



Evaluation of the Impact of Volunteering in the Uniformed Organisations in N Ireland

MARCH 2014



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1. Executive Summary

Uniformed Organisations play a vital role in the lives of young people in Northern Ireland. They provide a range of activities for young people, most of them completely run by volunteers.

This research report provides evidence on the impact of volunteering within the following uniformed organisations, in particular on the volunteers themselves and those who benefit from the organisation's services:

- The Boys Brigade;
- Catholic Guides of Ireland;
- The Girls Brigade;
- Girlguiding Ulster;
- Scout Association NI and
- Scouting Ireland.

The results are overwhelmingly positive showing the huge impact volunteers make on the lives of children and young people involved in activities with the uniformed groups. Volunteering also has a huge impact on the volunteers themselves, the skills, learning and personal benefits are extensive

Aim

To provide evidence of the impact of volunteering across the six main uniformed youth organisations in Northern Ireland.

Objectives

- Investigate the impact that volunteering makes to the volunteers – Strategic Leaders/ Governance, Adult Youth Leaders and Youth Group Leaders;
- Investigate the impact that volunteering makes to the beneficiaries - those young people benefiting from the work of volunteers;
- Carry out a Volunteer Investment to Value Audit to quantify the return on investment (economic impact) of involving volunteers using a measure developed for the Sector and
- Set out recommendations and practical implications of the findings for key stakeholders i.e. the uniformed organisations both individually and collectively; wider practitioners and policy makers both in the Youth Sector and the Voluntary Sector.

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| Acknowledgement |
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| <i>Volunteer Now thanks all the volunteers, young people, parents and staff who contributed to this research.</i> |
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2. Introduction, Aims and Objectives of Research

Six uniformed organisations in N Ireland, namely The Boys Brigade; Catholic Guides of Ireland; Girls Brigade; Girlguiding Ulster; Scout Association NI and Scouting Ireland have a key role in the voluntary youth sector and in the lives of young people. They could not carry out their activities without involvement from volunteers. A scoping exercise at the beginning of this research aimed to get a sense of the individual and combined scope and scale of these organisations with respect to the number and geographic spread of branches or affiliated groups, the number and roles of paid staff and volunteers and number of direct beneficiaries. This provided the following profile of key stakeholders and roles across the groups.

Overall, the **total number of branches/affiliated groups** connected to the Uniformed Organisations was estimated at just under 1,500 and collectively they were active across the whole of Northern Ireland.

Active Volunteers, being those people who help the organisation by giving their time for free to help others was approximately 12,000. The age of volunteers ranged from less than 16 years old to 50 years +. The majority of volunteers were aged 25-49 years old, the next popular age group being 50+ years old and then 16-24 years old. A small number were aged less than 16 years old.

A wide range of **volunteer roles** are offered across the Uniformed Organisations, although different role titles are used, generally roles could be categorized at a top level as **'operational' and 'governance'**. Operational roles could be further sub-categorised as **Strategic Leaders** - those with overall responsibility for operational and strategic direction at local or regional level; **Adult Group Leaders; Youth Group Leaders**; those that **Support Youth Participation Activities** and **Administration and Training** i.e. support training, administration, organisation of events etc.

In terms of size, **paid staff was the smallest stakeholder group** with less than 100 people working across the groups. Roughly half of the staff worked alongside volunteers and the remaining half had no contact with volunteers.

Direct beneficiaries, those people that benefit from the activities of the Uniformed Organisations are by far the largest stakeholder group. Across the Uniformed Organisations there were approximately 60,000 beneficiaries aged between 3-25 years old.

There has never been a collective study of volunteer involvement across the six organisations and while The Scout Association had looked at impact at a UK level, knowledge of impact in relation to volunteer involvement across the six local uniformed organisations was extremely limited. There was a clear recognition for the value of volunteers and the six organisations together commissioned this research so that they could gather the evidence to demonstrate and promote the difference volunteers make to young people and to themselves. The aim and objectives of the research were therefore as follows:

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- Set out recommendations and practical implications of the findings for key stakeholders i.e. the uniformed organisations both individually and collectively; wider practitioners and policy makers both in the Youth Sector and the Voluntary Sector.

3. Methodology

Representatives from the 6 uniformed groups formed an Advisory Group and inputted to the methodology through meetings and email. They were instrumental in gaining participation from their own units/branches.

The methodology included:

- 3.1 A scoping exercise of the 6 uniformed organisations;
- 3.2 Surveys (online and hard copy) to volunteers and parents of children and young people attending the activities;
- 3.3 Focus groups with a sample of the key stakeholders across the uniformed organisations (volunteers and beneficiaries);
- 3.4 A Volunteer Investment Value Audit.

Surveys and topic guides were tailored for the selected stakeholders. Surveys were largely based on the tried and tested tool Volunteering Impact Assessment Toolkit (VIAT) which assesses the impact of volunteering on volunteers, organisations and service users. It focuses on five areas – physical, social, human, economic and cultural capital.

‘Physical capital’ refers to the concrete product or output for example services provided, number of training courses attended by volunteers or the number of hours provided by volunteers.

‘Social capital’ moves beyond concrete outputs and individual development to capture social impacts. It refers to creating a more cohesive community through building relationships, networks and bonds of trust between people. It is not an easy concept to measure, but a number of indicators can capture its essential features.

‘Human capital’ relates to the acquisition of skills and personal development.

‘Economic capital’ describes the financial and economic effects that result from volunteering for example putting a market value on the work done by volunteers.

‘Cultural capital’ refers to assets such as a shared sense of culture and focuses on community identity and participation.

3.1 Scoping Exercise

A scoping exercise was carried out with the uniformed organisations to get a sense of their individual and combined scope and scale with respect to the number and geographic spread of branches or affiliated groups, the number and roles of paid staff and volunteers and number of direct beneficiaries. This information was used to develop a suitable methodology.

3.2 Surveys

Volunteers: A survey was designed for volunteers. One generic survey was used although there were additional questions filtered for those volunteering in a governance role. This survey was available online and also in hard copy. The headquarter organisations distributed the survey link to their individual units/branches whose responsibility it was to forward the link or distribute hard copies of the survey to their volunteers.

Beneficiaries: A survey was designed for parents of children and young people who benefited from activities provided by the 6 organisations. It was decided that this was the most effective way of getting written information from beneficiaries; also hearing from parents would add a useful perspective. As with the volunteer survey, the parents' survey was available online and also in hard copy. The headquarter organisations distributed the survey link to their individual units/branches whose responsibility it was to forward the link or distribute hard copies of the survey to parents of their children and young people.

3.3 Focus groups

Nine focus groups were held, 5 with volunteers and 4 with young people. A bigger schedule of focus groups was originally planned but halted due to difficulties getting people coordinated from each of the local unit/branches. Separate topic guides were developed for each of the focus groups. The focus groups allowed more in depth questions and an opportunity to focus on specific issues and emerging themes. A participative method was used to glean as much information as possible using a series of questions, small group and large group discussion.

A thematic analysis approach using the five capitals was undertaken to analyse the data collected in the surveys and focus groups.

3.4 Volunteer Investment Value Audit

Staff from the headquarter uniformed organisations carried out an audit of the finances invested in volunteering against the hours generated by the volunteers. This was completed using a recognised measure provided by Volunteer Now. The results were interpreted by Volunteer Now and are included in this report.

4. Results

An overview of the key findings will be given here and discussed in the next section. The results of the scoping exercise have already been provided to provide the context in *Section 2. Introduction*. Results from the surveys are given first followed by the emerging themes and issues from the focus groups. The outcome of the Volunteer Investment Value Audit is at the end of this section. More detail on the results can be viewed in tables in the **Appendices**.

A. Surveys

A1. PARENTS' SURVEY

The breakdown of response from parents in each uniformed group is as follows. Individual data for each uniformed group will be made available to the respective group but only collective responses will be included in this report.

| SURVEY RESPONSES FOR PARENTS OF CHILDREN INVOLVED IN LOCAL UNIFORMED GROUPS | | |
|--|---------------|-------------------|
| 1,012 RESPONSES (some ticked more than one activity) | | |
| GROUP | AMOUNT | PERCENTAGE |
| Boys Brigade | 97 | 9.6% |
| Girls Brigade NI | 385 | 38.0% |
| Catholic Guides of Ireland | 9 | 0.9% |
| Girlguiding Ulster | 101 | 10.0% |
| Scout Association NI | 420 | 41.5% |
| Scouting Ireland | 62 | 6.1% |

Profile

72% of parents had children who had been attending the uniformed group for more than 3 years with 12% being involved over 11 years.

82% parents completing the survey were female, 57% were in 35-44 age bracket, 29% in 45-54 age bracket, 99% were white, 2% were disabled; 81% were in paid employment.

General

96% would recommend what is provided by the volunteers to parents of other children not part of a uniformed group.

98% of parents were aware that the leaders and helpers who run the group and organise the activities in the local group that their child attends are volunteers (i.e. people who are not getting paid).

78% said it made no difference to their child if services were provided by volunteers or paid staff. Parents were given the opportunity to give reasons for their answer and the overall

finding was that they felt younger children would not know or even understand if people were getting paid or not however it was of importance to the parents. They felt the volunteers may provide a better service than paid staff because of their commitment to the organisation and what it stands for, they are there because they want to be there, put in long hours and therefore bring enthusiasm, dedication and flexibility that some paid staff may not. Several people noted that volunteers did deserve to get some kind of recompense, at least expenses and should be provided with the training needed to provide a quality service. Some parents commented that if people were to be paid, costs would have to go up and they could not afford to send their children to the activity.

Physical Capital

1. Quantity of Services

96% agreed (71% strongly agreed) that without the volunteers their child could never expect to receive this much help.

97% agreed (74% strongly agreed) that if this uniformed group stopped, it would be a big loss to their child.

85% agreed (52% strongly agreed) that if this uniformed group stopped, it would be a big loss to them as a parent.

44% agreed (22% strongly agreed) that the group should keep going throughout the year including summer activities, 22% did not agree and 26% had no opinion.

93% agreed (54% strongly agreed) that they are happy to pay for their child to be a member of the group.

72% agreed (36% strongly agreed) that they would be willing to pay for extra activities over the summer.

2. Quality of Services

94% agreed (61% strongly agreed) that the quality of the activities their child attends are as good as you could get anywhere.

95% agreed (64% strongly agreed) that volunteers are good role models for their children.

92% agreed (58% strongly agreed) that because they are volunteers, they bring special qualities to what they do.

74% disagreed (47% strongly disagreed) that the quality is not as good as if they were paid workers.

70% agreed (35% strongly agreed) that their trust in voluntary organisations had increased.

3. Innovations in Services

92% agreed (46% strongly agreed) that the volunteers make the activities interesting all the time.

84% agreed (38% strongly agreed) that the volunteers are always coming up with new ideas and ways of helping people.

83% disagreed (36% strongly disagreed) that the activities are always the same and a bit boring.

Human Capital

4. Personal Development

91% said their child's confidence in what they can do had increased (38% increased greatly).

91% said the sense that their child has something worthwhile to do had increased (37% increased greatly).

91% said their child's willingness to try new things had increased (39% increased greatly).

5. Skills Development

84% said their child's ability to communicate with other people had increased (30% increased greatly).

82% said their child's leadership and team work skills had increased (29% increased greatly).

59% said their child's ability to organise their time had increased (18% increased greatly).

56% said their child's vocational or job-related skills had increased (19% increased greatly).

6. Health and Wellbeing

86% said their child's feeling of being independent had increased (30% increased greatly).

72% said their child's emotional health had increased (21% increased greatly).

71% said their child's fitness and physical health had increased (18% increased greatly).

68% said their child's knowledge of health related issues had increased (17% increased greatly).

Social Capital

7. New friendships, contacts and networks

92% said their child's range of friendships had increased (32% greatly increased).

87% said the number of social activities their child can get involved in had increased (27% greatly increased).

73% said contacts and networks that can give my child support and information had increased (22% greatly increased).

8. Sense of Trust in others

75% said their child's trust in other people had increased (26% increased greatly).

67% said the feeling that their child's community is a safe place to live had increased (21% increased greatly).

9. Participation in local activities

82% said their child's willingness to get involved in local activities or clubs had increased (26% increased greatly).

80% said their child's sense of being part of this community had increased (26% increased greatly).

58% said their child's willingness to be involved in doing volunteering themselves had increased (22% increased greatly).

41% said their child's sense of having a say in local matters had increased (13% increased greatly).

Cultural Capital

10. Sense of Identity

68% said their child's awareness of the community in which they live had increased (18% greatly increased).

62% said their child's understanding of different cultures and identities had increased (16% increased greatly).

52% said their child's sense of belonging to a particular cultural, ethnic or religious group had increased (17% increased greatly).

11. Culture, leisure and environment

83% said opportunities to take part in leisure activities had increased (30% greatly increased).

82% said opportunities to take part in challenging activities including out of doors activities had increased (41% greatly increased).

54% said opportunities to engage in cultural activities such as art, theatre and dance had increased (15% greatly increased).

Overall parents' comments

Parents were given the opportunity (optional) to comment on the volunteers, the services they provide for their child and the effects on the child. 367 parents chose to provide a comment. The vast majority were overwhelmingly positive. The following table will provide a snapshot of the most common words and phrases from parents' comments. The evolving themes will be elaborated on in *Section 5 - Discussion of Findings*.

Figure 1: Words used by parents to describe volunteers

| | | | |
|--------------|--------------|-----------------------------------|------------------------------------|
| Great | Patient | Great example | Make it interesting and fun |
| Invaluable | Incredible | Great bunch | Instilling virtues |
| Excellent | Immeasurable | Good positive influence | Providing safe environments |
| Fantastic | Inspiring | Excellent teamwork | Creating rapport |
| Wonderful | Caring | Excellent role models | Fantastic opportunities |
| Dedicated | Energetic | Give selflessly | Embracing of everyone |
| Willing | Special | Integral to enjoyment | Teaching lifeskills |
| Amazing | Organised | Genuine desire to help | Enriching lives |
| Committed | Devoted | Give 100% | Running worthwhile activities |
| Enthusiastic | Inclusive | Key to success | Fantastic provision |
| Brilliant | Warm | Lost without them | Deserve a medal |
| Exceptional | Smiling | 2 nd mummies | Nothing's too much |
| Priceless | Loving | Worthwhile group | Go extra mile |
| Fabulous | Hardworking | Drivers of excellence | Worth their weight in gold |
| Marvellous | Passionate | Safe hands | Credit to the community |
| Helpful | Pleasant | Heart and soul | Deserve praise |
| Creative | Friendly | Professional | Above and beyond duty |
| Courteous | Encouraging | Unsung heroes | Vital to community |
| Selfless | Interested | A star in my eyes | Exceptional service to community |
| Outstanding | Supportive | Good examples of community spirit | Worthwhile community participation |

There were very few negative comments and mostly were isolated comments meaning it was hard to capture themes. The following however were mentioned by more than one person so are provided as examples only:

- New ideas are needed to keep activities up to date;
- Too strict about rules regarding uniform;
- Too religious;
- Not focussed on God enough;
- Some individuals can be overpowering .

Additional comments by parents highlighted that they thought volunteers should get more recognition, they need to get support from their organisation and they could do with more financial support to develop.

A2. VOLUNTEERS' SURVEY

The breakdown of response from volunteers in each uniformed group is as follows. Individual data for each uniformed group will be made available to the respective group but only collective responses will be included in this report.

| SURVEY RESPONSES FOR VOLUNTEERS INVOLVED IN LOCAL UNIFORMED GROUPS | | |
|---|---------------|-------------------|
| 1,461 RESPONSES (some have ticked more than one) | | |
| GROUP | AMOUNT | PERCENTAGE |
| Boys Brigade | 225 | 15.5% |
| Girls Brigade NI | 326 | 22.5% |
| Catholic Guides of Ireland | 29 | 2.0% |
| Girlguiding Ulster | 288 | 19.9% |
| Scout Association NI | 510 | 35.2% |
| Scouting Ireland | 98 | 6.8% |

Profile

67% of volunteers completing the survey were female; the largest number (28%) were in the 45-54 age bracket, 25% in 35-44 age group, 15% were 25-34, 14% were 55-64, 10% in 16-24 age group and 7% were over 65. 99% were white and 3% were disabled, 73% were in paid employment.

52% had been volunteering 11 years or more, with 19% volunteering for 6-10 years.

General

93% volunteer once a week or more.

28% were involved in leadership or management at a **regional** level in roles such as office bearers of committees, Commissioners, Leaders, Representatives, Officers in Charge, Trainer, Activities Coordinators, Captains, Chaplains, Administrators, Lieutenants, Advisor.

At **local** level, 75% considered their role to be a youth leader, 15% calling themselves helper with 13% involved in governance roles. 10% were administrators and 6% were instructors 5% were involved in training and 3% were pastoral leaders.

The biggest challenge facing those who contribute to the governance of their local group was "time demands" (58%) followed closely by "not enough volunteers on the ground (47%)". "Lack of funding" was cited by 42% and "not enough people to run the group by 33%. 8% said they had no challenges. Given the opportunity to state other reasons a few people mentioned membership of young people decreasing, difficulty getting people to lead, and getting parents involved to e.g. provide transport.

74% volunteer because they want to help others, 61% had been a member of the group as a child. Under “other”, popular reasons included because their child was at the activity, being asked to do it, to keep its doors open, to make friends and to have fun.

The 61% who had been a member of the group as a child stated the benefits that they had experienced of being a member of that group as a child themselves. See Figure 2.

Figure 2: Benefits of being a member of a group from volunteers’ own experience

| | |
|---|--------------------------------|
| Lifetime friends | Leadership |
| Confidence | Spring board into volunteering |
| Skills in teamwork | Independence |
| Organisation skills | Self-esteem |
| Planning | Outings |
| Experience in outdoor activities | Discipline |
| Socialising | Understanding |
| Competing | Community relations |
| Fun | Fellowship |
| New experiences | Healthy lifestyle |
| Knowledge | Travel opportunities |
| Companionship | Cultural awareness |
| Learning difference between right and wrong | Spiritual development |
| Camping skills | Gave me role models |
| Cross community experiences | Badge work |
| Moral framework | Sense of community |
| Relaxation | Respect |
| Camaraderie | Overcame challenges |
| Communications skills | Adventures |
| Management skills | |

When they first got involved as a volunteer, 72% expected to get “fun”, 57% expected to get “new skills” and 52% expected to get “new friends”. Only 12% wanted to fill spare time. Under “other” many confirmed that they had no expectations on commencing, some did it to keep the group going and simply to help out, some did it out of Christian duty so had no expectations for themselves.

58% said they had impacted the young people they worked with **a lot** with 40% considering to have made **a little** impact. 0.2% thought they had made no impact.

98% would recommend volunteering with this group to other people.

55% had increased their interest in doing further volunteering (15% increased greatly).

Human Capital

1. Personal Development

95% volunteers said feeling that they were doing something meaningful/useful had increased (39% increased greatly).

89% volunteers said their ability to share skills/experience with others had increased (30% increased greatly).

82% volunteers said their willingness to try new things had increased (23% increased greatly).

81% volunteers said their confidence had increased (25% increased greatly).

73% volunteers said their sense of self-esteem had increased (19% increased greatly).

2. Skills

87% volunteers said their ability to lead or encourage others had increased (33% increased greatly).

80% volunteers said their ability to communicate with other people had increased (25% increased greatly).

79% volunteers said their ability to work well with others had increased (23% increased greatly).

75% volunteers said their ability to make decisions had increased (22% increased greatly).

66% volunteers said their ability to organise their time had increased (21% increased greatly).

48% volunteers said their vocational or job-related skills had increased (13% increased greatly).

45% volunteers said their mental health and well-being had increased (11% increased greatly).

37% volunteers said their physical health and well-being had increased (9% increased greatly).

Economic Capital

3. Financial Impact

27% volunteers said they can claim their travel and other expenses if they wish to.

60% volunteers said they sometimes find themselves out of pocket as a result of volunteering.

Social Capital

4. Friendships, contacts and networks

90% volunteers said their range of friendships had increased (27% increased greatly).

81% volunteers said their support and information networks had increased (19% increased greatly).

Cultural Capital

5. Sense of identity and understanding of difference

74% volunteers said their sense of belonging to a community, ethnic, faith or religious identity had increased (22% increased greatly).

65% volunteers said their understanding of those who are different to them had increased (15% increased greatly).

Physical Capital

6. Training and management received as a volunteer

92% volunteers agreed that they had learned from other volunteers and/or staff (28% strongly agreed).

92% volunteers agreed that they were aware of what is expected of them most of the time (27% strongly agreed).

90% volunteers agreed that their skills have been used well (26% strongly agreed).

88% volunteers agreed that they had training that was useful and relevant (32% strongly agreed).

86% volunteers agreed their contribution to the organisation has been valued (28% strongly agreed).

77% volunteers agreed that they get support whenever they need it (25% strongly agreed).

57% volunteers agreed that they had received accreditation and qualifications that are useful and relevant (18% strongly agreed).

39% volunteers agreed it was important to them to obtain accreditation or qualifications through their volunteering (12% strongly agreed).

Overall volunteers' comments

Volunteers were given the opportunity (optional) to comment on their volunteer experience and the difference it had made to them. 273 volunteers chose to provide a comment. The vast majority were overwhelmingly positive. Figure 3 provides a snapshot of the most common words and phrases from volunteers' comments. The evolving themes will be elaborated on in *Section 5 - Discussion of Findings*.

Figure 3: Volunteers' comments on their experiences

| | |
|---|---|
| Kept me in contact with youth | Amazing experience |
| Leadership training tremendous influence | Challenging but worthwhile |
| Seeing joy in girls faces makes it worthwhile | Satisfying experience |
| Positives outweigh the negatives | Gained an enormous amount to help me through adult life |
| Hard work but really worthwhile | Great way to meet people |
| Given me great satisfaction | Essential and meaningful "outing" |

| | |
|---|--|
| <p>Moved out of my comfort zone It's fun and rewarding Keeps me young at heart Personal satisfaction A great inspiration It becomes your family Made me a better person Best decision I have ever made Support from HQ is excellent Sense of belonging Opened so many doors Growth in confidence helped me in paid job Best thing I ever did A lot of pleasure volunteering with groups I wish I had volunteered sooner</p> | <p>Learned so many new skills Putting something back into the community More I put in, more I get out Way of life/Part of my life Feels good to give back what I have gained Confidence in my abilities Immense benefit to young people My knowledge has developed so much Volunteering is a brilliant thing Changing lives It is good to give A privilege I would be lost without it Training is second to none Volunteering should be "compulsory"</p> |
|---|--|

Negative comments were few and no real themes emerged but the following were mentioned by more than one person:

- Red tape, policies and procedures, fear of litigation are taking the enjoyment out of volunteering for some;
- The huge time pressure – not just a couple of hours a week;
- Behaviour and attitudes of some of the young people;
- Lack of support from parents, feeling that you are just a babysitting service;
- More demands on less people, difficulty getting new leaders;
- Difficulty stopping volunteering when you have started;
- Lack of funding for e.g. transport.

B: Focus Groups

It is impossible to reflect all the comments from the focus groups and interviews so a summary of the most frequently cited responses and key findings are reported here under the questions posed as part of the research.

B1. FOCUS GROUPS WITH BENEFICIARIES

21 young people participated in focus groups in Belfast, Coleraine, Cookstown and Lurgan. They ranged from age 14 to 19 and were from 5 of the 6 groups.

As an icebreaker, the young people were asked to think of a word that described volunteers.

| Words young people used to describe volunteers | |
|--|---|
| <p>Easy to talk to Generous Bring excitement to a group Fun Good craic Generally nice</p> | <p>Talkative/chatty Responsible Someone who knows what they are doing Someone who is there because they want to be</p> |

In a participative exercise young people answered and discussed a series of questions and the most popular answers are recorded.

| 1. Reasons why I come to this activity | |
|--|---|
| <p>Trips and outdoor activities Fun activities Do things you wouldn't do anywhere else Something to do Fun and entertaining Commitment as I have been there a long time Sense of achievement Meet people from other groups Camping, hiking, pioneering, archery, watersports, Duke of Edinburgh, cooking, arts and crafts</p> | <p>Friends go to it Make new friends not associated with school Gives us chance to excel in something Learn new skills and stuff e.g. medical stuff, knots, lifeskills, map work, discipline Challenges A break from schoolwork Competitions - volleyball, etc. Badges Have roles to do</p> |
| 2. What do the volunteers do for me | |
| <p>Help you get badges and awards- run badge classes e.g. cooking. Organise trips and activities, supervising. Lend me a £1 for tuck shop! Manage games, referee, join in for fun, try to beat the leaders. Structure the evening with lots of different activities - actually they take it all. Teach me things I may not know how to do, new skills, skills to help me in life Provide a place to build lasting friendships Give us a break from school work Look after us Mess around and have a laugh They take us out and about Provide a supportive and friendly atmosphere</p> | <p>Take bible class Leaders drive bus or own cars to trips One to one's - problems, talks Help us on the climbing wall. Mark us for uniforms and squads. Control it - keep people under control Come up with ideas (games). Tell us about awards we can achieve Challenge us to new experiences. Make sure we are having fun Try to relate to you and be more of a friend than a leader Make themselves approachable Chat, talk to us Share their ideas, opinions and tips They add a bit of banter to the occasion</p> |
| 3. Ways I have benefitted from coming to my local uniformed group (skills, benefits) | |
| <p>Achieved awards eg Duke of Edinburgh and badges Something to do Fun! Banter! Take on responsibility; manage tuck shop from start to finish Help with younger ones - knowing you can teach others, sense of responsibility Overcome fear eg of heights.. Make friends - get close with people you don't know. Learn new skills and experiences - first aid,</p> | <p>Better behaviour! How to get around a maze! Talk to people. Creativity Outside survival Increased fitness (hikes). Have new memories Life long skills that I will take with me wherever I go Learned that when you put your mind to something you can do it</p> |

| | |
|---|--|
| <p>tying knots, camping, kayaking, self-management, teamwork, cooking, arts and crafts</p> | |
| <p>4. Best things about the volunteers in my local group (people, qualities)</p> | |
| <p>Different atmosphere from school, volunteers want to be here Kinder than teachers Well known and respected individuals Happy! Good at organising things Know what we want Committed! Human - they like the same things you like, they like football They tell jokes, have banter They are dead on, just great Funny, fun to be with. They're hilarious Willing to go beyond for us Can control us yet still joke around Down to earth. Friendly Really easy to talk to The best personalities Treat us like we're friends Reliable Sacrifice their time but always seem happy Talk to them about anything High tolerance levels</p> | <p>Good ideas and connections to get us trips etc. They go even if they don't want to Give up their family for us Able to understand us Teach us new skills Approachable Responsible Good with working with children Can take things seriously when needed Have knowledge and can help when you need a question answered Kind, generous They offer their time to help us when they don't have to Chatty Everything! Can trust them Always have things planned Willing to help Inspirational Understanding, helpful Are like family Creative Skilled in many areas</p> |
| <p>5. Ways in which my local group could make my experience better.</p> | |
| <p>Nothing! Our leaders take in to account what we want to do and together we plan for the year so nothing could be improved on Don't waste any time Better time management More camping trips More people, volunteers Refurbished den - new roof, kitchen I think they could introduce one night a month where people can vote for a cool thing to do. It can't be anything stupid though More activities and skills to benefit us in future</p> | <p>Control use of mobile phones Get outside more – trips Start on time! More kids in some of the sections More modern It would be nice if there were more fun activities to do New games More funding - from churches, schools? Organisational stuff Less standing round Less talking Make more than one meeting a week</p> |

B2. FOCUS GROUPS WITH VOLUNTEERS

33 volunteers participated in focus groups in Newcastle, Belfast, Coleraine, Cookstown and Lurgan. All 6 groups were represented.

As an icebreaker, volunteers were asked to think of a word that they thought described volunteers.

| Words volunteers thought of to describe themselves | |
|---|---------------------------|
| Mad | Approachable |
| Commitment | Driving Force |
| Willingness | Easy to talk to |
| Listener | Generous |
| Love | Trustworthy |
| Patient | Role model |
| Fun | Available |
| Outgoing | Dependable |
| Active | Thick skinned |
| Flexible | Have understanding family |
| Sense of humour | Reliable |
| Enthusiastic | General dogsbody |

In a participative exercise volunteers answered and discussed a series of questions and the most popular answers are recorded.

| 1. Tasks I carry out as a volunteer with my local group | |
|---|---|
| Plan and organise youth work activities including badge work, arts and crafts, camps, music, drama Train leaders | Responsible for eg child protection, first aid, health and safety, budgets Administration Mentoring |
| 2. Reasons why I volunteer | |
| Enjoyment Friendships I was made to and never escaped Giving young people opportunities Give back to the community I enjoy working with young people I enjoy learning new things Give back the experience I had Contribute to the development of young people | Pass on skills Get a balance between work and volunteering Plant the seed of God into youth Change from what I do in daily work Satisfaction of seeing children having a good time. Parent appreciation My children had benefited from volunteers Feeling of belonging to a movement |
| 3. Skills I gain from volunteering in my local uniformed group | |
| Ability to listen Plan and run a programme Communication skills with range of backgrounds | To be understanding of other people's needs First Aid Hill walking, Kayaking, camping, woodwork Pioneering |

| | |
|--|--|
| <p>Leadership and delegation Public speaking Organisational skills People skills People handling Skills Arbitration skills Presentation skills</p> | <p>Trip planning Teach a range of topics Managing crisis Badge work Team skills Budgeting skills To be empathetic</p> |
| 4. Personal benefits gained through volunteering | |
| <p>Confidence Accredited qualifications Friendships and camaraderie (even met partners!) Enjoyment Personal satisfaction Pride in what I am doing Travel opportunities – local and abroad Learned new things</p> | <p>Experience Sense of purpose Being part of something global Seeing children grow through the organization Independence Release from work pressures Pass on knowledge and experience Knowledge Different sense of identity</p> |
| 5. Ways I have benefited young people in my local group | |
| <p>Taught young people independence and gave a sense of worth Helped their social development Provided fun entertainment Gave them a more diverse view on life Improved their understanding of faith Helped develop their confidence Helped them try new things Provided them with stability Provided discipline, boundaries and formality Provided opportunities for international travel Making them aware of possibilities for them</p> | <p>Gave them challenges they enjoy Supported their learning – life skills, cooking, sewing Guided them towards certifications Provided support and a listening ear Help them challenge fears Imparted my experiences, skills and knowledge Providing a safe space Helping them work in a team environment Helped them mix with different groups/nationalities Help them develop physically, mentally and spiritually</p> |
| 6. Best things about volunteering with my local group | |
| <p>Seeing children give something back – cycle repeating itself Great fun 2 hours of peace Family atmosphere Seeing young people overcoming their fears Encountering different people and personalities Meeting others Getting out and about Being part of a team Time outdoors</p> | <p>Sense of belonging to a specific group Group's commitment to the young people Learning new things The "thank yous" Variety of activities Comradship and amazing friends Seeing young people develop and grow Involvement in the community Giving something back Giving young people experience they would never get elsewhere Personal sense of achievement from influencing someone's life</p> |

| | |
|---|--|
| Developing myself Getting to know members of the community | Keeps me young and active |
| 7. Things that make volunteering difficult for me | |
| Taking time off work for courses needed in volunteering Availability of resources, especially finance Time needed and managing my time Family commitments and personal commitments Work commitments Finding time for weekends and weeks away Wearing too many hats within an organisation Attitudes to age and infirmity Pressures of hierarchy | Transport issues Challenging or difficult young people Lack of support from parents Lack of leaders Lack of helpers Lack of leaders' commitment Accountability Administration Child protection Could provide subsidies and do better trips Volunteering takes control over other areas of life |
| 8. Ways in which my local group supports me | |
| Recognition for doing it, badges, council Committee provided equipment Friendship Helping me get new skills Training Providing another "family" for me Prayer | Appreciation Social events Encouragement Moral support Listening to my needs Sharing ideas Donations |
| 9. Ways in which my local group could make my volunteering experience better | |
| Dedicated office for our organisation instead of the kitchen table Help with trips, fundraising, etc Can't think of anything, we have a good group, we are a supportive group More funding Improved resources and facilities Help with transport Having a PA for admin Respond to communications Carry out the tasks I assign to them | Other groups in church could be more flexible Some parents could be more supportive Incorporate more enthusiastic members Commitment from all leaders Recognition Providing qualifications Advertising More networking Plenty of support Give me correct information |

C. Volunteer Investment Value Audit

The Volunteer Investment Value Audit showed that the combined annual costs associated with volunteering across the 6 organisations amounted to £810,829 (eg. salary of staff involved, expenses, insurance, training). Volunteers give approximately 13,820,988 hours per year. If the uniformed groups were paying the market wage for the equivalent paid posts for all these roles (including notional employment overheads) then they would pay £19,203,466. This means for every £1 invested in volunteers, the combined uniformed groups get an average of £25 back in the value from the work they do. At an individual level, the return on investment varies for the 6 groups and ranges from £11 to £45. This is due to the value of outputs being higher for some because of the large numbers of volunteers involved.

5. Discussion of Findings

The overall aim of this research was to provide evidence of the impact of volunteering across the six main uniformed youth organisations in N Ireland. The research has shown unequivocally that volunteering makes a huge impact in these organisations, on the young people who benefit from the services and on the volunteers themselves. The volunteers involved in this research are able to record stories of changed lives through acquisition of skills, improved knowledge, lifetime friendships and a sense of satisfaction from helping young people develop. The parents and young people themselves speak so highly of the volunteers who they consider to have impacted their lives in countless ways.

Such was the overwhelmingly positive response from all those involved in the research that it is hard in this discussion to pull out many areas for improvement. The discussion will therefore focus on each of the areas of impact outlining the strengths from the perspectives of both volunteers and the beneficiaries and then consider some of the implications and issues that this presents.

Physical Capital – goods and services received

Parents clearly **value the services** provided by the volunteers in the uniformed organisations and believe that if the service stopped it would be a **big loss** to the children and young people but also to them as a parent. Results showed that it would be a bigger loss to the young people themselves and this is backed up by the finding that the vast majority of parents are happy to pay for their child to be a member. Interestingly less than half were interested in the group going on over the summer although the majority would be willing to pay. It was extremely encouraging that the overwhelming majority of parents were positive about the **quality** of the service, saying it was as good as you could get anywhere, the volunteers being good role models.

Almost all parents completing the survey knew that the services were carried out by **people who did not get paid** although they felt it may not make a difference to the children. This could be because the children are so small in many of the activities that they would not have an understanding of the concept of volunteering versus paid staff. Parents however felt that the volunteers brought **special qualities** and a **commitment** that money could not buy. Many spoke of the genuine interest and desire to be there that came across in their dealings with the volunteers. They said their experience had increased their **trust** in voluntary organisations.

It is worth noting that some parents said that if people were to be paid this could have an impact on the **fees** and they may not be able to afford this. The majority were happy with the **innovation** in the services, agreeing that volunteers make the activities interesting and come with new ideas so as things are not boring. One comment summed up a thread running through the findings saying that they thought they would have to pay a lot to have such good opportunities and variety of opportunities by staff who may not be as motivated.

The physical impact on volunteers is about the **training and management** they receive as a volunteer and this too was positive. Most had learned from other volunteers and felt that their own skills had been well used. They were clear on their expectations, got good support and felt that their contribution was valued. Training that was useful and relevant was being provided to most although only over half had got useful and relevant accreditation and

qualifications. Interestingly only 39% felt it was important to them to obtain accreditation or qualifications so it is important that groups ask volunteers if they want accreditation before making them go through a process that is not of value to them. This finding may also be because respondents to this survey were in the older age groups; younger volunteers may be more likely to be interested in having a qualification. Parents were positive about ensuring that volunteers got training and were recognised for it. They also wanted volunteers to get good **support** and the **resources** to carry out their role.

Human Capital – knowledge, skills and health of people

Parents were very positive about the personal development, skills development, health and wellbeing of their children as a result of attending uniformed activities. High percentages (91% for each) reported **increased confidence**, the sense that their child had **something worthwhile to do** and their **willingness to try new things**. **Better communication skills, leadership and team work** were also high and young people themselves in the focus groups mentioned these skills as being ones that would help them in various stages of their lives. **Time management** was not one of the highest results (59%) but still noteworthy as an impact from being part of the groups. Over half said their child's **vocational and job related skills** had increased which is encouraging that parents are seeing how their child can use skills gained to help them get the edge in future careers. Coupled with the fact that 86% recognised that their child was more **independent** as a result of attendance at these activities, this highlights the significant human impact of uniformed groups on young people's personal and skills development. Young people themselves quoted so many skills - from communicating with people to putting up tents and they too were recognising the value of these **skills for later life**. Given that most further education courses and careers opportunities are looking for evidence of a range of skills including soft skills, uniformed groups need to promote these tangible benefits and the transferability of the knowledge and skills gained.

The fact that uniformed activities are good for the **health** of young people also needs to be promoted. We are living in an age that is increasingly adopting sedentary lifestyles - not walking places, sitting in front of computers or games consoles etc. Government is trying to introduce campaigns to help young people get more active to prevent development of health issues such as obesity – yet uniformed groups may already be doing just that!. This survey itself shows that 71% of parents thought that attending a uniformed group's activity had increased their children's **fitness and physical health**, as well as **emotional health** (68%). 83% had said their child's opportunities to take part in **leisure activities** had increased and 82% said opportunities to take part in challenging activities including **out of doors activities** had increased. Many young people spoke enthusiastically about getting out of doors and if anything they wanted to do more of this. Their increased knowledge of health issues is also hugely positive as this will go some way to helping young people make the right lifestyle choices. If all these benefits were highlighted more by groups when they are trying to attract young people to the activities then maybe less would be struggling to maintain enough members.

The picture is just as commendable when the personal and skills development of volunteers is explored. Just feeling they were **doing something meaningful/useful** seemed to be an important human factor with 95% in the survey saying this had increased. This is important as clearly volunteers see what they do as valuable. The range of benefits quoted by

volunteers was extensive. Getting the opportunity to **share skills/experience** with others, **trying out new things** as well as **increased confidence** and **self-esteem** are all important personal benefits. Skills gained were also multiple - **leadership, encouraging others, working with others, decision making, communication** and **management** to name just a few. While just under half felt they had increased their **vocational or job related skills**, it is important that volunteers, just like the young people, are helped to see the value of the personal and skills development. They should be encouraged to use these skills, not least for those going for jobs, these are transferable benefits that can be talked about at interviews, added to CVs, personal statements etc. Less volunteers than young people felt their mental health, wellbeing and physical health had increased suggesting that volunteers are not as active in the physical activities as the young people themselves.

Social Capital – cooperative relationships between people

Parents of children and young people said their child's range of **friendships, contacts, networks** and **social activities**, had all increased as a result of attending uniformed activities. Children and young people themselves spoke highly of the friendships they had made, many specifying that they liked meeting people from outside their school. Many people talked of lifetime friendships started as part of these activities. **Sense of trust in other people and in their community** had also increased, as well as being part of the community and willingness to take part in other local activities and clubs. This is an interesting finding and backed up by the fact that over half of the parents could say that their child's **willingness to do volunteering** themselves had increased. Given that this research has shown that many people do come up through an activity as a member and then go on to volunteer with it shows the importance of nurturing that sense of trust and participation from an early age.

Volunteers too spoke of amazing **friendships** and increased **support and information networks**. Throughout the research there was a strong sense that volunteering in a uniformed group was like being **part of a family**. In fact several people mentioned they had met their partners while volunteering and then went on to raise their children through the various levels of the group! The word **camaraderie** was used many times to sum up that sense of togetherness. Many said they felt **pride** and a real **sense of belonging** to their specific group, for some it was made more significant by the fact that they wore a uniform.

Cultural Capital – community identity and participation

There was also evidence to suggest that being part of a uniformed group increased a child's sense of **awareness of their own community** and also of **different cultures and identities**. Just over half said that their child's **sense of belonging** to a particular cultural, ethnic or religious group had increased and their child had opportunities to take part in **cultural activities** such as art, theatre and dance. One of the most popular benefits mentioned by young people was the **opportunity to travel** and see other parts of the world, both near and far from home. The sense that the activities they attended "**widened their horizons**" came across strongly. One example was given by a person with a different religious belief than that perceived by the uniformed organisation who said that by attending the activity their children had learned that the similarities outweighed the differences.

A high percentage of volunteers felt that their **sense of belonging to a community, ethnic, faith or religious identity** had increased through volunteering with their group and it was encouraging that many had felt their **understanding of those who are different** to them had

also increased. One could sense the strength of feeling around this when some said they had to leave because the ethos was changing and they could no longer identify with it.

Economic Capital – benefits or costs with a financial value

As already discussed the benefits experienced by young people and the volunteers could be considered as an impact on future **employability**, and therefore on the economy if promoted effectively by the individual. This aspect of economic capital may not be relevant to some of the volunteers with a high number being in the older age group, where they are possibly settled in jobs, even starting to think of retirement.

It is worrying to see that there is a **financial cost** to volunteers, 60% sometimes find themselves out of pocket as a result of volunteering. Only 27% said they could claim their travel and other expenses if they wanted. While this is a resource issue and those in governance did highlight **lack of funds** as a challenge, they also highlighted **not enough volunteers** on the ground or to run the group. It may be that by not providing out of pocket expenses a pool of potential volunteers is being excluded – not everyone can afford to be out of pocket. If more resources could be accessed, more people may be willing to come forward to help.

In terms of financial value, the Volunteer Investment Value Audit shows that uniformed groups are getting a **huge return on investment**. For every £1 that a uniformed group spends on volunteering they get back anywhere from £11 to £45. This is impressive and demonstrates that **13,820,988 hours of time** contributed by the volunteers in a year is considerable value for money. This report however demonstrates that groups should not solely look at economic value as the skills and benefits gained by volunteers and the young people they work with are worth even more.

Implications and Considerations

Parents thought that volunteers should get more **recognition** for what they do, they clearly identified a huge number of volunteer **qualities**. The words that parents used to describe volunteers include almost every superlative adjective available. This speaks volumes about the **volunteer recruitment** carried out across the groups as there is an overwhelming sense that on the whole the right volunteer is being recruited for the roles. Yet this must also make recruitment extremely challenging in order to find the mix of people with the range of qualities needed. The bar is set very high – “special” people who parents completely trust to be role models for their children, people who they say enrich the lives of young people, who can keep their children safe and who go beyond the call of duty for their children. As one child said about her leader, she is so inspiring I want to be like her.

Exploring **volunteers’ motivations** is interesting given that they are a diverse group of people. A **genuine desire to help** does come out on top, also wanting to **share skills** and this obviously can be seen by the parents who put their trust in this help and see such impact as a result. The importance of **life time involvement** in a group has already been discussed but clearly this brings a commitment and loyalty that again comes across to parents.

Religious beliefs and an interest in **sharing beliefs** with young people was also talked about by volunteers who saw volunteering as something they just did and did not expect to get so much back.

It is important to highlight that high in both volunteers' and young people's list of benefits was **enjoyment**. Fun! Craic! Banter! Volunteers' ability to come along side young people and help them develop, have some form of discipline in the activities yet enable the young people to have so much fun, is also a special attribute. Perhaps, the fun element and the tremendous sense of satisfaction accounts for why so many volunteers would encourage others to volunteer and why young people themselves are following in the volunteers' footsteps by **wanting to volunteer** themselves. Volunteers are in this way the best volunteer recruiters for each of the uniformed organisations.

Interestingly only 12% of volunteers volunteered to **fill spare time** and so it is not surprising that **finding enough time** is the biggest challenge facing all volunteers. Those involved in governance and those working in the groups are giving many hours (92% volunteer once a week) and many volunteers spoke of the time commitment as being difficult. There was an understanding that there was more to it than a session once a week and that this was hard to fit in with other commitments. (**Over 13 million hours contributed by volunteers each year** across the 6 groups). It was noteworthy that parents were appreciative of this with some of the young people even remarking that volunteers give up their family for them. However some volunteers thought that parents did not understand enough about the time that they dedicate to their children feeling sometimes that volunteers were just being treated as a babysitting service and some parents did not say thank you, even when the volunteer stayed on for a parent who is late to pick up their child.

Despite this, there is evidence that volunteers are **volunteering for a long time**, over half of the respondents to this survey had been volunteering for more than 11 years. Some started to help out until they got new leaders and they are still waiting! This does create a danger of **burn out**. There is a **need for more volunteers** to be involved to both take some of the tasks off the existing volunteers or indeed to let them "retire". Those involved in governance actually said there was a greater need for volunteers on the ground although there was also a significant need for more people to run the group. Some volunteers were very keen to get more **parent support** and given the extremely positive views of the parents in this research towards volunteers it has to be asked if parents are being involved as much as they could – are they being asked to volunteer, if so how are they being asked?

Given the challenges facing volunteers in terms of **time commitment** is there any way **roles** could be broken down into bite size chunks to fit in with busy lifestyles? Are there tasks that one volunteer is doing that could be divided up across more volunteers meaning each person does less. This creates the challenge of having more people but as discussed above there may be things that **parents** can do if they knew it was needed, even one off or occasional volunteering. Also given the real benefits for volunteers especially for volunteers around increasing employability, there should be a targeted approach to get **young people** helping out. **Family volunteering** is also a concept worth considering – given the family atmosphere and the long established history of people coming up through various stages of the group, and then becoming volunteers, groups should consider thinking about opportunities so as families can give time together to help out. This may involve being creative about identifying activities but it may be possible to test it out at eg outings/daytrips.

Some volunteers talked about the varying **expectations and demands** put on volunteers and these can serve to put off potential volunteers including parents who may be observing

how things are run. Several volunteers mentioned the **red tape** and the policies and procedures that keep them back from working with children and young people the way they want to. While much of this is part of the society we live in it is important that groups are being supported to follow policies and procedures efficiently so as it is not an unnecessary burden. More people sharing the load, effective training and then correct communication can often demystify what is seen as a huge barrier.

Resources are evidently tight across all the groups. This is seen as a huge challenge by those in governing roles, but was also mentioned by parents, children and volunteers. It could be funding for transport, materials for activities, even new facilities but they are key to enabling volunteers to continue the work they do. The lack of **out of pocket expenses** has already been highlighted as an issue that could lead to existing volunteers leaving or others not even starting because they can't afford it. Many stakeholders have highlighted the need for greater **recognition** of volunteers and having resources to do what they do is sometimes recognition in itself. This is going to be an underlying issue for the future of groups if number of members keeps falling and volunteers find that they cannot keep giving their current level of commitment. Given the huge return on investment, the value for money that volunteers provide, groups should at the very least ensuring be ensuring that volunteers are not out of pocket.

Given the positive findings and the huge impact being made on the lives of volunteers and the children and young people it is important to promote this to local groups to let them know what they do is valued. However it is also important that policy makers and funders are influenced to consider how this work can be maximised and sustained for the future.

Uniformed groups should be **celebrating the impact** of what volunteers do, highlighting the value of the investment and huge contribution of their volunteers, linking in with current **government policy**. Given the findings in relation to participation, volunteering, development of young people, employability and community relations there are a number of policies and strategies that are relevant and this research may provide some evidence which uniformed groups can use to position themselves within them. For example:

- *Department of Education NI - Priorities for Youth, Improving Young People's Lives through Youth Work;*
- *OFMDFM - Our Children and Young People, Our Pledge - Ten Year Strategy for Children and Young People in NI 2006-2016;*
- *OFMDFM – Together Building a United Community, NI Executive's Commitment to Improving Community Relations;*
- *Department of Employment and Learning – Success through Skills, Transforming Futures Strategy, Building Skills of the Workforce to Grow the N Ireland Economy;*
- *Department for Social Development - Join in Get Involved: Build a Better Future – A Volunteering Strategy and Action Plan for N Ireland.*

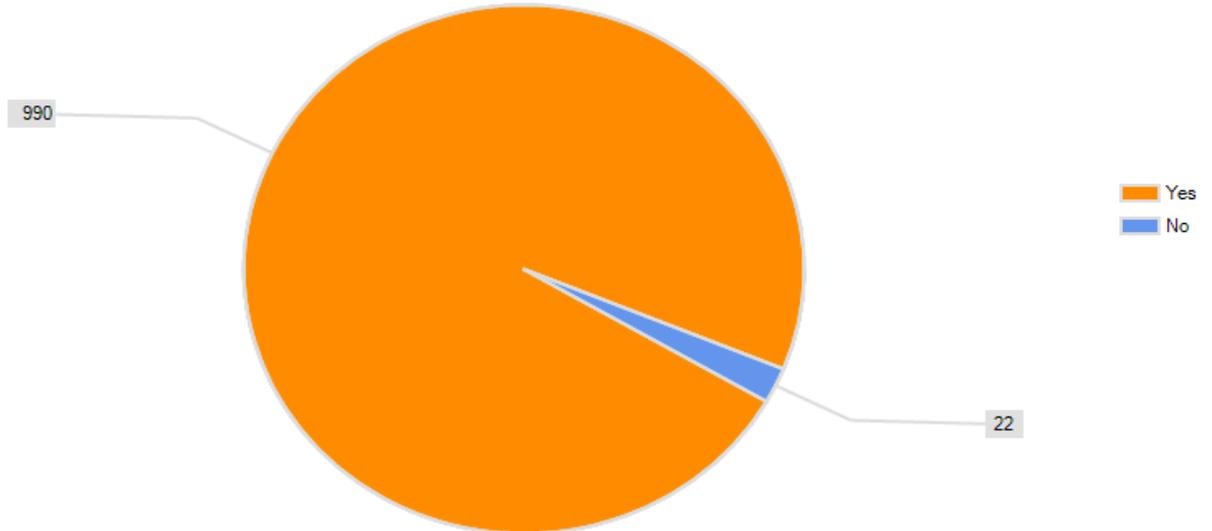
6. Summary of Recommendations

1. Share findings of this research with local groups and their volunteers to celebrate and recognise the value of volunteers' contribution and the positive impact this has on children and young people and volunteers themselves and use the findings to influence policy makers.
2. For volunteer recruitment, promote the benefits of volunteering in uniformed organisations in terms of the development of transferable skills for volunteers.
3. Promote the vast range of benefits to children and young people from attending uniformed activities.
4. Groups need to ensure volunteers are getting recognition for the time given and the impact of what they do. This can be simply saying thank you, talking openly about the difference they make, helping them develop through training, badges etc.
5. Groups need to ensure that volunteers get the support they need from their own local group and from headquarters. This can include being given information and resources to carry out their role but should also include access to out of pocket expenses.
6. Groups need to promote the availability of volunteering opportunities to parents of children and young people attending their activities by letting them know the type of help needed and the difference it could make to the activity.
7. Volunteers should be encouraged to make use of employer supported volunteering schemes where relevant to avail of time off to volunteer or attend training. Headquarter organisations should work with employers to develop employer supported volunteering schemes.
8. Groups should be helped to review existing roles to see if they can be broken down into different aspects that could be carried out by more people. This would include looking at bite size opportunities that suit people who can only give small amounts of time each week or even only occasionally.
9. Given the family atmosphere in uniformed groups and the long established history of people coming up through the organisations and then becoming volunteers, groups should consider the promotion of family volunteering opportunities so as families can give time together to help out at clearly identified activities such as daytrips/outings.
10. Use the findings from this research to show the value for money and return on investment and influence funders for increased share of resources across local groups.

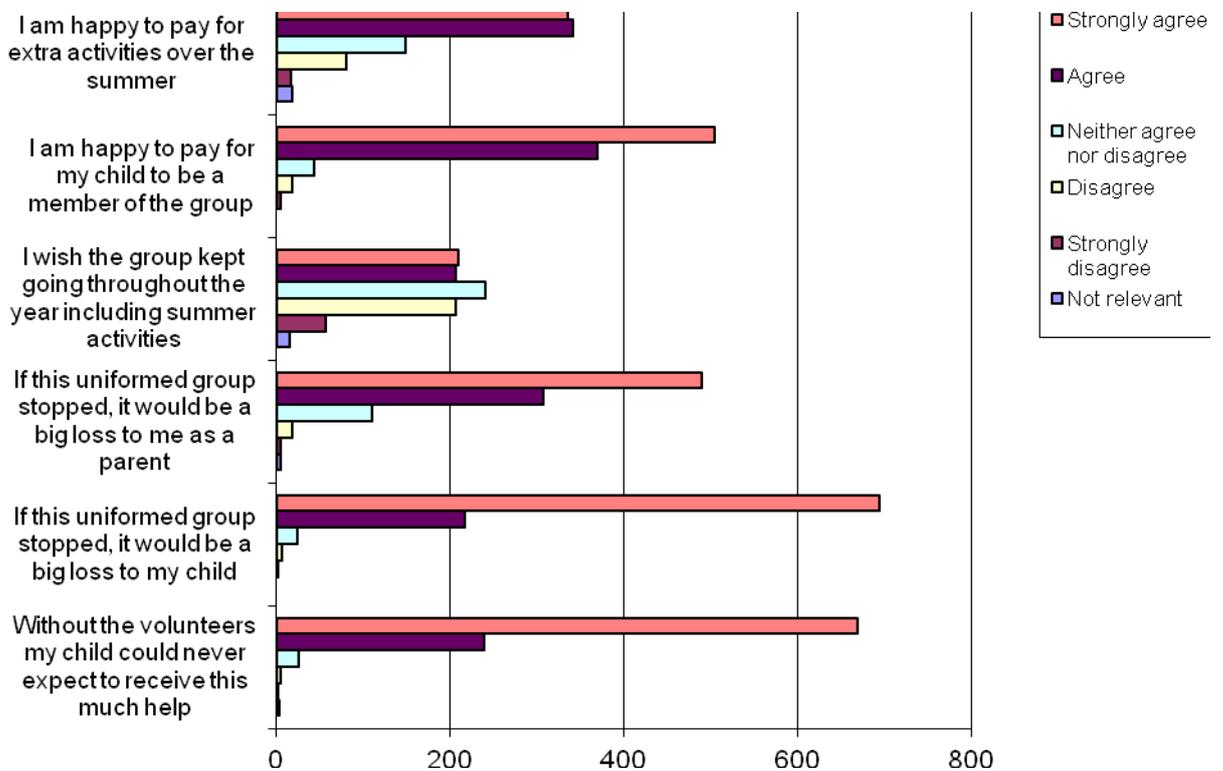
7. Appendices

7.1 Parents

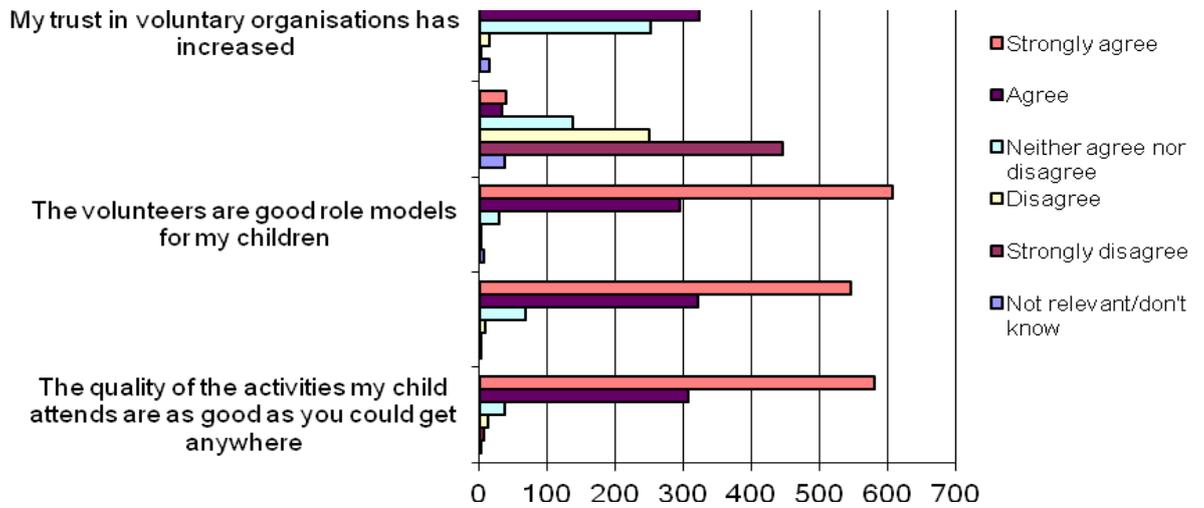
Q Were you aware that the leaders and helpers who run the group and organize the activities in the local group that your child attends are volunteers? (I.e. people who are not getting paid).



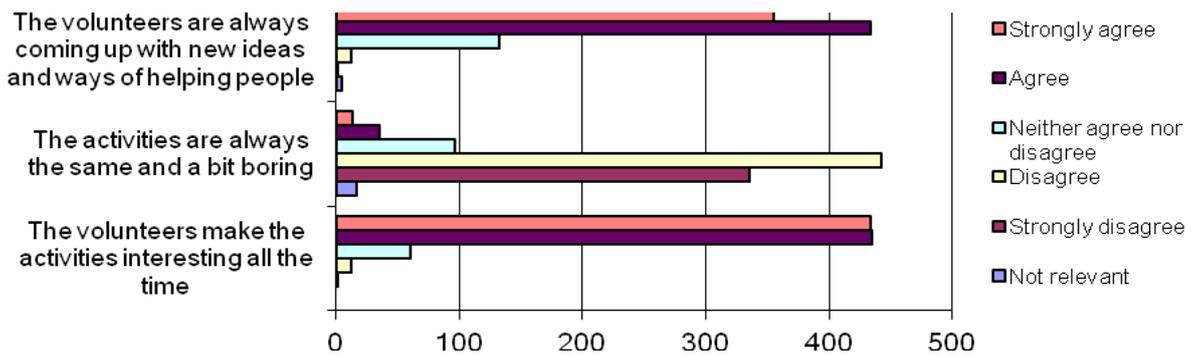
Q Quality of services.



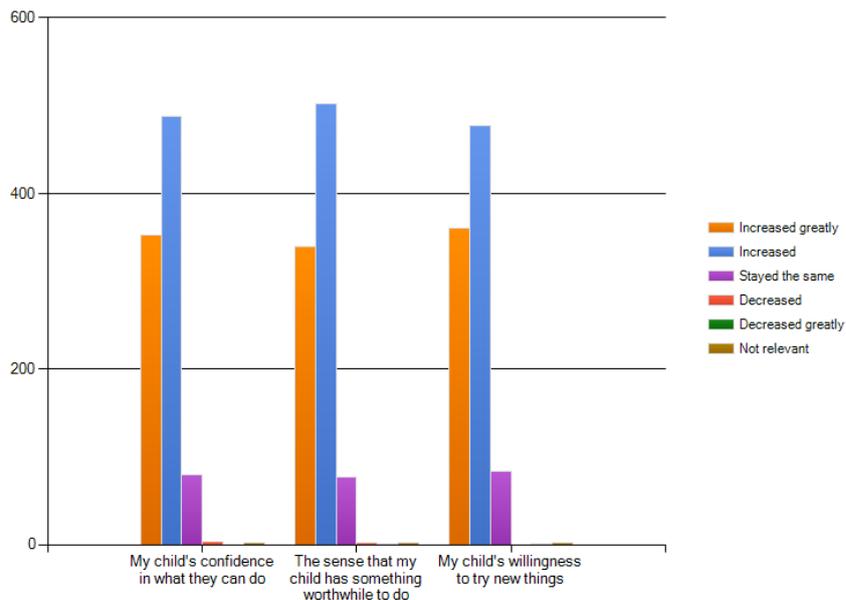
Q Quality of services.



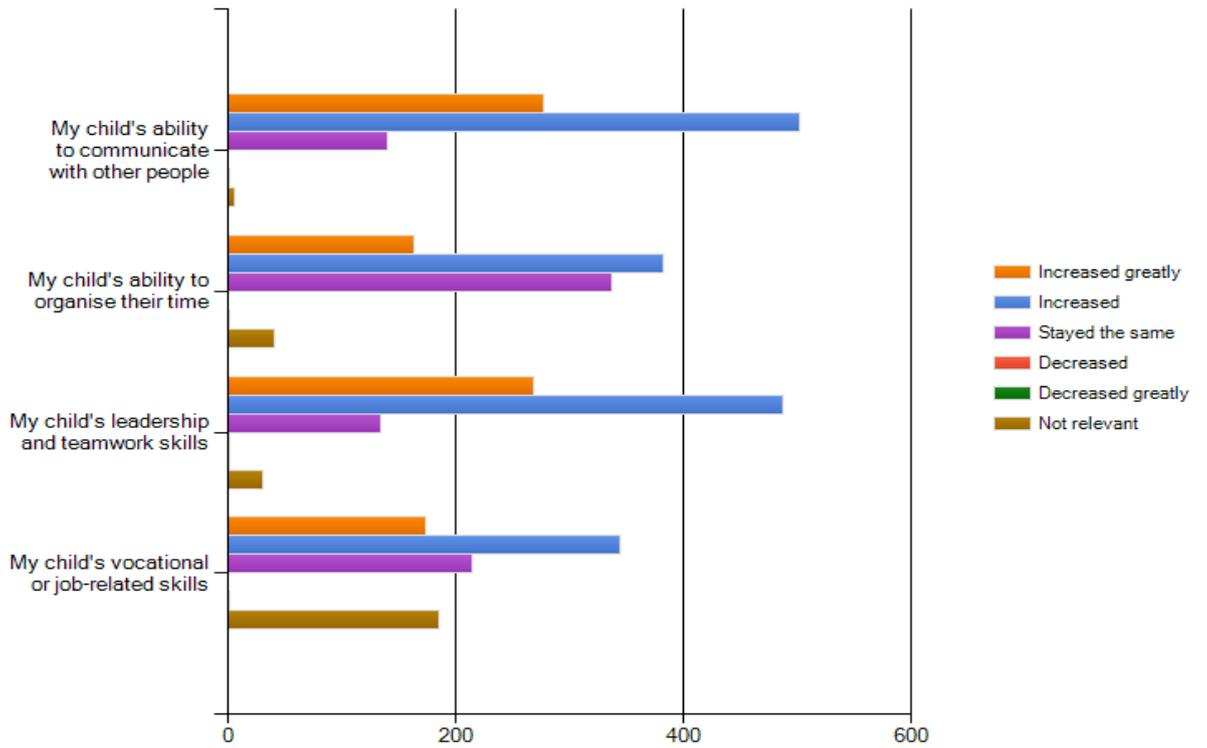
Q Innovation in services.



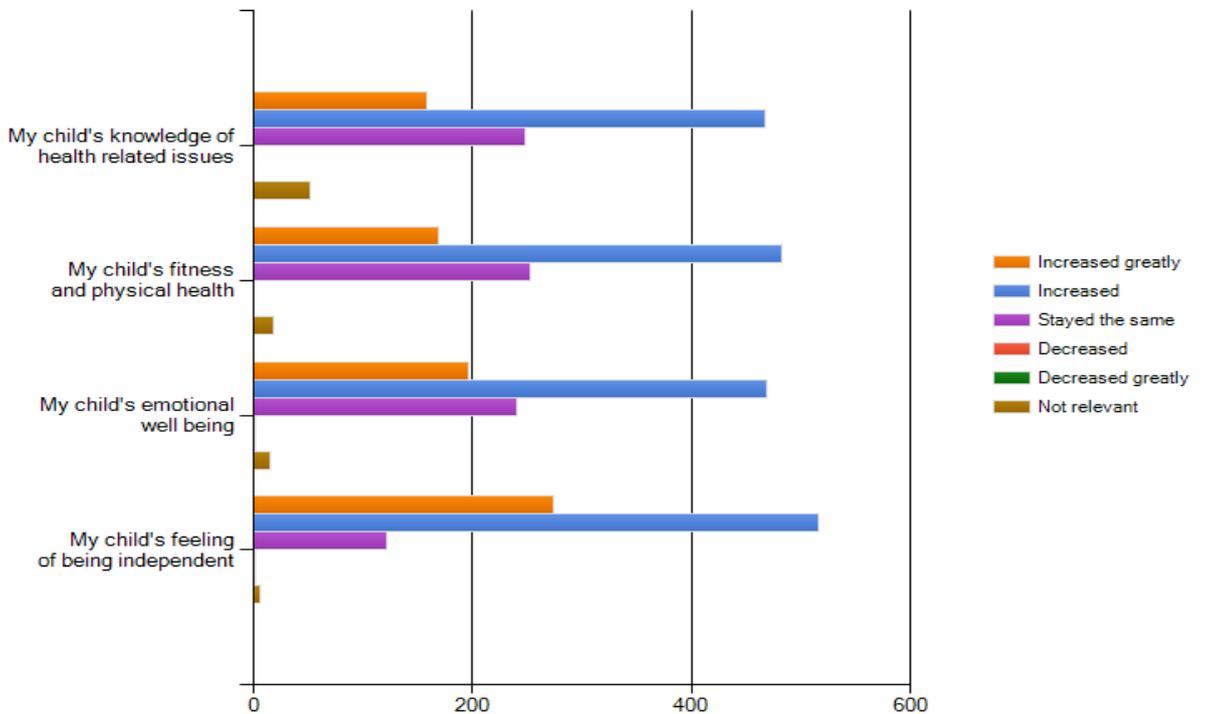
Q Personal development.



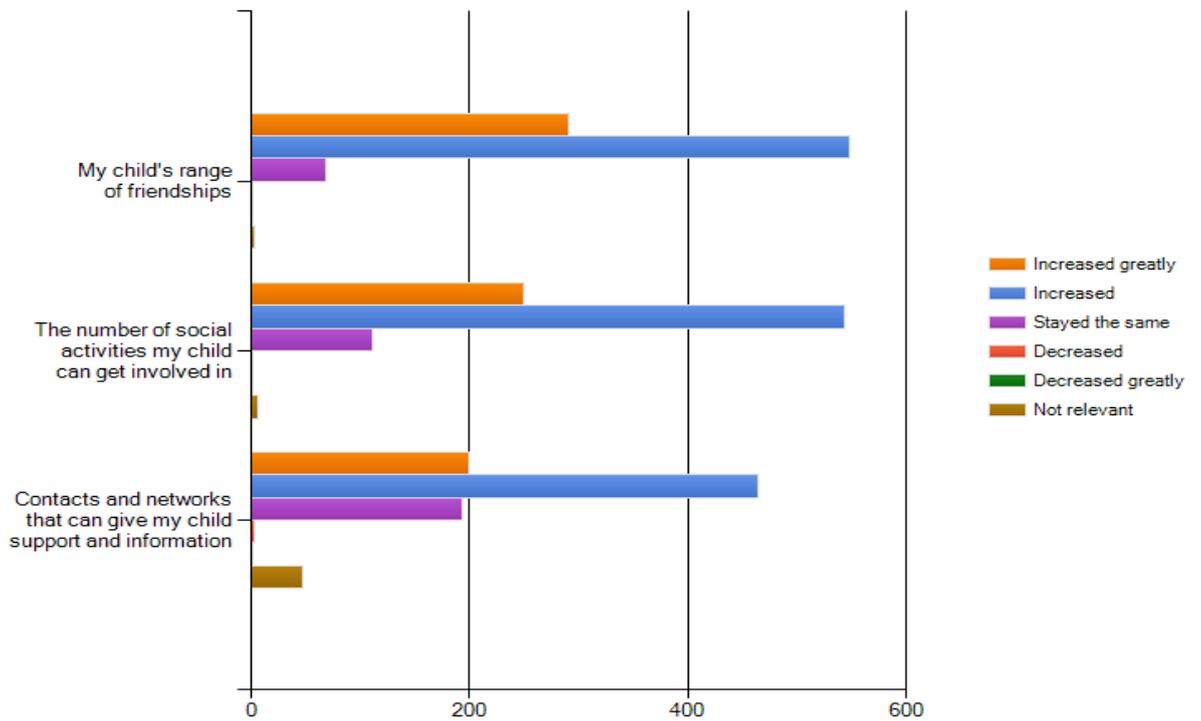
Q Skills development.



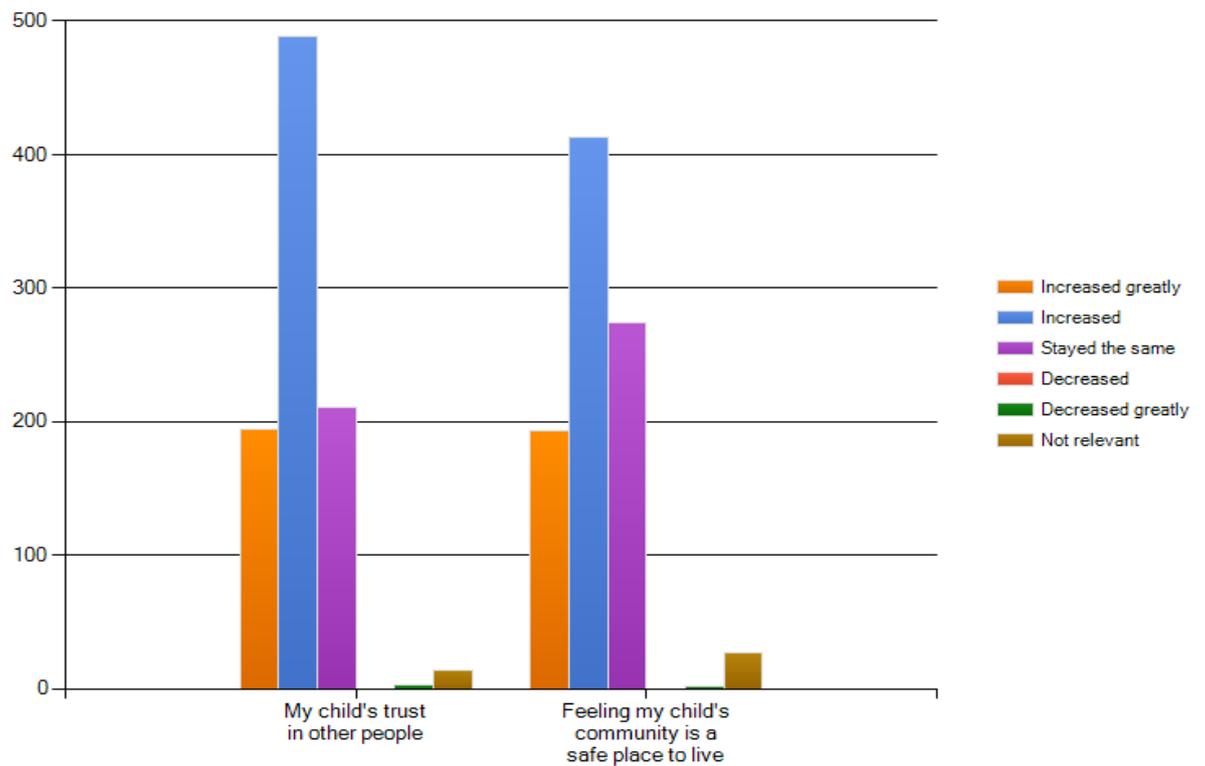
Q Health & wellbeing.



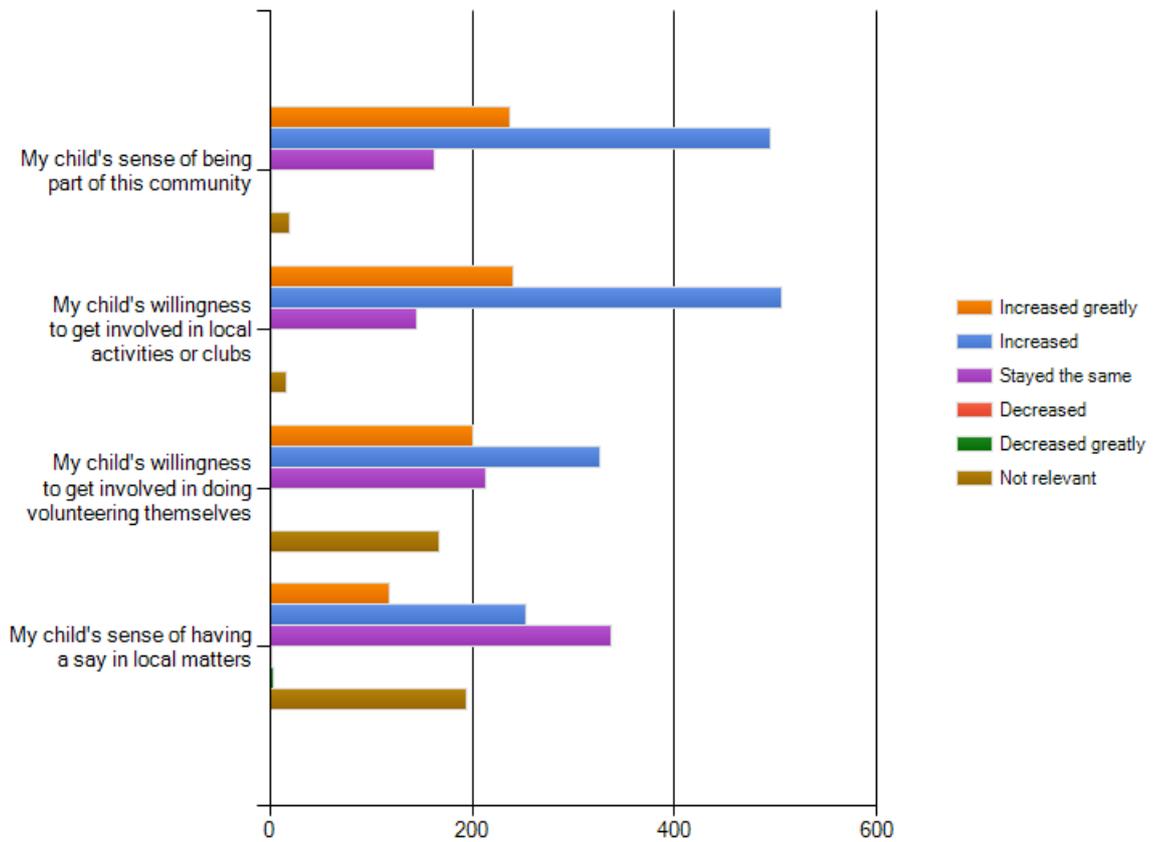
Q New friendships, contacts & networks.



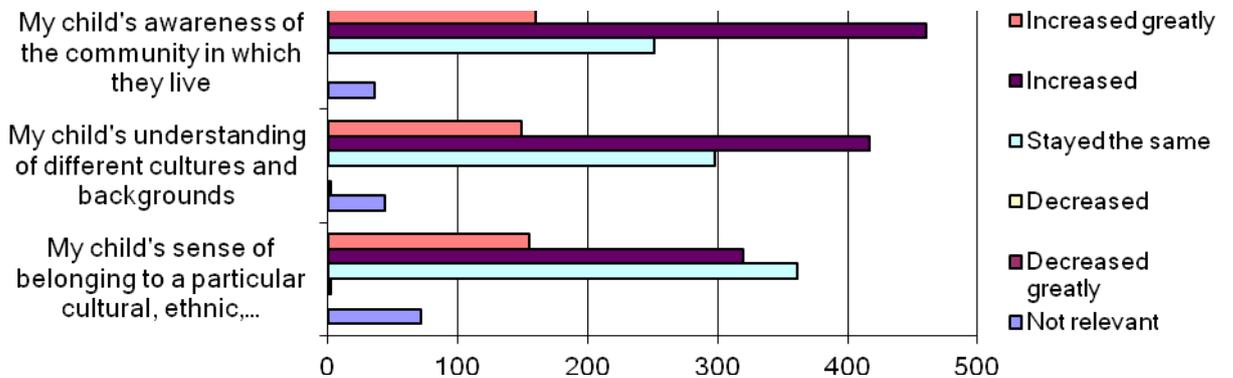
Q Sense of trust in others.



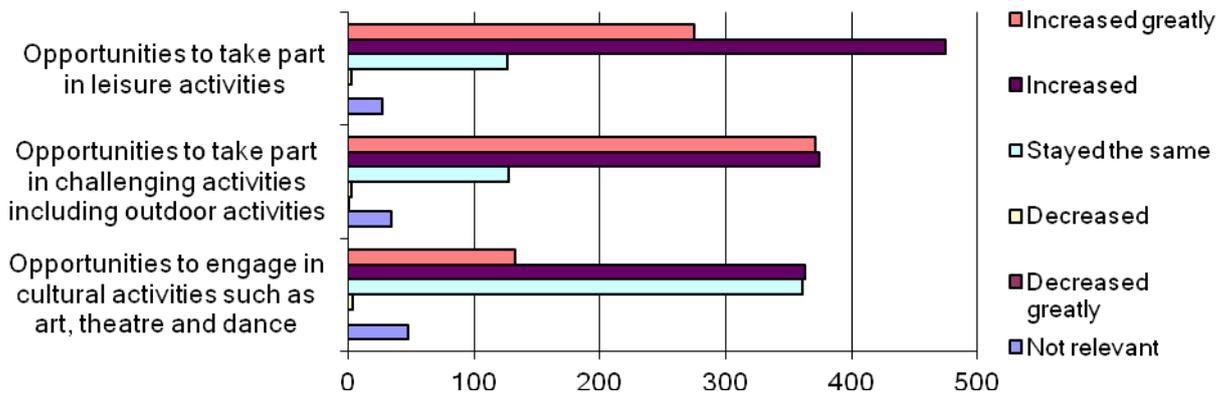
Q Participation in local activities.



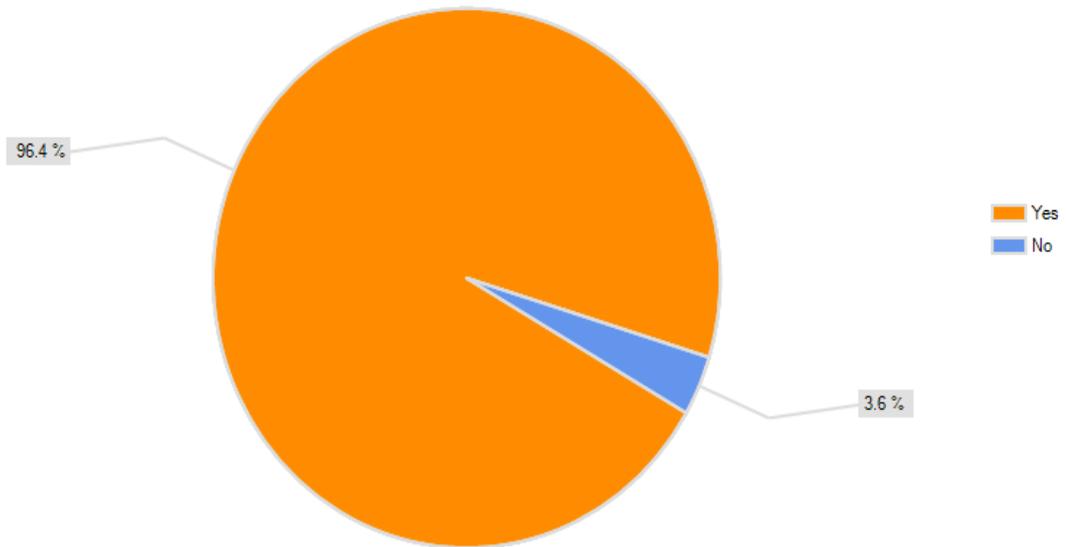
Q Sense of identity.



Q Culture, leisure & environment.

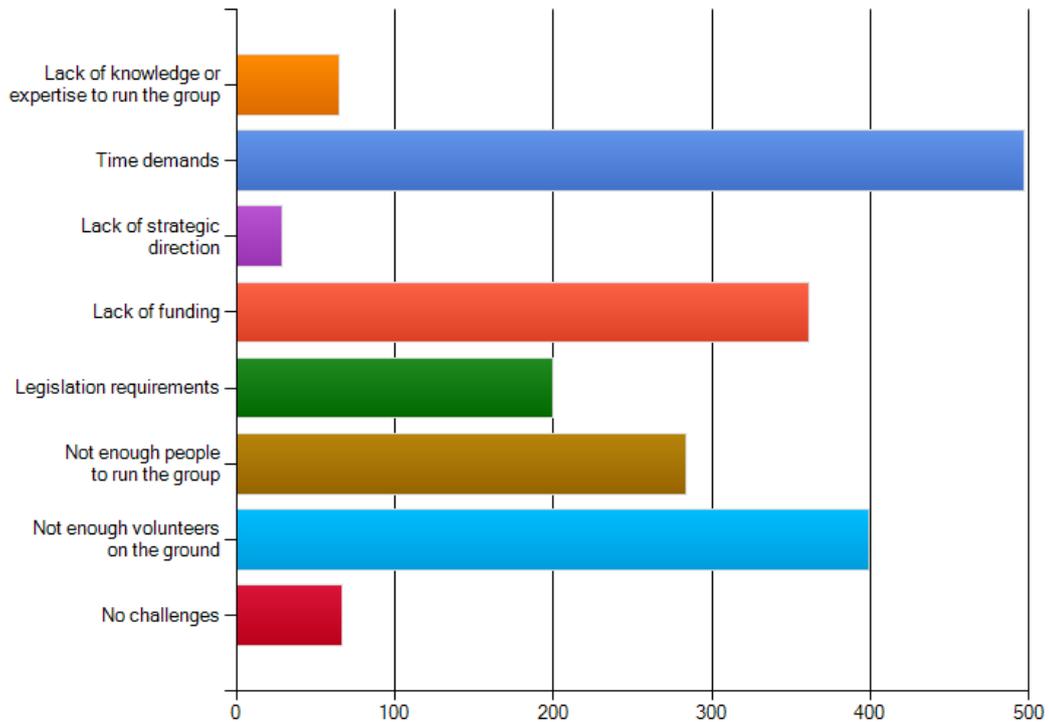


Q Would you recommend what is provided by the volunteers to parents of other children not part of a uniformed group?

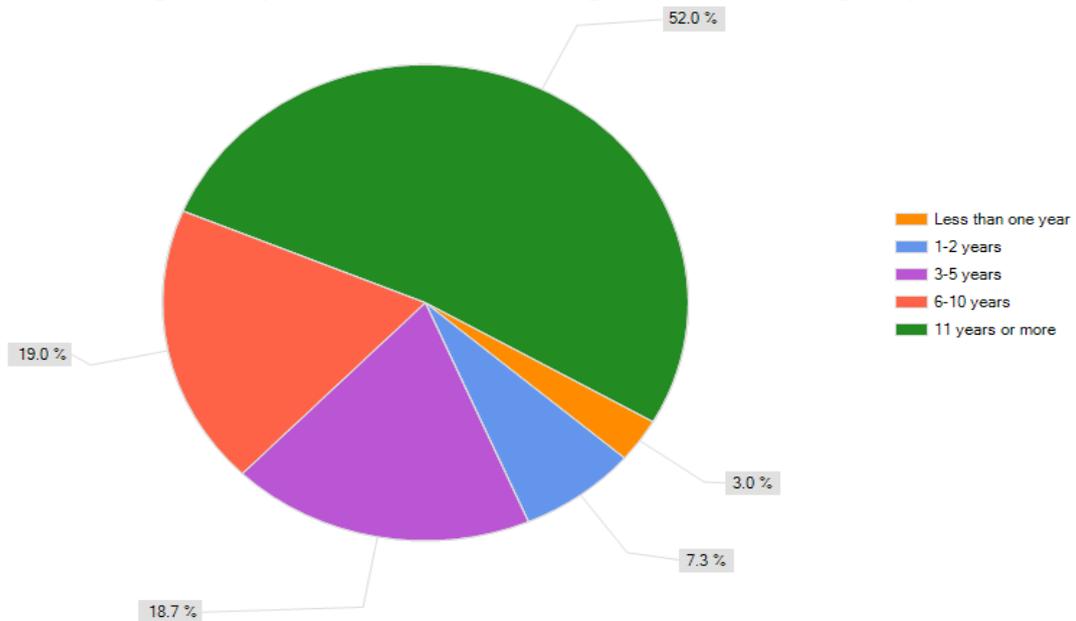


7.2 Volunteers

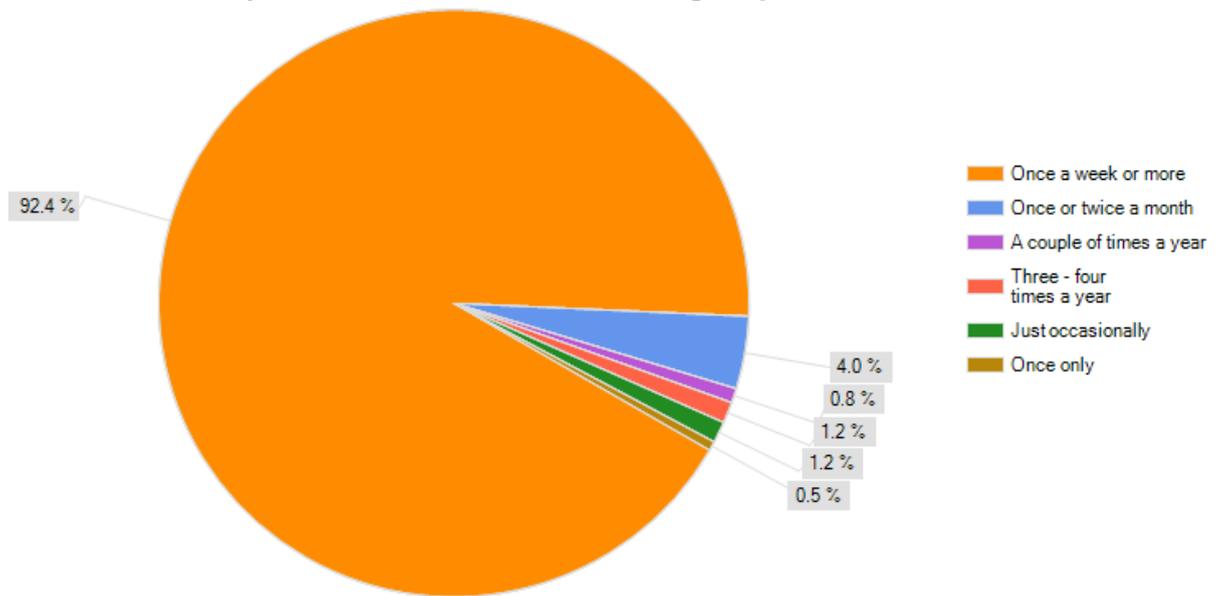
Q If you ticked that you have a role in the governance of the LOCAL group, what are the challenges facing the leadership or governance of your local group? Tick all that apply.



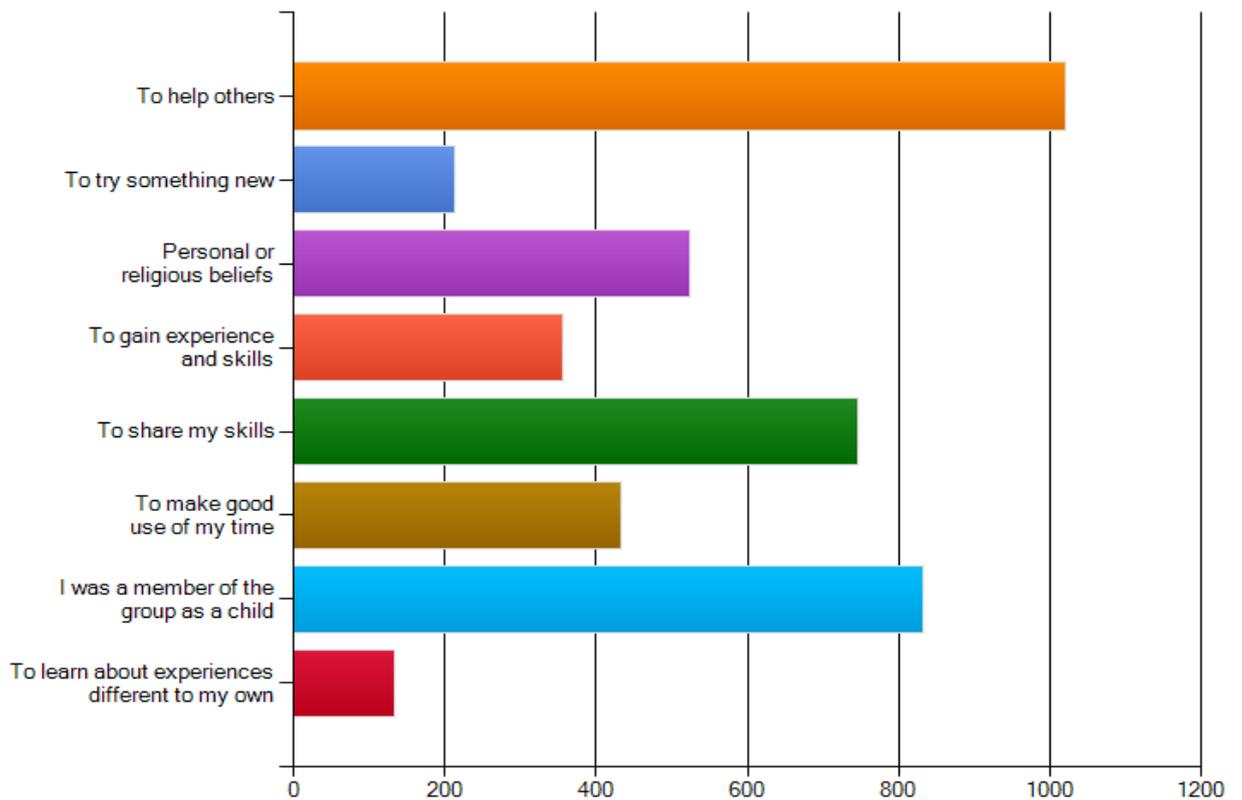
Q How long have you been volunteering with this local group?



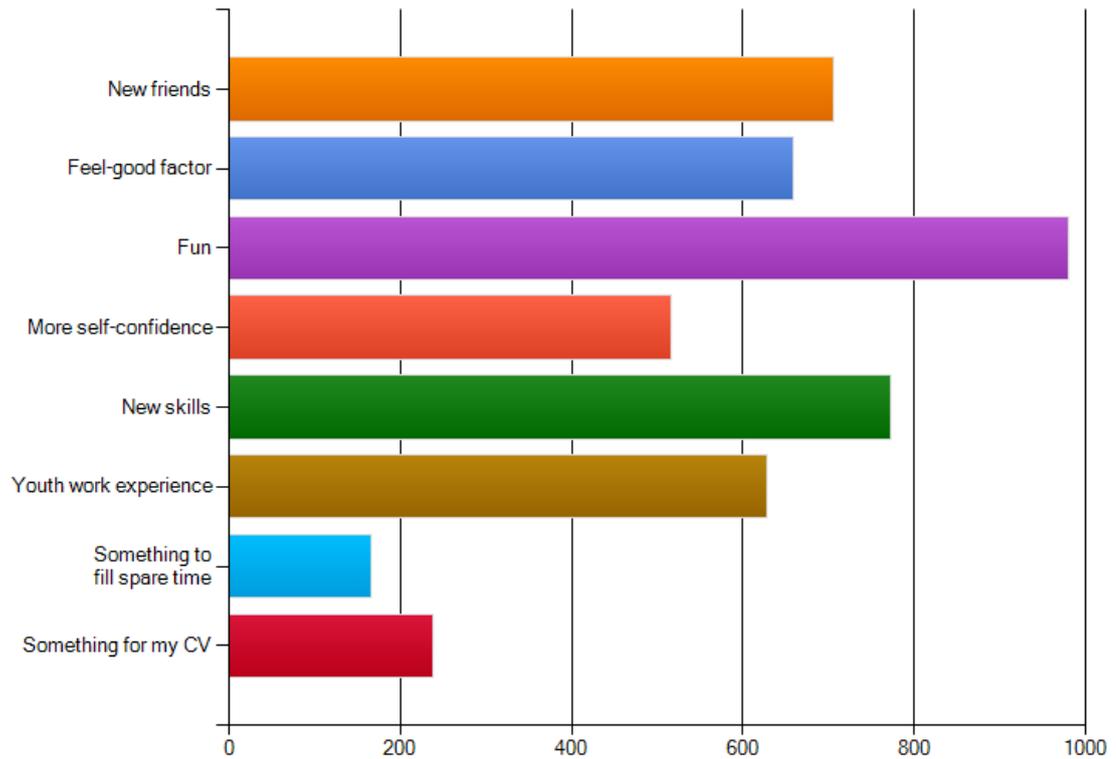
Q How often do you volunteer with this local group?



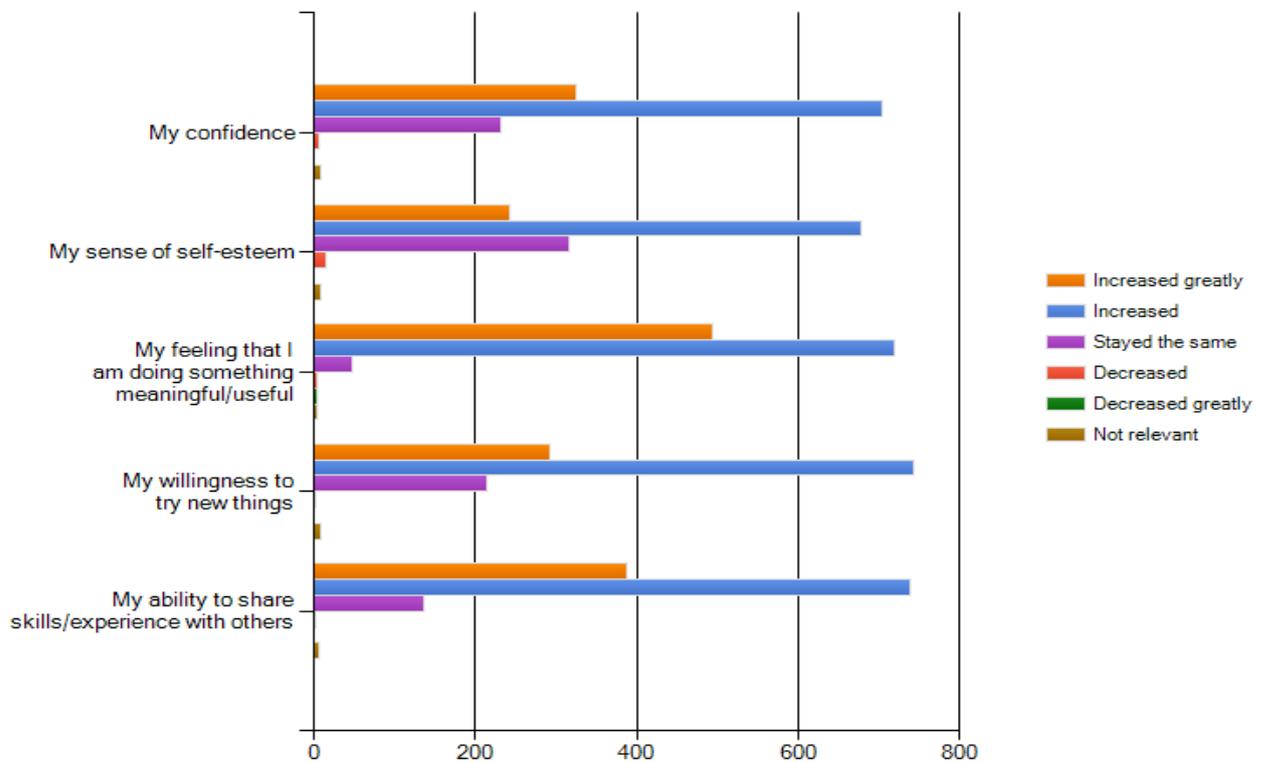
Q Why did you choose to volunteer with this uniformed group? Tick all that apply.



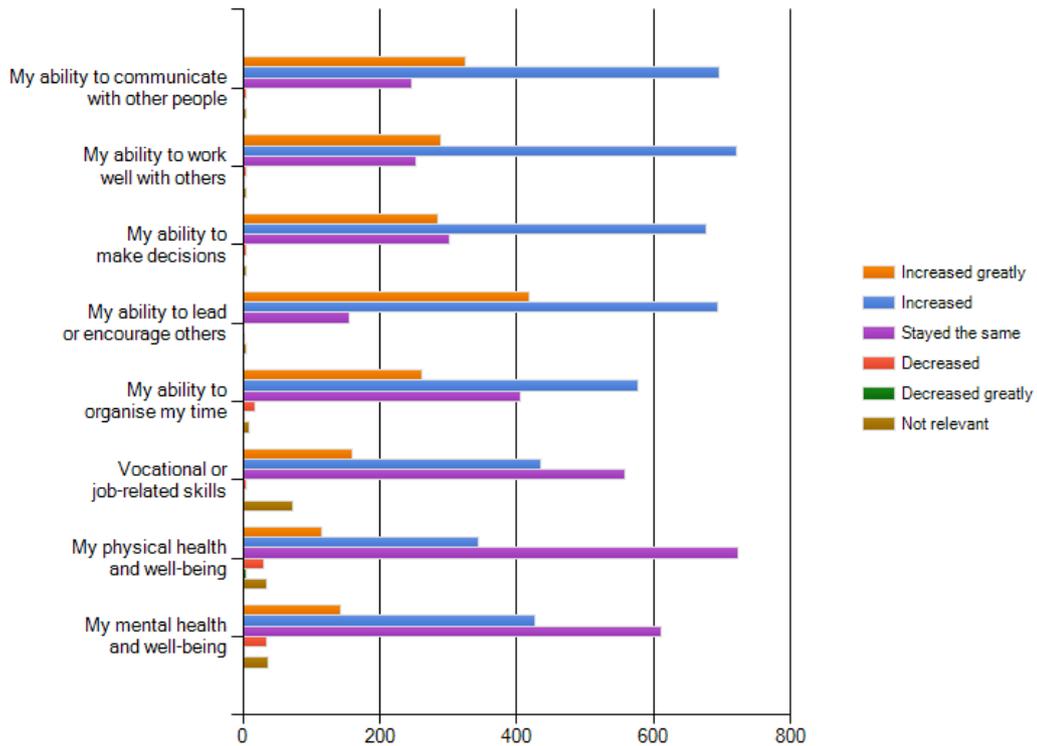
**Q When you first got involved, what did you expect to get out of volunteering?
Tick all that apply.**



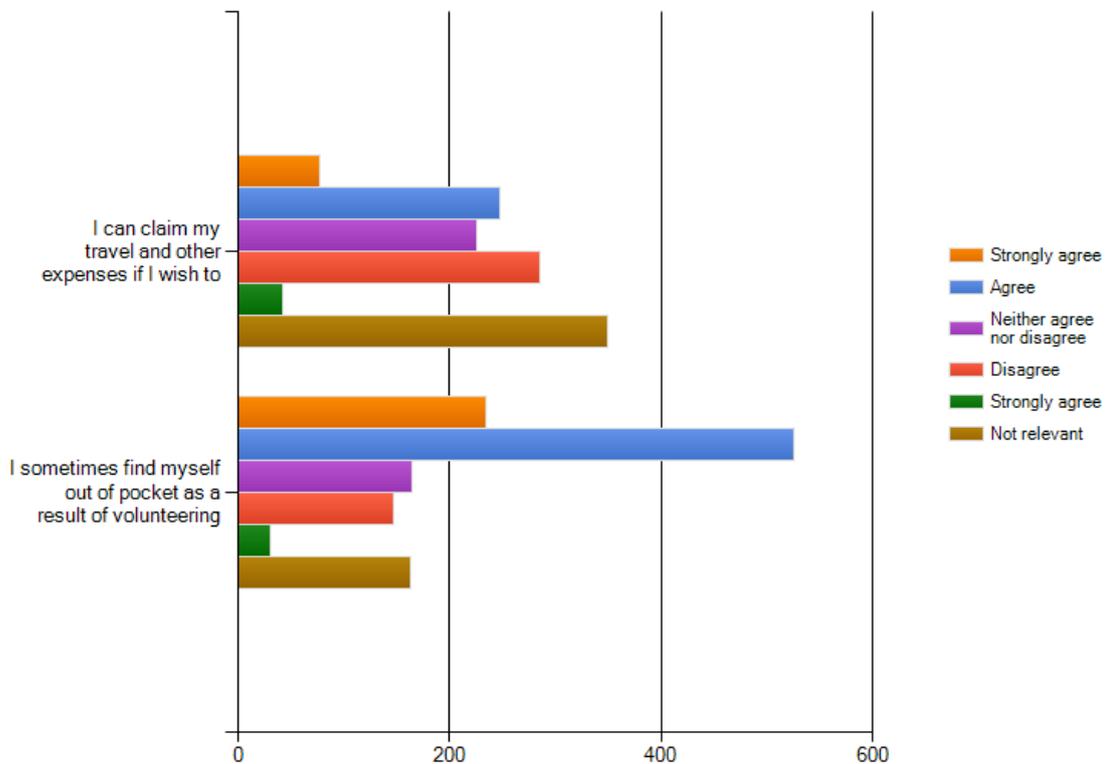
Q Personal development.



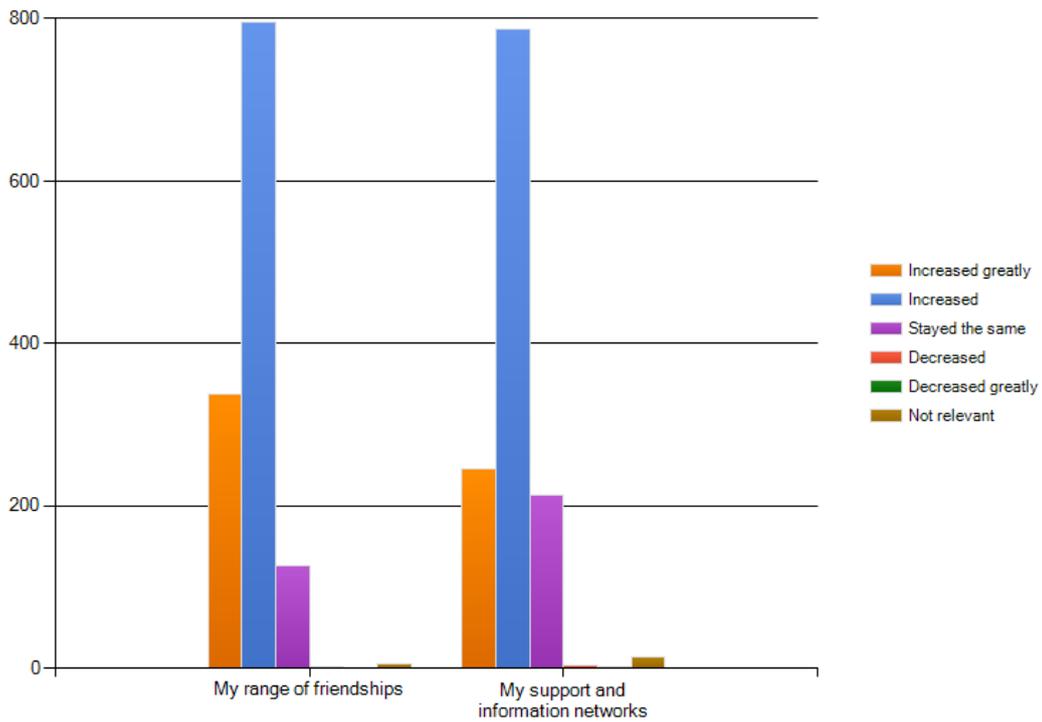
Q Skills.



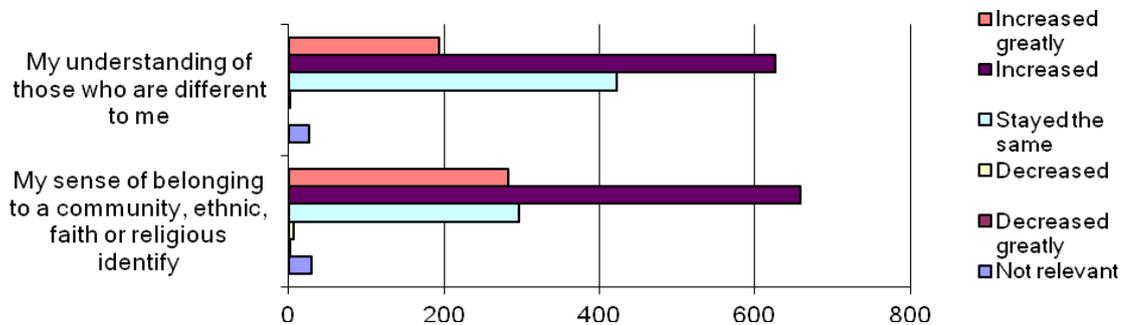
Q Has volunteering had a financial impact on you? Tick the box to indicate how much you agree or disagree with each statement.



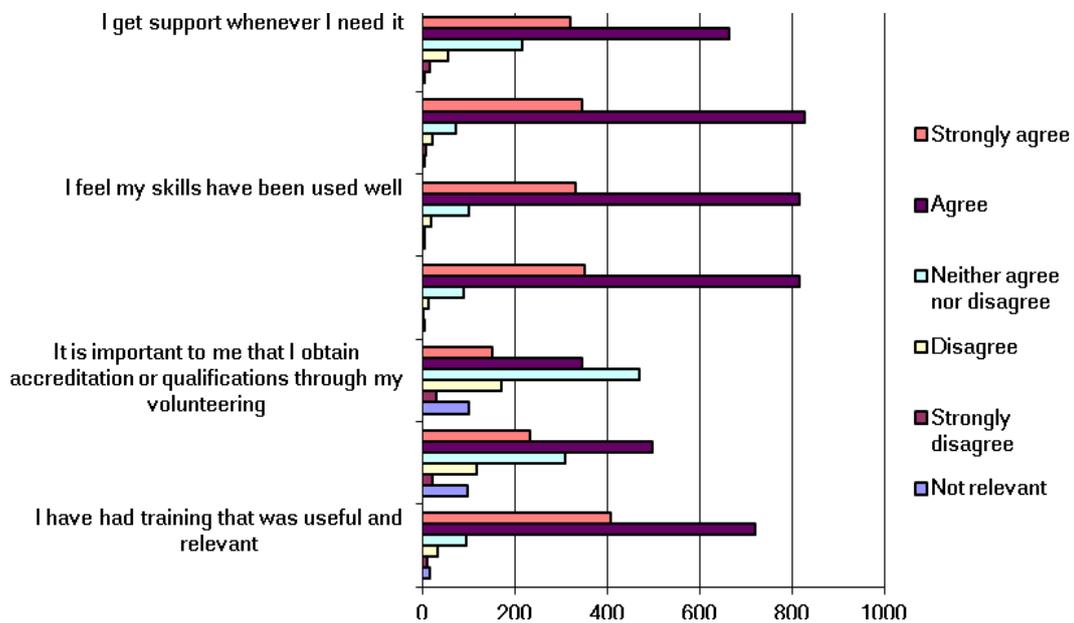
Q Friendships, contacts and networks



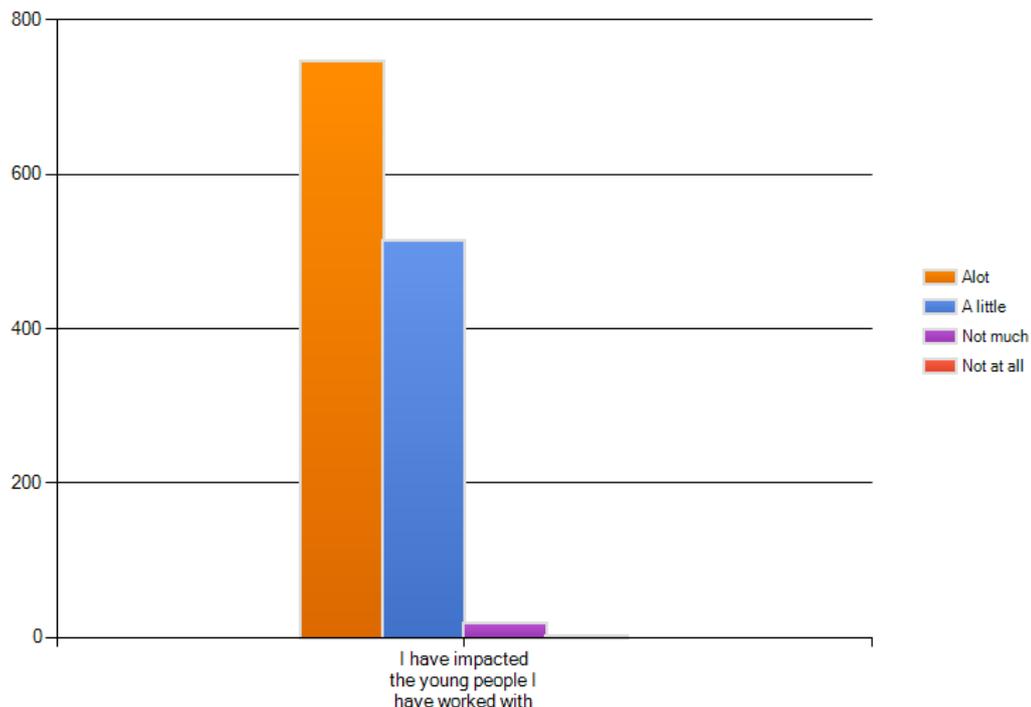
Q People can gain in other ways from volunteering. Tick the box that indicates whether the following have increased or decreased for you as a result of your volunteering.



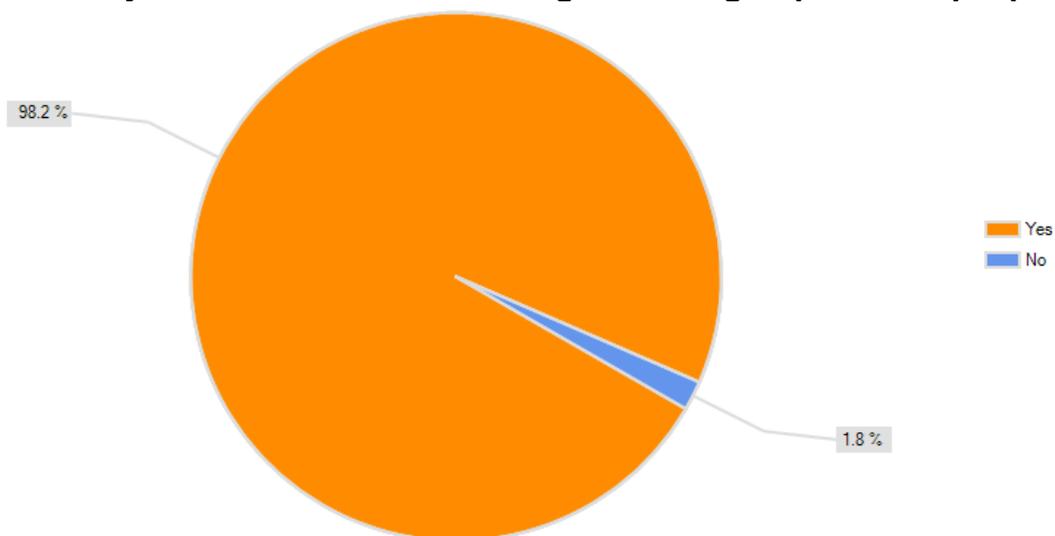
Q Below are a number of statements about how you are involved as a volunteer. Tick the box to indicate how much you agree or disagree with each statement.



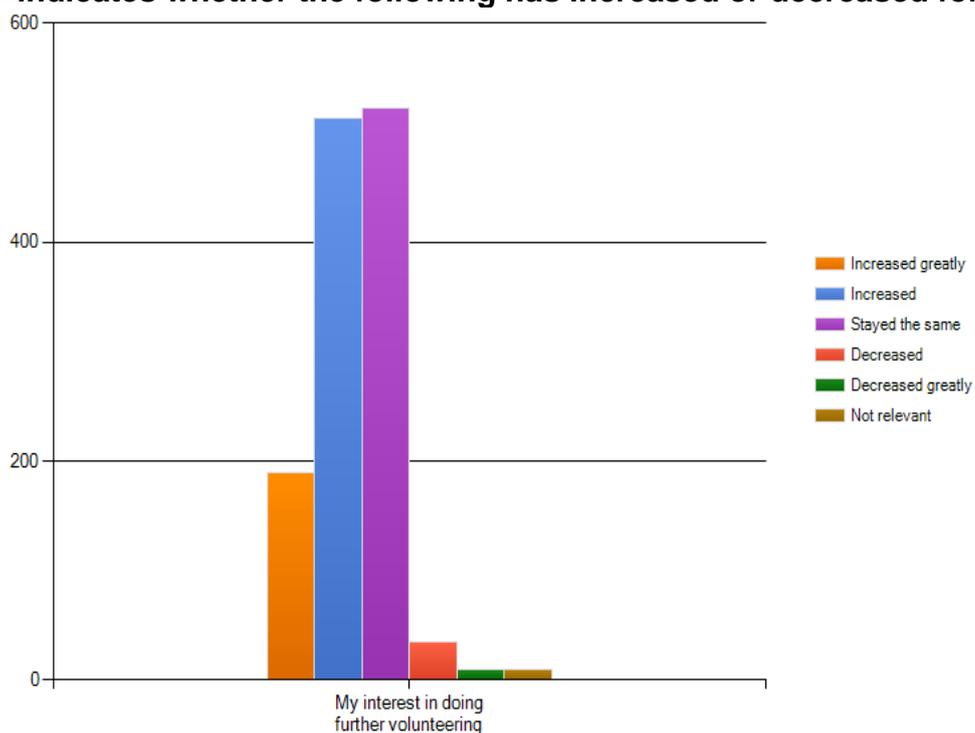
Q How much of an impact do you think you have had on the young people you have worked with?



Q Would you recommend volunteering with this group to other people?



Q Has your current role affected how you view volunteering? Tick the box that indicates whether the following has increased or decreased for you.





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***Volunteer Now** is the lead organisation which works to promote, develop and support volunteering across Northern Ireland. Our work enhances recognition for the contribution volunteers make, provides access to opportunities and encourages people to volunteer.*

***Volunteer Now Enterprises Ltd** was set up by Volunteer Now to support the work and activities of the charity. Volunteer Now and Volunteer Now Enterprises Ltd provide training, information, guidance, research services and support to volunteer-involving organisations on issues of good practice and policy regarding volunteering, volunteer management, child protection, safeguarding vulnerable adults and governance.*