

# **The Challenge of managing volunteers as an NGO in a developing country.**

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<p>Volunteer tourism is a rapidly growing phenomenon in the tourism industry attracting more than 1.6 million international volunteer tourists annually. However, there is only little systemic academic research in volunteer tourism in general, the management in the volunteer tourism sector practically being untouched.</p> <p>The purpose of this thesis is to provide guidelines for an NGO called Art in Tanzania in order to better respond to the needs of international volunteer tourists. Therefore, the thesis aims at understanding the views and perspectives of Art in Tanzania's volunteer tourists. Ultimately the guidelines are also hoped to benefit the local communities. In order to meet the purpose of this study, the following topics are researched: what the expectations and motives of international volunteers are, if the experience of volunteering with Art in Tanzania is somehow life-changing and how the volunteers are managed at Art in Tanzania.</p> <p>The theoretical framework of this research covers theories on volunteer tourists' expectations and motivation, volunteer tourism experience and transformation as well as managing volunteer tourists.</p> <p>The research was conducted by using a qualitative research approach. 13 face-to-face semi-structured interviews and participant observation were conducted in Tanzania during summer 2014. The interviewees were also sent follow-up questions via email in October 2015. The data was analysed by content analysis.</p> <p>It was found out that Art in Tanzania's volunteers didn't have many expectations before entering Tanzania, however, only half of the volunteers got to take part in projects they had initially thought of doing. The main motive for the volunteers was career development/work placement followed by the experience of living in a different kind of country/getting to know other culture and helping others. For most of the volunteers the experience was somehow life-changing. However, many of the volunteers wouldn't recommend Art in Tanzania to others which reflects the perceived problems in how the volunteers were managed.</p> <p>Based on the results, guidelines consisting of 10 sections were created. The guidelines are mostly related to the challenges in communication, project planning and management, financial reporting and engagement with local staff. The findings and guidelines of this study are not only useful for developing Art in Tanzania's projects and operations in the future but they are also applicable for other volunteer tourism organizations based in developing countries.</p>	
<b>Keywords</b> Volunteer tourism, managing volunteers, expectations and motivation, life-changing experience, Tanzania	

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# 1 Introduction

Volunteer tourism is a rapidly growing trend attracting more than 1.6 million international volunteer tourists annually (Tourism Research and Marketing 2008, 5). Volunteer tourism involves people often from developed countries such as USA, UK, Canada, Australia and New Zealand travelling to developing countries in Latin America, Asia and Africa (Tourism Research and Marketing 2008, 44-46) to work in projects such as teaching, medical and health and construction (Brown 2005, 480). Ultimately volunteer tourism projects have a positive direct impact on social, economic and/or natural environments of the destination and they contribute towards the volunteer's personal development (Wearing 2001, 1). However, volunteer tourism has been widely criticized for not only doing more harm than good for the local communities and environment (Tourism Research and Marketing 2008, 39) but also for poorly organized projects and programs that don't meet the volunteer tourists' expectations (Laythorpe 2010, 150).

The volunteer tourism industry has originally been dominated by not-for-profit organizations (Wearing & McGehee 2013a, 13) but more and more commercial ventures have started to enter the market (Tourism Research and Marketing 2008, 36-37). The rapid growth of the industry has resulted in a need for proper guidelines for how to manage the volunteer tourism organizations better (Wearing and McGehee 2013a, 50). There is only little systemic academic research in volunteer tourism in general (Brown 2010, 480), the management in the volunteer tourism sector practically being untouched (Benson 2011, 248).

The author of this study became familiar with these challenges through her internship at a non-governmental organization (NGO) called Art in Tanzania in Tanzania during summer 2014. Art in Tanzania is also the case organization of this study. The study was not commissioned by Art in Tanzania but the topic was agreed with the director of the NGO.

The purpose of this thesis is to provide guidelines for Art in Tanzania in order to better respond to the needs of international volunteer tourists. Therefore, the thesis aims at understanding the views and perspectives of the Art in Tanzania's volunteer tourists. Ultimately the guidelines are also hoped to benefit the local communities. The following research questions are analysed in this research:

- What kinds of expectations and motives do international volunteers have when entering Tanzania?
- Is the experience of volunteering with Art in Tanzania somehow life-changing?
- How are volunteers managed at Art in Tanzania?

In this research, qualitative methods are used. The primary method used was 13 face-to-face semi-structured interviews with international volunteers conducted during 27.5-10.8.2014 in Tanzania and follow-up questions sent by email to the same volunteers in October 2015. The secondary method used was participant observation in Dar es Salaam's volunteer house, projects and free time. Also the director of the NGO was interviewed for this research to get background information of the NGO's operations.

The topic is current not only because of the lack of research done in this field but also because Art in Tanzania recently received unfavourable publicity in Helsingin Sanomat (Berner 2015) regarding its operations and the management of the volunteers. This topic was initially chosen because of the researcher's personal interest in development work. The guidelines as well as the findings of this study are useful when developing Art in Tanzania's operations and volunteer programs in the future. The guidelines and findings are also applicable for other volunteer tourism organizations based in developing countries in order for them to better understand the needs of the international volunteers as well as how these volunteers should be managed.

Chapter 2 provides background for the thesis and presents some of the key concepts such as volunteer tourism, volunteer tourists and the volunteer tourism providers. Also the case organization of this research is presented in chapter 2. The theoretical framework is presented in chapters 3, 4 and 5. In chapter 3, volunteer tourists' expectations and motivation are looked at through Expectancy theory, Push and Pull factors as well as Hierarchy of needs. In chapter 4, the volunteer tourism experience and transformation are introduced by using Experience Realms and Experience Pyramid. Chapter 5 presents how volunteer tourists should be managed. The methodology of this research is presented in chapter 6 starting with research methods and ethical considerations and then moving on to data collection and data analysis. Chapter 7 presents the findings of the interviews, follow-up questions and participant observation. In chapter 8, the results of the findings and the literature review are compared, discussed and analyzed. Chapter 9 concludes this research and the guidelines as well as suggestions for further research, validity and reliability and own learning are presented in this chapter.

## 2 Volunteer Tourism

Volunteer tourism is a rapidly growing trend in the tourism industry and it has recently started to gain interest as a research subject (Andereck, Gard McGehee, Lee & Clemmons 2011, 1). Wearing's (2001, 1) definition of volunteer tourists is the most cited definition in the literature. He defines volunteer tourists as:

"Tourists, who for various reasons, volunteer in an organized way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments, or research into aspects of society or environment".

Brown (2005, 480) discusses that volunteer tourism consists of tourism experience where the travelers are offered a chance to take part in an optional excursion during which they can volunteer as well as get to know the local people and their culture. Smith (2014, 31) describes volunteer tourism as a form of moral consumption which aims for contributing to the community well-being and conservation goals in the global South. Tourism Research and Marketing (2008, 5) explains that volunteer tourism combines unpaid work to travel. Indeed, all these definitions for volunteer tourism seem to argue that it combines elements from both, tourism and volunteering. However, there is no universally agreed definition for volunteer tourism. (Andereck et al. 2011, 1.) Even though volunteer tourism is a growing phenomenon, there is only little systemic academic research in this field (Brown 2010, 480). Wearing & McGehee (2013b, 122) add that most of the research on volunteer tourism has been done in the last decade, only a few articles associated with the topic prior 2000.

Volunteer tourism is seen as a way to gain more authentic experience compared to mass tourism since volunteer tourists are able to become more emotionally and physically immersed in the local culture and community (Laythorpe 2010, 140). Volunteer tourism can be considered as a form of alternative tourism and it is closely related to cultural, scientific, educational, adventure, and agritourism. Volunteer tourism is influenced by ecotourism since it emphasizes the sustainable, responsible and educational activities in tourism. (Wearing 2001, 23-24; 30.) The figure below (figure 1) shows the relationship between mass tourism and alternative tourism, the forms of alternative tourism as well as how these forms overlap with volunteer tourism as well as ecotourism.

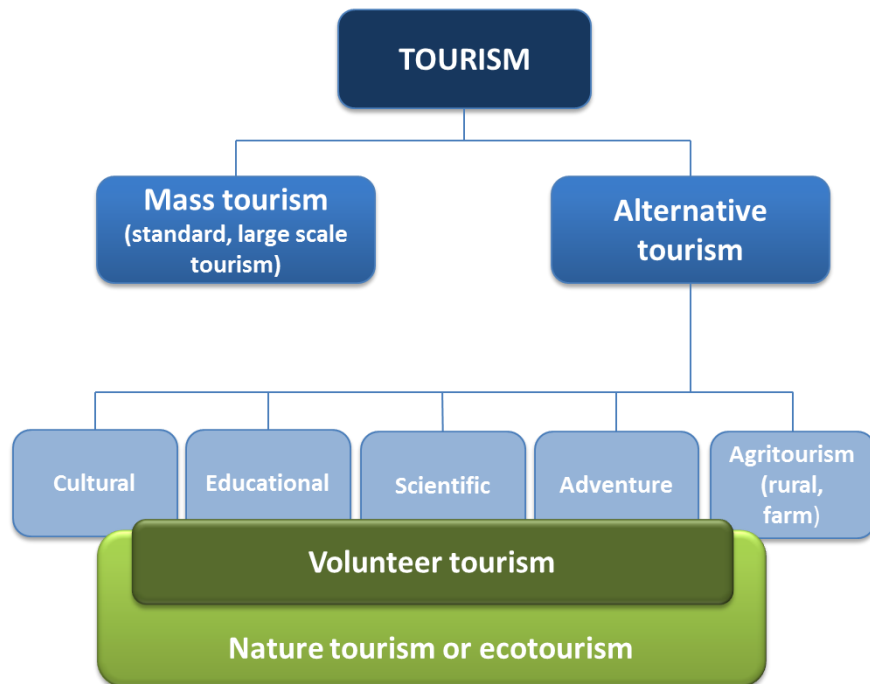


Figure 1. A conceptual scheme of alternative tourism (Wearing 2001, 30)

The roots of volunteer tourism go back centuries, the first volunteer tourists being sent by medical and religious organizations which hoped to offer educational, spiritual and medical help abroad. It wasn't until the early 1900's, however, that volunteer tourism became more organized with the formation of organizations such as the United States Peace Corps and Australian Volunteers Abroad. The number of volunteer organizations started to grow after the Second World War in 1950's, Africa in particular being a target for these organizations. Volunteer tourism became very popular in the 1990's when former volunteer tourists started to found new organizations in order to share their work experiences abroad with others. Most of these organizations were non-profit and formed in the US. (Tourism Research and Marketing 2008, 7-8.) Daldeniz & Hampton (2011, 31) add that the growing interest in volunteering abroad in the 1990's was triggered by the increasing popularity for taking a gap year, a break from studying between high school and university and by companies and organizations in the US starting to offer volunteer tourism alternatives for the traditionally festive spring break. Volunteer tourism seems also to have increased in response to growing environmental and social issues in developing countries and disasters such as the 2004 Boxing Day tsunami that affected South East Asia widely. (Wearing & McGehee 2013b, 121).

It is hard to define the exact size of the volunteer tourism market because of the diversity of volunteer tourism providers, projects and placements as well as the lack of published data. It is widely acknowledged, however, that the number of volunteer tourists has risen and is rising (Butcher & Smith 2010, 29-30). Tourism Research and Marketing (2008, 27)



claims that in 2007, there were 300 organizations offering volunteer tourism projects and placements compared to 75 such organizations in 1987. Jones (2004, 15) argues that in 2004, there were already over 800 organizations offering in total of around 350,000 volunteer tourism placements to over 200 countries. Tourism Research and Marketing (2008, 5) estimates that the volunteer market consists of over 1,6 million international volunteers per year having the monetary value of between £832m and £1.3bn (US\$ 1.7bn–2.6bn)year. The most popular regions for volunteering are Latin America, Asia and Africa, the single most popular country for volunteering being India. (Tourism Research and Marketing 2008, 45-46.)

Volunteer tourism projects and placements are offered all year round, the busiest season being the summer of the northern hemisphere (Brown 2005, 479). Volunteer tourism typically aligns itself with ideas of development aid and it often focuses on environmental and humanitarian projects with the aim of serving communities in need (Wearing & McGehee 2013b, 121). There are many types of projects and placements available for volunteer tourists depending on the host organization and the destination. These projects and placements involve, for instance, agriculture, conservation, community development, teaching, medical and health, construction, environmental protection and archaeology. (Brown 2005, 480.) Indeed, volunteer tourists might be found anywhere between constructing a rainforest reserve to helping with a mass eye surgery (Wearing 2001, 1). According to 2014 Official Volunteer Abroad Trends Report conducted by Go Overseas states the most searched volunteer tourism programs in 2014 were medical and health followed by teaching and wildlife and conservation related programs (Salvesen 2015).

Holmes & Smith (2009, 33) explain that volunteering may be only a small piece or the main purpose of the trip. Brown (2005, 479) claims that the length of the volunteer project can vary from one week to over six months with the cost of 100\$ to over 3000\$. The trend in volunteer tourism, however, is to complete short volunteer tourism placements that last from a couple of weeks to three months (Callanan & Thomas 2005; Cousins 2007, in Holmes & Smith 2009, 33). Volunteer tourists can choose for how long and where they want to go and the programs can often be individualized according to their preferences (Alexander & Bakir 2011, 17).

## **2.1 Who are volunteer tourists?**

Volunteers are those who out of free will and without financial gain provide unpaid service generally aiming at helping others. Volunteer tourists are attracted by the travel component, looking for organizations operating abroad rather than in their home country. (Wear-

ing 2001, 53.) Wearing and McGehee (2013a, 79) agree stating that volunteer tourists differ from volunteers because of their motivation to travel and get to know another culture. Wearing (2001, 1) explains that volunteer tourists are looking for a mutually beneficial experience that will contribute positively to their personal development and the social, natural and/or economic environments in which they participate in.

According to Brown (2005, 483) women are more likely to volunteer than men. Tourism Research and Marketing (2008, 48-49) agrees stating that 60-70% of volunteer tourists are women. Devereux (2008, in Wearing & McGehee 2013a, 21) claims that volunteer tourists come from middle or upper class families. Most of the volunteer tourists come from the USA and UK followed by the rest of the Europe, Canada, Australia and New Zealand (Tourism Research and Marketing 2008, 44).

Tourism Research and Marketing (2008, 5) states that 70% of the volunteer tourists are aged between 20 and 25, studying at university, having a gap year or gaining work experience. Holmes & Smith (2009, 33) agree claiming that the volunteer tourism market is dominated by 18-24 year olds having a break from studies but add that the profile of the volunteer tourists is changing as older, skilled people are increasingly interested in taking part in volunteering abroad.

Callanan & Thomas (2005, in Holmes & Smith 2009, 35-36) argue that there are three types of volunteer tourists; shallow, intermediate and deep which are based on six main criteria: destination, focus of the experience (self-interest versus altruistic), duration of the project, active versus passive participation, qualifications, and level of contribution to locals. The shallow volunteer tourists travel often as a group and they are focused on vacation as well as self-interest and –development including enhancing their CV. They participate in short term projects for which only little or no training is provided and which require no specific skills. The shallow volunteers make no or little direct contribution to the local community or environment. Intermediate volunteer tourists are focused on helping and contributing to the local community but they also value having some time off to travel and to have fun. Intermediate volunteer tourists already have some skills and experience and they want to contribute at least two to four months of their time to the volunteering. (Callanan & Thomas 2005, in Holmes & Smith 2009, 35-36.)

The third type is deep volunteer tourists who already possess specific skills and qualifications and who want to contribute directly to the local environment or community. Deep volunteer tourists spend at least six months for volunteering, they are often on their gap year and for them self-interest is not as important as a motive for volunteering as altruistic

reasons. An example of deep volunteer projects are some medical teaching placements since in order to make a meaningful contribution, one needs to have time, skills and commitment. (Callanan & Thomas 2005, in Holmes & Smith 2009, 35-36.)

## **2.2 The organizations and companies involved in volunteer tourism**

Like discussed in this research, the number of organizations offering volunteer experiences abroad has grown rapidly as a result for increased demand for such services. Volunteer tourism providers consist of, for instance, NGOs, tour operators and academic groups that organize projects in community development, cultural or ecological restoration and scientific research (Wearing & McGehee 2013b, 124). At the moment, the volunteer tourism industry is dominated by not-for-profit organizations but also commercial ventures have started to enter the market (Wearing & McGehee 2013a, 13). Tourism Research and Marketing (2008, 5) agrees stating that over half of the organizations providing volunteer tourism programs are non-profit. The amount of commercial providers, however, is growing rapidly.

Holmes & Smith (2009, 34) explain that there are many types of organizations involved in the volunteer tourism the three key players being sending, hosting and servicing organizations. Sending organizations can be non-profit, NGOs, public or private but they are based in the volunteer tourists' home countries rather than in the destinations. Sending organizations train and prepare the volunteers before they leave from their home countries. The training might include language courses and intercultural preparation. (Holmes & Smith 2009, 34-35.)

Host organizations work in the destination country and they can be run by a separate local organization entirely or be wholly operated by the sending organization. Indeed, in many cases organizations work as both hosting and sending organization meaning that they develop and promote the volunteer program as well as host the volunteer projects in the destination. Hosting organizations are often NGOs but they can also be charities, religious organizations or private businesses. Servicing organizations work as recruiters, sending out volunteers to their local partner organizations in the destinations which are mostly NGOs. Servicing organizations also provide information regarding the volunteer opportunities and they often charge a fee for their services. Servicing organizations include websites such as [www.goabroad.com](http://www.goabroad.com), <http://www.globalvolunteers.org/> and [www.charityguide.org/volunteer/vacations.htm](http://www.charityguide.org/volunteer/vacations.htm). It is also possible for the volunteers to independently organize their volunteer travel and contact the host organization once in the destination. (Holmes & Smith 2009, 34-35.)

### **2.2.1 NGOs**

Non-governmental organizations, NGOs work mainly in development but they can also be found in the fields of human rights, environment as well as sport, recreation and arts (Lewis 2014, 11). NGOs work locally, nationally and globally depending on the organization and they can be externally funded or driven by volunteers (Lewis 2014, 16; 26).

In the last decade, NGOs have been one of the main drivers of volunteer tourism (Wearing 2001, 13). NGOs aim for tourism, which is not only beneficial for the volunteer tourists but also for the host communities they visit. Thus, NGOs place a high value for the quality of the interactions between the locals and the volunteers. NGOs aim for socially appropriate tourism by supporting and assisting the local communities and by fostering attitudes that are promotive in maintaining social and natural environments. (Lyons & Wearing 2008, 6-7.)

### **2.2.2 Tanzania and Art in Tanzania**

The United Republic of Tanzania is a country in Eastern Africa which shares a border with eight countries; Mozambique and Malawi to the South, Democratic Republic of Congo and Burundi to the West and Kenya and Uganda to the North. The Eastern border of Tanzania lies in the Indian Ocean. Tanzania is a Democratic Republic, 945 087 km<sup>2</sup> large and has the population of 44,928,923 (2012). Even though the capital of Tanzania is Dodoma, the largest city and the commercial and cultural hub of Tanzania is Dar es Salaam. (mfaic 2015.) Tourists visit Tanzania mainly for holiday and leisure purposes, 81% of the tourists coming to Tanzania for these reasons (Tanzania National Bureau of Statistics 2014, x). Tanzania's attractions include nature, beaches, mountains, wildlife and historical sites, some of the most popular attractions being Serengeti national park, Ngorongoro crater, Zanzibar and Mt Kilimanjaro. (Tanzania National Bureau of Statistics 2014, 34) The international tourists' arrivals rose from 867,994 in 2011 to 1,077,058 in 2012 the tourism earnings being USD 1,712.7 million in 2012 (Tanzania National Bureau of Statistics 2014, 7). The national language of Tanzania is Swahili, English often being used for business. There are also around 120 local languages spoken in the country which makes Tanzania as one of the most diverse countries in Africa (mfaic 2015).

Tanzania is a very poor country and many Tanzanians still don't have access to electricity, proper housing or piped water. Only 21% of Tanzanians had access to electricity for lighting in 2012, 67% of Tanzanians living in dwellings with sand or earth used as a floor and 63% of Tanzanian households having no access to piped water. (United Nations Devel-

opment Programme 2014, xii.) The population growth in Tanzania is one of the fastest in the world with 2,7% /1.2 million people annual growth (United Nations Development Programme 2014, xiii). Around 80% of Tanzanians still make their living from agriculture, the service sector, however, being the most growing field in Tanzania's economy (United Nations Development Programme 2014, xiv). Finland has been in development cooperation with Tanzania since 1962 and today, Tanzania is the biggest recipient of Finnish development cooperation aid (Ministry for foreign affairs of Finland 2015).

Art in Tanzania which is the case organization of this research, is a non-governmental organization registered in Tanzania and Finland. Art in Tanzania was founded in 2001 by a Finn, Kari Korhonen to support local artists and since then the organization has grown rapidly and today it runs around 350 volunteering and internship placements in Tanzania and some also in Ethiopia. Art in Tanzania offers volunteer projects in the fields of, for instance, education, medicine and health, social work, UNICEF children's agenda, sports coaching, arts and music, social media and marketing, construction and HIV/AIDS awareness. Art in Tanzania organizes also safaris and trips including visits to Zanzibar and the Maasai land and climbs to Mt Kilimanjaro. Art in Tanzania is fully funded by the volunteering fees, and money received from trips and fair trade products. (Korhonen 5 August 2014.) The Mission statement of Art in Tanzania is

"To promote the development of the most vulnerable communities in Tanzania through education, arts, health and environmental conservation programs, developing partnerships with local NGOs and with the support of international volunteers who help funding our programs while having a meaningful experience" (Art in Tanzania 2015).

Art in Tanzania receives 600-1000 volunteers annually, 60-100 being in Tanzania at once. (Art in Tanzania 2015.) The volunteers come from countries such as England, USA, Canada, Finland and Denmark and normally stay for maximum of three months. Art in Tanzania employs around 70 people who are mostly locals. Art in Tanzania has volunteer locations in Tanzania in Dar es Salaam, Moshi, Zanzibar, Arusha, Karatu and Serengeti (see figure 2). Dar es Salaam is the most popular location for the volunteers followed by Moshi. (Korhonen 5 August 2014.)

When the interviews for this research were conducted, the volunteer house in Dar es Salaam was located in Bahari Beach which is a coastal area 20km north from the center of Dar es Salaam. The volunteer house was in three floors and could accommodate around 100 people. Volunteers stayed in two-six bed dorms in and also most of the Art in Tanzania's local employees lived in the house. Since the beginning of 2015, the Dar es Salaam volunteer house has been located in Madale which is a small rural village also roughly 20

km away from the center of Dar es Salaam. In Madale, the volunteers stay in 4-14 bed dorm rooms and it is also possible to stay in a private or double room for extra price. Volunteering in Dar es Salaam costs around 240\$/week depending on the length of the stay and this includes accommodation, breakfast and dinner but excludes flights, visa, vaccinations, airport transportation and personal purchases. All the volunteers also need to pay a participation fee of 230\$ which is used for local government and village fees. Moshi is the second most popular location for volunteering with Art in Tanzania. Art in Tanzania's volunteer house in Moshi is located in Soweto, which is 30 min walk away from the center of Moshi. The volunteers sleep in 4-6 bed dorms and the fees for volunteering in Moshi are the same as for volunteering in Dar es Salaam. Many safaris as well as Mt Kilimanjaro climbs depart from Moshi (Art in Tanzania 2015.)



Figure 2. Art in Tanzania's volunteer locations in Tanzania (Art in Tanzania 2015)

In 2012, Sami Sorasalmi made a study regarding Art in Tanzania's volunteers' satisfaction. In the study, a customer satisfaction survey was used in order to find out how satisfied the volunteers were for the accommodation, meals, orientation, in-country support, morning and afternoon projects, team leaders and online account system. Sorasalmi found out that the volunteers' overall satisfaction to Art in Tanzania's services was 4,4/5 which is good.

Art in Tanzania received unfavorable publicity when Anna-Sofia Berner's (2015) article regarding Art in Tanzania and volunteer tourism was published in Helsingin Sanomat. Berner interviewed former Art in Tanzania volunteers for the article and she explained that many volunteers are disappointed with the experience. One of the volunteers complains how big groups of volunteers are accepted in the orphanages for a short period of time many of them demanding to be with the babies. Children are vulnerable and get attached

to the volunteers easily. The rapidly changing flow of volunteers might be harmful for the children since they don't get a chance to create a bond of trust with anyone but it gets taken away every time an 'old' volunteer is replaced with a new one. Some of the interviewed volunteers were disappointed since their skills and previous work experience had not been taken into account when choosing a project for them. Often the volunteers were also left alone with their projects especially at schools where the local teachers would leave the class for the volunteers who lacked authority and Swahili skills. "I'm not a teacher and I don't speak Swahili. No-one at the kindergarten knew that I was coming" claims one of the volunteers. (Berner 2015.)

Many of the interviewed volunteers wondered what their money was used for since the paid amounts were relatively high compared to the local costs and standards of living. The volunteers also mentioned that they had heard of some of the locals not getting paid for even six months at a time. According to the audit of the accounts that Art in Tanzania provided, the revenue coming from the volunteers was 600 000€ two years ago out of which 100 000€ was used for rent and 80 000€ for staffing. The biggest expenditure according to Art in Tanzania was the volunteer programs for which 270 000€ were used which is 90 000€ more than rent and staffing together. "Projects are there to make profits. Not because the volunteers would help people" one of the volunteers states. One of the volunteers explains that the experience was very teaching for her but she is not sure if it benefited the kids she helped. The volunteer explains that now she understands there are things that can't be changed in this world and that the experience taught her to appreciate how well things are at home. (Berner 2015.)

### **2.3 Criticism against volunteer tourism**

There is a lot of criticism around volunteer tourism, media and academia questioning whether volunteer tourism is the best way for a long-term change and who it actually benefits the most; the local community, the volunteer tourist or the provider. The rapidly growing number of tourism providers offering volunteer tourism placements may affect the future of the industry negatively since the providers might be forced to 'hard sell' to be able to stay in the business, not thinking about the long term solutions (Tourism Research and Marketing 2008, 63). Tourism Research and Marketing (2008, 36-37) explains that more and more for profit volunteer tourism providers are entering the industry whose primary objectives may not be delivering benefits to the communities that the volunteer tourists wish to help.

There is a wide range of literature claiming that volunteer tourism can do more harm than good for the local communities. Raymond (2008, 48-49) argues that the benefits from vol-

unteer tourism are increasingly not mutual for the volunteer and the host community, the volunteer gaining a greater advantage. Also Tourism Research and Marketing (2008, 39) states that the assumed positive impacts on local people are not often reached. In many cases, the volunteer tourists are able to work within the host community without any specific skills or qualifications which for many is an appealing element to take part in volunteer tourism (Butcher & Smith 2010, 33). Holmes & Smith (2009, 58) add that in some cases the amount of local workers is reduced and replaced by the paying international volunteer tourists. Volunteer tourists might also use resources that would normally go to the local communities and the imbalance of the living conditions between the volunteers and the locals might cause tension. Tourism Research and Marketing (2008, 37) claims that it is ironic that large amount of people travel to different continents with the aim of helping to save the local environments when the travel itself generates considerable amount of carbon emissions. Wearing (2001, 2-3) claims that volunteer tourists will almost always pay for their contribution in the projects and activities, the amount being normally higher than what one would pay for a non-voluntary holiday in the same or similar location. Volunteer tourism providers are criticized because of the high participation fees the volunteers often need to pay and the low percentage of these fees going to the projects and programs benefiting the locals (White & Smith 2010, 257).

Even though most of the criticism against volunteer tourism concentrates on the idea of volunteer tourism benefiting more the volunteer tourists than the local communities, it is good to remember that it is not to blame the volunteer tourists but the poorly organized projects and programs. Volunteer tourists pay a lot of money for volunteer programs and projects in order to help the locals but are often disappointed since they don't get to do the projects that match their skills and interests and sometimes the volunteers are not even needed after all (Tourism Research and Marketing 2008, 37-39). In her study of 100 volunteer tourists in Tanzania, Laythorpe (2010, 150) found out that many volunteer tourists were unsatisfied with the poorly organized programs and projects. In many cases the volunteer tourists were not needed after all because of, for instance, a school holiday and many volunteer tourists didn't get to work on the projects they were initially promised. Hence, many of the volunteer tourists felt frustrated and disappointed with the projects. One of the interviewees reflects her placement saying: "I thought it'd be working, working, working and that would be the focus but I've just like been teaching two hours a day and it's just like two students so I feel like I'm just wasting my time when I could be doing things to help." (Laythorpe 2010, 150.)



### 3 Expectations and Motivation of volunteer tourists

In this chapter, first the expectations and then the motivation of volunteer tourists is discussed.

#### 3.1 Expectations

Expectancy theory is “a cognitive process theory of motivation” that was first introduced by Victor Vroom (1964) (Lunenborg 2011, 1). The theory is based on an idea that people are motivated if they think there is a positive correlation between the efforts they put in to work, the performance they receive from that effort and rewards they attain from the good performance. Vroom discovered that an employee's performance is based on individual factors such as personality, knowledge, skills, abilities and experience.

The theory is based on three beliefs: Expectancy, Instrumentality and Valence. Expectancy is based on an assumption that one's effort will lead to a certain kind of performance and to stay motivated one should perceive that she/he has the right skills and resources for the job as well as sufficient support to get the job done. Instrumentality is based on a belief that if one meets performance expectations she/he will get rewards. If an employee realizes that the rewards are the same for everyone even though others work better/more than others the instrumentality is low. On the other hand, if the employee notices that good performance leads to greater rewards valued by her/him, the instrumentality is high. Valence is based on the value a person places on the rewards she/he gets from a job. Individual employees value different rewards and if one is not satisfied with the reward, she/he receives the valence is negative. On the other hand, if the employee is attracted to the reward the valence is positive. (Lunenborg 2011, 1-3.) If there are no instrumentality and valence beliefs, the employee might question if the performance is worth the effort (Grant & Shin 2011, 3). Figure 3 describes the basic Expectancy model.

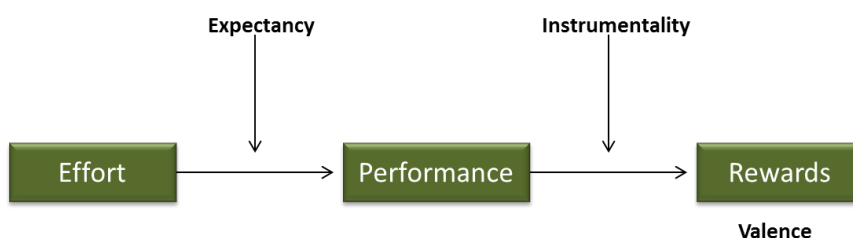


Figure 3. Basic Expectancy model (Lunenborg 2011, 2)

The extent to which the trip is viewed as a positive experience will be influenced by the conformity between perceptions and expectations of a travel experience with the outcome

of a trip. (Noe 1999, in Andereck et al. 2011, 2). According to Zahra (2011, 90) volunteer tourists look for intrinsic rewards such self-reflection and enhanced social awareness that might change the volunteer tourists' perceptions about values, self-identity, society and even their everyday lives. Power (2007 in Holmes & Smith 2009, 131-132) add that the rewards include learning about another culture, making new friends and doing something good whereas demotivating factors include lack of organization, feeling unsupported and the bad attitude of local staff.

### **3.2 Motivation**

Volunteer tourism studies have shown a great variety of motivations because of the diverse characteristics of volunteer tourists and the very differing context of the trips (Chen & Chen 2011, 436). At the most basic level, individuals volunteer for self-interest and altruistic reasons (Stebbins 1882; Clary & Snyder 1991, in Lyons & Wearing 2008, 26). According to Wearing (2001, 66-71), motivations of volunteer tourists include personal growth, altruism, cultural exchange and learning, travel and adventure, professional development, right time or place and organization's goal or mission. Daldeniz & Hampton (2011, in Kontogeorgopoulos 2014, 246) claim that volunteer tourists often participate in volunteer projects in order to enhance their career skills. Brown (2005, 487-489) explains that the primary motivations of volunteer tourists are making a difference, cultural immersion, seeking camaraderie and having an educational experience.

Tourism Research and Marketing (2008, 33) explain that there is a wide range of factors that have an impact on one's motivation to volunteer abroad such as background of the volunteer, previous travel experience and experience with the type of project and destination involved. Brown (2005, 483) adds that also the changes in one's life stage such as having a child, worsening health, reduction or increase of income or changing experiences or expectations might affect the travel motives. Grabowski (2013, 81-82) agrees stating that it is often the right time/place such as a gap-year in between school and university, career change or time before retirement that motivates people to volunteer abroad. Figure 4 shows the primary motives of the volunteer tourists based on Grabowski (2013, 81-82), Wearing (2001, 66-71) and Brown (2005, 487-489).

Holmes & Smith (2009, 93) explain that the motives to volunteer differ according to one's age and life stage, the younger people being more interested in gaining work experience and new skills. Brown & Lehto (2005, in Wearing & McGehee 2013a, 80) agree stating that especially older volunteer tourists are motivated by the opportunity to interact with people of similar interests and values. Brown (2005, 484-485) claims that there are no big

differences in the motives of long-term and short-term volunteer tourists, the latter, however, placing a higher importance on self-actualization. According to Callanan & Thomas (2005, in Wearing & McGehee 2013b, 123) shallow volunteer tourists are mostly motivated by self-interest whereas deep volunteer tourists are more motivated by altruistic reasons such as helping the local communities.



Figure 4. Primary motives for volunteer tourists (Grabowski 2013, 81-82; Wearing 2001, 66-71; Brown 2005, 487-489)

### 3.2.1 Push and Pull factors

In general tourists are motivated to travel by a combination of push and pull factors. Push factors consist of psychological needs such as escaping from the everyday routines whereas pull factors are related to the attraction of the destination such as the novelty and exotic qualities of the destination (Wearing 2002 in Kumaran & Pappas 2011, E.5). Defining volunteer tourists' motivations by push and pull factors is not as simple however. Most push factors for volunteer tourists are intrinsic motivators. (Kumaran & Pappas 2011, E.5) Especially important push factors are self-discovery and personal transformation (Kumaran & Pappas 2011, E.5) along with pull factors such as adventure, discovery and being immersed to another culture (Grabowski 2013, 82). In many cases, the volunteer tourist is more motivated by the external reward such as improved social status and self-esteem of promoting environmentally sustainable travel and community development rather than the experience itself. (Kumaran & Pappas 2011, E.5.)

### 3.2.2 Hierarchy of needs

It is assumed that in order to understand human motivation, it is essential to understand the needs people have and how to fulfill them. Abraham Maslow was the first one to attempt this in 1943 and today his Hierarchy of needs theory is the best known of all motivation theories. According to the theory, the human needs - physiological needs, safety needs, social needs, esteem needs, and self-actualization needs - are placed in a hierarchy regarding how important they are. When the most important need are satisfied they won't work as a motivator anymore and one will then try to satisfy the next most important need. (Hudson 2007, 42-43.)

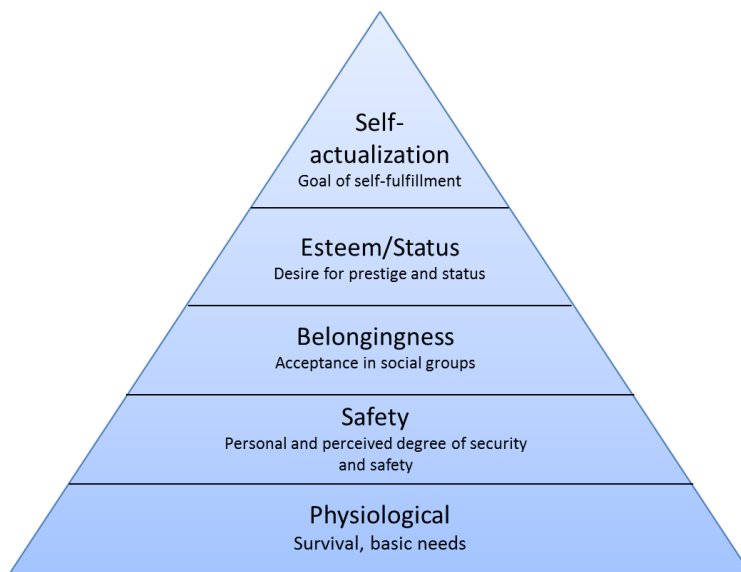


Figure 5. Maslow's Hierarchy of Needs (Hudson 2007, 42)

Brown (2005, 481) states that in order for people to be interested in travelling the world to make a difference they need to have their physiological and safety needs met first. Boretti & Fairer-Wessels (2014, 3) explain that volunteer tourism can potentially satisfy person's needs on the top three levels; belongingness, esteem/status and self-actualization of the hierarchy. Some volunteer tourists take part in volunteering since they express a need for meeting new people, developing friendships and creating wider networks which are all part of the affiliation needs/needs for belonging. The esteem needs can be seen as the volunteer tourist's need to learn, to do something different and to develop one's career. The need for self-actualization is considered as a person's desire for self-fulfillment. By spreading personal beliefs and helping others, volunteer tourists aim to become actualized in what they potentially are. (Boretti & Fairer-Wessels 2014, 3.) Kylänen (2007, 30-31) argues that people in the developed nations have reached the top of the Maslow's hierarchy of needs to the level of self-actualization and are now looking for experiences, personal memorable sensations that ultimately have a transformational influence. This will be discussed in more depth in the next chapter.

## 4 Volunteer Tourism Experience

Companies and organizations need to realize that goods and services are not enough anymore but now customers want experiences (Pine & Gilmore 2011, 241). Pine & Gilmore (1999, 11-12) explain that “While commodities are fungible, goods tangible, and services intangible, experiences are memorable.” In the developed nations, people have already fulfilled their material needs and are now looking for new opportunities for self-development and self-realization which has led to emerge of the experience economy (Pine & Gilmore 2011, 241). This can be seen as an increase in experience-based products or services in the fields of, for instance, tourism, sports and media (Christensen 2009, 25). Tarssanen (2009, 6) adds that meaningful experiences are individual, positive and unforgettable and they might lead to a change in the person’s everyday life.

### 4.1 Experience Realms

When creating experiences, it is important for the companies and organizations to understand the theory of Experience Realms (see figure 5) created by Pine & Gilmore (1999). Pine & Gilmore explain that when staging experiences, it is not important just to entertain the guests but to engage them. The guests can be engaged by many dimensions of an experience but there are two dimensions that are the most important; guest participation and the connection between the performance/event and the guest. (Pine & Gilmore 1999, 30-31.)

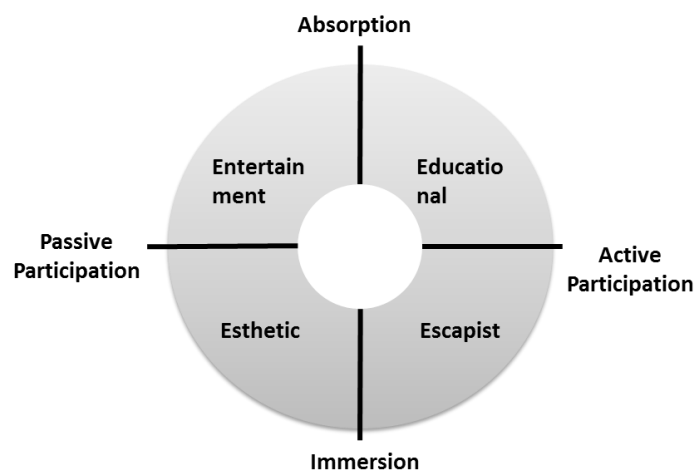


Figure 6. The Experience Realms (Pine & Gilmore 1999, 30)

The first dimension of experience (on the horizontal axis) relates to the amount of guest participation which ranges from passive to active. The guest can be a passive participant which means that she/he doesn’t directly have an influence to the performance. An example of passive participation is going to the movies or theatre because the guest is experi-

encing the event by purely listening and observing. At the other end of the spectrum is active participation which involves the guest directly influencing the performance by doing something concrete. Active participants include, for instance, athletes since they have a direct influence to their own experience. The second dimension of experience (on the vertical axis) relates to the connection or environmental relationship that connects the guest to the experience. This dimension ranges from absorption, in which the guest participates mentally to immersion in which the guest is part of the experience physically. An example of absorption is watching television whereas taking part in a television show is an example of immersion. (Pine & Gilmore 1999, 30-31.)

Combining these two dimensions forms the four realms of an experience: entertainment, educational, escapist and esthetic. When the guest passively absorbs the experience through her/his senses the experience is considered to be entertaining. This can be anything from listening to music to watching a performance. The educational experience involves the guest being an active learner who is absorbed to the experience. An example of this is students taking actively part during the class instead of just quietly listening to the teacher. In the escapist experience, the guest participates actively and is immersed to the experience becoming an 'actor' who can influence the performance. An experience can be anything from taking part in adventure programs to gambling at casinos. The esthetic experience is based on passive immersion in which the guest is physically or virtually involved but has only little or no effect to the surrounding environment. An example of this is visiting an art gallery or passively admiring the scenery. (Pine & Gilmore 1999, 32-37.) The most meaningful experiences contain elements of all four realms and companies often blur the boundaries between the realms in order to create the perfect combination for their experience (Pine & Gilmore 1999, 38-39).

## **4.2 Experience Pyramid**

Like discussed, a meaningful experience is ultimately a personal, positive, emotional and unforgettable experience which may lead to a change. Experience pyramid (see figure 6) was developed by Tarssanen and Kylänen (2005) to picture a perfect experience product. Experience pyramid is used to analyze the experience aspects of the products and services in the industries such as tourism, entertainment and culture. Experience pyramid is based on two perspectives, the elements of the experience which describe the guest's own experience and the levels of the experience which describe specific elements of the product. The elements of the experience are individuality, authenticity, story, multi-sensory perception, contrast and interaction. These elements need to offer the guest something unique and memorable since they are the influential factors on the guest's experience. The levels of the experience are motivational, physical, intellectual, emotional and mental

which need to be well comprehended in the experience production. An ideal product or service that the pyramid represents, should consider all the elements at all levels to provide a meaningful and life-changing experience. (Tarssanen 2009, 10-12).

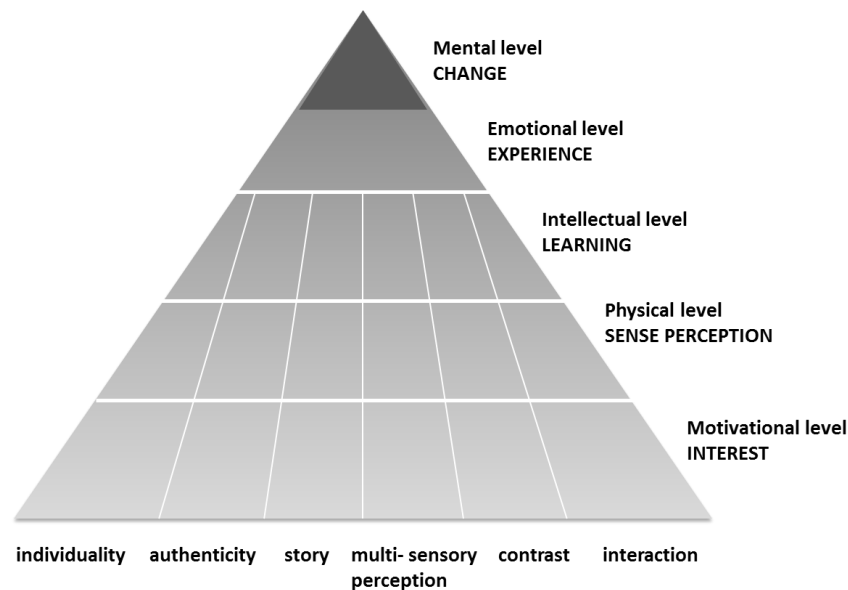


Figure 7. Experience pyramid (Tarssanen 2009, 11)

#### 4.2.1 The elements of Experience

The horizontal axis of the Experience pyramid describes all the elements that form the guest's experience.

*Individuality* The product or service should be unique and not available elsewhere and there should be an option for customization according to the needs and wishes of the guest. This should make the guest to feel one and only.

*Authenticity.* Authenticity reflects the culture and lifestyle of the region and the habits of the locals living there. Authenticity is based on credibility meaning that the product or service is authentic if the guest thinks so. What is authentic for someone is not authentic for everyone since authenticity is defined individually.

*Story.* Story is an important element since it puts together the whole experience. A story can be factual or fictional or it can have elements of both. A story gives a meaning to the experience and it explains what is done and in which order. A great story is credible and convincing and it touches the guest's feelings enabling her/him to experience the product or service also on an emotional and intellectual level.

*Multi-sensory perception.* The guest's senses should be stimulated just perfectly, enhancing the desired theme.

*Contrast.* The experience should be different from the guest's everyday life. The guest should be offered something new in a foreign environment to make her/him feel freed from the everyday routines and limitations and to be able to experience new things. It is important to understand that what is exciting for one might be very common to another.

*Interaction.* Interaction reflects the communication between the guest and the service provider and/or the other guests. Experiencing something together with others raises the social status of the guest, making her/him feel like belonging to a certain group. It is also possible for one to have meaningful experiences alone but then the interaction between the guest and the provider is crucial. (Tarssanen 2009, 12-14.)

#### **4.2.2 The levels of Experience**

The vertical axis of the Experience pyramid describes the guest's journey from awakening the interest to a meaningful experience and mental change.

*Motivational level.* On this level, the interest of the guest is awakened. By using different marketing tools, companies invite the guest to try their product or service and the guest's expectations are created.

*Physical level.* On this level, the guest can experience the product or service through senses. The product or service should make the guest to feel comfortable; it is not too cold or hot, loud or quiet and the guest feels safe. The exception for this is, for instance, extreme sports where the risk of injury or death is part of the experience.

*Intellectual level.* On this level, the guest processes the sensory stimuli and learns, thinks, applies knowledge and forms opinions accordingly. The product or service should provide the guest a feeling of development and learning something new.

*Emotional level.* On this level the meaningful experience is actually experienced. Even though it is hard to predict, if all the basic elements are fulfilled on the motivational, physical and intellectual level the guest's response to the experience should be positive.

*Mental level.* On the highest level of the Experience pyramid, a positive, emotional and powerful experience may lead to a rather permanent personal change. The change might be related to the guest's state of mind, lifestyle or a physical state. Through a meaningful experience, the guest might, for instance, adopt new values, start a new hobby or change the way of thinking. (Tarssanen 2009, 15-16.)

### **4.3 Transformation**

Pine and Gilmore (2011, xvi) state that "more experiences should yield transformations". When the experience is customized right, providing just what the guest needs, the experience will likely turn into a transforming experience (Pine & Gilmore 2011, 244). When the experience is transforming, it will change something in the guest's attitude, characteristics,



performance or some other fundamental element of self (Pine & Gilmore 2011, 254). This can be considered as the mental level of the experience pyramid. Also the four realms of experience can be used as a basis for transformation, where only one or all four may be used. The most engaging and life-transforming experiences, however, have elements of all four realms. Esthetic experiences can make the guest feel a sense of appreciation, beauty and wonder while escapist experiences can build the guest's confidence and boost her/his capabilities. Entertainment experiences can cause the guest to change her/his view of the world where as educational experiences might make the guest to reconsider how she/he fits into that world. (Pine & Gilmore 2011, 265.)

Volunteer tourism has potential to be a transformational experience. Mass-tourism holidays can serve as an escape from everyday routines and stress or as a reward from hard work but they don't usually have an impact on how the person sees her/himself or change the way she/he feels, thinks or acts in everyday life. Volunteer tourism offers one a chance to engage in an altruistic attempt to explore 'self'. Volunteer tourism experience is not just a tourist visit but an ongoing process during which interactions occur and the self is enlarged, challenged, renewed and reinforced. (Wearing 2001, 3.) Zahra (2011, 90) adds that taking part in volunteering abroad, especially in a very different environment than the person is used to back home, may change her/his values, perceptions of society and self and the view of life. By living and learning about other cultures and people in an environment of mutual benefit cooperation and benefit the volunteer tourist is able to engage in the development of self which might lead to a transformation (Wearing 2001, 3.) The longer the volunteer tourists stay and the more the volunteer tourists interact with the locals and the local culture the better they absorb and adopt elements from that environment (Wearing 2001, 9).

Anne Zahra (2011, 90-101) studied 10 Australian and New Zealander volunteer tourists in order to find out if volunteering in developing countries such as Philippines and India had had long-lasting impacts and transformative potential on their lives. Between 7-18 years after the volunteer tourism experience, follow-up interviews were conducted with the volunteer tourists. Zahra found out that for all the volunteer tourists, the experience was life changing it being described as mind blowing, difficult, emotional, spiritual and rewarding. The volunteer tourists mentioned things such as a change in values in relation to consumerism and materialism and a change from being self-centered to giving to others through one's family, relationships and work. Some of the volunteer tourists also reflected how the experience had encouraged them to be involved in social justice and advocacy issues and how the experience had made them to avoid mass tourism excursions. (Zahra 2011, 90-101.)

## 5 Managing volunteer tourists

Like discussed in this research, volunteer tourism industry is growing rapidly with increasing number of people being interested in international volunteering and more and more organizations and companies offering volunteer tourism opportunities. The rapid growth of volunteer tourism and the partly negative image the industry is having are putting pressure on the volunteer tourism providers; how to make sure that the volunteer tourists' needs and expectations are met while aiming at long term development among the local communities? Even though the topic of management is enormous and well discussed in the literature, management in the volunteer tourism sector is practically untouched. (Benson 2011, 248.) Wearing and McGehee (2013a, 50) add that the rapid growth of the industry has resulted in a need for proper guidelines for how to manage the volunteer tourism organizations better. Judith Brodie, the director of Voluntary Service Overseas UK, criticizes the growing number of poorly planned volunteer tourism programs and projects by saying:

“While there are many good gap year providers, we are increasingly concerned about the number of badly planned and supported schemes that are spurious – ultimately benefiting no one apart from the travel companies that organize them. Young people want to make a difference through volunteering, but they would be better off travelling and experiencing different cultures, rather than wasting time on projects that have no impact and can leave a big hole in their wallet“.  
(Brodie, in BBC News 2007.)

In order to create satisfying experiences for the volunteers and locals, effective management of the volunteer programs and projects is essential. The organization should provide the volunteers appropriate training, rewards and recognition. (Holmes & Smith 2009, 65-67.) It is also important to make sure that volunteers take part in programs that meet their needs, skills and experience to avoid dissatisfaction. (Holmes & Smith 2009, 65-67.) Wearing and McGehee (2013b, 126) add that the key for longer term solutions and more positive cross-cultural exchange between the volunteer tourists and the host community is meeting the needs and expectations of both, the volunteer tourist and the host community.

Holmes & Smith (2009, 66-67) list six areas that need to be managed well in order to create satisfying experiences and results for both, the volunteers and the host communities. In this research, five of these sectors, Designing a volunteer program, Recruiting and selecting volunteers, Motivating volunteers, Training and developing volunteers and Rewarding and retaining volunteers are explained separately. The sixth sector, Managing diversity is discussed as part of the other five sectors in addition to communication which is also an important factor of successful volunteer management. Kumaran & Pappas (2011, E.19) explain that effective communication before, during and after the project is essential in order to build a successful relationship with the volunteer tourists.

## 5.1 Designing a volunteer program

Like discussed earlier in this research, volunteer tourism programs are often created by sending organizations. When designing a volunteer program, it is essential to decide which tasks and roles can be undertaken by the volunteers and what are the responsibilities of the paid staff. The volunteer tourists should not be recruited to do all the boring and unpleasant jobs but the tasks should be motivating and meaningful. The volunteer tourists shouldn't replace the paid local staff but they should offer something in addition to their work. The program description should clearly state what skills and experience are required for each role and how much time is needed for completing each of the projects. (Holmes & Smith 2009, 72-75.) There should be an opportunity for the volunteer tourism programs to be individualized to better respond the wishes of the volunteers (Söderman & Snead 2008, 119-120). There should be regular communication between all the parties involved in the volunteer programs including informing the volunteer clearly what is included in the volunteer program. It should also be ensured that the volunteer programs are well resourced with financial and staff requirements. (Holmes & Smith 2009, 80-81)

It is essential for the organization to develop and maintain relationships with the destination communities. This can involve regular visits and evaluation of the projects, looking for new partners and maintaining regular communication with the local communities (Holmes & Smith 2009, 78). There should be training and education provided for the local communities, in order to the communities to become aware of the role and place the volunteer tourism can have in the community-based projects. When communities understand where they fit within the wider framework of tourism, there is a better chance to create well-designed volunteer tourism projects and programs. (Wearing 2001, 147-148.)

The volunteer tourism programs should be monitored and evaluated regularly to be sure they are meeting the needs of the volunteer tourists and locals. To do this, both volunteer tourists and locals should be asked for evaluative feedback continually. The organization could, for instance, implement a system in which the volunteers could give their feedback regarding the programs they have participated in so that the information could be used in developing the volunteer programs in the future. It is also essential to seek feedback from the locals since that is essential for the improvement of the long-term outcomes of volunteer tourism. (Taplin, Dredge & Pascal 2014, 877-878.)

## 5.2 Recruiting and selecting volunteers

Effective recruitment of volunteers is important for the organization since it gives the potential volunteer tourists a first impression of the organization and the volunteer experience. The recruitment of new volunteer tourists is a two-way process, with organization selecting the volunteers as much as the volunteers selecting the organization. The recruitment process should give a realistic idea of the roles and commitments, the core values of the organization and the benefits the volunteer tourists can expect. (Holmes & Smith 2009, 95 & 107.) TIES (2012, 9) states that Volunteer tourism providers should make sure that prospective volunteers are aware of the specific skills and experiences required for each project. Holmes & Smith (2009, 105) specify that the deeper the volunteer tourism program is the more the volunteer tourists need to have specific skills and experience, the shallow volunteer tourists rarely needing to go through a selection process. Tourism Research and Marketing (2008, 5) explains that the organizations should recruit more skilled and experienced volunteer tourists who would have more to offer for the local communities than just enthusiasm. When recruiting volunteers, volunteer tourism providers should provide clear information regarding the volunteer opportunities that are available to travellers with special needs and what assistance and accessibility services there are available at the destination (TIES 2012, 11).

When planned and executed poorly, recruitment process might create dissatisfaction among those recruited and fail to engage new volunteer tourists (Holmes & Smith 2009, 95). It is essential for the organizations to understand the power of word-of-mouth since it is one of the most crucial promotional tools for volunteer organizations. If the returning volunteer tourists are happy with the experience they will most likely recommend it to a friend, review it online or write a testimonial. On the other hand, one's disappointment with the experience might lead to influencing prospective volunteers' expectations negatively causing them to withdraw from applying. Other distribution channels volunteer tourism providers might use are Web sites, online portals brochures and travel shows. (Holmes & Smith 2009, 95 & 104.)

Background checks such as criminal record should be required from all the volunteers and a strict zero tolerance should be implemented regarding inappropriate behaviour with children (TIES 2012, 20). Holmes & Smith (2009, 105-106) claim that the organization should also always try to meet the volunteers before sending them overseas in order to form mutual trust. It is important for the organization to schedule when and how many volunteers it can recruit. If there are not enough volunteers, the projects such as schools suffer since the help is not continuous and if too many volunteers are recruited, there are not enough

meaningful roles for everybody that might lead to the volunteers feeling unneeded and useless. (Holmes & Smith 2009, 74.)

Taking part in volunteer tourism is often expensive and the volunteer tourists assume that they are informed about all the expected expenses already during the recruitment process. Typical expenses for taking part in volunteer tourism include flights and local travel, living expenses such as accommodation and food and personal expenses such as healthcare. On top of this in some cases monetary contributions to the projects are also expected from the volunteer tourists. Failing to inform the volunteer tourists about the overall expenses may result in dissatisfaction with the experience and affect the trust that the volunteer tourists have for the provider. (Kumaran & Pappas 2011, E.11-E.12.) The figure below (figure 8) shows an example cost breakdown for a 3-4 month volunteer tourism project excluding flights, insurance and healthcare:

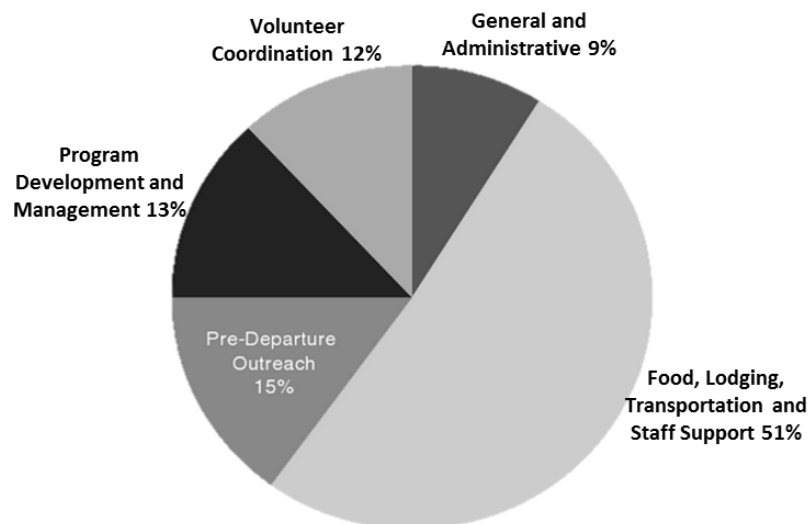


Figure 8. Cross-Cultural Solution's long-term volunteer tourism project cost breakdown (Kumaran & Pappas 2011, E.12)

### 5.3 Motivating volunteers

Like discussed in the chapter 3, volunteer tourists are motivated to take part in international volunteering for several reasons. It is essential for the volunteer tourism providers to understand these motives in order to provide the volunteers the opportunities that match their needs (Holmes & Smith 2009, 91-92). The volunteers will lose motivation if they don't feel like their work is meaningful, if they are not treated equally, if their work is not recognized, if there is no opportunity for personal growth, if there is no support from the team leaders and if the organization is not what they had initially expected. The volunteers will

stay motivated and committed to the organization if they can see they are making a difference, if their personal needs are met, if there is a chance for personal growth and if they feel appreciated. The volunteers should also feel a sense of belonging, they should be recognized and they should feel like they know how to do the assigned tasks. (Spencer 2006, 29.) It is also important for the organization to understand why people choose to volunteer because this will not only help with allocating the roles and tasks but also with creating successful recruitment campaigns (Holmes & Smith 2009, 83). It is also important for the organizations to understand that the motives for volunteering might change over time, the reasons for starting to volunteer with an organization often being different than continuing to volunteer with the organization (Holmes & Smith 2009, 93).

In order to keep the volunteers motivated, also the paid employees leading the volunteers should be motivated. The management of the organization should treat the employees with respect and make time for feedback sessions. The management should also understand what motivates the paid employees and foster diversity by respecting the individual qualities that each of the employees has. The management should make sure that the employees have the knowledge and skills to do their job well and they should be trained continuously. (Gaines & Wilson 2005.) The organization should have a clear policy for handling money and paying for the employees. Malunga (2010, 109-110) explains that NGOs often depend on unguaranteed donations which might lead to a situation where the organization doesn't always have resources for its commitments. This might lead to an unfair situation which favors some individuals or groups in the organization and not others creating tension and demotivation.

#### **5.4 Training and developing volunteers**

All the volunteer tourists need appropriate training in order to perform their role and tasks well but also to build a strong volunteer team. Lack of training can lead to a dissatisfaction and demotivation among the volunteers since they may think, for instance, that they can't fulfil their tasks confidently. (Holmes & Smith 2009, 109-110.) Wearing (2001, 13) claims that in order to maximize the volunteer tourists' experience, the volunteer tourists need to be provided relevant educational information and material before, during and after their stay. Holmes & Smith (2009, 115) agree stating that the volunteer tourists should be provided pre-departure preparation, in-country orientation and debriefing once back home.

Pre-departure training and information may be delivered through printed itinerary or online but especially for deep volunteer tourists, an extensive briefing course should be organized. Pre-departure preparation should give the volunteer tourists realistic expectations

of the project and what they can achieve during their time in the destination country and it should minimize the culture shock. (Holmes & Smith 2009, 109-110.) The pre-departure preparation should cover ground realities including people, communities and their needs and information on how the specific project will fill those needs. Before their departure, the volunteer tourists should also receive a detailed schedule of the project and any additional information they might need regarding their roles and tasks at the destination. (Kumaran & Pappas 2011, E.13.) Pre-departure information should include at least information regarding the organization, local destination, the projects as well as pre-trip arrangements. (Holmes & Smith 2009, 109-110; 116.) Pre-departure information should also have information on necessary travel documents such as visas, a name and number of a contact person in the destination, required vaccinations and other health recommendations, living arrangements and food and a list of items to pack (Kumaran & Pappas 2011, E.13). The volunteer tourists should also be able to ask questions and get support from the organization already before their arrival in the destination country (Holmes & Smith 2009, 109-110; 116).

Once arrived in the destination, the volunteer tourists should receive in-country orientation. This should include information regarding the organization, destination, the projects, the rules and health and safety. If needed, the volunteer tourists should also receive appropriate training to be able to undertake their project or role safely and with confidence. The in-country orientation is important also for socializing and team-building since it is often the first occasion for the volunteer tourists to meet each other. (Holmes & Smith 2009, 116.) It is also important that the volunteer tourists are introduced to the local communities in order to gain mutual respect and to foster successful cultural exchange (Connors 2011, E.16).

Leaving the project, the new home and friends might be tough for many volunteer tourists. Holmes & Smith (2009, 116-118) claims that in order to the volunteer tourists to get over a possible reverse culture shock and to adjust better to their normal lives, it is important that they receive debriefing either before or after their return back home. Connors (2011, E.14-E.15) explains that debriefing can consist of, for instance, identifying issues and going through positive experiences the volunteer tourists had during the projects and time in the destination. Debriefing is also important since it gives the volunteer tourists an opportunity to give feedback to the organization and a chance to reflect on what they have learnt and experienced. Debriefing helps the long-term development of the volunteer tourists and it might encourage them to volunteer again in the future. (Holmes & Smith 2009, 116-118.) Debriefing is often done by telephone, email or a post (Holmes & Smith 2009, 116-118)

but it can also be done as a group discussion, individual interview or via a survey (Connors 2011, E.14-E.15).

### **5.5 Rewarding and retaining volunteers**

An appropriate management of volunteers increases the likelihood of their return in the future and improves their contribution across the community (Dickson 2011, 175). In order to satisfy volunteer tourists' needs and motivations and retain their services, the volunteer tourists need to be recognized and rewarded. Rewards can be considered as meeting the volunteer tourists' needs whereas recognition is about showing that the volunteer tourists' contribution to the organization is important. (Holmes & Smith 2009, 121; 133.) Like discussed in chapter 3, volunteer tourists look for intrinsic rather than tangible rewards. The organizations should provide the volunteer tourists with meaningful experiences that facilitate personal growth and respect the volunteer tourists' individual differences (Philips et al. 2002, 6). It is important for the organization, for instance, to thank the volunteers regularly to show that their work is valued (Philips, Little & Goodine 2002, 6). The organization can, for instance, write about the volunteer tourists' contributions on its website, newsletter or social media channels (Holmes & Smith 2009, 122).

No matter how well the volunteer tourists are managed, the volunteer tourism experience is not going to be successful without the volunteer tourist's own contribution and commitment. Volunteer tourists should do extensive research about the destination, organization and the projects before deciding to take part. The volunteer tourists should be able to cope with unfamiliar and follow the rules set by the organization. It is also important that the volunteer tourists respect the local cultures and customs and it is advisable to keep a diary during the project in order to reflect back to the experience once back home. (Kumaran & Pappas 2011, E17.)



## 6 Methodology

Research methods can be divided into quantitative and qualitative approach. Depending on the objective of the study, and what kinds of answers and outcomes the researcher is hoping to get, she/he needs to decide which one of the two approaches to use. In some cases it is also possible to combine the two methods. (Ghauri & Gronhaug 2010, 104-105.) “The main difference between qualitative and quantitative research is not of ‘quality’ but of procedure.” (Ghauri & Gronhaug 2010, 104). Qualitative approach has an emphasis on understanding and it can be considered as interpretation approach whereas quantitative approach has an emphasis on verification and testing and it is considered as critical and logical approach (Reichardt and Cook 1979, in Ghauri & Gronhaug 2010, 105). The purpose of quantitative approach is the quantification of data and generalizing results from a sample to the entire population. In quantitative data analysis, statistical methods such as creating tables, figures and closed-ended questionnaires are used. (Saunders, Lewis & Thornhill 2009, 414-415). Qualitative research attempts to generate rounded understandings on the grounds of rich, detailed and contextual data. (Mason 1996, 4). Unlike quantitative research that frequently concentrates on social structures, qualitative research often focuses on social processes. Qualitative methods are non-statistical, unstructured and flexible and the data is often collected through observations and interviews. (Ghauri & Gronhaug 2010, 106-107.) Miles (1979, 117, in Ghauri & Gronhaug 2010, 106) explains why to use qualitative data:

“Qualitative data are attractive for many reasons: They are rich, full, earthly, holistic, real; their face validity seems unimpeachable, they preserve chronological flow where that is important, and suffer minimally from retrospective distortion; and they, in principle, offer a far more precise way to assess causality in organizational affairs than arcane efforts like cross-lagged correlations”.

The purpose of this thesis is to provide guidelines for Art in Tanzania in order to better respond to the needs of international volunteer tourists. Therefore, the thesis aims at understanding the views and perspectives of the Art in Tanzania’s volunteer tourists. Ultimately the guidelines are also hoped to benefit the local communities. The following research questions are analysed in this research:

- What kinds of expectations and motives do international volunteers have when entering Tanzania?
- Is the experience of volunteering with Art in Tanzania somehow life-changing?
- How are volunteers managed at Art in Tanzania?

The methodology used in this research is a qualitative research method since the focus of the research is on uncovering the behaviour and experiences of the subjects and to get better understanding of a phenomenon which is little known. (Ghuri 2004; Mashan-Piekkari & Welch 2004, in Ghauri & Gronhaug 2010, 105-106.) The primary method used was 13 face-to-face semi-structured interviews with international volunteers conducted during 27.5-10.8.2014 in Tanzania and follow-up questions sent by email to the same volunteers in 25.10.2015. Seven of the interviewees answered to the follow-up questions. The secondary method used was participant observation in Dar es Salaam's volunteer house, projects and free time including trips. Also the director of the NGO was interviewed for this research in order to get background information of the NGO's operations and the answers are presented in chapter 2.2.2.

The interview questions are presented in Appendix 2.

The follow-up questions are presented in Appendix 3.

The interview questions for the director of the NGO are presented in Appendix 4.

## **6.1 Research methods**

Interviews. According to Kahn & Cannell (1975, in Saunders et al. 2009, 318), "An interview is a purposeful discussion between two or more people". Conducting interviews can be helpful for gathering reliable and valid data that are essential for the researcher's objectives and research questions. Interviews can be conducted face-to-face, via telephone or a technical device such as computer and they can be done one-on-one or in groups (Sapsford & Jupp 2006, 93-94).

There are many types of interviews and one way to categorize them is related to the level of structure and formality. According to this typology, interviews can be divided into structured, semi-structured or unstructured interviews. Structured interviews are standardized, the questions being identical and in the same order for all the respondents whereas unstructured interviews are informal and flexible during which the respondents can talk freely in relation to the topic. Semi-structured interviews may have both open- and closed-ended questions and the method is often used when the researcher wants to dive deeply into the topic. In this research, semi-structured interviews were used. When conducting semi-structured interviews, the list of themes and questions is often standardized but the order may vary from interview to interview. The researcher is also able to present additional questions if required and the order of the questions may change depending on the flow of the discussion. (Saunders et al. 2009, 320.) The researcher chose to conduct interviews instead of giving out questionnaires because in this way the researcher was able to build

more trust between her and the interviewees. The researcher also had more control over how many people took part in the interviews and the respondents were able to express themselves without having to write anything down. (Saunders et al. 2009, 324.)

Before starting the interview, the interviewer should introduce her/himself, the purpose of the research and make the interviewee aware of any additional information she/he should know (Harrell & Bradley 2009, 52). When conducting interviews the interviewer needs to stay neutral no matter how surprising the answers might be. The interviewer needs to also be able to listen to the answers carefully in order to determine if the question is fully answered and if an additional question is needed. (Harrell & Bradley 2009, 57.) When conducting semi-structured interviews, it is also possible for the interviewer to use probes such as 'anything else?' or 'can you be more specific?' If the answer needs further clarification (Harrell & Bradley 2009, 44). It is common to record interviews but in some cases this might bother or inhibit the interviewees. In such cases, note taking during the interviews or right after is a more appropriate technique. (Veal 2011, 245.) The interview protocol should be tested before using it to make sure that the questions and terminology are easily understandable, that there are no inappropriate questions and that the interviewer realizes if the amount of questions is sufficient (Harrell & Bradley 2009, 55).

Follow-up questions. When sending interview questions via email, it is important for the researcher to introduce herself/himself and to use an effective subject line that will arouse interest. The researcher should also introduce the topic in detail and be clear about how the answers are handled and for what they are used for. Also the anonymity of the participants should be highlighted. Since the interviews are not done face-to-face, it is especially important to make sure the questions are easy to understand in order to avoid misunderstandings. (Meho 2006, 1291-1293.)

Observation. We are all observers in everyday life, gaining knowledge and information of the environment around us and the behaviour of the people living in that environment in order to know how to act in that world. It is sometimes thought that observation consists of only watching but it is important to understand that what is received through other senses: smelling, hearing, tasting and touching also supports the information from sight. When using observation as a method in the research, information about the world is collected with the aim of producing knowledge about certain topics and issues that can be used later by others. (Sapsford & Jupp 2006, 58.)

Sapsford & Jupp (2006, 60) explain that observation can be divided into more-structured (also referred to as 'systematic') observation and less-structured (also referred to as 'un-

structured' or 'ethnographic') observation out of which less-structured observation is used in this research. More-structured observation aims to produce detailed quantitative data regarding certain pre-defined observable patterns or behaviours of interaction. These data apply to duration, frequency and sometimes also the quality of certain behaviours and it may be used to test already existing theories regarding the nature of behaviour. More-structured observation requires extensive pre-structuring before the data collection. (Sapsford & Jupp 2006, 60-62.)

Less-structured observation is based in anthropological and ethnographic research tradition. Less-structured observation strives for creating qualitative descriptions of human behaviour that help to understand shared culture and social meanings. Less-structured observation is flexible and it requires minimum pre-structuring. The observer has an idea what to observe but aims for observing with an open mind in order to avoid her/his the preconceptions influencing the research. Hence, the focus of the research might change during the data collection process depending on the opportunities that arise and as certain issues become more important and as the ideas develop. The main technique used for less-structured observation is *participant observation* since one of the main aims for less-structured observation is to see the social world with the eyes of the subject, in this case the volunteer tourists. The observations can be combined with conversations and interviews and are often preserved using field notes. (Sapsford & Jupp 2006, 60-63.) The observer tries to obtain basic information about and a broad overview of the institution or group under research and might therefore note down unselectively any data that seems to be interesting or relevant (Sapsford & Jupp 2006, 78).

Participant observation method was chosen for this research since it gives the researcher a chance to become a member of the subjects' group or community by fully participating in their lives and activities. (Gill & Johnson 2001, 144, in Saunders et al., 2009, 289-290). Ghauri & Gronhaug (2010, 115) explain that the main advantage of participant observation is that it enables one to use a natural setting for collecting first-hand information and it helps to understand the observed situation and behaviour more precisely. When the observer spends a long time in the field, the subjects learn to trust her/him and get used to her/his presence. Participant observation enables the observer to get an insider's perspective since she/he gets to see the social world with the eyes of the subjects studied. (Sapsford & Jupp 2006, 63.)

Gill & Johnson (2002, in Saunders et al., 2009, 293-295) state that there are four different roles the participant observer can adopt; observer as participant, participant as observer, complete participant or complete observer. Sapsford & Jupp (2006, 76-77) add that espe-

cially in ethnographic work, the role of the participant observer might alter during the research. The figure below (figure 9) shows the categorization of these four participant observation researcher roles.

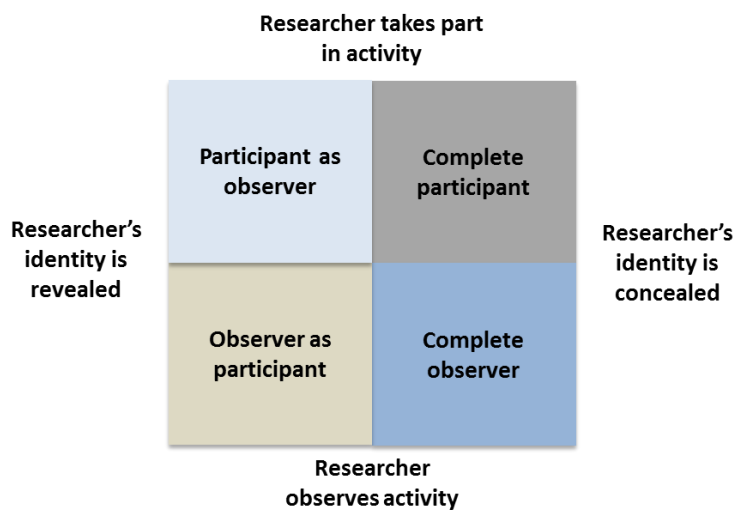


Figure 9. Typology of participant observation researcher roles (Gill & Johnson 2001, 144, in Saunders et al. 2009, 293)

In observer as participant role the researcher interacts with the subjects but her/his ultimate role is that of researcher whereas in participant as observer role the researcher takes part in activities like the subjects observed. Both, in observer as participant and participant as observer roles the researcher reveals her/his real purpose to the subjects and aims to gain the trust of the group or community. On the other hand, in complete participant and complete observer roles the research wants to conceal her/his identity as a researcher in order not to affect the behaviour of the subjects. As a complete observer the researcher doesn't interact with the subjects during the data collection process whereas as a complete participant, the researcher is totally immersed in the participant role. (Sapsford & Jupp 2006, 73-75.)

In this study, the role of the researcher is participant as observer since the researcher took part in activities like the subjects; the volunteers, most of them being aware of the field work conducted. The researchers conducting less-structure or ethnographic observation usually take this role. In this role, the researcher was able to put herself in the shoes of the volunteers, seeing the world from their point of view which helped to understand what they were going through. The researcher was also able to build rapport with the volunteers which helped her to have conversations and ask questions openly to improve her understanding on the researched topics. (Sapsford & Jupp 2006, 74-75.)

## **6.2 Ethical considerations**

It needs to be ensured that the research is conducted in a way that is both morally defensible and methodologically right for all the parties involved (Saunders et al., 2009, 184). When observing, the researcher didn't observe the volunteers' private life such as personal skype calls or private conversations but concentrated on the public behavior (Saunders et al., 2009, 195). When conducting the face-to-face interviews the researcher explained to the interviewees that they didn't have to answer to the questions they were not comfortable with and the interviews were conducted during a time that was convenient for the participants (Saunders et al., 2009, 195). The interviewees took part in the interviews voluntarily and all the answers were handled anonymously (Sapsford & Jupp 2006, 294). The interviewees' names have been changed and the age or nationality of each of the respondents is not revealed in this research, for example, when quoting an interviewee her/his age or other identifying background information is not revealed. The interviewees were also explained the reason for the interviews and they were not harmed or placed in danger. All the data was collected, analyzed and reported honestly and accurately. (Veal 2011, 103-104.)

## **6.3 Data collection process**

13 face-to-face semi-structured interviews and participant observation were conducted in Tanzania when the researcher did a media and marketing internship with Art in Tanzania. 11 of the face-to-face semi-structured interviews and participant observation were conducted during 27.5-10.8.2014 in Dar es Salaam where as two of the interviews were implemented during 6.7-15.7.2014 in Moshi when the researcher visited the volunteer house there. The three follow-up questions were sent via email to the interviewees on 25.10.2015. Also the director of the NGO was interviewed for this research on 5.8.2015. During the internship, the researcher updated the NGO's social media channels, wrote blogs and assisted with writing a newsletter. The researcher also helped at a local orphanage.

The interview protocol was created in spring 2014 and finalized in summer 2014. The interview questions were approved by the director of Art in Tanzania in order to make sure the questions were relevant for developing the NGO. The interview questions were tested by two volunteers, one from Finland and one from the UK to make sure the questions were easily understandable and clear enough for the other volunteers to answer to. After having gone through the questions with the director of the NGO and the two volunteers, some changes were made to the interview guide. These included adding questions re-

garding how the volunteers had heard about the NGO and if they took part in trips or not. 13 volunteers from five different countries were interviewed face-to-face one at a time. The researcher took notes with her laptop during the interviews and cleaned the text from type errors right after each of the interviews. The interviews were not recorded since some of the interviewees didn't want this to be done. The aim of the interviews was to get feedback from the volunteers regarding their volunteer experience with Art in Tanzania in order to develop and improve the organization's practices in the future.

The interviewees were chosen according to their availability and with the aim of having answers from a diverse group of people. All the interviewees took part voluntarily and the interviews were done anonymously. There was no set time limit for the interviews, the shortest interview being 27 minutes and the longest interview being 41 minutes. The language of the interviews was English except for two interviews during which the language used was Finnish. The interviews were implemented in different parts of the volunteer house, most of the interviews being conducted, however, in the volunteers' dorm rooms when no-one else was around. All the interviewees agreed to give their emails in case there were any further questions. The three follow-up questions were sent to the interviewees via email since it wasn't physically possible to conduct a second face-to-face interview with them. The aim of the follow-up questions was to get an understanding whether the volunteers' experience in Tanzania had somehow changed their lives back home and if the volunteers would consider volunteering again. Seven of the interviewees replied to the email.

The participant observation was conducted in the Dar es Salaam volunteer house as well as during projects and free time including trips. There was no strict observation protocol since the researcher didn't know what to expect and wanted to go with an open mind. Once in Tanzania, however, the researcher realized that it was important to observe especially what the things affecting the overall experience of the volunteers were and how the volunteers were managed. Even though the observation was only a secondary method in this research, it helped to finalize the interview questions and it gave a deeper understanding of the researched topics. The researcher also kept field diary of the observations such as what was said and what had happened and experiential data such as what feelings and perceptions the researcher had experienced during the observation process (Saunders et al. 2009, 296). The handwritten field diary is approximately 30 pages long. The 10 weeks the researcher spent at the volunteer houses in Dar es Salaam and Moshi, helped her to better understand what the other volunteers went through while in Tanzania since she was able to adapt to what the volunteers felt and experienced herself.

## 6.4 Data analysis

Sapsford & Jupp (2006, 246) explain that before analyzing qualitative data, they need to be prepared. Before starting the analysis, the researcher went through all the interviews and cleaned them from typographical errors (Saunders et al. 2009, 487). Two of the interviews were conducted in Finnish so the answers were translated to English (Sapsford & Jupp 2006, 249) and also the names of the interviewees were changed for ethical reasons. There are no set rules for analyzing unstructured or semi-structured data but it is essential to go through the data closely at first in order to spot all the relevant parts, repetitive themes and patterns and anything that might be interesting or surprising (Sapsford & Jupp 2006, 251). Saunders et al. (2009, 491-492) add that summarizing the key points and compressing long statements helps to define the emerging themes and relevant topics. The researcher started the data analysis by going through the field diary, the interviews and the follow-up questions one by one in order to get an overall picture of the answers. Furthermore the data was analyzed by content analysis where the researcher highlighted all the interesting points and repetitive themes and summarized the long statements.

The next step often used is categorizing data. This involves generating categories and then attaching the right data to each category manually or using software such as CAQDAS. (Saunders et al. 2009, 492-493; Sapsford & Jupp 2006, 251-252.) This technique is useful because it doesn't only help to identify the key themes, relationships and patterns but it also helps one to see whether one category is too broad and needs to be subdivided or if one category is too small and needs to be expanded (Saunders et al. 2009, 495). Sapsford & Jupp (2006, 253-255) explain that all the items of data in each category should then be compared in order to clarify the meaning of each category and to see if new categories are needed or if there is some overlapping the same data being in many categories. The researcher continued the data analysis by dividing the interview questions into categories according to themes: background information, expectations and motivation, volunteer tourism experience and managing volunteers. This was done manually. After this, all the answers for each interview question were put together and then divided into segments according to what was said. For instance, the ages of the interviewees were put into segments of 18-23, 24-30 and 31-40 years old to make it easier to see what the most dominant segment was. Also the follow-up questions and the most relevant notes from the field diary were added into the right categories. The researcher noticed that there was some overlapping with the interview answers and she had to switch some of the questions to other categories.



## 7 Findings

In this chapter, the findings of the interviews, observations and follow-up questions are presented. These findings have been divided into sub-chapters regarding the background of the volunteer tourists, expectations and motivation, volunteer tourism experience and managing volunteer tourists. In each of these subchapters, the interview answers are discussed first followed by the results of the observation. In each of the sub-chapters the interview questions related to the topic of the chapter are also mentioned in order to make the reading easier and in some cases many questions are group together since the answers for these questions were short. The answers to the follow-up questions are discussed in the 'volunteer tourism experience' sub-chapter. Some of the answers and observation are overlapping in the sub-chapters.

### 7.1 Background of the volunteer tourists

*In which location are you volunteering? How old are you? What is your gender? Where are you from? Are you married? What is your job/field of study back home? Did you come to Tanzania alone or with someone?*

13 people were interviewed for this research. Most of the interviewees only volunteered in Dar es Salaam where Art in Tanzania's biggest compound is located, three of the volunteers also volunteering in Moshi and two of the volunteers only volunteering in Moshi. Out of the 13 interviewees, four were from Finland, three from the UK, three from Canada, two from Germany and one from the USA. The age of the interviewees ranged from 18-40, nine of the volunteers being 18-23, three of the volunteers being 24-30 and one of the volunteers being 31-40. Three of the interviewees were men and 10 women. All the interviewees were single. Most of the interviewees had travelled to Tanzania alone with the exception of three volunteers who had come with a friend. 11 of the interviewees were university students on their summer break, two of the volunteers being in a fulltime employment back home.

*What is the length of your volunteering? Have you volunteered or worked in a developing country before? Have you volunteered with Art in Tanzania before?*

The length of the interviewees' stay with AIT varied from two weeks to six months. Three of the volunteers stayed for 1-3 weeks, two for 1-2 months, seven for 2-4 months and one for over 4 months. Two of the interviewees had volunteered with AIT before and two others had volunteered with another organization in a developing country before.

*Which projects are you taking part in? Do you feel like you have any specific skills for your jobs in Tanzania?*

Three of the interviewees took part in medical projects, nine in teaching projects and one in a media and marketing project. Seven of the interviewees mentioned that they had also been involved in other projects such as construction, micro-finance and conservation. Half of the interviewees thought that they had experience and skills for their projects such as previous studies, the rest of the interviewees stating that they didn't have any specific skills.

Observation. The researcher observed that the background of the interviewees reflected the overall situation at the Dar es Salaam volunteer house, most of the volunteers being women, 18-23 years old, students back home, single and only volunteering in Dar es Salaam. There was only one married couple in the house during the whole summer, two others being married but traveling alone. The researcher observed that like the interviewees, most of the volunteers in the volunteer house had come to Tanzania alone. However, there were also some people travelling with a friend and there were two big adventure groups which visited the house for a few weeks before moving on to Moshi and Zanzibar. The researcher observed that in addition to the nationalities of the interviewees, there were also volunteers from Denmark, Sweden, Australia, Italy, Egypt and Spain in the volunteer house.

The researcher observed that around half of the volunteers stayed with Art in Tanzania for 2-4 months the other half staying for less than that. There were a few volunteers in the volunteer house, who only stayed for 1-2 weeks. It was observed that like the interviewees, most of the volunteers in the volunteer house hadn't volunteered with Art in Tanzania before. The few volunteers, who had volunteered with Art in Tanzania before, had come back many times either because of wanting to continue their projects or because of a local boyfriend.

It was observed that most of the volunteers in the volunteer house took part in teaching projects either at schools or orphanages with around 10 people volunteering in medical placements and a couple of others helping with projects such as construction, conservation, media and marketing and Unicef children's agenda. The researcher observed that the volunteers with the most specific skills for their projects were the medical and health volunteers since they were nurses/studying to be nurses also back home. There were also a couple of volunteers either studying to be a teacher or being a teacher back home.

## 7.2 Expectations and Motivation

*What were your expectations before coming to Tanzania? Have there been any unexpected surprises? Positive or negative.*

When the interviewees were asked about their expectations before coming to Tanzania to volunteer, most of the interviewees explained that they didn't have any since they wanted to come open-minded. One of the interviewees, Kevin explained that he had expected the environment to be more organized like in Europe and another interviewee Isabel mentioned that she didn't expect people to be so warm and welcoming. When the researcher asked about positive and negative surprises, all the interviewees had something to say. The interviewees mentioned several positive surprises such as getting a lot of positive feedback in the projects, the kids behaving very well at schools, the social life being so active, getting responsibility when working at the hospital and all the other volunteers being so nice. Eva explained that "It has been so easy to get into the volunteer group and I have realized it's not so dangerous to live in Tanzania". Isabel comments that "I was surprised to realize how many dreams and plans the local adults have for the future such as opening a school and how much easier it is for them to find a job if they know English".

The interviewees also reported many negative surprises which unlike the positive surprises had lots of similarity. Five of the interviewees were surprised how poorly the projects were structured, organized and supervised. Four of the interviewees also mentioned a lack of communication as a negative surprise. "The school was closed. I wasn't told that there was a school holiday while I was in Tanzania" John explains. Jasmine states that "I didn't know there was no dinner in the Zanzibar volunteer house. I also thought the volunteer houses would have been closer to the centre". There was also some controversy among the answers since a couple of the interviewees thought the active social life was a positive thing, two of the interviewees being strongly against it. Steve claims that "the party culture is a huge negative. It seems like partying is the main focus of the young volunteers". Other negative surprises mentioned were poor living conditions, a language barrier between the locals and the volunteers, slowness of things and locals calling the volunteers as 'mzungu' which stands for a white person.

*Do you feel like you have been able to do work that you came here to do?*

Around half of the interviewees felt like they were able to take part in projects that they had initially thought of doing, three of the volunteers stating that they were very happy with

their projects and two others saying they were happy but that they should have stayed longer. Two of the interviewees thought that they were able to do the work they had planned but that they could have done a lot more. Four of the interviewees thought that their projects were partly what they had initially expected. "I didn't know I would have to teach at the orphanage. I also thought the HIV projects would be about teaching the elderly and not just about educating the youth", Eva explains. One of the interviewees felt happy with her project even though it wasn't what she had thought of doing and one of the interviewee thought he didn't have time to work on his project at all. "This was a way too short time. It felt like a snapshot", Kevin explains.

*What are your main reasons for volunteering in a developing country?*

A wide range of motivations for volunteering in a developing country were uncovered during the interviews. These motivations consisted of self-development, career development, work placement for university, helping others, having a career break, doing something useful during the holiday, the experience of living in a different kind of country and getting to know other culture, combining work and travel, volunteering in Africa and seeing the orphanages. The most popular motives among the interviewees were career development/work placement and the experience of living in a different kind of country and getting to know other culture. These motives were followed by helping others and doing something useful during the holiday.

Observation. The researcher observed that like for some of the interviewees also for the other volunteers in the house, the language barrier was surprising since they had thought that English would have been more widely spoken in a big city like Dar es Salaam. It was also observed that for many of the volunteers it came as a surprise how much time one needs to be able to get into a project and actually get some results. That's why many of the volunteers volunteering only for a couple of weeks regretted that they didn't book a longer stay.

### **7.3 Volunteer Tourism Experience**

*How did you find Art in Tanzania? Why did you choose Art in Tanzania?*

When asking about how the volunteers found out about Art in Tanzania, half of the interviewees mentioned through Real Gap which is the UK's largest gap year travel company. The other half of the interviewees had heard about Art in Tanzania from their universities and two of the interviewees had friends who had volunteered with Art in Tanzania before.

The interviewees had several reasons for choosing Art in Tanzania such as the organization having an attractive medical program, the opportunity to volunteer in East Africa and because the organization seemed like easy to get involved with. For some of the interviewees, Art in Tanzania was recommended by their friends or university's international coordinator and for the Finnish volunteers, Art in Tanzania felt like a safe choice because of the Finnish founder. Four of the interviewees who were sent by Real Gap didn't know they were going to be volunteering with Art in Tanzania until they got to Tanzania.

*Do you feel like you have learned something new when volunteering in Tanzania?*

When the researcher asked if the interviewees had learned something new during their stay, they all answered yes with various explanations. Around half of the volunteers mentioned that they had learned new skills such as problem solving, teaching, adaptation and how to get through obstacles. "I have learned that it is very hard to teach children especially when they don't speak English", Rachel reflects. "I have learned new things professionally and personally. I have learned new strategies for doing things and now I have an idea what I want to do in my career", Laura explains. A couple of the interviewees also mentioned that they had learned new things about themselves and life. Almost all the interviewees explained that they had learned new things about Tanzania, the culture and the people. "I have learned many things about myself and life. Here people have so little resources but they are so happy about the way things are", Ellie reflects her learnings. "I have learned that the culture can be very different but that all the people are the same", Eva explains. One of the interviewees mentioned that her view on organizations offering volunteer tourism services had changed during her time in Tanzania: "These organizations are not what they are thought to be; it's not just all good but there are many problems going on too. There are people who are good and people who just don't care", Heidi mentions.

*Do you feel like your work is valuable/meaningful?*

Five of the interviewees thought their work was very meaningful whereas four others explained that they felt like their work was valuable in the orphanages and hospitals but not necessarily in the other projects. "Some of my work has been meaningful such as helping at the hospital. There is a huge need for help there", Steve explains. A couple of the volunteers also mentioned that their work was valuable but not in the long-term. "Yes, my work is meaningful since the girls in the Bunju orphanage are learning a lot but when I leave there is no-one else who is going to do this. This is not a long-term solution", Heidi claims. One of the interviewees thought her work was valuable on a certain level because

it would help the other volunteers to come. Two of the interviewees thought their work wasn't so meaningful since anyone could have done the same while one of the interviewees explained that her work wasn't valuable but it could have been if she had had more time.

*Are you taking part in any trips and if yes, which ones?*

Nine of the interviewees combined the volunteering with travel, taking part in a trip to Zanzibar, a safari or a climb to Mt Kilimanjaro or all of these. Most of the interviewees had also done some daytrips such as visiting the 'Coral island', Kariakoo market or Tanzania's oldest town Bagamoyo.

*What have been the most memorable experiences (positive or negative) during your stay in Tanzania?*

All the interviewees had several memorable experiences during their time in Tanzania. Over half the volunteers had experienced something memorable during their projects, four of the interviewees mentioned working in the orphanage as their most memorable experience. "Working in the orphanage changed me as a person and I am very thankful for that experience", Sarah explains. Other work related memorable experiences mentioned were helping with a caesarean section, realizing how grateful the adult students were and seeing the results of a successful project. Four of the interviewees mentioned a trip such as a safari, Zanzibar or climbing Mt Kilimanjaro as the most memorable experience. There were also some other memorable things mentioned such as a football match, the locals' attitude towards life and the sharing and caring atmosphere that can't be experienced in the western world. One of the volunteers explained how she had felt in love with Moshi after being in Dar es Salaam, the smaller amount of volunteers making the group feel like a family. Another interviewee described his trip to a local village as the highlight of his stay in Tanzania: "The most memorable experience for me was going to meet the village chairman and get to know the village politics", John explains.

Over one year after the interviews, the interviewees were sent three follow-up questions by email in order to find out if volunteering in Tanzania had somehow been life-changing for the volunteers and if they would consider volunteering again.

*Now looking back to your volunteering experience in Tanzania over a year ago, do you feel like it has changed something in your life or a way of living?*

All the seven interviewees who replied to the questions mentioned that volunteering had changed something in their lives back home. Two of these volunteers stated, however, that the experience hadn't changed their lives drastically. All of the interviewees explained that the experience made them to appreciate more how well the things are back home.

"I live mostly the same as I did before however I do have a greater understanding and appreciation for the everyday things in life that we all take for granted (clean water from the tap, not having plumbing issues, not having to worry about malaria, having reliable, safe, and free services when going to a doctor etc.", Heidi explains.

Three of the interviewees also reflected how the experience changed them to be less materialistic, rather spending their money for things such as helping others and travelling. Indeed, four of the volunteers mentioned that the experience got them more excited about travelling and getting to know other cultures. Three of the interviewees mentioned that the experience had made them to appreciate their friends and family more. "Helping at the orphanage taught me the importance of communality in life", Eva explains. Two of the interviewees also stated that the experience opened their eyes for development aid and the issues surrounding it.

"The biggest impact the experience left me with, is that I was able to see how foreign aid works and does not work in developing countries. Now, I can share my opinion on aid, sponsoring and donations with other people. I am also not so naive anymore and believe all charities will actually take their money to the purpose they say it goes to. The experience opened my eyes and now I want to know more about the topic and try to change the situation we are in", Jasmine explains.

Other things mentioned were being more resourceful and creative now, buying more fair trade products and the desire to learn more about less fortunate communities within one's own country.

*Do you consider volunteering in a developing country again/have you volunteered again since Art in Tanzania 2014?*

Six of the interviewees explained that they would consider volunteering in a developing country again, one of the interviewees not considering volunteering at the moment. One of the interviewees mentioned that she is currently volunteering in her home country whereas another interviewee explained that she had volunteered with Art in Tanzania again during summer 2015.

"I would say that my 2 trips to Tanzania were very different and I enjoyed both for different reasons. Whereas the first stay was in a fairly modern house with running water, easy road access and plenty of amenities very close by. However this year the house had moved up a very difficult to access road away from such amenities, furthermore there was no running water of flushing toilet, this took a while to get used to but once I did it was fine. On this second trip I thoroughly immersed myself

in the culture, making more of an effort to learn the language as I travelled on my own more this time. Therefore I would say I found my stay in 2015 more rewarding and I felt like I was living more like a local which felt good”, Isabel reflects.

*Do you consider volunteering with Art in Tanzania again?*

Five of the seven interviewees who answered to the follow-up questions said that they wouldn't consider volunteering with Art in Tanzania again. It was explained that Art in Tanzania is too disorganized, its priorities are not right and that the administration needs to be improved a lot. It was also mentioned that the projects were not what was promised, volunteering was too expensive and that the local employees were not paid properly. One of the interviewees had also started sponsoring kids to school through Art in Tanzania paying a lot of money for the kids' school fees but hadn't received any school results or pictures like promised. One of the volunteers had volunteered again with Art in Tanzania during summer 2015 and explained that if she was to go back, she would like to work as a team leader this time where as another interviewee mentioned that she really enjoyed her time with Art in Tanzania and would consider going back some day.

Observation. The researcher observed that like the interviewees, most of the volunteers in the volunteer house wanted to take part in a trip, the most popular overnight daytrip from Dar es Salaam being Zanzibar and the most popular day trip being visiting the nearby 'Coral island'. Other popular weekend activities were going to the local beach, using the swimming pool of the nearby hotel, visiting the local markets and eating at the local restaurants. There was also an opportunity to go to the movies or buy food from a western style supermarket or restaurant such as Subway which, however, were located one hour drive away from the volunteer house. There was also an active party culture in the volunteer house, many of the volunteers visiting local bars and clubs during the weekends.

The researcher observed that there were many cultural differences between Tanzania and the volunteers' home countries. For instance, in Tanzania, it is normal to say 'hi' and 'how are you?' to strangers on the streets and also bargain at the markets and when using the local taxis which felt weird for some of the volunteers at first. The volunteers also had to get used to some of the locals sometimes calling them as 'mzungus'. Even though there was no strict dress code in Dar es Salaam, it was appreciated to dress more conservatively by covering one's knees and shoulders. The researcher observed that one of the hardest things for the volunteers to get used to was the chaotic traffic. There were barely any traffic lights and it wasn't unusual to see two cars driving to different directions on the same lane. The researcher observed that some of the volunteers also had some unfortunate experiences during their stay. Many of the volunteers got very sick at some point of



their stay and had to go to the doctors. This involved cases such as having malaria and worms. One of the girls was robbed and another girl was in a car accident but both survived.

The researcher observed that the volunteers who stayed in Dar es Salaam for the whole summer got very close to each other by living together, working together, spending free time together and doing trips together. The volunteers also took care of each other when someone got sick, bringing her/him food and water and accompanying the person in the hospital. When a new volunteer arrived in the house she/he was always welcomed warmly by the other volunteers. The only time the researcher observed some discord among the volunteers was when a big group of volunteers that had been travelling together already for a while arrived to the house. The researcher realized that it was hard to get to know these people since they had already formed their group of friends. Many of the local employees lived in the same house as the volunteers and many of the volunteers became good friends with them. The researcher observed, however, that the management felt distant for a lot of the volunteers since many of them had never even met the director of the NGO who only lived five minutes away from the volunteer house.

Like explained in the interviews, one of the most memorable experiences for many of the interviewees was volunteering at the orphanage. The researcher herself helped at one of the orphanages (Bunju) for a couple of times with a few other volunteers and she reflected one of the volunteer's last day at the orphanage in the field diary on 30.7.2014 as the following:

Today, me and Eva took a Bajaji to the orphanage. It was Eva's last day and she wanted to say bye to the kids. She couldn't believe three months had gone so quickly. Like always, some of the kids ran towards us widely smiling and grasping our hands when walking us to the orphanage. When we got to the house we greeted the two ladies washing clothes outside and then we went inside. We sat down on the two chairs in the corner of the room and immediately some of the girls wanted to sit on our laps and play with our hair. We watched the kids on the floor, some of them eating rice from the plates and some playing with a bicycle tire and an old plug box. After one hour, a local guy Marc, who helps at orphanage came in and said hi. We told him it was Eva's last day. He told all the kids to come in and then explained to them in Swahili that it was Eva's last day. A lot of the kids started crying, even the older boys Ben and Daniel and then we started crying too. We all cried together. Then all the kids gave Eva a hug. Just when we were leaving some of the kids started singing "Goodbye, sister Eva, goodbye sister Eva, we are very sorry we are very sorry..." We all cried again. Eva promised to come back some day. Will she ever come back though? Who is going to continue her work now?

The researcher observed that many of the volunteers volunteering at the orphanages started to fundraise in order to buy school materials, hygiene products, food etc. to the kids. The kids were also taken for trips to the local football field and the beach and a couple of the volunteers started sponsoring a kid or two to school. The fundraising was orga-

nized by throwing an event such as a football match or karaoke night involving the volunteers and locals. Money was also asked from friends and families back home.

#### **7.4 Managing volunteer tourists**

*How did you prepare yourself before travelling to Tanzania? Was the information that you received through Art in Tanzania helpful? Did you receive any training before or during your stay?*

When asked about pre-trip preparation, most of the volunteers felt like they had prepared themselves well by, for instance, doing research or asking advice from a friend who had volunteered in Africa before. Half of the volunteers hadn't received Art in Tanzania's info package prior departure but they had received some information from Real Gap through which they got recruited. The interviewees who had received Art in Tanzania's info package thought it was good but missing some information. One of the interviewees also mentioned that Art in Tanzania's website was helpful and that she was happy with the founder of the NGO responding to her questions quickly.

Half of the volunteers felt like they had prepared themselves well and there was no additional information they would have required prior the departure. Three of the interviewees would have required more information regarding the projects. "I would have liked to know the age and the level of the kids so I could have planned the lessons in advance and if I had known that the orientation was three days long, I would have booked another week", Christina claims. "I would have needed more information regarding what I can do here, like an actual program planned for me or even some kind of guidelines", Jasmine explains. Four of the interviewees also thought they would have required more information on what to bring such as clothes and money: "If I had known, I would have brought different clothes, personal medical supplies and more money. The transportation cost is high which I wasn't prepared for", Steve states. Interviewees would have required more information also regarding the house and the meals, school holidays and illnesses such as malaria. None of the interviewees received any kind of training before their departure, some of them stating that they tried to learn Swahili themselves. Most of the interviewees mentioned that they didn't receive any training while in Tanzania either, three of the volunteers stating that they didn't receive any help for how to plan the classes at schools. Two of the volunteers mentioned that they had taken Swahili classes for extra charge.

*Based on your experiences, would you advise Art in Tanzania to somehow change/develop their services for volunteers or the overall management of the volunteer work?*

The interviewees had several suggestions for improving the NGO's services in the future. It was suggested that the destination orientation should be shorter if one volunteers for a short period of time; there should be more secondary school projects; and that everything should be more volunteer oriented such as making sure that the volunteer house is on a good condition and that there is electricity and wifi. A couple of the interviewees mentioned that the overall communication should be much clearer and the management of the volunteers and the projects should be more efficient. "Is it good for the volunteers to go to schools when they don't speak the language and have no idea what the kids know already? Why don't they train the local teachers instead?", Heidi questions. "At the moment everything seems to be all over the place. Fewer things should be done better instead of lot of things done poorly. They would need someone who controls the projects and knows what's going on", Isabel explains. Indeed, five of the interviewees mentioned that there should be more leaders and/or the local staff should be refocused. "There are many workers who work very hard and many who seem to do nothing but hang around which seems quite unfair", Sarah claims. Around half of the interviewees mentioned that issues related to money should be solved since the volunteers were not informed about where their money actually goes and they had also heard of the local employees not getting paid for several months in a row. Ellie explains that

"Many volunteers have been confused about how their money has been used. Volunteers have to pay big amounts of money in order to volunteer, but at the same time they are wondering where all the money goes. I think that Art in Tanzania should inform volunteers better and also be honest about this topic".

It was also mentioned that all the volunteers should have the same rules what comes to payments and two of the interviewees thought volunteering with Art in Tanzania should be cheaper. One of the interviewees thought nothing should be changed since it is all part of the experience.

*Would you recommend volunteering in Art in Tanzania to other people?*

Around half of the interviewees mentioned that they would recommend Art in Tanzania. "I would recommend volunteering and Art in Tanzania especially for older people who have more skills and not just enthusiasm like the young ones. I feel like Art in Tanzania's new Dar es Salaam compound in Madale will change a lot since the holiday atmosphere will diminish" John explains. Three of the interviewees mentioned that they would recommend

Art in Tanzania for people who don't need a lot of guiding and who have a plan of what they want to do. "I would recommend Art in Tanzania for people who have a clear vision of what they want to do, who can take an initiative and work without strict guidelines. Art in Tanzania is not for people who need a lot of direction and guiding", Jasmine claims. One of the interviewees mentioned that she would recommend Art in Tanzania but only for people who want to stay at least for a month. Three of the volunteers claimed that they would recommend volunteering but not with Art in Tanzania.

Observation. Art in Tanzania uses online account for its volunteers. When the volunteers get recruited to Art in Tanzania, an online account is created for them. The account has information regarding the payments, what to pack, vaccinations and possible trips. The volunteers are also asked to write down their passport and flight details and provide the NGO a proof of a clean criminal record. Like mentioned in the interviewees, many of the volunteers had not received any information from Art in Tanzania but some from Real Gap.

The first three days of the volunteering were used for orientation. On the first day of the orientation, the volunteers were told about Tanzania, its culture and people, the organization, the projects, the trips and the rules by two of the local team leaders. The volunteers were also taken for a tour to see where the mall, a local market and the beach are. The second and the third days of the orientation were used for trying to find a suitable project for the new volunteers who were also helped in buying a local sim-card. The researcher observed that the only training provided during her stay in Tanzania were private Swahili classes for which one had to pay extra. After returning back home the volunteers were sent a feedback form which had questions regarding the volunteer's satisfaction concerning the projects, orientation, house, the team leaders and the overall experience.

The house where the volunteers stayed in Dar es Salaam was fairly modern with electricity, wifi, running water and security. The house also had a tv room, computer room, souvenir shop and a class room for local students. The house also had a big court yard some of it being covered by wooden roof since that's where the volunteers had their meals. Most of the volunteers stayed in six bed dorms that had a balcony, toilet, fan and mosquito nets. Also many of the local employees and team leaders lived in the same house. The local workers included cleaners, cooks, drivers and security guards. The team leaders consisted of a Finnish, a Canadian and a Danish woman and four local men. The western team leaders changed every six months. The researcher observed that there were some problems in the house. In some of the rooms the shower or/and the tap in the sink were broken so the volunteers had to use the toilet hand shower for washing themselves. There were also a lot of electricity and wifi cuts that lasted for hours sometimes. At one point,

there was also a major pipe problem in the area that shut down the running water for three days. Big water tank was brought to the volunteer house but it ran out quickly the house being very full at the time. The researcher observed many of the volunteers being mad about not being able to wash themselves and worried about the possible spreading of diseases since they were not able to wash their hands, flush the toilet or take a shower.

The days at the volunteer house started early in the morning since the sun rises at 6am and goes down at 6pm in Tanzania. The breakfast; toast, fruit, coffee and tea (pancakes on Saturdays) was served normally from 7am after which the volunteers left for their projects. Depending on how far the project was, the volunteers walked, took a local bus 'dala dala', auto rickshaw 'bajaji' or a motorcycle taxi 'piki piki'. Some of the volunteers came back to the volunteer house at noon to have lunch after which they left for their afternoon project. The volunteers had to pay extra for the lunch and the researcher observed that there was some disagreement with the payment; some of the volunteers stating that they were told lunch was included in their placement price. The volunteers got back to the volunteer house at different times but before 6pm since they were not allowed to be outside alone after dark. The dinner time was around 7pm which normally meant 8pm during which all the volunteers gathered around big table under the covered yard to have dinner together. The dinner, like breakfast and lunch, was prepared by local ladies and it was the same food every week except for Tuesdays and Fridays when the food was different every other week. The food served was often vegetables or meat with rice, once a week the dinner being fish with chips. The researcher observed that some of the long-term volunteers were bored of having the same food every week and replaced the dinner with the food they bought. After the dinner the volunteers normally stayed in the house, chatting, reading books, watching movies or skyping with their families. On Tuesday nights, however, most of the volunteers went to the local bar to drink and dance.

Like discussed, there were many cultural differences between Tanzania and the volunteers' home countries. One of the differences observed was everything happening very slow or 'pole pole' in Tanzania. At dinner time, for instance, the new volunteers went to the dinner table at 7pm sharp whereas the older volunteers showed up one hour later knowing that the dinner wouldn't be served before 8pm. The slowness of things was also seen in how the volunteers were managed. When there was a meeting organized, for instance, with a local team leader for a certain day at the certain time it was often many hours late or even cancelled if the person didn't show up at the end. The researcher observed that the slowness of things was a problem especially for the short term volunteers who didn't have the time to wait around.

The researcher observed that almost all of the Art in Tanzania's projects could be individualized according to the volunteer's wishes; the volunteers could decide which projects they do, if they want to participate in a different project in the morning and a different project in the afternoon etc. However, like mentioned during some of the interviews, the volunteers didn't always get to work on the projects they had initially thought of doing since they were not available. If there was a problem with a project, the volunteer was supposed to talk with one of the team leaders but they were sometimes hard to reach. It was also observed that during the researcher's time there were no meetings organized with the local teachers, hospital staff etc. in order to see how the projects were going from their perspective. It was also observed that no regular training was offered for the local staff.

Tanzania suffers from corruption which also some of the volunteers got to witness. The researcher and 20 other volunteers were on their way to a football match in a rental bus when the bus was stopped by the police. The driver told the volunteers later that he had had to pay for the police in order to continue since he was accused of making an illegal turn even though all the cars in front of him had made the same turn and there were no signs saying it wasn't allowed. Apparently the police had seen a lot of 'mzungus' on the bus and thought they must have money. The researcher heard many conversations among the volunteers where money issues were discussed. While some of the volunteers complained that they need to pay for the public transport every day, others wondered for which all the money was actually used. The local employees also complained that they had not been paid for a long time. The researcher observed that many the volunteers felt like they couldn't trust anyone what comes to money; the management of the NGO, the local employees or the other locals since they all seemed to want the money for themselves.

## **8 Discussion**

This chapter presents the discussion which is based on the theoretical background and the findings of the research. The discussion is divided into the following subchapters: Background information and Expectations and Motivation of Art in Tanzania's volunteers, Volunteer Tourism Experience of Art in Tanzania's volunteers and Managing volunteers at Art in Tanzania.

### **8.1 Background information and Expectations and Motivation of Art in Tanzania's volunteers**

Like discussed in chapter 2.1, there are three types of volunteers; shallow, intermediate and deep. Around half of the volunteer tourists Art in Tanzania attracts are intermediate volunteer tourists who spend 2-4 months in Tanzania. These volunteer tourists take part in trips but they are not the main focus of the stay. Art in Tanzania attracts also a lot of shallow volunteer tourists who stay only for a couple of weeks, take part in short-term projects and spend a lot of that time for travelling. Art in Tanzania barely attracts any deep volunteer tourists. The only people who stay with Art in Tanzania for six months are the team leaders who get paid for their efforts.

According to previous research, most of the volunteer tourists are women (Brown 2005, 483; Tourism Research and Marketing 2008, 48-49) from western countries (Tourism Research and Marketing 2008, 44) who are between 20-25 years old studying at university, having a gap year or gaining work experience (Tourism Research and Marketing 2008, 5; Holmes & Smith 2009, 33) which was also found in this research. Art in Tanzania can be considered as both, hosting and sending organization since it doesn't only host the volunteers in the destination but also plans the programs and markets its own services. However, many of the AIT's volunteers get recruited through servicing organizations such as Real Gap.

Most of the interviewees explained that they didn't have any expectations before coming to Tanzania. This can be explained by the fact that for most of the volunteers, this was their first time in Africa. Lunenburg (2011, 1-3) explains that expectancy is based on an assumption that one's effort will lead to a certain kind of performance and to stay motivated one should perceive that she/he has the right skills and resources for the job as well as sufficient support to get the job done. Only half of the interviewees felt like they had some specific skills or experience for their projects and they didn't receive any additional training either which might have lowered their motivation. It is explained in chapter 3.1 that if there

are no instrumentality and valence beliefs, the employee might question if the performance is worth the effort. Half of the interviewees didn't get to work on the projects they had expected to take part in, which might have made some of the volunteers think whether the project they were given was even worth the effort. However, some of the volunteers mentioned that they enjoyed their projects even though they were not the ones they were promised.

According to previous research (Brown 2005, 487-489; Daldeniz & Hampton 2011, in Kontogeorgopoulos 2014, 246; Grabowski 2013, 81-82; Wearing 2001, 66-71), volunteer tourists are motivated by a wide range of things, which is also confirmed in this research. Like described in chapter 3.2.1, not only the tourists' motivation but also the volunteer tourists' motivation can be understood as a combination of push and pull factors. The most popular push factors for the interviewees were career development/work placement, helping others, and doing something useful during the holiday, the most popular pull factor being the experience of living in a different kind of country and getting to know other culture.

Holmes & Smith (2009, 93) explain that the motives to volunteer differ according to one's age and life stage, the younger people being more interested in gaining work experience and new skills. This was also noticed in this research because career development was the most popular motive to take part in volunteering in a developing country. Most of the interviewees were young and having their careers ahead of them, which reflects the motive to gain work experience that stand outs in the job markets. The second most popular motive was the experience of living in a different kind of country and getting to know other culture which can also be reflected to the volunteers' young age and the urge to have an adventure before settling down. It was fairly surprising that helping others was only the third most popular motive for the volunteers. This means that in general the volunteers were ultimately more motivated to volunteer by self-interest rather than altruistic reasons.

According to the Hierarchy of needs theory, the human needs - physiological needs, safety needs, social needs, esteem needs, and self-actualization needs - are placed in a hierarchy regarding how important they are (Hudson 2007, 42-43). One of the views explained in chapter 3.2.2, is that volunteer tourism can potentially satisfy person's needs on the top three levels; belongingness, esteem/status and self-actualization of the hierarchy. Even though the volunteers didn't directly mention belongingness or meeting new people as a motivation, many of the volunteers were surprised how nice all the volunteers in the house were and how easy it was to get into the group. Belonging to a group also made the more difficult experiences such as being sick or seeing poverty easier for the volun-



teers, since they were able to go them through together. The esteem/status needs can be seen as career development which was the most popular motivation of the volunteers. All the interviewees also mentioned that they had also learned something new during the experience. The third most popular motivation for the volunteers was helping others which can be considered as one factor for need for self-fulfillment. This correlates the statement made by Boretti & Fairer-Wessels (2014, 3) who claim that by helping others, volunteer tourists aim to become actualized in what they potentially are. The second most popular motivation mentioned, however, was the experience of living in a different kind of country and getting to know other culture which means that many of the volunteers had already reached the top of the Hierarchy of needs to the level of self-actualization, now looking for memorable experiences that ultimately have a transformational influence (Kylänen 2007, 30-31).

## **8.2 Volunteer Tourism Experience of Art in Tanzania's volunteers**

Like discussed in chapter 4, a meaningful experience is ultimately a positive, personal, emotional and unforgettable experience which might lead to a change. The Experience pyramid describes an ideal product or service that considers all the elements at all levels to provide a meaningful, life-changing experience. (Tarssanen 2009, 10-12). In this research, the elements of the experience are mostly based on the observation whereas the levels of the experience are based on the interview and follow-up questionnaire answers.

Elements of the Experience:

*Individuality.* All the projects were able to be customized according to the volunteer's wishes.

*Authenticity.* The volunteers ate local food, used local transport and worked with the local people which could have made the experience authentic for the volunteers. However, the volunteers didn't live in the local families but together with other volunteers and in Dar es Salaam, there was also an opportunity to buy western brands and products and a chance for activities such as going to the movies and nightclubs or eating in restaurants such as KFC or Subway which could have made the experience less authentic for some of the volunteers.

*Story.* Volunteers heard and encountered touching stories of local people such as orphans and sick and needy people.

*Multi-sensory perception.* A lot of senses were engaged during the experience. The volunteers were able to listen to African music, taste and smell Tanzanian food and view local performances. The researcher observed that for some of the volunteers the weather was too hot while some thought it was just perfect.

*Contrast.* The researcher observed that just being in Tanzania offered contrast to the volunteers' everyday life back home. The volunteers had to adapt to a new culture, poor infrastructure and a way of living in a country that most of them had never been to before using language they had never spoken before.

*Interaction.* The volunteer tourism experience involved a lot of interaction; interacting with the other volunteers, locals, the employees and for some also the management of the NGO. The researcher observed that the volunteers who stayed in Dar es Salaam for the whole summer got very close to each other by living together, working together, spending free time together and doing trips together. The researcher observed that there were many kinds of interactions with the locals, both positive and negative. Some volunteers were amazed by the friendliness of the locals; saying hi on the streets and giving good feedback in the projects while some volunteers disliked the locals calling them as 'mzungus' and asking for money directly or indirectly. Many of the local employees lived in the same house as the volunteers and many of the volunteers became good friends with them. The researcher observed, however, that the management felt distant for a lot of the volunteers since many of them had never even met the director of the NGO who only lived five minutes away from the volunteer house.

Levels of the Experience:

*Motivational level.* The interviewees who knew they would be volunteering with Art in Tanzania had several reasons for choosing the NGO such as the organization having an attractive medical program, the opportunity to volunteer in East Africa and because the organization seemed like easy to get involved with. For some of the interviewees, Art in Tanzania was recommended by their friends or university's international coordinator and for the Finnish volunteers, Art in Tanzania felt like a safe choice because of the Finnish founder and director.

*Physical level.* Tanzania as a developing country offered a lot of contrast to the volunteers' home countries and it was perceived as poor, exotic and different.

*Intellectual level.* All the interviewees felt like they had learned something new during their stay with Art in Tanzania. This included learning new things about Tanzania, its culture and people, new skills as well as new things about oneself and life.

*Emotional level.* Around half of the interviewees felt that their work was meaningful, the others feeling that they would have needed more time, that only some of the projects such as helping at the orphanage were meaningful or that anyone could have done the same. It was also mentioned that volunteering for only a few months doesn't offer a long-term solution to anything. The most memorable experiences the volunteers had had during their stay were related to projects especially working in the orphanage and trips such as safari, Zanzibar and climbing Mt Kilimanjaro.

Like explained in chapter 4.3, the experience is transforming or life-changing if it changes something in the guest's attitude, characteristics, performance or some other fundamental element of self. This can be considered as the *Mental level* of the experience pyramid. All of the seven interviewees who replied to the follow-up questions thought that the experience had changed something in their everyday lives back home. This included things such as appreciating how well the things are back home, wanting to travel and volunteer more, becoming more ethically considerate by buying fair trade products and becoming less materialistic. The experience also taught how important the family and community are and how there are many issues related to development aid and the organizations driving it. These findings were similar to Zahra's (2011, 90-101) findings in chapter 4.3.

During the interviews, half of the interviewees mentioned that they would recommend Art in Tanzania to others but two of these interviewees answered that they wouldn't volunteer with Art in Tanzania again in the follow-up questions meaning that their mind had changed over time. It was interesting to notice that even though all the seven interviewees who answered to the follow-up questions thought the experience was somehow life-changing, only two of them would consider volunteering with Art in Tanzania again.

### **8.3 Managing volunteers at Art in Tanzania**

In this chapter, the management of Art in Tanzania's volunteers is being analyzed according to Holmes & Smith's (2009) typology. This is done by looking at five sectors; Designing a volunteer program, Recruiting and selecting volunteers, Motivating volunteers, Training and developing volunteers and Rewarding and retaining volunteers, Managing diversity and Communication being part of all of these five sectors.

The first sector is Designing a volunteer program. Holmes & Smith (2009, 72-75.) explain that the volunteer program description should clearly state what skills and experience are required for each role, what is included in the program and how much time is needed for completing each of the projects. Art in Tanzania has a description of the projects on its website but since the projects are ongoing, there is no information on how much time is needed for a certain result. This might create false expectations for the volunteers of what they can actually achieve during their stay. Some of the interviewees felt like they would have needed more time with their projects and the researcher observed that the slowness of things came as a surprise for many. Most of the Art in Tanzania's projects are available for everyone the exception being medical and health programs. The volunteers were able to decide which projects they participated in and the projects could be individualized ac-

ording to their wishes, which correspond to Söderman & Snead's (2008, 119-120) thoughts in chapter 5.1.

It is essential for the organization to develop and maintain relationships with the destination communities in order to make sure the projects are really benefiting the locals (Holmes & Smith 2009, 78). During her stay in Tanzania, the researcher observed that there was no regular communication between the team leaders or the management of the NGO and the locals such as teachers involved in the projects. This makes the gap between the NGO and the local communities it tries to help bigger and complicates finding long-term solutions. The researcher observed that there was no regular project monitoring or evaluation happening during her stay and almost half of the interviewees were surprised by how poorly the projects were structured, organized and supervised. If there was a problem with a project, a team leader would go check the situation but even this to get done would take a long time. This is in contrast to Taplin, Dredge & Pascal (2014, 877-878) who explain that the volunteer tourism programs should be monitored and evaluated regularly to be sure they are meeting the needs of the volunteer tourists and locals.

The second sector is Recruiting and selecting volunteers. Holmes & Smith (2009, 74) state that when recruiting volunteers it is important to monitor the amount of volunteers since if there are not enough volunteers, the projects such as schools suffer and the help is not continuous. According to Art in Tanzania's website, the NGO has, for instance, over hundred teaching positions available for volunteers where as it only hosts 60-100 volunteers at once including all locations. This leads to a situation where the work in some of the schools is not continuous since there are not enough volunteers for all the projects at all times. Like one of the interviewee explained: "At the moment everything seems to be all over the place. Fewer things should be done better instead of lot of things done poorly."

Like explained in chapter 5.2, organizations should recruit more skilled and experienced volunteer tourists who would have more to offer for the local communities. Most of the volunteers Art in Tanzania attracts are young, 18-23 years old and only half of the interviewees mentioned that they had specific skills or experience for their project. Art in Tanzania should find a way to also attract older and more skilled volunteers. One of the interviewees suggested that Art in Tanzania should recruit people who can train, for instance the local teachers since this would offer a more long-term solution. When recruiting volunteers Art in Tanzania asks the volunteers to provide a criminal record which corresponds to the statement made by (TIES 2012, 20) in chapter 5.2. Kumaran & Pappas (2011, E.11-E.12) state that taking part in volunteer tourism is often expensive and the volunteer tourists assume that they are informed about all the expected expenses already during the

recruitment process and how the money is used. Around half of the interviews mentioned that issues related to money should be resolved since they were confused about where their money goes to and some of the volunteers thought there were costs they were not prepared for.

The third sector is Motivating volunteers. The volunteers will stay motivated and committed to the organization if they can see they are making a difference, if there is a chance for personal growth, if they feel appreciated, if they are treated equally and if the organization is what they had initially expected (Spencer 2006, 29). Some of the volunteers were disappointed since they didn't get to work on the projects they were promised to which created demotivation and lack of trust towards the organization. It was observed and also mentioned in the interviews that there were some issues related to unfairness what comes to paying for lunch and transportation. Like discussed, around half of the interviewees felt like their work was meaningful and all the interviewees had learned something new. It was also mentioned that some of the interviewees were positively surprised of the great feedback they received at their projects which enhanced the volunteers' motivation. Five of the interviewees felt like there should be more leaders or the local staff should be refocused. Many of the volunteers had also heard of the locals not getting paid for a long time and it was observed that there were no continuous training sessions organized for the team leaders which could be a reason for unmotivated staff. This is in contrast to Gaines & Wilson (2005) who state that the paid employees should have the knowledge and skills to do their job well and they should be trained continuously in order for them to stay motivated.

The fourth sector is Training and developing volunteers. Like discussed in chapter 5.4, before their departure, the volunteer tourists should receive a detailed schedule of the project and any additional information they might need regarding their roles and tasks at the destination. Pre-departure information should also have information on necessary travel documents such as visas, a name and number of a contact person in the destination, required vaccinations and other health recommendations, living arrangements and food and a list of items to pack. Only half of the interviewees had received pre-trip material from Art in Tanzania, the other half mentioning that they had received some material from Real Gap. Art in Tanzania's pre-trip material had information regarding the payments, what to pack, vaccinations and trip options. There were some suggestions for additional information on meals, house, school holidays, illnesses and what to bring such as money and clothes. It was also mentioned that it would have been beneficial to know the ages and level of the kids beforehand and that there should have been an actual program planned for each of the volunteers beforehand. None of the interviewees had received training before the departure.

Once arrived in the destination, the volunteer tourists should receive in-country orientation. This should include information regarding the organization, destination, the projects, the rules and health and safety. (Holmes & Smith 2009, 116.) Once arrived in Tanzania, the volunteers received an orientation that lasted for three days during which they were told about Tanzania, its culture and people, the organization, the projects, the trips and the rules. The volunteers were also taken for a tour and they were helped to find a project. One of the interviewees mentioned that the orientation should be shorter and more effective. There was no additional training available except for Swahili classes. Holmes & Smith (2009, 116-118) claims that in order to the volunteer tourists to get over a possible reverse culture shock and to adjust better to their normal lives, it is important that they receive debriefing either before or after their return back home. The volunteers were sent a feedback form regarding their stay after their return back home but no further contact was made.

The last sector is Rewarding and retaining volunteers. In order to satisfy volunteer tourists' needs and motivations and retain their services, the volunteer tourists need to be recognized and rewarded (Holmes & Smith 2009, 121). Like discussed in chapter 3.1, volunteer tourists look mainly for intrinsic rewards such as enhanced social awareness and self-reflection that might lead to a change in the volunteer tourist's perception about things such as values and self-identity. Based on the data the interviewees were mostly receiving intrinsic rewards. For example, it was observed that most of the trained medical and health volunteers were satisfied for their placements. Also helping needy people in particular small children was perceived rewarding. However, the volunteers were never explicitly rewarded by the NGO, for instance, by thanking them.

## 9 Conclusion

Based on the interviews, participant observation and follow-up questions, guidelines consisting of 10 sections have been created for Art in Tanzania in order to better respond to the needs of international volunteer tourists while also ultimately benefiting the local communities. In order to create these guidelines, the expectations and motives of the volunteer tourists as well as the transformability of the experience were researched along with how the volunteer tourists are managed at Art in Tanzania. The main points of the guidelines can be seen in figure 9 and the full guidelines are presented in Appendix 1. The 10 sections are not in a specific order but equally important.

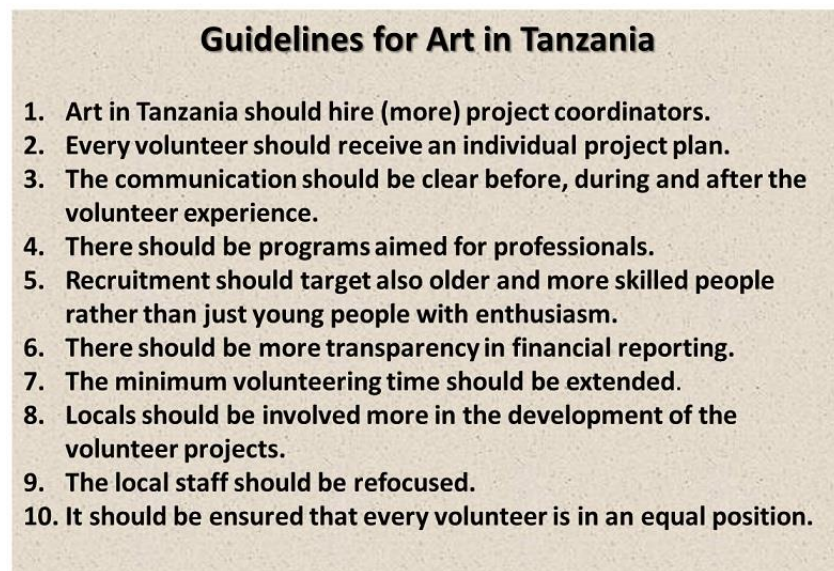


Figure 9. Guidelines for Art in Tanzania

It was found out that Art in Tanzania's volunteers didn't have many expectations before entering Tanzania, however, only half of the volunteers got to take part in projects they had initially thought of doing. The main motive for the volunteers was career development/work placement followed by the experience of living in a different kind of country/getting to know other culture and helping others. It is important to consider these factors when planning volunteer projects and programs in order for the volunteers to stay motivated. For all the interviewees who answered to the follow-up questions, the experience was somehow life-changing. It was interesting to notice that even though the most popular motive to volunteer with Art in Tanzania among the interviewees was career development/work placement, none of the interviewees mentioned that the experience had changed something in their life career wise. It was mentioned that the experience had taught the volunteers, for instance, to appreciate their home countries and families more and to be less materialistic and more ethically considerate. As comes to managing volun-

teers, the main issues raised were related to communication, project planning and management, financial reporting and engagement with local staff.

Even though the experience was somehow life-changing for all the volunteers, half of the interviewees wouldn't recommend Art in Tanzania and most of the interviewees who answered to the follow-up questions wouldn't volunteer with Art in Tanzania again. This means that Art in Tanzania needs to think of new ways for taking better care of its volunteers in order for them to return in the future as well as spread the good word about the organization. In general volunteers are the backbone of NGOs and during these times when financial resources are scarce it is important to retain volunteers. This is especially important since like discussed in chapter 2, more and more volunteer tourism providers are entering the market. Like discussed in chapter 5, the rapid growth of the industry has resulted in a need for proper guidelines for how to manage volunteer tourism better. Indeed, the volunteer tourism market is missing universally recognized guidelines or eligibility criteria for best practice which makes it hard to monitor and evaluate the work of the volunteer tourism providers.

It will be interesting to see in the future, if and how the new Dar es Salaam volunteer house in Madale will change the volunteer tourism experience and how the volunteers are managed at Art in Tanzania. Like mentioned in chapter 7.3, one of the interviewees had volunteered with Art in Tanzania again in summer 2015 and felt that the experience in Madale was more rewarding and she felt more like a local.

These guidelines are useful when developing Art in Tanzania's operations and volunteer programs in the future. The guidelines are also applicable for other volunteer tourism organizations based in developing countries in order for them to better understand the needs of the international volunteers as well as how these volunteers should be managed.

## **9.1 Validity and Reliability**

One threat related to observation is reactivity which means that the people being observed change their behavior because they acknowledge they are being observed (Saunders et al., 2009, 195). All the interviewees as well as some of the long-term volunteers knew they were being observed which could have affected some of the results, however, most of the observation findings supported the interview findings which means that the interviewees didn't change their everyday behavior because of the presence of the researcher. Also the fact that the researcher was one of the volunteers in the house reduced the chance of the volunteers changing their behavior. Another threat related to observa-



tion validity and reliability is observer bias. Subjectivities such as the observer's specific theoretical standpoint or cultural knowledge might affect what is left out from observation and how the selected behavior is analyzed and recorded which might result in invalid data (Sapsford & Jupp 2006, 87). The researcher felt, however that she observed everything openly.

It is likely that the answers for questions would have been the same no matter who conducted the interviews. It would have been better to send out the follow-up questionnaires after a couple of years rather than a year to get more reliable answers, however, this wasn't possible in the timeline of this research. The interviewees who answered to the follow-up questions were all volunteers who stayed at the volunteer house for the whole summer and had built a relationship of trust with the researcher. If also the interviewees who stayed in the house for only a couple of weeks would have answered to the follow-up questions the results of the experience being life-changing could have been different.

Also the time in the field could have been longer in order to get more in-depth information. Like discussed in chapter 2, there is only limited amount of literature on volunteer tourism. This made the finding of relevant literature difficult. The researcher also wasn't able to get all the books she hoped to obtain which increased the amount of secondary references used which might have influenced the text.

The results of this study are valid since they respond to the purpose of this study. This research has brought up new information that is directly useful for Art in Tanzania and is also applicable for other NGOs working in developing countries. These kind of findings based on small amount of qualitative data, however, can't be generalized which is not the purpose of this study either.

## **9.2 Suggestions for further research**

From the academic perspective, more research in volunteer tourism and especially in the management of international volunteer tourists should be conducted. This would help in the creation of globally accepted volunteer tourism guidelines which are required in order to provide mutually beneficial experience for both, the volunteers and the local communities.

In the future, additional research could be conducted regarding how the local communities such as schools and orphanages to where Art in Tanzania sends volunteers perceive the NGO, the volunteers and their work. Also marketing plan for attracting professionals with

skills and experience to take part in volunteering could be conducted in the future. This research is also a good starting point for conducting similar research for other volunteer tourism providers as well as in order to see, for instance, if the new Dar es Salaam volunteer house in Madale has changed the volunteer tourism experience and how the volunteers are managed at Art in Tanzania.

### **9.3 Own learning**

My learning from the academic point of view has been enormous. Conducting this research taught me a lot about different research methods and especially qualitative research techniques: participant observation and interviews. I also learned to search for relevant information and evaluate the resources and time needed for this kind of research. I learned that setting smaller deadlines helps me to keep going towards the completion of the project without feeling overloaded by the big amount of work.

Now I also know what I would do differently next time if I was to conduct a research like this again in a developing country. Before entering Tanzania, it was hard for me to imagine what the environment would be like, what would work and what would not work. Now I know, for instance that a lot of time is needed for this kind of research since everything in Tanzania happens so slowly. I would also ask questions also from the locals to get their point of view and possibly observe in a more structured way. I have also learned a lot about the topic and the challenges the volunteer tourism industry is facing and this research has given me ideas for my future career. This research has also taught me how important it is to question the organizations offering volunteer tourism placements before joining them in order to make sure they are really doing the best they can to help the local communities.

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## Appendices

### Appendix 1. Guidelines

**1. Art in Tanzania should hire (more) project coordinators.**

Each volunteer should receive contact details of a responsible coordinator before the departure for Tanzania. The coordinator would plan the program together with the volunteer already before the departure. The coordinator would also organize frequent meetings with the volunteer during her/his stay to address any problems or additional needs. The project coordinators would also control the flow of the volunteers and make sure every school etc. receives a new volunteer when the previous one leaves. The project coordinator would also be aware of what the previous volunteer has been doing at the project so that the shift to a new volunteer would be natural. It would be important that the project coordinators would stay for a long time and not change every six months. Ideally the project coordinators would be locals.

**2. Every volunteer should receive an individual project plan.**

Initial project plan should be prepared for every volunteer before their departure for Tanzania. The project plan should have detailed information such as what one can expect to achieve during her/his time in the project, what are the local resources available, what to bring and if there are any extra costs such as transport. If the project is related to teaching, also the ages and levels of the kids should be mentioned. The project plan should also state the times of the days that are required for the project and if there are any public holidays etc.

**3. The communication should be clear before, during and after the volunteer experience.** The communication between the NGO and the volunteers should be clear during all stages of the volunteer experience. The volunteers should be able to contact the NGO easily and they should be informed about things such as what skills are needed for the projects and if there are any changes made to the initial project plan.

**4. There should be programs aimed for professionals.**

At the moment Art in Tanzania has over 80 projects to choose from but there are no programs aimed for professionals with specific skills. Art in Tanzania should create programs aimed at professionals such as teachers or doctors who would not come to Tanzania teach the kids/take care of the patients but to train and share their knowledge with the local teachers and doctors who could then take care of the teaching/taking care of patients themselves. This would provide a longer term solution since the locals who know the language and have the authority could work instead of every month changing volunteers.

**5. Recruitment should target also older and more skilled people rather than just young people with enthusiasm.**

In order to recruit older and more skilled people, Art in Tanzania would need to reconsider how to market its programs and services.

**6. There should be more transparency in financial reporting.**

The volunteers should be informed clearly about what their money is used for. When the volunteers pay for the project, they should receive a detailed description of where the money goes. There should be also a different bank account for donations.

**7. The minimum volunteering time should be extended.**

Ideally the minimum time for volunteering should be a month since even to get the project really started and to get over the culture shock takes a week or two. If Art in Tanzania still takes volunteers for only a couple of weeks, the volunteers should be informed about the reality of not getting much done in that short time.

**8. Locals should be involved more in the development of the volunteer projects.**

Regular meetings between the team leaders, the volunteers as well as the locals such as teachers or hospital staff should be organized in order to make sure all the possible problems are solved together as well as in order to foster cross-cultural learning. Involving the locals in the project planning is one of the keys for a long-term development.

**9. The local staff should be refocused.**

The staff should be taken better care of by offering them regular training, one-to-one feedback sessions as well as team building days. Most importantly the staff should be properly rewarded for their efforts such as ensuring that they are paid on time every month.

**10. It should be ensured that every volunteer is in an equal position.**

It is extremely important that all the volunteers have the same rights and rules. This includes sending the same pre-trip material for everyone and ensuring that all the volunteers pay the same amount.



## **Appendix 2. Volunteers' Interview questions**

**Date & Time:**

**Name:**

**Email:**

1. In which location are you volunteering?
2. How old are you?
3. What is your gender?
4. Where are you from?
5. Are you married?
6. What is your job/field of study back home?
7. Did you come to Tanzania alone or with someone?
8. What is the length of your volunteering?
9. Have you volunteered or worked in a developing country before? Have you volunteered with Art in Tanzania before?
10. Which projects are you taking part in?
11. Do you feel like you have any specific skills for your jobs in Tanzania?
12. What were your expectations before coming to Tanzania?
13. Have there been any unexpected surprises? Positive or negative.
14. Do you feel like you have been able to do work that you came here to do?
15. What are your main reasons for volunteering in a developing country?
16. How did you find Art in Tanzania? Why did you choose Art in Tanzania?
17. Do you feel like you have learned something new when volunteering in Tanzania?
18. Do you feel like your work is valuable/meaningful?
19. Are you taking part in any trips and if yes, which ones?
20. What have been the most memorable experiences (positive or negative) during your stay in Tanzania?
21. How did you prepare yourself before travelling to Tanzania?
22. Was the information that you received through Art in Tanzania helpful?
23. Did you receive any training before or during your stay?
24. Based on your experiences, would you advise Art in Tanzania to somehow change/develop their services for volunteers or the overall management of the volunteer work?
25. Would you recommend volunteering in Art in Tanzania to other people?

### **Appendix 3. Follow-up questions**

1. Now looking back to your volunteering experience in Tanzania over a year ago, do you feel like it has changed something in your life or a way of living?

This can be anything from being more open-minded now, wanting to travel/volunteer more, buying things you didn't buy before, having new values, perceiving your own country/culture in a new way...

Please explain in your own words.

2. Do you consider volunteering in a developing country again/have you volunteered again since Art in Tanzania 2014?
3. Do you consider volunteering with Art in Tanzania again?

## **Appendix 4. Interview questions for the founder and director of Art in Tanzania**

**Date: 5.8.2014**

### **The NGO:**

1. When and how was the NGO founded?
2. What are the most important fields of operation?
3. In which locations are you operating?
4. How many paid personnel do you have?
5. How many projects do you have?
6. How do you fund the NGO?

### **The volunteers:**

1. How many volunteers do you receive annually?
2. Which countries do most of the volunteers come from?
3. What is the average length of volunteering?
4. What kind of feedback do you normally get?
5. What future plans does Art in Tanzania have?