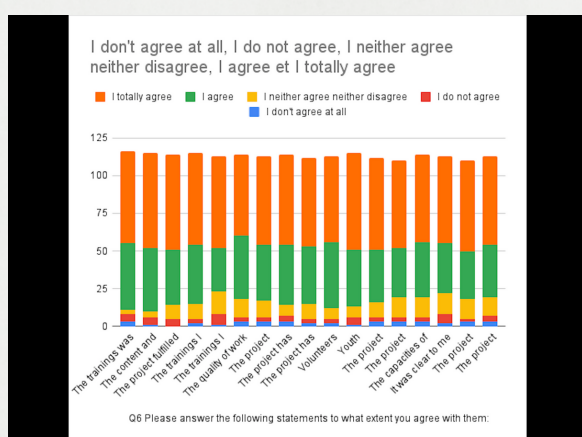


Which course did you find most relevant to your volunteers?
Depending on your volunteering assignments.



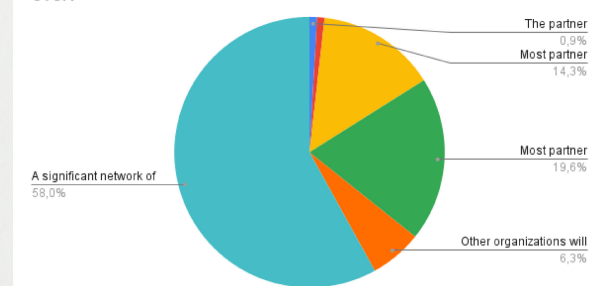
Which course did you find most relevant to your volunteers?
Depending on your volunteering assignments.

PLEASE ANSWER THE FOLLOWING STATEMENTS TO WHAT EXTENT YOU AGREE WITH THEM:

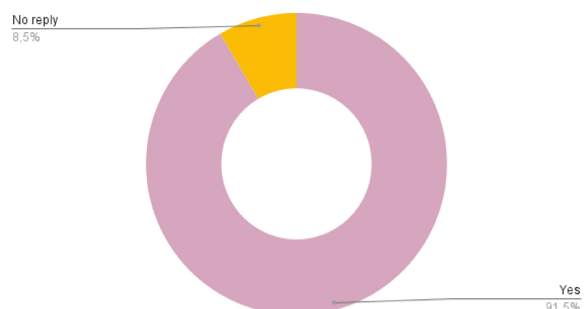


What do you think will happen to the project after it is officially over

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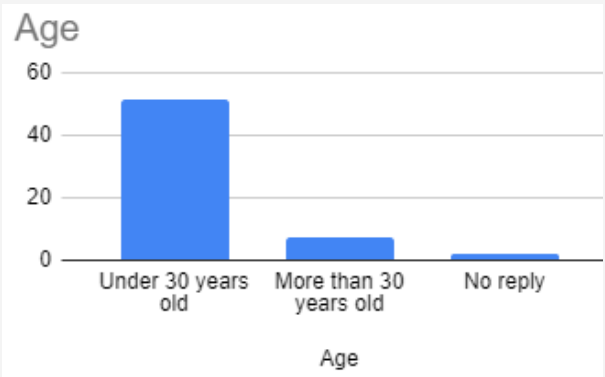
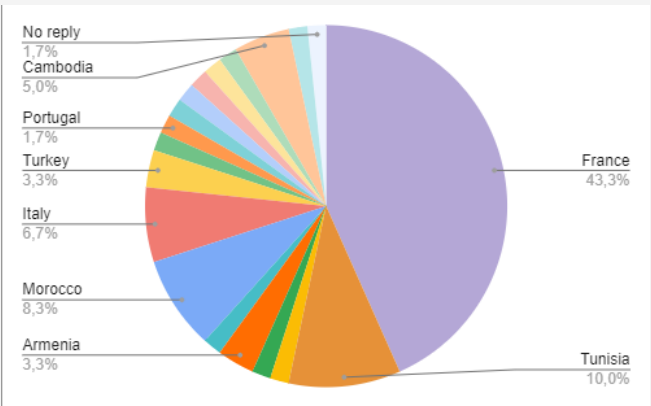
If the project started again, would you apply to participate in it?



INFOGRAFY

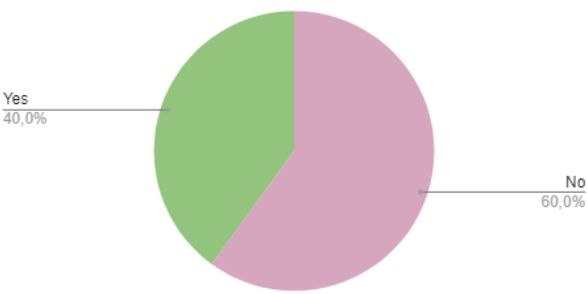
Interview – Volunteers

COUNTRY

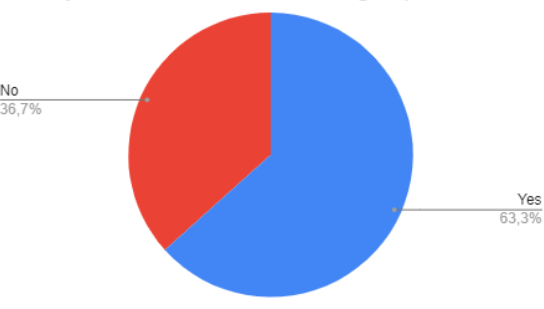


AGE

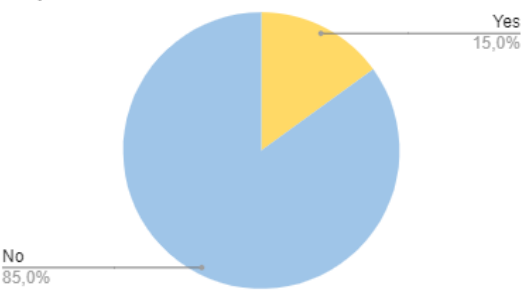
Do you want to change something about the courses of the paltform?



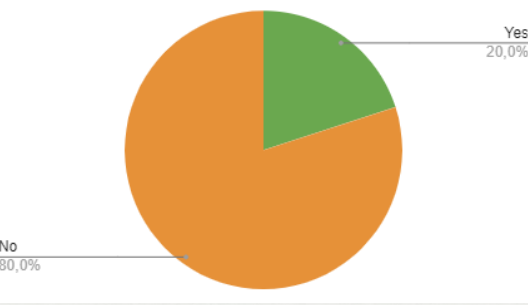
Have you ever had a volunteering experience?



Did you communicate with other users and e-mentors?



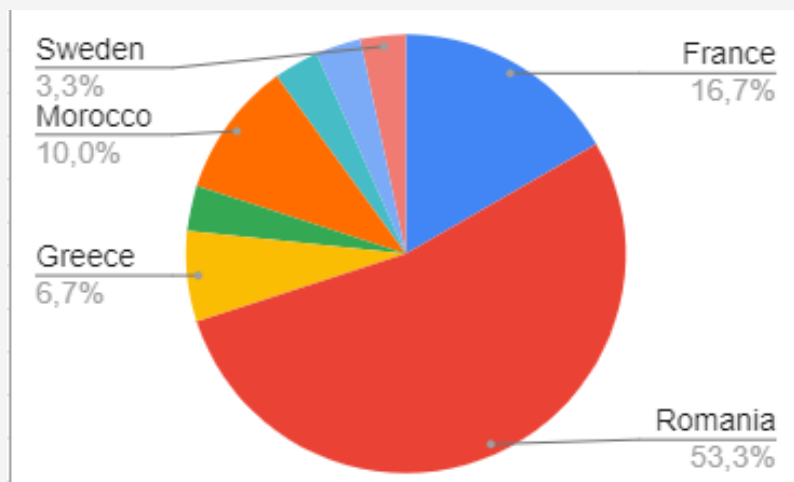
Did you meet any difficulties using the platform?



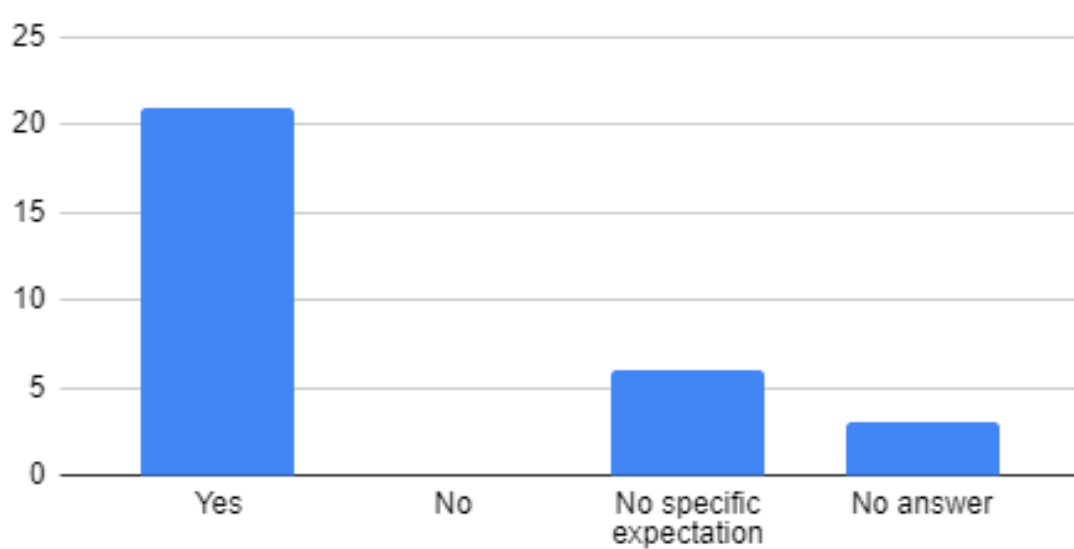
INFOGRAFY

Interview – NGOs

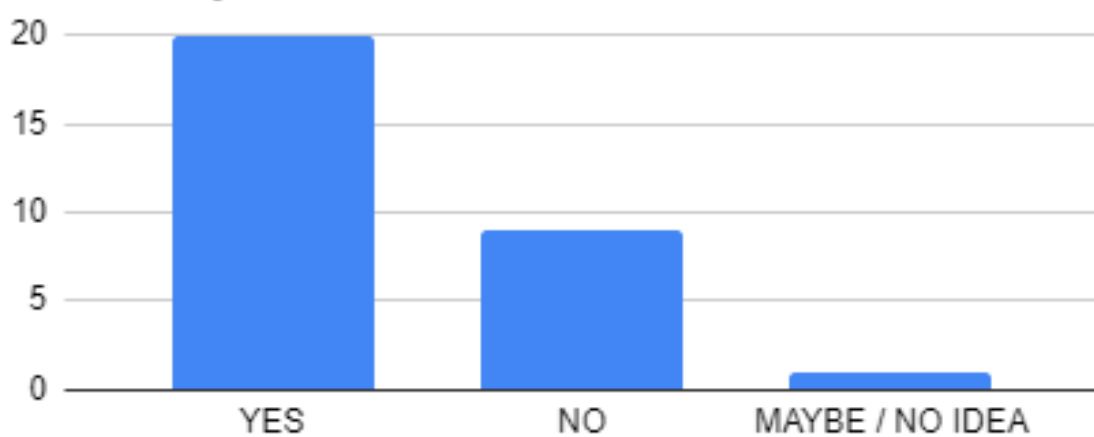
COUNTRY



Does the platform meet your expectations?



Would you like to remain/become e-tutor?



Understanding of the "e-tutor" role?

