

# Sport England Volunteering Fund Evaluation

## *Interim Report*

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## EXECUTIVE SUMMARY

CFE Research and Dr Carolynne Mason have been commissioned to undertake an evaluation of the Sport England Volunteering Fund. The aim of the fund was to find new ways to reach and engage groups currently underrepresented, to increase the diversity of people volunteering to support sport and physical activity. The evaluation will enable Sport England to determine the success and impact of the Volunteering Fund, particularly in terms of the outcomes for volunteers and the wider community. It will also help to ensure Sport England can understand the factors required for success at a project and Fund level, and examine what works for whom and why, and how outcomes vary by approach.

### Approach

This report is based on findings from:

- **Volunteer registration surveys** from 2,132 volunteers when joining their project.
- **Volunteer tracking data** containing the number of volunteering hours and occasions for 4,116 volunteers.
- **Volunteer experience surveys**, completed every six months, from 1,094 volunteers.
- **Project delivery information** submitted by projects relating to key successes, challenges, impacts and priorities for the next six months.
- **Depth interviews** with delivery staff from seven projects.

The report brings together the data and key findings to date on:

- **designing a volunteering project**- things to consider when setting up and planning your project
- **what works to recruit volunteers**
- the **volunteering experience** and **how best to retain volunteers**
- the **impact of volunteering** on volunteers, communities and the organisations delivering the voluntary activities

### Key findings

#### Designing a volunteer programme

Sport England's Volunteer Fund aims to engage a more diverse range of people in volunteering. The projects delivering the Fund have adopted a test and learn approach to trial new methods to assess what works, for whom and why; in addition to meeting their own specific aims.

#### Understanding target audiences and the barriers they experience

Understanding target audiences and the barriers they experience to volunteering is imperative in the project design phase. Each project is engaging with different groups of volunteers that have different motivations and face different barriers, however, the

evaluation found that there are a number of factors which influence a low uptake of volunteering amongst projects' target audiences:

- **A lack of interest and identification with volunteering** – whereby the target audience was not interested in stereotypical volunteering opportunities or did not see volunteering as something people like them did.
- **Barriers to engaging in volunteering** such as a lack of confidence or self-esteem, language barriers, poor IT skills, a lack of flexibility in existing opportunities, a lack of time or money to undertake volunteering activities, or cultural sensitivities which also need to be considered when developing volunteering opportunities and activities

### Designing volunteering opportunities

Once the target audience is understood, **designing volunteering opportunities that are of interest to target audiences, meet the wide range of motivating factors** and that also **overcome any barriers** to volunteering is vital to ensuring that the project is a success. Projects found success in **consulting with their target audiences, wider communities and any partner organisations** at the outset useful to help them to do this effectively. Ongoing consultation is also important to ensure that projects continually improve.

### Involving partners in project design and delivery

Projects worked with partner organisations in a number of ways to deliver their volunteering activities. In some instances formal arrangements were put in place where partners delivered distinct aspects of project delivery, whereas others had more informal relationships.

Projects explained that **identifying and building relationships with enthusiastic decision makers** in partner organisations was important for the success of partnership working. Ensuring that any partners fully understand the project was also important and overcoming negative pre-conceptions held about target audiences had been necessary at times. Overall, **partnership working has been successful and projects experienced a number of benefits**. The most frequently reported was **partner organisations having a pre-existing relationship with target audiences**, which supported **recruitment**. In some cases projects also shared **service provision** which had benefits in terms of cost saving and in increasing the number of volunteering opportunities available.

### Volunteer recruitment

**Projects have been successful in recruiting volunteers from more diverse target audiences.** Potential Fund projects have successfully recruited young volunteers from school/college or sixth form. Opportunity Fund projects have recruited older volunteers with many living in areas of high deprivation. Across both projects a high proportion of volunteers recruited are from Black and Minority Ethnic (BAME) groups and many are also disabled. **One third (34.2%) of volunteers had never volunteered before.**

## What works when recruiting volunteers?

**Two thirds (66.3%) of volunteers had found out about their volunteering opportunity via recommendations and referrals.** This was more prevalent amongst those at school or college, males, those who were unemployed and those who were unemployed *and* not looking for work.

Sport England's Volunteer Fund seeks to engage under-represented groups in volunteering, therefore it is key that projects are able to reach out to their target audiences with appealing volunteering opportunities. In some instances **under-represented groups can lack social trust** and at times projects found recruitment difficult. To overcome these recruitment barriers, projects highlighted the importance of **finding avenues to build trust with their target audiences**. Projects achieved this in a number of ways including:

- **Identifying and building relationships with local organisations who have existing relationships.**
- Building organic recruitment networks via **word of mouth and recommendations through friends and families**. Almost half of all volunteers (45.9%) reported that they had encouraged others to volunteers since joining their project.
- Advertising the volunteering opportunities through existing **social media groups** that their target audience were already engaged in.

All the volunteering opportunities involved some form of sport or physical activity, but this was used differently by projects dependent upon their target audiences. Projects explained that **sport and physical activity was an excellent hook for engaging more physically active groups** where sport was a definite incentive; however, projects working with **less physically active target audiences explained that it was important to emphasise physical activity**, such as walking or playing active games, as opposed to sport in its traditional sense. Some projects explained that they **did not mention sport or physical activity until trusting relationships had been developed** between the project and volunteers, but these volunteers had subsequently seen the positive impact of their involvement in such activities.

## Volunteering to date

To date **4,116 volunteers** have taken part in **82,594 hours** of volunteering. On average, each volunteer has taken part in 20 hours of volunteering and nine occasions of volunteering. On average, **volunteers undertake 2.7 hours of volunteering each time they take part** (equating to 2 hours and 44 minutes).

The most common volunteering activities were:

- **46.5%** were coaching, refereeing, umpiring, or officiating in sport or physical activity
- **36.0%** were undertaking a leadership role (e.g. mentoring, training, supporting or leading volunteers)
- **37.3%** organising an activity or event

- **27.1%** helping to renovate or clean up a space and/or decorating or fixed a building or equipment
- **21.4%** campaigning for a cause or undertaking fundraising activity

### What encourages volunteers to continue volunteering?

It is not only harder to recruit under-represented groups (for the reasons previously outlined) these groups often experience barriers to engaging in volunteering and **barriers need to be removed or alleviated to support them to continue to volunteer.**

Projects overcame barriers in several ways. This depended on the specific needs of their target audience, but common solutions included:

- **Providing flexible volunteering opportunities** that do not require volunteers to be available at set time and intervals.
- Ensuring that opportunities are **local and easily accessible** to overcome issues related to covering travel time and cost.
- Providing solutions to overcome **specific barriers e.g. running a crèche** for mothers or running **female only sessions** for female volunteers with low self-confidence or those from BAME communities where cultural sensitivities might exist.

Projects attributed success to retaining their volunteers to a number of other factors, including:

- **Building supportive trusting relationships.** Having a non-judgemental member of staff who is friendly, able to provide emotional support and tailor their approach to each volunteer is paramount.
- **Involving volunteers in the design** of the project to instil a sense of ownership to promote continued engagement.
- **Providing training opportunities to volunteers** including pre-volunteering support, specific volunteer training, and accredited provision.
- Providing an array of **relevant, interesting volunteering opportunities.**
- **Maintaining communication with volunteers.**
- Projects also highlighted the importance of **engaging with young volunteers' parents** to gain their buy in and **trust.**
- Using **tailored incentives** to promote continued engagement that link back to volunteers' motivations for engaging in the volunteering opportunity.

### What motivates volunteers?

Volunteers usually have **multiple motivations for volunteering.** Most commonly volunteers initially want to **help people (57.4%), learn new skills (51.9%), have fun (48.1%) or socialise with other people (45.0%).** Overall, volunteers' **motivations for continuing to volunteer reflect their initial motivations** for joining; however, **motivating factors can change.** The area which showed the **biggest change was "I enjoy volunteering"** with 22.9% of volunteers reporting this as a new motivation for continuing to volunteer but did not report this as a motivation when first joining the project; this highlights that although volunteers may not have expected to enjoy volunteering, they did so once they had started. This also **highlights the importance of ensuring**



**volunteers are satisfied with, and enjoying, the opportunity to encourage them to continue.**

## Impact

### Volunteering levels

Since volunteering with their project three quarters (**75.4%**) of volunteers reported an **increase in the number of days of volunteering they undertook**. Almost half (**47.9%**) of volunteers had taken part in **additional volunteering activities** outside of their project and **over half (53.5%) attributed the additional volunteering they had undertaken to their involvement in the project.**

### Impact on the volunteer

Overall, volunteers reported they were **satisfied with their volunteering experience** with a high mean score of **8.2 out of 10**. Volunteers reported **improvements across a range of outcome measures** including their **subjective wellbeing** (e.g. satisfaction with life, happiness), **individual development** (e.g. confidence, resilience) and their **sense of community trust**. Not only did volunteers report improvement in these areas, many agreed that **the project had positively impacted on them**. The more satisfied a volunteer was with their experience on the project, the more likely they were to report an increase across these outcome measures. This highlights **how critical a positive experience is to ensure projects have a positive impact on volunteers.**

Some projects also had an objective to increase physical activity levels of volunteers, alongside engaging them in volunteering activities. Amongst these projects **43.6% of volunteers reported an increase in the number of days on which they took part in physical activity.**

### Impact on the community

Overall, volunteers thought the volunteering they had undertaken through their project had **positively impacted their community**. Volunteers gave a mean score of:

**8.4** out of **10** for ‘a positive impact on other people’

**8.1** out of **10** for ‘it has brought different community members together’

**Each project is tailored to the local area it is being delivered in;** therefore, volunteering activities and wider beneficiaries in the communities that projects are targeting differ. As a result, the specific ways volunteers had **impacted on communities varied greatly across the projects**. One common impact was encouraging individuals in their **community to become more active**. This was often reported for young people or groups who typically have higher levels of inactivity. Other impacts included **improved community cohesion, providing a service** to community members and **renovating community buildings or assets**.

## 01. INTRODUCTION

*This section of the report introduces the Sport England Volunteering Fund, how it is being evaluated, and the focus of this*

### About the Sport England Volunteering Fund

The Government's strategy for sport, [Sporting Future](#) (December 2015), placed a new emphasis on the benefits of volunteering to the individual, communities and to the nation. In response to this, [Sport England's Volunteering Strategy](#) focuses more closely on the experience and benefits of volunteering.

In November 2017 Sport England announced an investment of up to £6 million through a new Volunteering Fund to help them learn more about how to increase the diversity of people volunteering in sport and physical activity and to find new ways to reach underrepresented groups. They wanted to learn more about the relationship between volunteering and the positive outcomes and to understand what types of volunteering may be more beneficial.

The fund is split into two strands, each focusing on a different target audience:

- **Opportunity Fund** projects focus on engaging people aged 20 and over, from economically disadvantaged communities, to get into volunteering.
- **Potentials Fund** projects are designed to help 10 to 20-year-olds get involved in volunteering and social action. Social action is defined as activities that young people do to make a positive difference to others or the environment. These include volunteering, fundraising, campaigning or supporting peers. This is match funded by the #iwill Fund, a partnership between DCMS and the #iwill Campaign to increase the number of young people engaging in youth social action. The opportunities developed by these projects aim to reflect 6 quality principles of youth social action, supported by the [#iwill Campaign](#) by being; reflective, challenging, embedded, youth-led, progressive and socially impactful.

A 'test and learn' approach has been adopted to trial new ideas to bring the benefits of volunteering and social action in sport and physical activity to new audiences. The funded projects are diverse, both in terms of the range of models and approaches they are testing and the types of organisations delivering them.

### Objectives of the evaluation

CFE Research and Dr Carolynne Mason<sup>1</sup> have been commissioned to undertake the evaluation of the Sport England Volunteering Fund. The evaluation will enable Sport England to determine the success and impact of the Volunteering Fund, particularly in terms of the outcomes for volunteers and the wider community. It will also help to ensure

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<sup>1</sup> <https://www.lboro.ac.uk/departments/ssehs/staff/carolynne-mason/>

Sport England can understand the factors required for success at a project and Fund level, and examine how outcomes vary by approach. The evaluation will also enable Sport England to make the case for volunteering and to inform future project design.

The objectives are:

- To understand the impact of the funded projects on the engagement and retention of target groups in volunteering to support sport and physical activity.
- To understand the impact of the funded projects on volunteers' mental wellbeing and individual development.
- To understand the impact of the funded projects on social and community development in the communities that the volunteers are operating in.
- To identify 'what works' to achieve the above impacts.

## Methodology

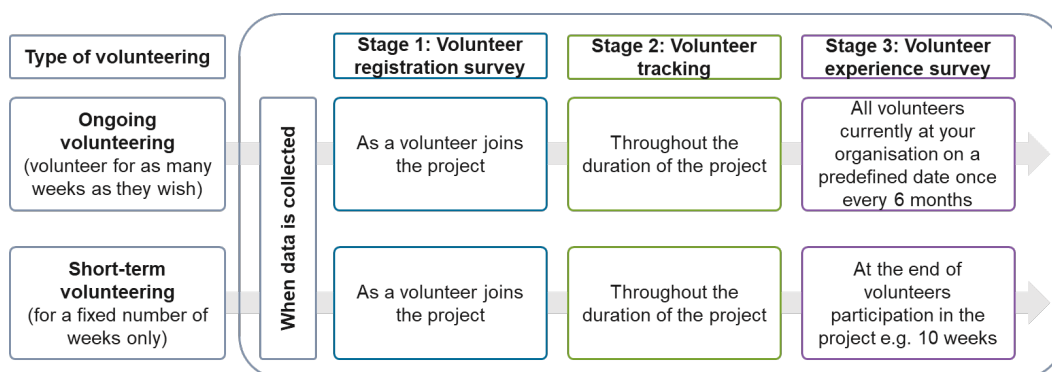
This interim report is based on the key methods outlined below.

### Surveys and volunteer tracking

Volunteer surveys and tracking are carried out in three stages:

- **Stage 1 – Volunteer registration survey:** Volunteers are asked to complete a survey when they join the project. So far **2,132** have been received from volunteers who have undertaken some volunteering with their project (1,226 from Potential Fund volunteers and 906 from Opportunity Fund volunteers).
- **Stage 2 – Volunteer tracking:** On an ongoing basis, a project records the number of volunteering hours and occasions that each volunteer undertakes. So far **4,116** records have been received for volunteers who have undertaken some volunteering with their project (2,933 from Potential Fund volunteers and 1,183 from Opportunity Fund volunteers).
- **Stage 3 – Volunteer experience survey:** Every six months a short survey is undertaken with all volunteers. If volunteers engage in a project for a long period of time they will complete the survey multiple times. If an individual only volunteers for a set number of weeks the survey is undertaken near to the end of their engagement in the project (e.g. during week 9 of a 10 week opportunity). So far **1,094** have been received from volunteers who have undertaken some volunteering with their project (788 from Potential Fund volunteers and 306 from Opportunity Fund volunteers).

The following diagram outlines when data is collected and shows how this differs depending on the volunteering delivery model.



The national evaluation was designed to measure outcomes that are common to most volunteering projects. Most survey questions were based on those used within major national surveys or recognised evaluation tools, such as the Office for National Statistics. Other bespoke questions were developed by CFE’s expert team. Questions and answer options were either taken directly or adapted to reflect the specific aims of the Fund. Further information about the surveys, the questions asked, and how these can be used by other organisations can be found in Sport England’s [Volunteering Evaluation Toolkit](#).

### Project delivery information

Every six months project delivery information is collected from project staff who provide their perspective on: key successes and challenges experienced, priorities for the next six months and what they think the impact of the project has been on volunteers and individuals in the community.

### Depth interviews

So far seven semi-structured interviews have been undertaken with key representatives of three Potentials and four Opportunity Fund projects. The interviews lasted approximately 1 hour and were undertaken by telephone. The interviews explored the design of the volunteering project, barriers and facilitators to recruitment and retention on the project, key successes and challenges so far, and the impact of the volunteering project on volunteers and the wider community.

## About this report

This report presents the findings from the two surveys, tracking data, project delivery information and depth interviews. Qualitative findings are based on overall themes identified across project delivery information and depth interviews unless otherwise stated.

Differences in the quantitative findings have been explored by project and volunteer characteristics. All differences have been tested for statistical significance and only those that are statistically significant at the 5% level are reported in the commentary of the report.<sup>2</sup> Multivariate analysis was also undertaken with information about the nature of

<sup>2</sup> Please note that some graphs contain statistically insignificant findings. Please refer to the text for statistically significant differences.

the tests performed provided in footnotes. A higher number of volunteers to date have been recruited by Potentials projects compared with Opportunity projects. This may skew the overall findings. Differences by age and employment status have been explored and differences highlighted throughout the report where relevant to overcome this.

Following this introduction, the report is structured in four main chapters: **Chapter 2** looks at designing a volunteering programme; **Chapter 3** explores the recruitment of volunteers onto the Sport England Volunteering Fund projects; **Chapter 4** examines the volunteer experience, including what works in retaining volunteers; and **Chapter 5** summarises the impact on volunteers, projects and the wider community.

Throughout the rest of this report, we refer to “volunteering”, but please note when referring to Potential Fund projects this is “volunteering and social action”.

## 02. DESIGNING A VOLUNTEER PROGRAMME

*This section describes how projects have designed their volunteering activities.*

### Project aims

The Sport England Volunteering Fund projects have adopted a ‘test and learn’ approach to trial new methods to engage a more diverse range of people in volunteering. Depth interviews with seven projects highlighted that whilst each has specific aims, there are common over-arching challenges, local issues and unmet needs that they are seeking to address. Insight from the depth interviews is provided below.

### Understanding audiences and addressing barriers to volunteering

Most projects interviewed explained there was **low uptake of volunteering** amongst their target groups. There are a number of factors that influence this, including a **lack of interest and identification with volunteering**. One project working with young people in a deprived area flagged that their target audience did not have any volunteer role models therefore had not considered doing this themselves. Another project working with young females from lower socio economic backgrounds explained how they did not identify with the existing opportunities available:

*“It wasn’t so much that there weren’t opportunities. The issue was that they were really stuffy and boring. The CVS is an old-fashioned building, with lots of old people in it. So, you know, none of the people that were coming to our class would never have stepped foot in there. It wouldn’t be on their radar.”*

— Project Lead (depth interview)

These projects explained that volunteering activities needed to be relevant and exciting to engage the target audience. The aspiration of projects is to create a diverse pool of volunteers and role models in the community to aid the promotion of future volunteering activity within their locality.

Projects also explained how their target groups had previously experienced **barriers to engaging in volunteering**. They explained that overcoming these barriers was key.

These barriers varied between different target groups:

- A **lack of confidence and self-esteem** particularly amongst females. This included a lack of self-confidence to volunteer and confidence in using local services such as public transport.
- Amongst those working with BAME communities, **language barriers** presented an initial stumbling block as many did not speak sufficient English to engage with the opportunity, complete forms or undertake interviews as part of the recruitment process.
- In addition, most traditional opportunities require volunteers to have **IT skills to take part** (e.g. online applications, logging of volunteer hours); one project

explained that their female volunteers from BAME communities sometimes lacked these skills, which prevented them from volunteering.

- Projects highlighted that a **lack of flexibility** with traditional volunteering opportunities presented a barrier. Projects explained that volunteering typically requires the dedication of a specific amount of time at set intervals, which is not always possible.
- **A lack of time and money to travel to volunteering opportunities** was a barrier particularly prevalent amongst projects engaging with females with low incomes and/or childcare and family responsibilities.
- **Cultural sensitivities** for females in BAME communities, for example a lack of money or access to personal identification can prevent them covering travel costs or applying for DBS clearance. Also amongst some females in BAME communities there is a perception that their responsibilities lie at home and that volunteering takes them away from this.

### **Intended impacts on volunteers, beneficiaries and communities**

In addition to increasing the uptake of volunteering, depth interviews highlighted that projects are also seeking to overcome specific issues experienced by their volunteers and the communities they are working in. These differ between projects, however, the majority of projects interviewed are seeking to **improve social cohesion** – either by better integrating their target groups into the communities they are living in, increasing and improving connections between different community groups, or engendering a sense of trust between community members.

Other key aims include **providing support for volunteers** that is not necessarily available elsewhere, for example to help develop **employment and vocational skills** and **soft skills** (confidence, self-esteem, social, aspiration) especially within areas with higher levels of deprivation. Provision of **mental health support** for young people was important for some projects. In part this is because of under-resource and capacity issues in local CAMHS provision. Other projects working with volunteers from BAME backgrounds are aiming to **support their volunteers to integrate** by improving their English, providing them with emotional support and increasing connections outside of their own community group.

**Increasing physical activity levels** amongst volunteers and the wider community is a key aim for several projects. Projects have been doing this in a range of ways including; engaging volunteers in sport and physical activity and then encouraging them to act as champions, increasing the number of opportunities available to the community through volunteers organising or supporting activities, and by supporting sports clubs to maintain and repair existing facilities by training volunteers to carry out skilled work to improve the setting or environment for others to get active in.

## Partnership working

During interviews and within their 6 monthly delivery reports, projects reported working with a **variety of partners**, such as sports clubs, Active Partnerships, service providers, schools, community centres, religious groups, charities, private organisations and training providers. In most instances, partnerships were based on **pre-existing relationships, but new partnerships have also been made**. Whilst some projects have formal agreements in place with delivery partners involving financial arrangements, others work with partners informally to provide in-kind support.

**Formal arrangements** usually involve specific organisations **taking different roles** in the delivery of the project, such as one organisation taking the lead in administering the project and other(s) working directly with volunteers to recruit and retain them or to provide them with training opportunities. These formal arrangements were more often based on **collaboration at the beginning of the project** to design the volunteering opportunities. **More informal arrangements** involved projects forming relationships with organisations who work closely with their target audiences to **aid with a range of aspects of project delivery** including; volunteer recruitment, providing their volunteers with a broader range of volunteering opportunities, use of facilities or equipment, or to act as an exit route for future volunteering opportunities following the end of fixed length projects.

### What works well and what is challenging?

#### Building partnerships

So far, partnerships have worked well for many projects. Partner organisations know the areas they are working in, have **pre-existing relationships with the target audience**, and have connections with other partners who **help the project to achieve its recruitment targets**. Contacting and **building connections with enthusiastic staff** who appreciate what the project is doing, are proactive and have the **appropriate level of seniority** within their organisation to make decisions has been an important part of the successful partnerships.

However, at times projects have experienced a range of barriers to building partnerships, such as **not being able to identify the 'right' individual, overcoming negative pre-conceptions of their volunteer group**, partners not wanting to take on **additional admin** responsibilities, and the perception that the project will **deduct from their own delivery**. Another project also highlighted the importance of understanding what services and activities referral organisations are providing to ensure that activities are not scheduled at competing times.

#### Sharing service delivery

Being able to share service provision such as support workers, facilities and volunteer manpower **saves projects money**. Engaging with different partners has **increased the number of volunteering opportunities available** leading to projects having more varied options available to their volunteers, **helping to engage and retain** them.



However, at times, it is **difficult to balance the give and take relationship** when sharing service provision. At times projects have found that partner organisations can end up taking more than they give, which can be challenging to deal with. For example, one interviewee found that partner organisations are not always willing to provide training to their volunteers, which has sometimes resulted in volunteers undertaking menial volunteering activities, which are less likely to keep them engaged. These sorts of issues are more pressing where a formal arrangement is in place. A minority of projects experienced challenges in **managing partners' contractual obligations**, which has been particularly difficult when there was a pre-existing relationship.

At times **partner organisations have lacked flexibility** in the opportunities they are able to provide to volunteers which did not help to overcome the barriers that target audiences have previously experienced. For example, having specific pre-defined volunteering roles or training programmes which they were not willing or able to adapt. In these instances, this meant that **volunteers disengaged from the opportunity**.

## Designing volunteering opportunities

Projects have designed volunteering opportunities to meet the specific needs of the volunteers and communities they are engaging with. Therefore, volunteering activities differ between projects. Each project is **triallying new methods** to assess what works, for whom and why. This includes new ways to recruit and retain volunteers, working with new target groups, new volunteer roles and partnership working.

Depth interviewees attributed success to **consulting with their target groups, wider communities and – where applicable – partner organisations during the design phase**. This has helped to ensure that projects fully understand how barriers to volunteering can be overcome, and that voluntary activities are of interest and meet the needs of their target groups and wider communities.

*“We’ll work with the local residents to come up with the ideas to benefit them, really. That’s one of the things we believe in, is that the ideas and the programmes need to come from the people we’re working with, rather than us instigating a project and expecting people to engage in it.... Women from those communities told us what was missing, what was needed and how they would want it to be accessed and we worked with that to, then, develop the programme....It’s been quite successful.”*

— Project Lead (depth interview)

Projects explained that **continuous improvement of project delivery** is important to success. Learning what works and what does not work helps to ensure that recruitment, retention and any resulting impacts are maximised. Involving volunteers has been particularly prevalent amongst Potentials Fund projects who are seeking for their projects to be youth-led as one of the key principles of successful youth social action. **Involving volunteers on an on-going basis** has ensured that voluntary activities remain relevant and of interest to each cohort of volunteers. This ongoing consultation has also helped to establish the best order in which to introduce things, how long specific activities should

last, and when and what training is necessary. Whilst reflecting on practice and making changes can be challenging, this flexibility is key to projects meeting their aims and objectives and ensuring volunteers are satisfied with their experience volunteering.

*“It’s that ethos bit that you have to get about being flexible and about being person-centred as oppose to role-centred.”*

— Project Lead (depth interview)

**Introducing volunteers to the concept of volunteering** is also something that has been important for some projects. Many individuals have not volunteered before and did not necessarily understand what volunteering was. One project explained how they did this before establishing what activities their volunteers wanted undertake.

*“After lunch we then did stuff like these are the qualities of a volunteer, these are the roles and responsibilities of a volunteer, this is what social action is, let’s plan out what we’re going to do over the summer. Let’s have a look at what we could do and what you could do.”*

— Project Lead (depth interview)

## 03. RECRUITMENT

*This section describes who has been recruited onto the volunteering projects and what recruitment methods work well.*

### Who has been recruited?

Projects have recruited volunteers with varied demographic characteristics based on the aims and objectives of their project. Potential Fund projects have successfully recruited young volunteers from school/college or sixth form. Opportunity Fund projects have recruited older volunteers with many living in areas of high deprivation. Across both projects a high proportion of volunteers recruited are from Black and Minority Ethnic (BAME) groups and many are also disabled. Table 1 presents the demographic characteristics of the volunteers recruited across the two Funds. Figures presented in bold represent the over-arching target audiences and highlight that the Funds have been successful in reaching their target audiences.

	Potential Fund	Opportunity Fund
Male	50.8%	41.3%
Female	48.0%	58.4%
<14	<b>45.3%</b>	0.1%
5-16	<b>25.2%</b>	1.6%
17-18	<b>19.4%</b>	2.3%
19-25	9.5%	13.1%
26-40	0.6%	<b>38.0%</b>
41 Plus	0.0%	<b>44.9%</b>
White British	55.1%	65.1%
BAME	43.2%	33.9%
Disabled	15.5%	25.0%
Not disabled	78.1%	68.6%
I am at school/college/sixth form	<b>89.5%</b>	6.9%
I am at university	7.0%	2.1%
I am working full-time	0.4%	22.0%
I am working part-time	1.1%	21.4%
I am unemployed	1.2%	25.7%
I am not employed and not looking for work	0.2%	20.1%
Other	0.6%	1.7%
High deprivation <sup>3</sup>	35.3%	<b>46.1%</b>
Mid deprivation <sup>4</sup>	53.1%	43.9%
Low deprivation <sup>5</sup>	11.6%	9.9%

**Table 1 Demographic breakdown of volunteers<sup>6</sup> (variable bases<sup>7</sup>). Volunteer registration survey.**

<sup>3</sup> Defined as the top 20% of deprived areas based on the IMD (deciles 1 and 2). A more detailed breakdown is provided in Appendix 1.

<sup>4</sup> Defined as the middle 60% of deprived areas based on the IMD (deciles 3 to 8).

<sup>5</sup> Defined as the bottom 20% of deprived areas based on the IMD (deciles 9 and 10).

<sup>6</sup> Percentages may not add to 100% as prefer not to say not included in the table.

<sup>7</sup> Bases vary between demographic measures and funds: Potentials bases range from 1,001-1,220 and Opportunities bases range from 797-899.

## Previous volunteering experience

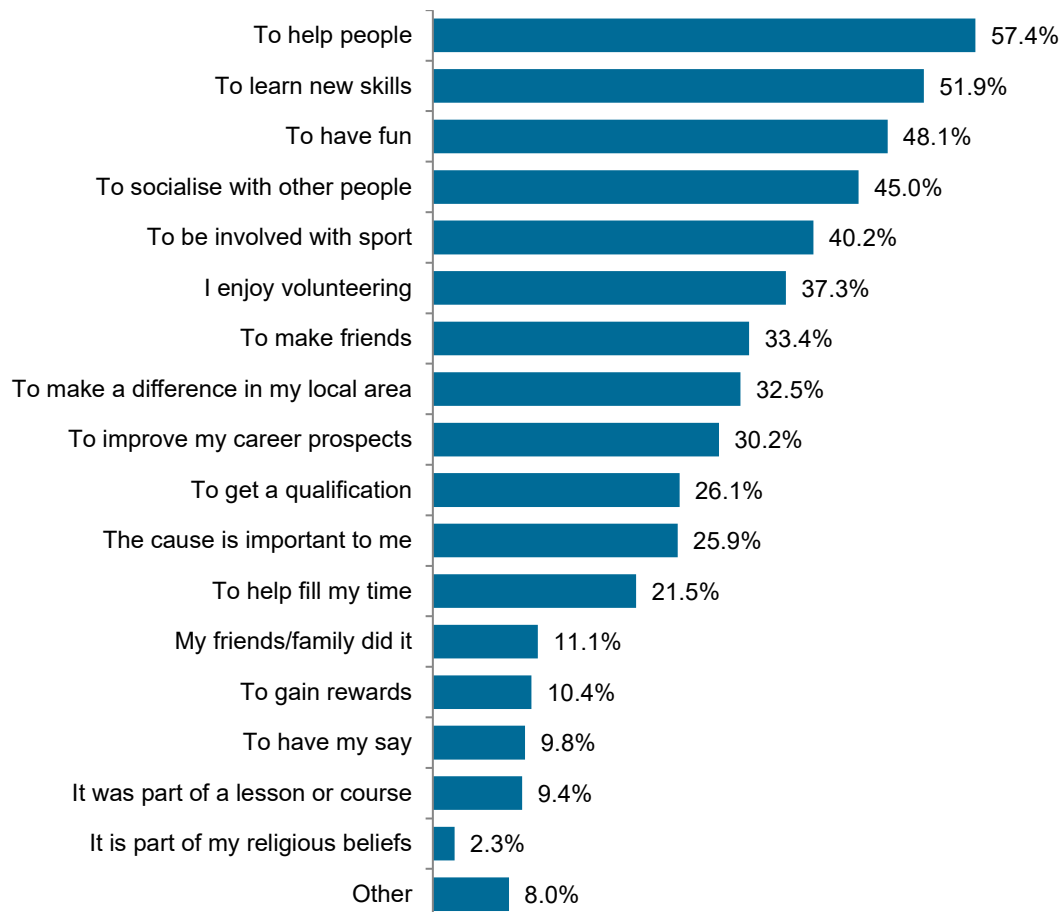
Over half of the volunteers completing the registration survey had experience of volunteering; however, only 29.0% reported this was undertaken regularly with 28.1% stating not regularly. **One-third (34.2%) had never volunteered before.** Of those who had previously volunteered, over half (56.6%) had done so in a sport or physical activity context. On average, volunteers had undertaken 14.1 days of volunteering in the 12 months prior to joining the project (including those who had undertaken none). However, 10.2% of volunteers had undertaken 50 days or more of volunteering in the past 12 months, which increases the average number of days of volunteering.

There were differences by volunteers' characteristics:

- **A higher proportion of White British volunteers (31.8%) had previously volunteered regularly** compared with those from other ethnic backgrounds (25.0%); and, on average had volunteered for more days in the previous 12 months (16.0 days versus 11.2 days).
- **More males had never volunteered before** (38.0%) compared with females (31.2%); and, on average, males had undertaken fewer days of volunteering in the previous 12 months (9.6 days versus 18.1 days). The difference between males and females was predominately for young males aged under 19 (43.7% reported never) compared with young females (31.0%).
- **Volunteers at school or college (38.3%), and those who were unemployed (40.7%) were most likely to have not volunteered previously;** and they volunteered, on average for the least number of days (9.0 days and 14.9 days, respectively).
- **Those unemployed and not looking for work, and those at university were more likely to have volunteered regularly** (44.0% and 43.3%); however those unemployed and not looking for work had undertaken an average of 24.3 days volunteering in the previous 12 months whilst those at university had undertaken 16.6 days of volunteering.

## What motivates volunteers to take part?

Volunteers were motivated to join the Sport England Volunteering Fund projects for numerous reasons, as outlined in Figure 1. Volunteers most frequently reported they wanted to help people (57.4%), learn new skills (51.9%), have fun (48.1%) or socialise with other people (45.0%).



**Figure 1: Volunteers' motivations for engaging in volunteering opportunities (base=2,090). Volunteer registration survey.**

**Most volunteers reported multiple reasons for volunteering.** Therefore, further analysis<sup>8</sup> was undertaken to explore whether or not there were any commonalities between motivating factors. We identified **seven distinct groups of volunteers.** Each group shared similar key motivating factors with each other that inspired them to volunteer. These groups, their motivations for volunteering, and their key demographic characteristics are presented in Table 2. A full breakdown of the differences by demographic characteristics can be found in Table 4 and the proportion of volunteers who state each motivating factors for each group can be found in Table 5 in the Appendix. This highlights the importance of understanding individuals' motivations for volunteering as they differ for specific groups of volunteers. Understanding these motivations could help organisations when designing programmes to ensure they design and promote opportunities which meet these varied motivations

<sup>8</sup> Cluster analysis

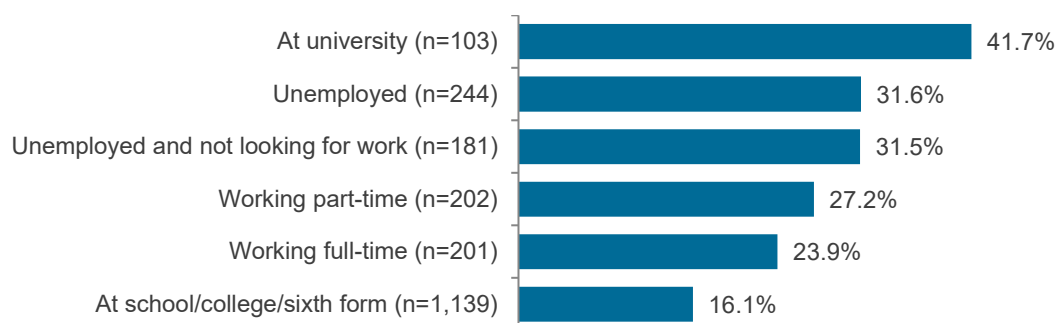
<b>Motivations for volunteering</b>
<p><b>Group 1: Having fun, socialising and being involved in sport</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of all males were in this group</li> <li>— A higher proportion of BAME volunteers</li> <li>— A higher proportion of those who had never volunteered</li> </ul>
<p><b>Group 2: Wanting to learn new skills, improve their career prospects and gain a qualification, alongside wanting to have fun, socialise and make friends, being involved in sport and helping people.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females</li> <li>— A higher proportion of disabled volunteers</li> <li>— A higher proportion of younger volunteers (16 and under)</li> </ul>
<p><b>Group 3: Helping people, wanting to make a difference in their area, the cause being important to them and enjoying volunteering.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of non-disabled volunteers</li> <li>— A higher proportion of White British volunteers</li> <li>— A higher proportion of older volunteers (19 or older)</li> <li>— A higher proportion of those who volunteered regularly</li> </ul>
<p><b>Group 4: Wanting to learn new skills, improve their career prospects and get a qualification, alongside helping people.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females</li> <li>— A higher proportion of those aged (15-25)</li> </ul>
<p><b>Group 5: Motivated by multiple reasons (as highlighted by the previous groups) alongside gaining rewards and because friends and family did it.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females</li> <li>— A higher proportion of disabled volunteers</li> <li>— A higher proportion of those who volunteered regularly</li> </ul>
<p><b>Group 6: Wanting to learn new skills and being involved in sport</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of school and sixth form students and those who are unemployed</li> <li>— A higher proportion of those who never volunteered</li> </ul>
<p><b>Group 7: Whilst learning new skills are a motivator, wanting to help people, make friends, socialise with others and have fun are more frequently mentioned</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females were in this group</li> <li>— A higher proportion of older volunteers (26 or older)</li> </ul>

**Table 2: Groups of volunteers that share key motivating factors to engage in volunteering and their demographic characteristics. Volunteer registration survey.**

## Prior plans to volunteer

Almost half of volunteers recruited were already actively searching for (22.3%) or thinking about undertaking a volunteering opportunity (22.3%) before they joined the project. Just under a quarter (24.4%) were not searching for an opportunity, but the project appealed to them and 19.0% had not previously thought about volunteering at all.

A higher proportion of **female** volunteers were **already searching for** (26.1%) **or thinking about undertaking a volunteering opportunity** (24.9%) compared with males (18.1% and 19.4%, respectively). **Those at university** were most likely to have already been **actively searching for a volunteering opportunity** (41.7%) compared with other groups of volunteers, such as those at school or college (16.1%), or those working full-time (23.9%) (Figure 2). Linked to this, a higher proportion of **those aged 19 and above were already searching for a volunteering opportunity** (30.9%) compared with those aged up to 18 (15.4%).

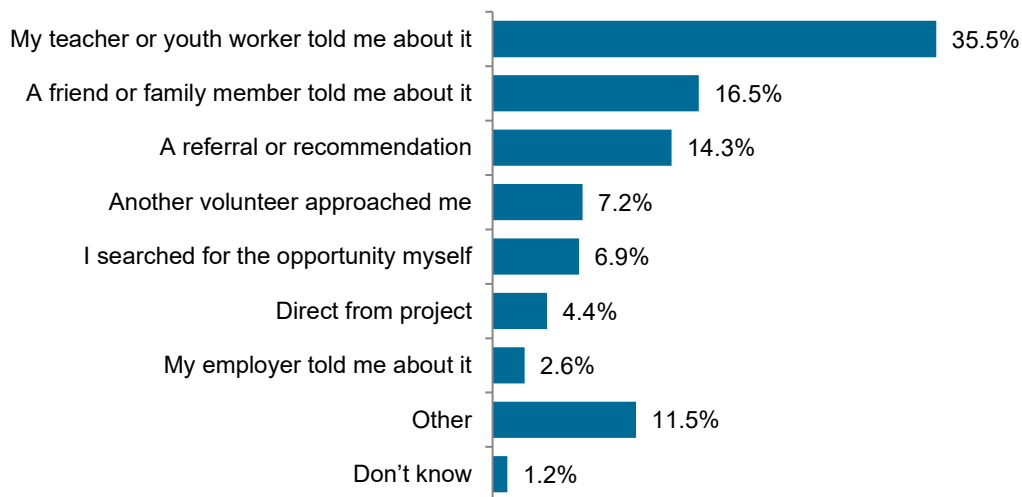


**Figure 2: Proportion of volunteers who were already actively searching for a volunteering opportunity by volunteer status. Volunteer registration survey.**

Those who had **previously volunteered regularly were also more likely to have actively searched for the volunteering opportunity** (42.3%) compared with those who previously volunteered on a non-regular (20.7%) basis or those who had never volunteered (10.5%).

## How did volunteers find out about the opportunities?

Volunteers found out about the opportunities in a variety of ways. The **most common method was via referrals and recommendations**, which included via teachers or youth workers (35.5%), through friends or family members (16.5%), or other referrals and recommendations (14.3%). Under one-tenth (6.9%) searched for the specific opportunity themselves; the majority who did find it online either via a website (32.8%) or through social media (24.6%). The most common ‘other’ method was through volunteers seeing an advert, which they were not actively searching for, either online (often through social media) or at an event.



**Figure 3: Methods that volunteers found out about the volunteering opportunities (base=2,110). Volunteer registration survey.**

Volunteers' characteristics influenced how they found out about the volunteering opportunities.

- A higher proportion of **volunteers aged 19 and above searched for the opportunity themselves** and this was most common amongst those aged 19-25 (19.2%); linked to this **those at university were most likely to have searched for the opportunity themselves** (35.0%).
- Nearly two thirds of **those at school or college (62.1%) found out about the opportunity from their teacher or youth worker** and this group were the least likely to have found out about the opportunity from another volunteer (3.6%).
- A higher proportion of **males** compared with females found out about the opportunity **through their teacher or youth worker** (40.5% versus 30.9%).
- Those who were **employed full-time** were more likely to have found out about the opportunity **from their employer** (12.4%).
- Those who were **unemployed (39.9%) and those who were unemployed and not looking for work (30.1%)** were most like to have found out about the opportunity **through a referral or recommendation**.
- Further to this, a higher proportion of **males** compared with females found out about the opportunity through a type of **referral or recommendation** (18.0% versus 11.2%).

## What works when recruiting volunteers?

As projects across the Sport England Volunteering Fund are seeking to recruit individuals who are less likely to volunteer (and often face multiple barriers to taking part), the key to successful recruitment is ensuring that projects are able to reach out and appeal to their target audience through a variety of methods. The majority of projects (during interviews and their six monthly delivery reports) reported that they had experienced challenges in some respect when recruiting volunteers but had successfully overcome these challenges to recruit volunteers. Projects highlight the importance of **referrals to recruit target volunteers**, reflecting the most common way volunteers found out about their project.



Across the majority of interviews, project leads explained that in the absence of pre-existing relationships with the target audience, prospective volunteers had not always been receptive to outreach work. For example, one project explained that the deprived community they worked in lacked social trust, which made it difficult to engage with them when attempting to recruit on the street. They explained that not sharing the same demographic characteristics as their target audience further compounded this difficulty and it took **time to build trust** within the community. These challenges resulted in it taking longer than expected to get recruitment off the ground, which meant that they had not met their recruitment targets in the first year of delivery – a challenge reported by many projects within their first couple of 6 monthly delivery reports. One project was able to accelerate the rate at which they built trust within the community because their key support worker had experienced some of the same barriers as the target audience and was able to identify with them which helped to build rapport and trust. Other projects found that it was effective to **identify and build relationships with local organisations** or groups, such as community centres, service providers, faith groups, charities or schools that **target groups already access or have existing relationships with**. Projects then either visit these organisations to tell community members about their volunteering opportunities or they promote their opportunities to organisations and ask them to refer the target audience to the project. These **community organisations or groups are respected and trusted** by projects' target audiences, which has been an effective method of reaching volunteers.

Project staff highlighted that identifying the right person within these organisations was key to making referrals work well. The right individual can champion what the project is offering to prospective volunteers with enthusiasm.

*“I think it’s having the right person in school, backing it up. This one teacher, this head of year that I’ve got, she’s got so much energy, and she’s really connected with the young people... she can really connect with the young people and is able to advocate for us.”*

— Project Lead (depth interview)

**Word of mouth and recommendations through friends and family** was also described as a powerful recruitment tool and has further helped projects to recruit new volunteers, as these are additional trusted sources.

*“You might get one person volunteer, register, and then all of a sudden, you’ll get two or three others and you’ll find that they’re all connected somehow, they’re all mums at school or they all go to the same baby class at a children’s centre, and the word spreads.... once you’ve got one brave person that’s gone through the process, they can say, ‘It’s fine, it’s not hard, there’s no pressure, there’s no hard sell... I think it’s that safety of knowing that’s it’s not going to be too much for them, and again, it’s that ‘Someone like me.’”*

— Project Lead (depth interview)

This is supported by findings from the survey: where almost half of volunteers (45.9%) reported that they had encouraged others to volunteer since taking part in the project. For those who did, 75.8% reported this was as a direct result of taking part in the project. A higher proportion of BAME volunteers stated they had encouraged others to volunteer (53.2%) and that this was as a result of the project (81.5%).

As previously outlined, whilst **outreach work** with prospective volunteers can be challenging in the absence of an existing trusting relationship, projects flagged that it was **vital to build relationships with new organisations** that could facilitate referrals. Such organisations included service providers, schools, community centres, religious groups and charities. Projects highlighted that whilst building these new relationships was resource intensive and involved searching for and connecting with unknown organisations or groups, this approach was particularly valuable when engaging with marginalised and dispersed community groups.

*“As part of outreach, we started going to nurseries as well. What we found was a specific day nursery that had a lot of the mums from the Polish community. It was a fantastic link. We went in and we were promoting a basic English class that we’d set up in the area. The amount of ladies that signed up was huge. All it took was for us to find that nursery. You just don’t know where people are engaging.”*

— Project Lead (depth interview)

Several projects had experienced success in using **taster days** to recruit their volunteers. They explained that they set up one off sessions to give volunteers a sense of what the project would be like before they joined the project. This helped to alleviate any apprehension that volunteers had about signing up.

Projects had **mixed levels of success using social media** to recruit new volunteers. One project working with adult females in a deprived community found success using Facebook, a tool they regularly used. They advertised their project via Facebook groups that their target audience were already engaged with and trusted. The project lead explained that Facebook gave their prospective volunteers **anonymity** which meant those who lacked confidence were able to enquire about the opportunity without feeling pressured into committing to it. Whilst social media can work well to recruit certain target audiences, other projects explained that it had not worked well to recruit their volunteers. One project pointed out that whilst it was “*good for the reach*” it was difficult to convert initial interest to engagement.

Project staff reported that leaflets had not helped them to recruit volunteers. These projects explained that whilst target audiences may look at these they did not then proactively engage with the opportunity. One project explained that one of challenges with leaflets is that target audiences are often bombarded with many of these:

*“When it comes to leaflets and postcards and that kind of thing, it’s saturated. We put them in the library, for instance, we’re on a wall or on a table with 50 other piles of leaflets, we’re just not seen.”*

— Project Lead (depth interview)

Whilst all projects involved some form of sport or physical activity, project leads explained that the way this is incorporated into promoting the volunteering opportunities is paramount. Projects that were **engaging physically active** individuals found that **sport and physical activity was a good hook to engage these prospective volunteers**; however, those engaging target audiences who were **not physically active** found that **sport in its traditional sense e.g. football or hockey or ‘exercise’ could act as a deterrent**. These projects explained that it was important that emphasis was placed on physical activity, such as walking or playing active games, rather than on sport, or that other elements of the opportunity were promoted.

*“Sport and physical activity can sometimes act as a deterrent, if I’m being really honest, for some young people because they’ve had bad experiences. What we then try and do is actually engage them in a way that’s not necessarily just physical activity... the leadership focus and the personal development focus rather than pushing sport down their neck completely.”*

— Project Lead (depth interview)

**Some projects** working with females with low confidence and self-esteem and particularly those from BAME communities also explained that they **do not promote sport or physical activity at all in recruitment activity**, as this puts off their target audience. Instead they focus on promoting the aspects that will help to meet the specific needs of their volunteers and then introduce them to the idea of engaging in sport or physical activity once these needs are met and trust has been developed.

*“We’ve focussed on the body image, and the self-esteem and the confidence bit first, and then once they’re quite confident, they don’t care about the rest... We’ve done things in alternative ways, so it’s not just about the football, the tennis and things like that, we went roller skating, and we’ve played Snapchat hide and seek... trying to find really subtle, fun ways, without calling it sport, or physical activity, because if you give it that label, the interest seems to be lost... I think it’s the language that’s used, and the approach to it... as soon as you start saying, ‘Right, we’re going to do sport and physical activity,’ they’re like, ‘No, we’re not.’”*

— Project Lead (depth interview)

Another project further explained that once their target audience has gained the confidence and trust in the project to try engaging in physical activity, they enjoy the experience and see a range of positive benefits:

*“It can be challenging at times. A lot of these ladies, the first thing on their mind isn’t sports and it isn’t volunteering... Then, they’ve said, ‘actually, yes,’ they’ve built that trust with us and then they are thinking, ‘they’ve got my best interest at heart. Let me take up this opportunity that I don’t know about.’ Then will engage in an activity. They’ll be like, ‘okay, yes, I really like this game,’ and they’ll come in to a sports activity and they’ll be like, ‘oh my gosh, I really want to do this.’ Then, they’ll be like, ‘I want to do the qualification around this.’ Then, they’ll just flourish.”*

— Project Lead (depth interview)

## 04. UNDERTAKING VOLUNTEERING

*This section describes the type of volunteering individuals have taken part in and what works to encourage volunteers to take part in activities.*

### Hours of volunteering

To date **4,116 volunteers** have taken part in **82,594 hours** of volunteering. On average, each volunteer has taken part in 20 hours of volunteering and nine occasions of volunteering. Potentials Fund volunteers have completed an average of 17 hours of volunteering and eight occasions, whereas Opportunities Fund volunteers have completed 28 hours of volunteering and 11 sessions.

Only one-tenth (9.6%) of volunteers undertook less than one hour of volunteering each time they volunteered, two fifths (41.0%) volunteered for between 1-2 hours, a fifth (20.3%) volunteered for between 2-3 hours, and the remaining third (29.2%) volunteered for more than three hours each time they volunteered.

On average, **volunteers undertake 2.7 hours of volunteering each time they take part** (equating to 2 hours and 44 minutes). Those taking part through the Opportunity Fund on average undertook 2 hours and 58 minutes and Potential Fund volunteers undertook 2 hours and 38 minutes.

Volunteers have stayed with their volunteering project for 21 weeks on average. For those on fixed-term programmes the average time was 15 weeks. Those who were still volunteering with their project had on average stayed for 28 weeks. Only 6.1% had been recorded as leaving the volunteer opportunity when it was not a fixed-term project.

### Volunteering activities

As previously described, projects have developed different volunteering opportunities for different groups of people leading to volunteers undertaking a wide range of different activities. These activities are often tailored to the aims and objectives of the volunteering project and the impact it hopes to achieve on the volunteers themselves and the wider community. Whilst some of these opportunities cover more traditional sport volunteering (such as coaching, refereeing etc.) a wide range of other activities have been undertaken (reported during the volunteer experience survey). The most common<sup>9</sup> were:

- **46.5%** were coaching, refereeing, umpiring, or officiating in sport or physical activity
- **36.0%** were undertaking a leadership role (e.g. mentoring, training, supporting or leading volunteers)

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<sup>9</sup> Activities have been grouped into similar areas of focus. A full list of the individual activities undertaken can be seen in Appendix 1.

- **37.3%** organising an activity or event
- **27.1%** helping to renovate or clean up a space and/or decorating or fixed a building or equipment
- **21.4%** campaigning for a cause or undertaking fundraising activity

The type of volunteering activities undertaken differed by volunteers with different characteristics. This in part was influenced by the design of the volunteering opportunities in different areas:

- **Disability:** a higher proportion of volunteers who consider themselves to have a disability undertook leadership roles (45.7% versus 30.8%) or helped renovate/decorate spaces (32.9% versus 28.3%).
- **BAME:** a higher proportion of BAME volunteers undertook leadership roles (42.2% versus 29.9%) or campaigned or fundraised (29.3% versus 13.4%).
- **White British:** undertook traditional sport volunteering (52.4% versus 40.7%)
- **Living in deprived areas compared with non-deprived**<sup>10</sup>: undertook leadership roles (36.3% versus 21.2%) or campaigned or fundraised (23.6% versus 10.6%).
- **Potential Fund volunteers:** undertook traditional sport volunteering (53.7% versus 28.2%) organised events (40.9% versus 28.2%) or helped renovate/decorate spaces (31.4% versus 16.3%)
- **Opportunity Fund volunteers:** undertook a leadership role (51.8% versus 29.8%)

## Training

In addition to volunteering, projects have run introductory sessions alongside offering their volunteers a variety of other training opportunities:

- **Pre-volunteering support:** to build self-esteem and confidence to help those who were not ready to volunteer or undertake physical activity at the outset. This was also extended to developing skills that were needed to undertake volunteering activities, such as developing English language skills and using public transport.
- **Specific training needed to undertake the volunteering activity:** to prepare volunteers for the activities they undertook. These training opportunities were varied depending on the project, but included trade skills organising events and activities, using social media, sports coaching and leading others.
- **Accredited provision:** some training opportunities led to accredited qualifications, which often drove these volunteers to engage in the programme in the first place.

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<sup>10</sup> Bottom 20% of IMD compared with top 20%.

## What encourages volunteers to continue undertaking activities?

Once volunteers are recruited, projects used a variety of techniques to encourage them to undertake volunteering activity and retain them in the longer term. Depth interviews with project leads and information from the six monthly delivery reports provides insight into what works well to do this.

First and foremost, projects highlighted the importance of **removing or alleviating barriers** that have previously prevented volunteering. They explained the need to create **flexible volunteering opportunities** that do not require volunteers to commit to being available at set intervals and frequencies, which is particularly important for females with childcare responsibilities. A minority of projects explained that this sometimes required their staff or partners to work at the weekend, which was a challenge, but this was overcome by making plans ahead of time. Linked to this need for flexibility, one project had set up **crèche** facilities on volunteering sites which was successful. Projects also highlighted the need for local, **easily accessible volunteering opportunities** to overcome issues related to accessing or covering the costs of travel. Where transport was necessary, one project had developed a partnership with a community transport organisation to remove cost as a barrier whilst another working with BAME females provided support to help their volunteers overcome confidence issues when using public transport. Providing **female only sessions** was also important when working with females with low confidence and those from BAME communities where cultural sensitivities might exist.

When working with certain groups of young volunteers, projects flagged the importance of **engaging with volunteers' parents**. One project working with disabled volunteers explained that at times parents want to speak on behalf of their children, so they were working with parents to encourage them to allow their children to make their own decisions and judgements. Another project working with young females in BAME communities explained how keeping their volunteers' parents apprised of their daughters' involvement in the project helped to achieve parental buy-in to the project, which had been difficult to gain in the first instance due to a lack of social trust within the community.

*“The Saturday just gone, we had thirteen of them come out, which is the most we've had in history, to come out, just on the Saturday, and I think it's because the families have a better understanding of what we're doing, and why we're doing it, and that trust has been built there.”*

— Project Lead (depth interview)

Providing an array of **relevant volunteering opportunities**, of interest to volunteers, was critical in engaging and retaining volunteers. If volunteers were not interested in the opportunities available they disengaged. Whilst this can be challenging, projects explained that developing partnerships with other organisations had helped them diversify the breadth of opportunities they were able to offer.

**Co-design and instilling a sense of ownership** over the volunteering opportunities also helped to ensure that volunteers remained engaged. Whilst a couple of projects

highlighted that this was time consuming for staff, involving volunteers in designing or deciding what activities they wanted to undertake was key to achieving their buy-in. Having ownership of something that they had created, as a team, helped volunteers to feel as though they were “*part of something*” and that they were “*important*”.

*“It’s not just coming to somebody else’s thing. It’s not sitting in a corner having tea and biscuits, you know, having a chat with people. It’s having a thing that is theirs. They’ve chosen it, as have other people, and they’re doing a job, really...Something purposeful.”*

— Project Lead (depth interview)

Beyond instilling a sense of ownership, which acts as an incentive in itself, projects also used a wide range of **incentives** to keep their volunteers engaged such as: award evenings to showcase what volunteers have done and celebrate success, providing volunteers with training and/or qualifications to learn new skills and by providing rewards to volunteers for undertaking a certain number of hours of volunteering. The key was ensuring that the incentive was tailored to the individual. In some instances, this linked back to volunteers’ motivations for initially signing up to the project, for example to develop their skills and gain qualifications, but for others rewards were nuanced as to what would retain specific volunteers. Key to this was projects listening to volunteers and tailoring the opportunities and incentives to them. For example, in one project providing young females with a branded “hoodie” made them feel like part of a team, whilst for another project branded items worked for some of their volunteers but not all.

*“We had one group... they didn’t want the water bottle, the branded stuff, but actually, at the end of it they wanted a trip to [place]. So we said actually, ‘If you can maintain your attendance to this session then we will happily take you X, Y or Z.’”*

— Project Lead (depth interview)

**Building supportive trusting relationships** was also critical to retaining volunteers. This was particularly important for projects working with volunteers with low confidence and from marginalised communities as they often had experienced a range of complex issues. Projects explained that sometimes these individuals were nervous and lacked confidence, so slowly building trust, addressing their needs and then introducing them to different elements of the project was key. This allowed volunteers to “*come out of their shell*” so that they could be encouraged to get involved in different activities. Having a member of staff who was non-judgemental, friendly, provided emotional support, and could tailor their approach to the individual is paramount; however, this is resource intensive.

*“They’ve come to us because they want the connection. They want something to connect with, and it’s that process that takes many weeks getting them to understand that this is a safe place and it’s okay to talk to us and do these things... You know, it’s introducing them to a new environment, new people, and giving them the time they need to make that step and trust people. It can just take a long time.”*

— Project Lead (depth interview)

The level of support required was one of the most common challenges reported by projects. They explained that they had underestimated this when designing their project.

*“Some of them have come from really emotional backgrounds, you know, fled domestic abuse, had all sorts of life experiences, which they bring to you because they trust you....] ...You think that they might not start that conversation again and if they need to talk about those things, then quite often you think they need to talk about it at that time. We had not factored this in.”*

— Project Lead (depth interview)

This level of support has meant that projects had not been able to recruit as many volunteers as they would have liked. Several projects explained how they have set up, or are planning to develop, a befriending/mentoring service where they pair new volunteers with experienced volunteers to reduce this burden (to some extent) on project staff.

Linked to building a trusting relationship, was the need to **maintain communication** with volunteers. Projects achieved this through a number of mediums tailored to volunteer needs such as face to face, email, phone and social media. Essentially this allowed projects to update their volunteers about current opportunities available to them. One project explained how this also helped to instil the sense of flexibility and that opportunities were open to everyone regardless of when they had last volunteered.

It has also been important to maintain communication with partner organisations. This includes ensuring that they fully understand what the project is so that volunteers do not enter into something that they have no interest in. One project addressed this by providing their partner organisations with an information pack.

## Satisfaction

Overall, **volunteers were satisfied with their volunteering activities and the support they had received** from their projects (as reported during the volunteer experience survey). High satisfaction scores were received across volunteers and demographic characteristics did not influence satisfaction levels:

- **8.2** out of **10** for satisfaction with volunteering activities
- **8.5** out of **10** for satisfaction with the support from their project

*“I really enjoyed most of the volunteering and really like the way the volunteers and mentors helped me.”*

— Survey respondent

*“Has allowed me to volunteer regularly and meets my needs in terms of culture & faith.”*

— Survey respondent

Volunteers’ satisfaction with their volunteering experience is an important factor when measuring the impact on volunteers, which is explored in more detail the next chapter.

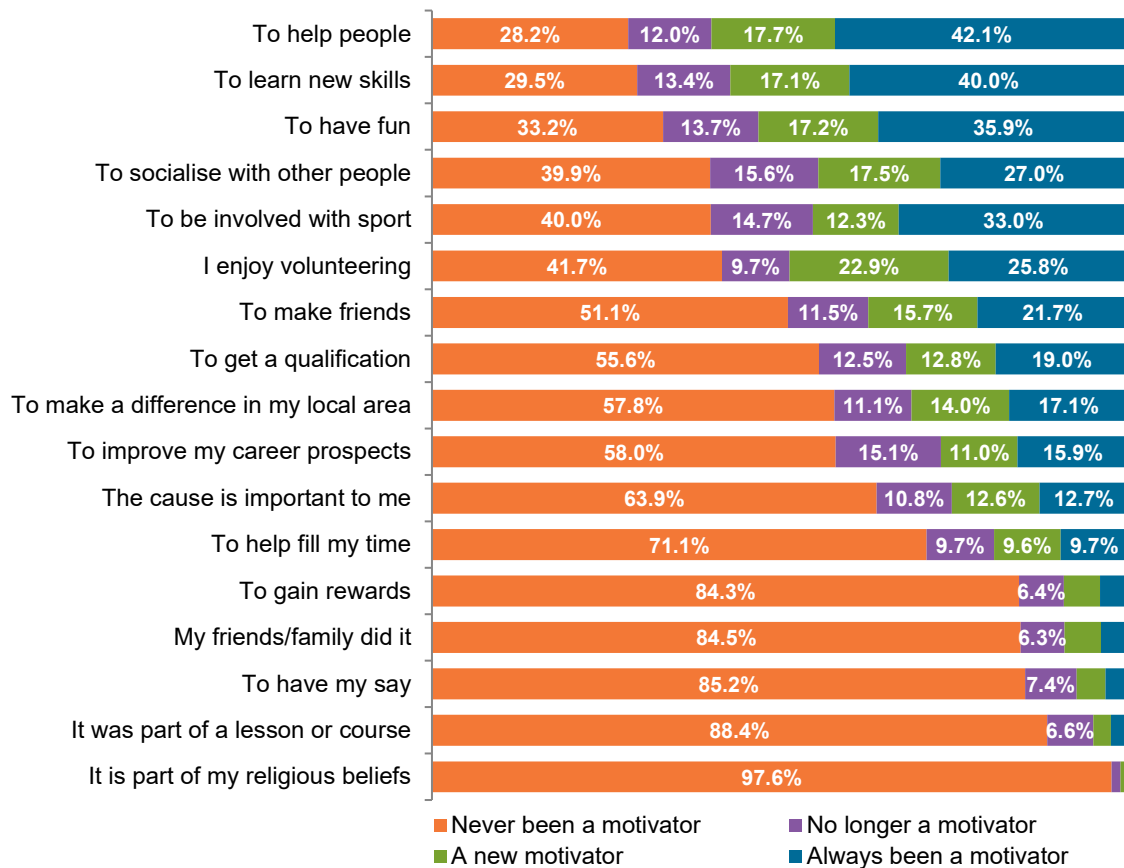


Volunteers also thought **their project met the principles of high quality social action** that were measured through survey. This was not only amongst Potential Fund volunteers which had this as a specific aim but also volunteers at Opportunity Fund projects:

- **8.5** out of **10** - staff and other volunteers listen to volunteers’ ideas
- **8.6** out of **10** - the project values the contribution that volunteers make
- **8.4** out of **10** - the volunteering opportunities are challenging and enjoyable

## Motivations for continuing to volunteer

Overall, **volunteers’ motivations for continuing to volunteer reflect their initial motivations for joining their project** (Figure 4). The area which showed the biggest change was “I enjoy volunteering” with 22.9% of volunteers reporting this as a new motivation for continuing to volunteer but did not report this as a motivation when first joining the project; this highlights that although volunteers may not have expected to enjoy volunteering, they did so once they had started.



**Figure 4: Change in motivations for volunteering between registration and experience surveys (base=919)**

This also highlights the importance of ensuring volunteers are satisfied with, and enjoying, the opportunity to encourage them to continue. Whilst nearly two thirds of volunteers (59.8%) continue to volunteer to help people, only 8.2% of volunteers reported they continued to volunteer “because without volunteers the project would finish”, which highlights that a sense of duty is not a key driver for volunteer retention.

## 05. IMPACT

*This section describes the impact projects have had on volunteering levels, volunteers' wellbeing and individual development and the wider community.*

*"It was cool to use my skills and still keep it sporty. I am a creative advertisement student, so the opportunity was pretty unique."*

— Survey respondent

### Volunteering levels

Whilst volunteering with their project, individuals reported higher levels of volunteering when compared with when they started. When starting volunteers reported on average they had undertaken 15.1 days of volunteering in the last 12 months compared with 20.1 days since joining the project. Across volunteers, **75.4% of volunteers reported an increase in the number of days of volunteering they undertook** whilst 16.9% reported a decrease. This suggests that overall volunteering with the project has not displaced any existing volunteering that was already being undertaken.

### Volunteering outside of the project

Since joining the projects, just under half (47.9%) of volunteers had taken part in other volunteering activities outside of their project whilst volunteering through the funded projects. Amongst those who took part in other volunteering activities **over half** (53.5%) described how **volunteering through the project had motivated them to do this additional volunteering**.

Although those under 14 were less likely to volunteer outside of their project (32.9%) when they did they were more likely to state that volunteering in the project motivated them to do this (71.2%). A slightly higher proportion of BAME volunteers stated the project had encouraged them to volunteer outside of the project (59.6%) alongside a higher proportion of female volunteers who stated this (57.0%)

*"I only participated for 6 weeks but it inspired me to volunteer more in my community and with my school."*

— Survey respondent

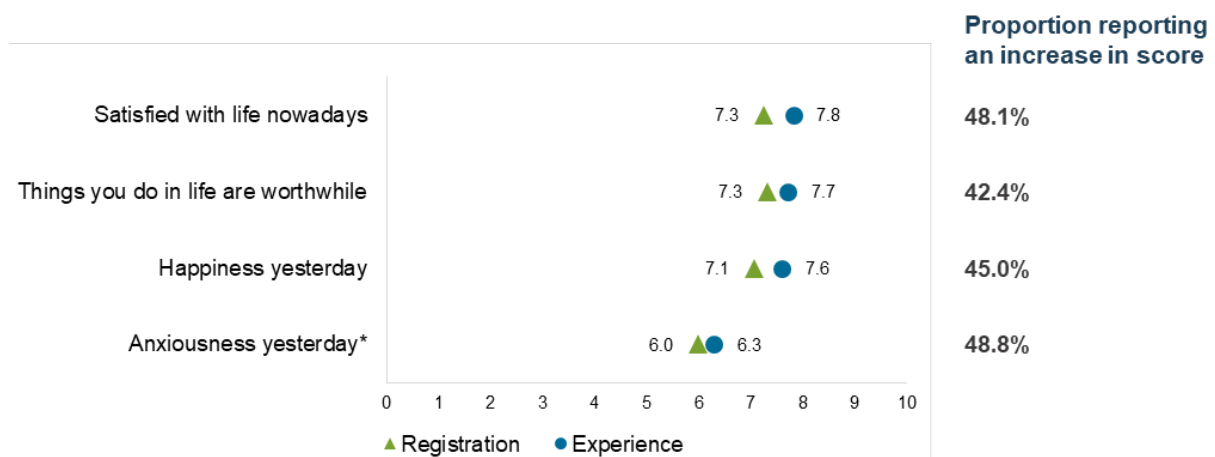
Most volunteers (78.8%) thought they would continue to volunteer in the future. Only 3.5% did not intend to volunteer in the future whilst the remaining 17.7% were not sure about volunteering again. A higher proportion of those in older age groups (26 or older) confirmed that they intended to continue volunteering (95.0%) whilst younger volunteers were less likely to be sure (23.6%). A higher proportion of female volunteers also intended to volunteer in the future (84.8%).

The next sections of the report measure outcomes that are common to most volunteering projects. Most survey questions were based on those used within major national surveys or

recognised evaluation tools, such as the Office for National Statistics. Other bespoke questions were developed by CFE. Questions and answer options were either taken directly or adapted to reflect the specific aims of the Fund. Further information about the surveys, the questions asked, and how these can be used by other organisations can be found in Sport England’s [Volunteering Evaluation Toolkit](#). For each question area volunteers were asked to rate themselves on a scale of 0-10 each time they completed a survey. A low score indicated low levels of wellbeing, a high score - high levels of wellbeing. They were also asked whether or not they thought the project had a positive or negative impact on each area.

## Subjective wellbeing

Overall, **improvements in subjective wellbeing<sup>11</sup> were experienced by volunteers** since volunteering with their project with an increase in mean scores across all wellbeing measures (excluding anxiety)<sup>12</sup> when rated on a scale of 0-10. For anxiety the responses have been amended so that high scores across all statements reflect a positive (i.e. less anxious) response and therefore can easily be compared.<sup>13</sup> Just under half of all volunteers reported an increase in their score for each measure.



**Figure 5: Change in mean scores for subjective wellbeing. Proportion who report an increase in their score. Volunteer registration and experience survey.**

A higher proportion of those who are BAME (63.5%) or male (56.2%) reported an increase in their anxiety score. A higher proportion of those who are disabled reported an increase in their score for “satisfied with life nowadays” (58.4%) and “things that you do in life are worthwhile” (51.0%).

<sup>11</sup> Is also known as personal wellbeing and gauges self-reported levels for life satisfaction, feeling that the things done in life are worthwhile, happiness and anxiety; measures of how people experience the quality of their life.

<sup>12</sup> Between a volunteer’s registration scores and those in their experience survey, the overall change in anxiety was not statically significant.

Only Opportunity Fund volunteers were asked the anxiety question.

<sup>13</sup> For anxiety the responses have been amended so that high scores across all statements reflect a positive response and therefore can easily be compared to reflect the direction of the above scale. So if a respondent previously gave a score of 0 (not anxious on the original scale) this has been amended to 10.

Further analysis explored what volunteer characteristics and volunteering experience affected a positive change in an individual’s subjective wellbeing score. Key factors associated with a higher improvement score were:

- A lower baseline score for each measure influenced all wellbeing measures
- Greater satisfaction with the activities they took part in through their project influenced most measures (excluding anxiety)

The factors associated with a higher improvement score for anxiety were:

- Male volunteers (compared with female)
- BAME volunteers (compared with White British)
- Volunteering for a longer period of time

Other factors which were associated with a higher improvement scores for different outcomes were:

- Those who organised events for the statement “satisfaction with life nowadays”
- Being White British (compared with BAME) for “things you do in life are worthwhile”

Volunteers were asked directly whether their volunteering had made a positive impact on their subjective wellbeing (as reported through the volunteer experience survey). This shows to what extent volunteers attribute changes in their subjective wellbeing to be as a result of taking part in volunteering. Around two-thirds of volunteers thought it had a positive impact on the various aspects of subjective wellbeing, with satisfaction with life receiving the highest score:

	<b>Positive impact</b>
Satisfied with life nowadays	<b>68.4%</b>
Things you do in life are worthwhile	<b>65.6%</b>
Happiness	<b>65.9%</b>
Anxiety	<b>62.4%</b>

*“Taking part in the programme has helped my mental health and I feel a lot better.”*

— Survey respondent

*“The small steps I have made in the last few week has made such a difference to everything in my life, my fitness and anxiety have improved.”*

— Survey respondent

Just under half of projects reported positive impacts on volunteers’ mental and/or physical health (through the six month delivery reports). This impact was attributed to a range of reasons including volunteers interacting with others, connecting with peers and building friendships, helping others and making a difference. One project explained that volunteers had learnt ways to better manage their mental health whilst another observed a link between volunteers’ increased physical activity and improvements in their mental health.

“Importantly many participants find that the benefit in exercise for them is not just physical improvements but emotional and mental wellbeing benefits.”

— Project Lead (delivery report)

## Individual development

**Volunteers reported improvements** across a range of indicators designed to assess **individual development**.<sup>14</sup> Change across these indicators was slightly lower than for subjective wellbeing with around two-fifths reporting a change in their score.



**Figure 6: Change in mean scores for individual development. Proportion who report an increase in their score. Volunteer registration and experience survey.**

A higher proportion of those who were living in a high deprivation area (51.4%) or those who were disabled (56.2%) reported an increase in their score for “I can bounce back and carry on”. A higher proportion of those who were disabled reported an increase in their score for “satisfied with myself” (54.4%).

Further analysis explored what volunteer characteristics and volunteering experience were associated with a positive change in an individual’s score. Key factors associated with a higher improvement score were:

- Lower baseline scores influenced all individual development measures
- Greater satisfaction with the activities they took part in through their project influenced all measures

The factors associated with a higher improvement score for “I am satisfied with myself” were:

- Being involved in organising events
- Being younger

<sup>14</sup> Motivating and influencing others & I have skills and experience that are valued by employers were only asked to volunteers at projects trying to bring about these impacts for volunteers.

The factors associated with a higher improvement score for “If something goes wrong I am able to bounce back and carry on” were:

- Being involved in all types of activities (excluding campaigning and fundraising)
- Being younger

The factors associated with a higher improvement score for “I have skills and experience that are valued by employers” were:

- Being involved in traditional sports volunteering
- Being BAME (compared with White British)

Other factors which were associated with a higher improvement scores for different outcomes were:

- Those who helped renovate/decorate spaces for “achieve most goals set for themselves” and “confident at having a go at things that are new to them”

Volunteers were asked to state what impact taking part in the project had on their individual development. Over three-quarters of volunteers reported an impact on their confidence and their ability to motivate and influence other people.

	<b>Positive impact</b>
How confident you feel about having a go at things that are new to you	<b>76.1%</b>
Ability to motivate and influence other people	<b>79.1%</b>
Ability to bounce back and carry on if something goes wrong	<b>64.6%</b>
Developing skills and experience that are valued by employers	<b>66.5%</b>
Believe you can achieve most of the goals you set yourself	<b>68.1%</b>
How satisfied you are with yourself	<b>59.7%</b>

*“I have now received a job offer because of my volunteer experience at a local business near in my home town.”*

— Survey respondent

*It has been a great experience and I have learned a lot as well as gained confidence within myself*

— Survey respondent

Just over two-thirds of projects (through the 6 month delivery reports) reported a **positive impact on the confidence of their volunteers**. Projects often reported an increase in volunteers’ confidence to speak to groups, including delivering presentations and leading groups of volunteers and beneficiaries. Another example involved volunteers’ increased confidence to take on new challenges. One project explained how a volunteer’s confidence grew during the project.

*“She was one of the quietest engaged on the project. She struggled to speak up and had little self-belief in herself. The team has had the pleasure of seeing her grow in*

*confidence and she was the stand out volunteer during a sports day event, which involved 50 Year 1 and 2 students.”*

— Project Lead (delivery report)

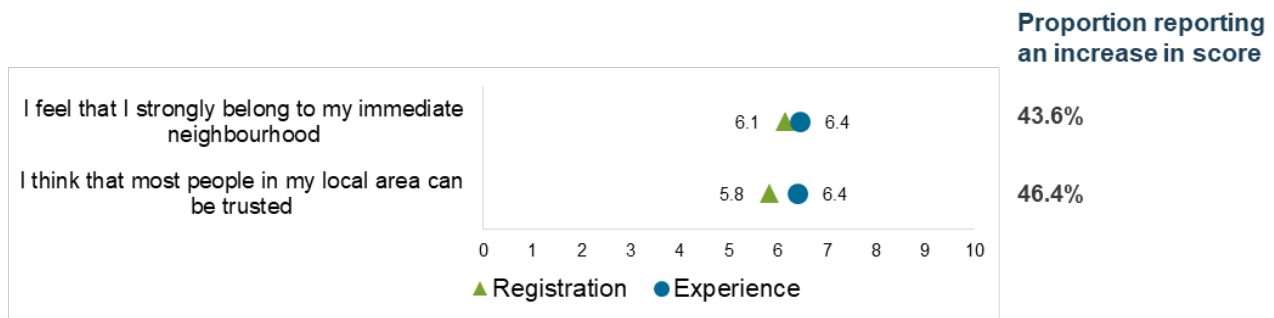
One-third of projects reported how volunteers enjoyed the opportunity to either **develop new skills or further develop existing ones**. For volunteers who learnt new skills, they enjoyed the opportunity to try and test skills they had not used before. Finally, a few projects reported a positive impact on volunteers’ focus and aspirations for what they wanted to do beyond the volunteer experience through further education or as a career.

*“Since engaging with this programme, they found a new lease of confidence. And after training in interview skills this volunteer secured a full time job and is still in work three months later.”*

— Project Lead (delivery report)

## Community and social development

**Improvements in a volunteer’s sense of community trust improved whilst undertaking activities with their project.**<sup>15</sup> With nearly half reporting an increase in trust for people in their local area and just over two-fifths stating an increase in their feelings for belonging to their immediate neighbourhood. These levels were often low on starting the project.



**Figure 7: Impact on neighbourhood belonging and community trust. Proportion who report an increase in their score. Volunteer registration and experience survey.**

A higher proportion of those with disabilities (55.0%) reported an increase in their score for “I think people can be trusted”.

Further analysis explored what volunteer characteristics and volunteering experience were associated with a positive change in an individual’s scores. Key factors associated with higher improvement scores were:

- A lower baseline score influenced both measures
- Greater satisfaction with the activities they took part in through their project influenced both measures

<sup>15</sup> I feel that I strongly belong to my immediate neighbourhood was only asked to volunteers at projects trying to bring about these impacts for volunteers.

- Volunteers were asked to state what impact taking part in the project had on their sense of community trust and half of all volunteers reported that the project had positively impacted this

	<b>Positive impact</b>
Belief that most people in your local area can be trusted	<b>50.1%</b>
How strongly you feel you belong to your immediate neighbourhood	<b>47.9%</b>

One-third of projects (through the six monthly delivery reports) reported an **increase in volunteer friendships and support networks** as a result of meeting new people on the project. As a result of this some volunteers were keen to continue voluntary work beyond the project. The experience was particularly beneficial for volunteers who previously had few social networks or were new to the local area. Furthermore, some projects reported that volunteers had an increased sense of belonging and pride in the community where they had volunteered.

*“Volunteers have told us that they have enjoyed feeling well connected with their communities, and that they have formed friendships with other families. This is particularly important for mothers with younger children who have admitted to sometimes feeling 'cut off' from other adults.”*

— Project Lead (delivery report)

## Impact on the community

Overall volunteers thought the **volunteering they had done through their project had positively impacted their community**. Volunteers gave a mean score of:

- **8.4** out of **10** for a positive impact on other people
- **8.1** out of **10** for it has brought different community members together

*“It's lovely to support people in the community to try new sports and have a chat with volunteers afterwards.”*

— Survey respondent

Volunteers with disabilities gave a higher mean score for their activities bringing community members together at **8.5**. Volunteers from Opportunity projects also provided a higher mean score at **8.4** for the same statement.

Further insight on community impact gained from the six monthly delivery reports highlights how volunteering activities and target community beneficiaries differed greatly by projects as they are tailored to their local area. This has led to **a wide range of community outcomes being reported by projects**. One common area reported by over half of all projects (through their six monthly data submission) was encouraging individuals in their community to become more active. This was often reported for groups who have typically have higher levels of inactivity (such as those with a disability, females or older adults) or young people; although a wide range of community members were engaged in physical activity across the projects.



*“The attendees of the project have reported that the sports club is giving them chance to get physically fit in an environment which is local, indoors, safe and culturally sensitive. Women have reported increased wellbeing and positive mental health. Women have reported to sharing some of the exercises at home with family and friends, especially arm chair-based exercises.”*

— Project Lead (delivery report)

**Community cohesion was referred to by just over one-third of projects.** Project have described how the activities have encouraged different community members to come together (either within defined contexts such as within schools or the local area) either to volunteer or as a result of being beneficiaries of the volunteering activities.

*“With many of the young volunteers attending different secondary schools and coming from different neighbourhoods, the project has been a way of bringing young people of different backgrounds, cultures and personalities together that would not normally associate with one another.”*

— Project Lead (delivery report)

Just over one-quarter of projects described how the volunteering that was undertaken provided some form of **service to community members**. Examples of this were varied and included providing food to those in need, fixing physical activity equipment, mental health support and singing at a care home. A small number of projects also report renovating community buildings or assets encouraging the community to use these more frequently.

One-quarter of projects also reported an increase in other organisations and partners taking on a **greater number of volunteers or understanding the role they can play in their community**. Other reported impacts included increasing awareness of a campaign or service, community members supporting each other, improving the perception of young people in the community, improved health and wellbeing and organisations jointly working together on new activities.

## Physical activity

Some projects were trying to increase physical activity levels amongst volunteers alongside engaging them in volunteering activities. Within these projects, overall volunteers' levels of physical activity increased from 3.6 days to 3.9 (in the last week). In total **43.6% of volunteers reported an increase in the number of days on which they took part in physical activity** between the volunteer registration and experience survey. Only 0.9% reported taking part in no physical activity during their volunteering with the project which dropped from 7.9% at registration. Over one-quarter (28.3%) reported a decrease in their physical activity levels and 27.9% reported undertaking the same level of activity.

Increased physical activity levels were more common for:

- Male volunteers (51.7% compared with 38.5% for females)
- BAME volunteers (54.3% compared with 37.5% for White British)

— Opportunity Fund volunteers (55.9% compared with 34.0% for Potential Fund)

Through their six monthly data returns and depth interviews projects also described they had successfully increased physical activity levels amongst their volunteers. This was often through integrating physical activity into training or support sessions volunteers were taking part in.

*“The exercise programme which forms the beginning of the pathway remains to be a really positive start for all participants involved. Feedback shows that this has not only enabled many individuals to re-engage with exercise for the first time in several years or decades, but also provide them with a confidence which they had previously thought that they had... Importantly many participants find that the benefit in exercise for them is not just physical improvements but emotional and mental wellbeing benefits.”*

— Project Lead (delivery report)

## Impact on projects

Approximately half of projects (responding to six monthly feedback) reported that **increased partnership working** had positively impacted on their own organisation.

Increasing the number of volunteers has increased the volume of beneficiaries they were able to support. Another impact on service delivery has been staff development including; the development of leadership skills, communication skills, and staff better understanding the challenges facing their local community.

*“It is allowing our staff to develop their management, supporting, supervising skills and getting a greater feel for the communities we are working with.”*

— Project Lead (delivery report)

Approximately one-third of projects reported that the Sport England Volunteering Fund project has helped to **raise their profile** among volunteers, beneficiaries and partners. One project explained how increased awareness of their approach to working with young people had resulted in increased work with partner organisations.

*“Put us forward as a leading light in terms of inclusive young leader programmes and as such have been involved in consulting with other organisations in this area.”*

— Project Lead (delivery report)

In addition, a couple of projects described how their work delivering the Sport England Volunteering Fund project had resulted in an increased level of interest from potential funders or it had *“helped accelerate work or other proposals in other areas of our business”*. A couple of projects also reported that working with new volunteers has helped to promote the broader cause or campaign that their organisation aims to raise awareness about.

## Next steps

The Sport England Volunteering Fund provides projects with funding for three years finishing in 2021. We will continue to work with all of the funded projects to implement

the national evaluation and undertake further qualitative research. A final report will be released in late 2021.

## APPENDIX 1: ADDITIONAL ANALYSIS

IMD breakdown	Potential Fund	Opportunity Fund
Deciles 1 and 2 (top 20% of deprived areas)	35.3%	46.1%
Deciles 3 and 4	24.5%	20.2%
Deciles 5 and 6	18.0%	14.2%
Deciles 7 and 8	10.7%	9.6%
Deciles 9 and 10 (bottom 20% of deprived areas)	11.6%	9.9%

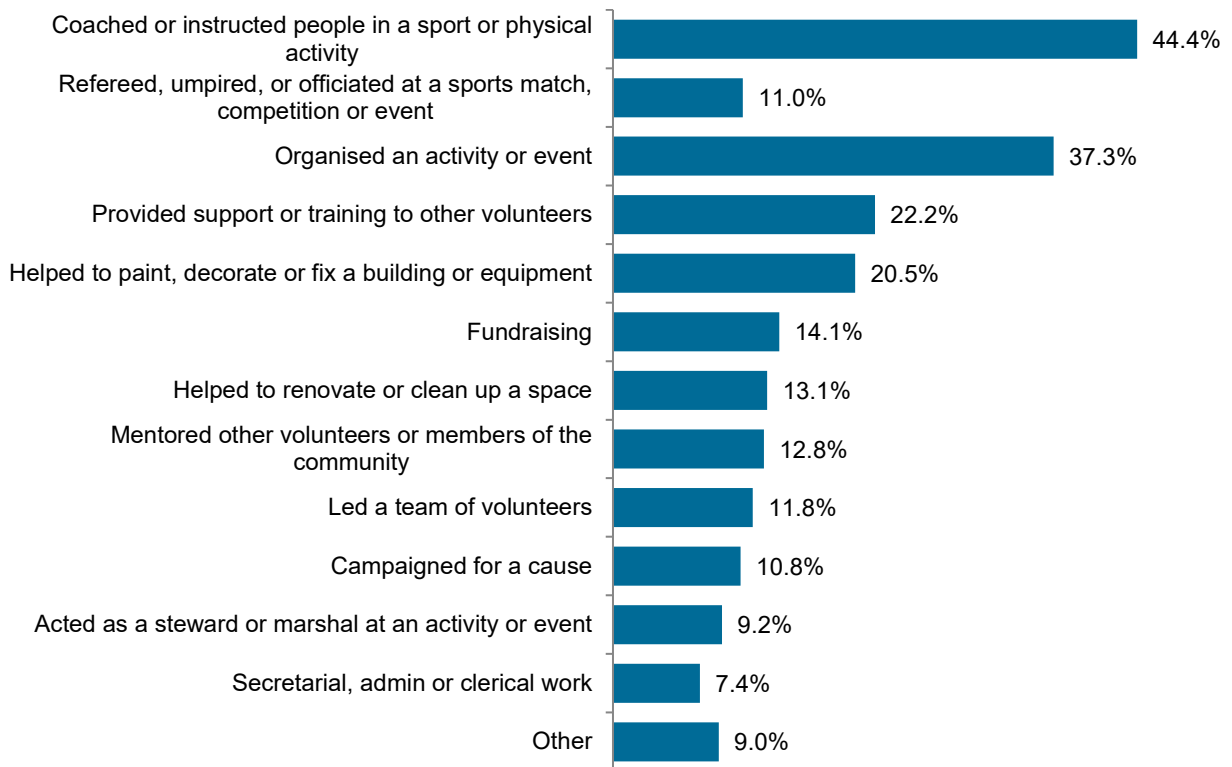
**Table 3: IMD decile breakdown of volunteers.**

Motivations for volunteering
<p><b>Group 1: Having fun, socialising and being involved in sport</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of all males were in this group (16.5% compared with 11.6% for females)</li> <li>— A higher proportion of BAME volunteers (16.8% compared with 11.9% for White British)</li> <li>— A higher proportion of those who had never volunteered (19.7% compared with 12.9% for not regularly and 6.8% for regularly)</li> </ul>
<p><b>Group 2: Wanting to learn new skills, improve their career prospects and gain a qualification, alongside wanting to have fun, socialise and make friends, being involved in sport and helping people.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females (10.7% compared with 5.6% for males)</li> <li>— A higher proportion of disabled volunteers (11.8% compared with 7.6% for non-disabled)</li> <li>— A higher proportion of younger volunteers (16 and under) (13.0% compared with 5.3% for 17 or older)</li> </ul>
<p><b>Group 3: Helping people, wanting to make a difference in their area, the cause being important to them and enjoying volunteering.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of non-disabled volunteers (14.4% compared with 8.9% for disabled)</li> <li>— A higher proportion of White British volunteers (17.0% compared with 7.0% for BAME)</li> <li>— A higher proportion of older volunteers (19 or older) (21.3% compared with 5.1% for 18 or younger)</li> <li>— A higher proportion of those who volunteered regularly (23.0% compared with 13.1% for not regularly and 7.0% for never)</li> </ul>
<p><b>Group 4: Wanting to learn new skills, improve their career prospects and get a qualification, alongside helping people.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females (11.3% compared with 7.4% for males)</li> <li>— A higher proportion of those aged (15-25) (14.4% compared with 7.6% (those less than 14) and 6.3% (those aged 26+))</li> </ul>
<p><b>Group 5: Motivated by multiple reasons (as highlighted by the previous groups) alongside gaining rewards and because friends and family did it.</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females (10.5% compared with 5.5% for males)</li> <li>— A higher proportion of disabled volunteers (11.3% compared with 7.3% for non-disabled)</li> <li>— A higher proportion of those who volunteered regularly (13.4% compared with 6.1% for not regularly and 5.8% for never)</li> </ul>
<p><b>Group 6: Wanting to learn new skills and being involved in sport</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of school and sixth form students and those who are unemployed (16.7% and 16.5% compared with others 6.1%)</li> <li>— A higher proportion of those who never volunteered (16.7%) and not regularly (14.1%) compared with regularly (9.1%)</li> </ul>
<p><b>Group 7: Whilst learning new skills are a motivator, wanting to help people, make friends, socialise with others and have fun are more frequently mentioned</b></p> <ul style="list-style-type: none"> <li>— A higher proportion of females were in this group (17.5% compared with 11.3% for males)</li> <li>— A higher proportion of older volunteers (26 or older) (22.0% compared with 10% for 25 or below)</li> </ul>

**Table 4: Groups of volunteers that share key motivating factors to engage in volunteering and detailed breakdown of their demographic characteristics**

	Group number and the proportion of group members that share each motivating factor.						
	1	2	3	4	5	6	7
To help people	10%	77%	93%	89%	95%	19%	89%
To make friends	19%	73%	7%	11%	88%	11%	87%
I enjoy volunteering	8%	24%	55%	61%	95%	23%	59%
To have fun	55%	93%	25%	48%	94%	41%	77%
To socialise with other people	46%	87%	24%	45%	93%	31%	81%
The cause is important to me	7%	9%	52%	38%	80%	12%	33%
To have my say	3%	12%	4%	11%	66%	3%	5%
To make a difference in my local area	10%	20%	65%	60%	80%	8%	42%
To be involved with sport	47%	83%	27%	41%	75%	58%	37%
To learn new skills	0%	90%	18%	93%	97%	100%	64%
To improve my career prospects	5%	66%	15%	88%	77%	34%	12%
To get a qualification	5%	69%	6%	79%	62%	24%	3%
To help fill my time	15%	21%	13%	17%	69%	29%	27%
To gain rewards	9%	20%	3%	12%	41%	11%	4%
It was part of a lesson or course	4%	17%	4%	19%	21%	8%	5%
It is part of my religious beliefs	1%	1%	2%	3%	17%	0%	1%
My friends/family did it	10%	13%	8%	9%	39%	7%	13%

**Table 5: Groups of volunteers that share key motivating factors to engage in volunteering**



**Figure 8: Type of volunteering undertaken**