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FINAL REPORT

Volunteering And Rugby Inclusion Engaging Dreams
(VARIED)

Analysis of the results obtained from the
observatory for the inclusion of people with
functional diversity.

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1. INTRODUCTION

The VARIED project (Volunteering And Rugby Inclusion Engaging Dreams) of inclusive rugby is a project financed with 200,000 euros from European funds and a pioneering program involving five countries (Spain, Italy, Austria, Bulgaria and France) coordinated by the City Council of Cullera through the European Office of the Department of Economic Promotion of the City Council. The partners that have formed this project are the University of Valencia, CUS Rome Tor Vergata (Italy), Rugby opens borders (Austria), Trust Rugby International Spain (Spain), Fondatsia Evropeiski Center Za Inovatsii obrazovanie Nauka I Culture (Bulgaria) and, as lead partner, the City Council of Cullera.

The need to develop this project is due to the fact that the practice of sport has become an integral part of the lives of millions of citizens and is nowadays a significant dimension of individual and collective quality of life. That is why voluntary activities in sport are among the most attractive and popular forms of social activity in Europe. Such activities contribute to active citizenship and the integration of citizens from different backgrounds, thus creating a better understanding.

In addition, sport is used as a universal language, thus contributing to the implementation of the basic values and principles of the European Union: solidarity, sustainable development, human dignity, equality and subsidiarity.

The VARIED project emphasizes this aspect, given that volunteering and sport is everyone's right. Sports activities must be accessible to all, and to achieve this goal, people involved in the cause are needed. Therefore, VARIED's objective is the creation of a transnational network of volunteers, able to promote and manage the participation of groups with difficulties of social integration (at risk of social exclusion) from a common line of work focused on the sport of inclusive rugby. These people, both men and women, receive strong support from volunteers to play, train and enjoy with other players. For this reason, VARIED has created a permanent educational gateway in Cullera where volunteers from all over Europe can receive the necessary training to develop their actions and empower others to follow in their footsteps, expanding the culture of volunteering and solidarity. In this way, they obtain the relevant skills and abilities to include people with functional diversity in a rugby team within the structure of a conventional rugby club and manage their development successfully.

For the development of this project, all partners have carried out a series of actions to ensure these objectives. To this end, the different partners have generated a network of volunteers, as well as a structure of people at risk of social exclusion who have formed, together with the organizational group of each one of them, the rugby teams with which various actions have been carried out. Frequently, training sessions have been held

and, occasionally, rugby events have been organized both for these teams and as a whole. Among these, it is worth mentioning, for example, the training courses held in Austria, Italy, Bulgaria and France by Trust Rugby International for the volunteers participating in VARIED, in accordance with the project's objectives.

It is also worth mentioning the VI Inclusive Rugby Festival TRI Cullera 2023, held on June the 9th and 10th in Cullera, Spain. Trust Rugby International is firmly committed to the opportunity offered to people with disabilities through experiences such as those enjoyed in this project. As they themselves indicate, it is a festival, not a tournament, since the emphasis is on having fun and not competing, within a social and sporting meeting, where the most important thing is to have fun and interact with others. This festival was the final touch and closure of the VARIED project. These tournaments or events were also held in the other partner countries. Each one organized and performed in a different way, but all of them are characterized by bringing together people from all walks of life to play rugby in an inclusive way, to enjoy and have fun¹.

Within the project, 5 transnational meetings were organized for different purposes. The first of these was in Vienna, Austria. At this meeting, the partners met in person for the first time, although they had already been communicating online. At the administrative meeting, the objectives and vision of each partner were presented and, subsequently, various points regarding the project implementation plan were clarified, as well as the breakdown of activities. Finally, the current status of each team and the actions planned for the short term were shared.

The second project meeting was hosted by the University of Tor Vergata in collaboration with the Municipality of Rome. In this administrative meeting the partners showed each other their first training sessions, the doubts that had been arising in the first months and shared actions to improve the activities that were already being implemented. Again, the next tasks to be performed by each partner and the steps attached to these actions were presented. During the visit to Italy, the partners also participated in training sessions with the local team.

The third meeting took place in Corsica, France. The partners met on the island, once again, to be briefed on the status of the project. With much of the project's duration already having passed, the results were already beginning to emerge. As in every meeting, the partners shared their experiences so far and commented on the tasks carried out during these months. After the administrative meeting, the members attended the team's rugby training sessions.

¹ You can get more information about these events as well as all the tasks carried out during the project on the web www.variedproject.eu

During the last few months, the destination was Bulgaria. As in each destination, the main activity was to meet. In this meeting, the most important doubts of the different members were solved, especially regarding the last tasks to be carried out, and the last tasks were discussed. Once again, the members took part in rugby training sessions.

As mentioned above, in June a festival was held in the municipality of Cullera, which marked the end of the project. This destination was where the last VARIED meeting was held. While the organizing groups of each partner met, the teams were able to enjoy sightseeing, gastronomy and other water sports activities. In the administrative meeting, the partners shared all the qualitative information that they had been extracting throughout these months of this project, shared experiences and experiences from the perspective of each one and explained how to maintain the fruits of this project in the long term, so that the objectives of the project do not die with the end of it.

To achieve all the objectives set by the project, the University of Valencia conducted several studies to contextualize, observe and obtain all the data relating to the creation of a system of indicators, and the subsequent collection and interpretation of information from the various agents that have formed VARIED. In order to measure the impact that all these actions have on the lives of the participants of the VARIED teams, as well as to demonstrate empirically that the sport activity, specifically rugby, has a socio-economic impact on people at risk of social exclusion and their environment, in the following pages we will develop an exhaustive study of the bibliographic sources that deal with similar or compatible topics with the VARIED project as well as other projects with experience in inclusive volunteering.

Thus, it should be noted that there is a broad consensus within academia regarding the need to take into account a large number of variables in order to conceptualize and measure the inclusion or, therefore, the social exclusion experienced by certain groups. This concept is the subject of study in many multidisciplinary research studies, and more and more institutions are seeking to include it among their defining characteristics. In addition, it is also a challenge at a social level, in which it is intended, through various activities, such as sport, that people suffering from social exclusion can be better integrated into society.

The project "Volunteers and rugby inclusion engaging dreams", has become a great opportunity to test a system of indicators that has the ability to measure the socio-economic impact that can be derived from inclusive sports activities with people suffering social exclusion. In this sense, the testing of the system has been implemented in five different countries of the European Union (France, Italy, Spain, Bulgaria and Austria), and represents a good sample to discuss the results obtained and, in turn, is of interest to have a

closer perspective on the reality of the impact of such activities, as well as the improvements experienced by the participants with functional diversity.

Taking into account this positioning, the main objective of the research was to design and show a system of indicators with the capacity to measure, from an integral point of view, the socioeconomic impact that could be derived from the implementation of these inclusive sports activities related to rugby. Thus, the University of Valencia developed a system of indicators based on the integral measurement of this type of impact, having to use indicators of all the areas that affect the life of a person, with special relevance in some variables related to self-esteem and belonging to the group of the participants in these training sessions.

This system of indicators has been the basis for creating a data and information collection system that has been implemented in all participating countries. It consists of a series of surveys² addressed to the different members of the teams formed in each venue, where the most relevant aspects are studied in order to understand and contextualize, on the one hand, the profile of the volunteers and, on the other hand, both the profile and the impact of this activity on the people with functional diversity who have made up the players of these teams. This source of information guarantees comparability between countries and its extrapolation to future similar projects, as well as the sustainability of this project. The system of indicators has been produced in the most reproducible way possible for different environments and local or regional contexts.

This system, as will be seen in the following pages, is developed from the main aspects that define and shape the environment of the people participating in this project. For each aspect, one or more standard indicators have been developed to ensure that the type of information collected for all countries is essentially the same and allows for comparison. The indicators are, as far as possible, comprehensive, easy to understand, cross-cutting and have a clear indication of thresholds above and below optimal values.

As mentioned, the University of Valencia provided each partner with questionnaires³ with standard questions to guide the response to the aspects to be described. This activity has been crucial to understand the context and profile of those who have been part of this experience for more than two years, studying the socioeconomic profile of all participants, as well as the impact that this activity has had on people with functional diversity and their social context.

As a basis for all the data and information obtained throughout the project, these indicators have been generated within the framework of an observatory that ensures its continuity over time as it has been

² The survey model can be seen in the annex to this report.

³ Available in the annex to this report.

integrated into the City of Cullera Chair. With the aim of strengthening institutional relations between both institutions, especially in the fields of science, technology, research and knowledge transfer, taking the city of Cullera as a thematic area, the University of Valencia and the City Council of Cullera created this chair. One of the most interesting aspects of this is the creation of a Territorial Tourism Observatory (OTT), which allows the collection and generation of empirical information, both quantitative and qualitative, for subsequent prospective analysis and dissemination of the results obtained, which was mentioned at the beginning of this paragraph.

As described in the preceding paragraphs, the University of Valencia has been carrying out various tasks to ensure all this. The first step, already mentioned, was the establishment of a methodological design that would not only guarantee compatibility between countries, but also its sustainability once the project was completed and its adaptation to other similar cases. To this end, general factors such as required information, related concepts, different types of studies to be carried out, as well as the most appropriate instruments for the objectives, the most useful methodology for collecting information taking into account aspects such as distance and other temporal circumstances such as the COVID-19 health pandemic, were studied. In addition, different types of systematization and analysis of the information and even the most appropriate type of statistics were also examined so that the data would be captured in the most visual and simple way possible. The proposed structure of the system of indicators has been published in the scientific journal *Human Review*⁴ as proof of the empirical validity of the proposal generated.

Subsequently, the information was collected through questionnaires that were carried out in different ways according to the needs and preferences of each country. In this regard, it is worth mentioning that several difficulties have been observed during this time. On the one hand, for some countries it was more complicated to find volunteers to participate in the activities, while for others it was not at all. This is due to the different types of partner organizations involved in this project, from universities to non-profit organizations. Another important factor in this situation was the geographical location of each of them and the differences that this entails, from different societies or economic situations to a more or less widespread culture of volunteering. On the other hand, it was not possible to obtain certain information from the people at risk of exclusion participating in some of the countries due to differences in perspectives regarding privacy and information.

Once the different partners sent the data obtained back to the University of Valencia, the latter was in charge of ordering and classifying it for the development of the following steps, as will be seen in the following

⁴ <https://doi.org/10.37467/revhuman.v11.4365>

sections. In order to be able to carry out the last of the necessary steps, drawing conclusions, once all the data was received, they were interpreted and classified by experts.

Therefore, the results obtained from different perspectives will be developed in the following sections after exposing the collection of a series of definitions and concepts related to the different aspects to be operationalized for the creation of the indicators.

2. THE SYSTEM OF INDICATORS

As already indicated, the main objective of this research is to create a system of indicators to measure the socioeconomic impact, from an integral point of view, that a sport activity with people with functional diversity can have. To this end, this section will present the conformation of this system based on the methodological strategy chosen by the experts. This is based on a review of the literature on the subject of the study, and then proceed with the selection of the indicators that best suit the purpose of the research.

2.1. INDICATORS BASED ON PEOPLE WITH FUNCTIONAL DIVERSITY

2.1.1 Profile of people with functional diversity

When carrying out projects based on or working with people with functional diversity, knowing them in depth becomes an essential aspect. In fact, one of the main premises in all the projects that are developed in the European frameworks is to know widely the characteristics of all the agents that are part of them, as well as the matter that is developed in these experiences.

Knowledge and the extension of this, both through VARIED's own derived research and by using the theories and studies of other authors and projects, create a framework for the events under which the actions to be carried out are based and justified. In this way, and knowing, in particular, the profile of people with functional diversity participating in VARIED, it will be possible to better understand the particular circumstances experienced by each of them.

This, together with the data that will be obtained from other perspectives, will help to understand the results obtained in this study and to explain the differences in the results that can be obtained. In the same way, these profiles can be used in the theoretical framework of future projects, as well as for the organisation of events with people with functional disabilities, especially those related to sport and social inclusion, among others.

"Today we know that situations of disadvantage can be generated from the very context in which the person develops, and that the response, apart from the medical rehabilitative and welfare intervention, must also be framed from other, more psychosocial, areas" (Villagra et al, 2008: 23).

Especially in this project, the social context of each of the persons with disabilities is one of the most important factors when considering the development of the activities to be carried out. If the context is not understood, it will not be possible to carry out a beneficial activity for the participants.

In order to understand this context, we turn to studies carried out in later years. Pérez-Tejero et al (2021: 3) carried out a survey on the sporting habits of people with functional diversity in which socio-demographic variables were analysed. A total of 142 people with functional diversity participated in this survey.

According to the data analysed, people between 35 and 44 years of age are those who most frequently engage in physical activity, accounting for 34.5% of the total. Other data also show that 43% of those surveyed are retired or pensioners, and those who do engage in paid activity tend to have sedentary habits. On the other hand, 63.4% of those surveyed do not receive any financial support and 85.2% live with someone at home (Pérez-Tejero et al, 2021: 6-7).

Not only socio-demographic variables must be taken into account, but also the medical context in which people with functional limitations find themselves and above all the degree of these limitations.

"Disability is thus understood as the result of a complex interaction between a person's health condition and personal factors, and the external or contextual factors where that person lives. Because of this relationship, the different environments or contexts can be facilitators/limiters of the development of a certain activity or personal development in the form of participation" (Villagra et al, 2008: 23).

Therefore, in order to be able to build a basic profile of people with functional diversity on the basis of which to work and develop planned activities, the following indicators have been chosen:

Table 1. Indicators of the profile of people with functional diversity.

DIMENSIONS	SUB-DIMENSIONS	INDICATORS
SOCIODEMOGRAPHIC		<ul style="list-style-type: none"> - Age - Gender - Level of education - Income level - Employment status (active, unemployed, students, retired) - Marital status - Self-sufficient/ Dependent - Nationality
BY LIMITATION	Depending on the degree	Character limitations: <ul style="list-style-type: none"> - Motor - Intellectual - Auditory - Visual - Mental disorder - Congenital/acquired limitations. - Percentage of disability
SOCIAL ENVIRONMENT		<ul style="list-style-type: none"> - Where the training took place - Family and social context - Aid accessed

Source: Marcela and Scavuzzo (2014).

1.2. The concept of social inclusion/exclusion for people with functional diversity

Within academia, there is a certain consensus on what is understood as social exclusion, this concept and social inclusion being two sides of the same coin. Social inclusion is conceptualized by delimiting social exclusion. In other words, "it is relevant to speak of inclusion when there is exclusion" (Luhmann, 1998: 3).

From a first approach, social exclusion is defined as "a social relationship that prevents or hinders the achievement of a better social position, overcoming a situation or a right to which one should have access" (Chuaqui et al., 2006: 163). Other authors consider that social exclusion is rather an extensive journey from precariousness and vulnerability to social and labor isolation (Castel, 1995. Cited in Sánchez Alias & Jiménez Sánchez, 2013). In other words, it is a process in which the greater the vulnerability, the greater the loss of the feeling of belonging to society (Sánchez Alias & Jiménez Sánchez, 2013).

For Parsons (1972; cit. In Luhmann, 1998: 2), social inclusion is defined as "the pattern (or complex of patterns) of action that allows individuals and/or groups acting in accordance with it to become accepted with a more or less full membership status in a larger solidaristic social system".

In this sense, it is essential to analyze, from a sociological perspective, all the processes related to the inclusion/exclusion of people with functional diversity, taking into account the biological and psychological context, but also the social context. "When carrying out a sociological analysis of disability, it is necessary to study both the material conditions and the symbolic representations that give rise to inequalities, exclusion or discrimination of people with disabilities in our societies. The analysis must unravel and make visible the social processes through which the social exclusion of people with disabilities is carried out in everyday social practices and in the exercise of their public life, articulating in its analysis the structuralist perspective and the interactionist perspective" (Díaz Velázquez, 2010: 134).

Social exclusion can therefore manifest itself at different structural levels. Social exclusion can be considered when there are barriers to entry into social systems. That is, when there are impediments to the socialization of certain groups for economic, ideological, religious, gender or ethnic reasons. Another form of possible social exclusion is through the difficulty of accessing services and fundamental rights, related to education, health, housing, etc.

Finally, exclusion can also be seen at the relational level. The inability to maintain social relations or the existence of difficulties in maintaining certain social contact that prevents the establishment of quality social relations (Chuaqui et al., 2006: 164).

1.3. Social inclusion indicators

Empirically, the operationalisation of the concepts of inclusion/exclusion is one of the most complex, as it is considered that they can cover different areas and structural levels (Sánchez Alias & Jiménez Sánchez, 2013). It should be borne in mind that it is not a concept that culminates in the conclusion that one is excluded or not and that the relevance of the analysis lies in the nuances. Thus, "the inclusion/exclusion difference is never empirically so clear that all people can be unequivocally classified on one of its sides" (Luhmann, 1998: 14).

In Spain, the survey on disabilities, personal autonomy and situations of dependency carried out by the National Institute of Statistics approximately every 10 years is one of the most complete and complex surveys carried out. It contains not only an analysis according to the different forms of social inclusion, but

also by types of functional diversity. Different dimensions of data grouping can also be found: disability, impairments and health status; health and social benefits; employment and education; social networks, discrimination and NGO membership; accessibility, housing conditions and expenditure per household and carers and personal assistance.

In this regard, the Ioé Collective (2013) analyses the results of this survey. The main conclusions drawn in the aforementioned report are as follows: there is a low level of education among people with functional diversity, especially among those who acquire this condition from birth or in the first year of life. This condition was already improved in 2008 compared to the previous survey, carried out in 1999 (Colectivo Ioé, 2013: 37).

On the other hand, people with functional diversity do not have a stable and quality relational network. "10% of men and women with disabilities who are under 65 and 15% of those over 65 do not have any personal friends" (Colectivo Ioé, 2013: 38). This is due not only to the lack of social inclusion, but also to the discrimination suffered by the group in all areas by people without functional diversity. "Almost a quarter of people with disabilities under 65 have felt discriminated against because of their disability, a third of them 'many times' or 'constantly'; however, only 9% have reported the facts" (Ibidem).

Another conclusion reached is that there is a correlation between functional diversity and low income, since the precarious living and working conditions of the working classes affect the possibility of developing functional limitations (Colectivo Ioé, 2013: 39).

Regarding the employment situation of people with functional diversity, compared to the general population, "paid employment is the most frequent activity (66%), only 28% of people with functional limitations have access to it" (Ibidem). In this sense, people with functional diversity concentrate their labour activity in unskilled jobs such as cleaning, janitorial, catering or personal services (Ioé Collective, 2013: 42).

As we can see, this group is certainly vulnerable in terms of social exclusion. In order to empirically measure the degree of social inclusion of people with functional diversity, it is necessary to implement indicators. The State Disability Observatory, in its Olivenza Report (2019: 176), proposes indicators to measure the degree of inclusion of people with functional diversity. This report proposes a series of dimensions that have been taken into account in the construction of the indicators of the VARIED project:

Table 2. Indicators of inclusion of people with functional diversity.

LINE	DIMENSIONS
ECONOMICAL	<ul style="list-style-type: none"> - Inclusion in production - Inclusion in the product
CITIZENSHIP	<ul style="list-style-type: none"> - Political inclusion - Inclusion in education - Inclusion in housing - Inclusion in health - Disability support
SOCIAL INTEGRATION	<ul style="list-style-type: none"> - Social links - Participation

Source: Olivenza Report (2019: 176)

VARIED considers all these elements essential for the analysis, although some of them will be more relevant in relation to our object of study. Disability support, social bonds and participation will be the fundamental dimensions on which we will focus, as the project seeks precisely to improve these specific aspects of social inclusion.

Since the project revolves around social inclusion in sport, we consider it essential to add another dimension based on sport inclusion. In this sense, it should be taken into account that sport inclusion is considered when people with functional diversity share spaces, infrastructures, materials and activities with people without functional limitations (Rouse, 2009 cit. in Reina, 2014: 56). Furthermore, it should be noted that:

"There is no doubt that sport promotes inclusion because, among other reasons, it favours and improves the key tools for the incorporation of people with disabilities into everyday social life" (Hernández Vázquez, 2000 cit. in Macías, González, 2012: 28).

Although a set of specific indicators dedicated to the sport domain will be developed, it is considered essential to add some of them to the inclusion domain. These therefore measure the physical activity undertaken prior to the project and whether this activity is done individually or in an inclusive sports club.

The following indicators are based on the Olivenza Report:

Table 3. Indicators of economic situation, civic inclusion and social integration

DIMENSIONS	SUB-DIMENSIONS	INDICATORS
ECONOMICAL	Participation in production	<ul style="list-style-type: none"> - Activity and unemployment rates
CITIZENSHIP	Inclusion in product	<ul style="list-style-type: none"> - Average wage - Population in severe and moderate poverty - No income from work or benefits - Population without basic equipment
SOCIAL INTEGRATION	Political inclusion	<ul style="list-style-type: none"> - Population without the right to elect and be elected. - Population without civic influence: do not participate in elections or are not members of citizens' organizations. - Political representatives.
	Inclusion in education	<ul style="list-style-type: none"> - Illiterate population (without severe learning difficulties). - School-going population (6 to 15 years old). - Population enrolled in inclusive schools. - Population with the support they need for schooling. - Population with primary education (without severe learning difficulties). - Population with higher education (without severe learning difficulties).
	Housing Inclusion	<ul style="list-style-type: none"> - Population in substandard housing, serious deficiencies in construction or sanitation (damp, dirt, odours). - Severely overcrowded population (<15m2 person). - Population with precarious tenure (ceded, relet, occupied). - Population living in a very degraded environment. - Population with accessible housing. - Population with excessive housing costs.

	Health inclusion	<ul style="list-style-type: none"> - Population without health coverage. - Population without the medical treatment they need. - Population without access to the medicines they need. - Population entitled to the Dependency Law, but without access to it. - Population receiving physiotherapeutic treatment.
	Support	<ul style="list-style-type: none"> - Population with official recognition of disability. - Population that has the technical aids they need. - Population receiving the personal support they need. - Population receiving disability or dependency benefits. - Support and aid to sports clubs that promote inclusion. - Support and aid to the population to carry out physiotherapeutic activities.
	Sport inclusion	<ul style="list-style-type: none"> - Population with the means to be physically active - Population doing the minimum recommended physical activity (150 minutes per week) - % of sports clubs that dedicate part of their activity to this activity - Population that before the project is in an inclusive sports club
	Social bonds	<ul style="list-style-type: none"> - Population who have suffered physical or psychological abuse. - Population with poor friendships (low frequency of opportunities to make or keep friends).

	Participation	<ul style="list-style-type: none"> - Population who have felt discriminated against because of disability. - Population with access to leisure activities. - Institutionalized population.
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Sources: Olivenza Report (2019: 177); Colectivo IOÉ (2013).

1.4. Sport indicators

As mentioned in the previous section, the concept of inclusion plays a key role in this project, being one of its main lines. However, we must analyse it from different perspectives. VARIED works on all these values, including inclusion, through rugby and, therefore, it is also necessary to generate sports indicators that measure and provide data on the adaptation of all participants to these activities.

When carrying out physical activity, it is necessary to take into account that each person included in the project will have specific needs: physical, cognitive, social, etc. This means that the results for each individual will necessarily be different. "We have to realise optimal programmes with people with disabilities, taking into account, for example, that an appropriate sport must be chosen, the work must be carried out by an interdisciplinary professional team, we also have to have appropriate infrastructures adapted to the necessary conditions and, finally, we have to follow up on an individual level the aptitude of each participant. Guidance is very important considering the uniqueness of individuals" (Muñoz Jiménez et al., 2017: 151).

Following Reina (2014: 57), there are many benefits of inclusive sport for people with functional diversity:

- Increased respect for individual differences and capabilities that involves individuals knowing their strengths and weaknesses (Lindsay et al., 2013. cit. in Reina, 2014: 57).
- Increased opportunities and lived experiences (Block, et al., 2011. cit. in Reina, 2014: 57).
- Improved motivation and normalisation of functional limitations (Pérez- Tejero, et al., 2012. cit. in Reina, 2014: 57).
- The development of mechanisms to avoid isolation, as well as an increased sense of acceptance and belonging (Suomi, et al., 2003. cit. in Reina, 2014: 57).
- Increased individual worth and self-esteem, leading to increased programme participation (Martin, and Smith, 2002 cit. in Reina, 2014: 57).

"In short, people with disabilities, through sport, improve their self-esteem, promote their autonomy and level of independence, encourage the fighting spirit and teamwork, feel more capable of facing new challenges, in short, improve their quality of life" (Macías, González, 2012: 27).

"The disabled population finds both physical and psychological benefits in the practice of sport, feeling competent in the practice they carry out and serving as a factor that boosts self-esteem and social competence" (Campos et al, 2008: 4).

In order to empirically measure the results of the project, as well as the evolution of the participants, a series of indicators have been created (Table 4) based on the possible benefits of sport for people with functional diversity. It should be noted that the success of the project is not based on the fact that all participants improve in all the areas mentioned above, since, as explained above, each person has specific needs that are different from the rest. The important thing is to consider the evolution in the different skills to be measured.

Therefore, the sport indicators are based on two dimensions: technical and social. The technical dimension will refer to everything that has to do with rugby: its rules, the motivation to play, teamwork, etc. On the other hand, the social dimension will be based on the benefits that can be obtained outside the game and that can be applied in the daily life of people with functional limitations.

Table 4. Sport indicators.

DIMENSIONS	INDICATORS
TECHNIQUE	<ul style="list-style-type: none"> - Understanding of the rules of the game. - Motivation to carry out the activities. - Development of skills and dexterity to execute the fundamentals of rugby. - Work harmoniously within their physical capabilities. - Attitudes of collaboration and teamwork. - Taking responsibility for equipment and uniform.
SOCIAL	<ul style="list-style-type: none"> - Showing respect and care for volunteers and peers. - Union with the rest of the companions sharing objectives, interests and experiences in common. - Development of communicative and expressive skills. - Feeling of belonging to the group. - Improvement of self-esteem. - Active attitude in the activities. - Improvement of autonomy and independence.

Source: Muñoz, Garrote & Sánchez (2017).

1.5. Health indicators

When dealing with people with functional diversity, it is always necessary to keep in mind the individual needs of each person according to his or her physical limitations. To this end, the resources available must be taken into account.

"People with disabilities still encounter barriers to the development of sport, among others, lack of facilities, insufficient provision of services and economic means, as well as negative attitudes, insufficient provision of services; and lack of accessibility" (Muñoz Jiménez et al., 2017: 151).

It is necessary to assess whether such resources are available to carry out the physical activity that this project proposes. People with functional limitations who come to the rugby field have to feel at ease on the field knowing that there is a network of adapted infrastructures and human support, equipped with sufficient material and financial resources to make the experience of the game as comfortable as possible.

So far, the choice of indicators has focused mainly on the social aspect of physical activity in people with functional diversity, but it is also worth taking into account the physical benefits that can be generated by performing a physical activity such as rugby. "Many of the benefits of sport practice are common to the whole population, but they have a greater potential in the group of people with disabilities, due to the protectionism that usually surrounds them" (Gutiérrez, Caus, 2006: 51).

In this sense, doing physical activity means that people with functional diversity not only improve their muscle tone, balance or orientation, but also promotes weight control and fatigue levels (Macías, González, 2012: 28). This implies that performing a physical activity can have therapeutic and rehabilitative effects on functional and physical limitations.

In the following table of indicators, it has been decided to bring together both the network of resources as well as the physical benefits of the sport activity, since it is considered that without the social and health resources it is not possible to carry out such an activity:

Tabla 5. Health indicators.

DIMENSIONS	SUB-DIMENSIONS	INDICATORS
STRUCTURE	Structure	<ul style="list-style-type: none"> - Financial resources - Material resources - Organizational resources - Infrastructure
	Process	<ul style="list-style-type: none"> - Human resources: health workers, volunteers, trainers, etc.
SANITARY	Physics	<ul style="list-style-type: none"> - Improvement of the body schema (laterality, orientation, balance). - Increase or development of muscle tone - Control of weight gain and better mobility of heavy bodies. - Improvement in the level of fatigue and tiredness.

Source: Macías & González (2012)

2.2 VOLUNTEER-BASED INDICATORS

Having analyzed the previous projects related to people with functional diversity, and more specifically, those concerning the functions and benefits of sports in this sector of the population, it is necessary to focus on the volunteers. A fundamental part of the project, which is also necessary to know in order to understand, in greater depth, the experience of the players.

2.2.1. Volunteer profile

When designing a volunteer profile, the socio-demographic variables that may have an influence must be taken into account. Numerous studies have analyzed the profile of volunteers, including socio-demographic and psychological variables.

In academia, there are different hypotheses about the profile of the person who is interested in volunteering. "The person who commonly volunteers is middle-aged, middle socio-economic level, female, married and with a high school education" (Throits and Hewitt, 2001 cit. in González et al 2004: 24).

For Throits and Hewitt (2001: 116), these results occur only if volunteers are sampled. In contrast, when comparing volunteering and non-volunteering activity, the results vary between studies (Throits and Hewitt, 2001: 117).

Some consider these to be people with high status: highly educated, higher income, middle-aged, married and with children under 18 (Smith: 1994, 254 cit, in Zappala and Burrell, 2001: 6). In other words,

the results obtained vary according to the sample population surveyed. In this sense, our study must consider which sample is more interesting.

On the other hand, the academic community has reached a certain consensus on the psychological variables that motivate a person to volunteer. The Volunteer Functional Inventory (VFI), presented by Clary et al (1998), has been a basic tool for analyzing the motivations of people who volunteer. This is due to the fact that the VFI is considered to be the tool that has been best theorized in terms of volunteer motivations and, consequently, there are numerous studies that apply the VFI as a tool for analysis, thus generating the possibility of comparison between studies (Chacón, 2017: 307).

The VFI brings together the elements pointed out by different psychological theories on motivation. It is based on the assumption that, although a specific voluntary activity may be the same for all individuals, the motivations for doing it may be different (Chacón, 2017: 307). The VFI is therefore a 30-item questionnaire divided into six scales of five items each.

The six proposed scales are as follows (Clary et al, 1998: 1517-1519):

- Values: refers to the need to express one's own altruistic and humanitarian values.
- Understanding: involves the acquisition of new learning experiences, as well as the opportunity to apply previous knowledge and skills.
- Social: this scale groups together items related to motivations based on opportunities to interact with friends or peers and to engage in activities that society views favorably.
- Career: refers to motivations related to gaining experience in career development.
- Protection: is based on the functioning of the ego and protecting it by serving as an aid to escape from problems.
- Self-esteem: refers to motivations based on improving self-esteem.

In each of these six proposed scales, the following items are found (Clary et al, 1998: 1517- 1519):

A. Values:

- I care about the most disadvantaged.
- I genuinely care about the particular group I am working with.
- I have compassion for people in need.
- I feel it is important to help others.
- I can do things for a cause that is important to me.

B. Understanding:

- Volunteering helps me learn more about the cause I am working on.

- Volunteering allows me to gain new perspectives on things.
- Volunteering allows me to learn things through direct, hands-on experience.
- I can learn how to deal with different kinds of people.
- I can explore my own strengths.

C. Social:

- My friends are volunteers.
- People close to me want me to volunteer.
- People I know share an interest in community service.
- Other people close to me value community service highly.
- Volunteering is an important activity for the people I know best.

D. Career:

- Volunteering can help me get into a job where I would like to work.
- I can make new contacts that could help me in my business or career.
- Volunteering allows me to explore different career options.
- Volunteering will help me succeed in my chosen profession.
- Volunteering experience will look good on my CV.

E. Protection:

- No matter how bad I have been feeling, volunteering helps me forget it.
- Volunteering makes me feel less lonely.
- Volunteering helps me feel less guilty about being more fortunate than others.
- Volunteering helps me solve my personal problems.
- Volunteering helps me forget my own problems.

F. Self-esteem:

- Volunteering makes me feel important.
- Volunteering helps me to improve my self-esteem.
- Volunteering makes me feel needed.
- Volunteering makes me feel better about myself.
- Volunteering is a way to make new friends.

Based on the above, it is considered appropriate, in order to be able to determine a specific profile of volunteers, to create socio-demographic indicators, as well as psychological indicators based on the above:

Table 6. Volunteer profile indicators.

DIMENSIONS	SUB-DIMENSIONS	INDICATORS
SOCIODEMOGRAPHIC		<ul style="list-style-type: none"> - Age - Gender - Level of education - Income level - Work (active, unemployed, students, retired) - Marital status - Nationality
SOCIALISATION SPACES		<ul style="list-style-type: none"> - Level of knowledge of and/or involvement in centers, associations or NGOs - Acquaintances who volunteer
BY SECTOR		<ul style="list-style-type: none"> - Affinity with types of volunteering according to sectors (with children, animals, environment, sports, etc.).
PSYCHOLOGICAL	Motivations (VFI)	<ul style="list-style-type: none"> - Values: need to express one's own altruistic and humanitarian values. - Understanding: acquisition of new learning experiences, as well as the opportunity to apply previous knowledge and skills. - Social: items related to motivations based on opportunities to socialize with friends or peers and to engage in activities that society views favorably. - Career: motivations related to gaining experience in career development. - Protection: functioning of the ego and protecting it by serving as an aid to escape from problems. - Self-esteem: refers to motivations based on improving self-esteem.

Sources: Marcela and Scavuzzo (2014); Macías & González (2012).

2.2.2 Educational indicators

Another objective of the VARIED project is the creation of a network of volunteers working for the inclusion of people with functional diversity in rugby. Through the training courses that the project itself will implement, it is intended that volunteers acquire a series of skills for the development of inclusive activities.

From this point of view, it has been considered necessary to generate indicators (Table 7) based on the actors involved. On the one hand, the project aims to measure the capacity of volunteers to apply this knowledge, and the capacity of people with functional diversity to develop the skills acquired in the game and related to sport inclusion. The latter will be briefly mentioned as it is considered to have been addressed in the rest of the indicators proposed above.

With regard to the training of volunteers, we start from the perspective that the protagonists of this training are precisely the volunteers, thus opting for their personal growth in order to believe in their own capacity to transform the reality of people with functional diversity, even if only for a few hours (Cabezas, 2016: 174). In this sense, the training process must be continuous, not only in the courses, but also in the field.

The Plataforma de Voluntariado en España (PVE) proposes the recognition of skills acquired through volunteering. Today, Vol+ (2020) is the system for the recognition of skills acquired through volunteering. It is a particular monitoring of each volunteer to observe how the acquisition of the skills proposed by the PVE is evolving.

In this context, it is believed that these competences proposed by the EVP can be indicators of the learning of the volunteers trained in the courses provided by VARIED. In other words, the aim of the courses is to train volunteers in a series of transversal competences. These competencies can be measured empirically through the development of indicators and their subsequent implementation as an evaluative element of the courses. Therefore, the following dimensions are proposed: problem solving, initiative and autonomy, flexibility in the face of change, leadership, organization and planning, interpersonal communication and teamwork.

Table 7. Educational indicators.

DIMENSIONS	SUB-DIMENSIONS	INDICATORS
FORMAL	VARIED	<p>Learning strategies:</p> <ul style="list-style-type: none"> - Creation of course materials. Learner-centers materials (SMART). - Making courses transferable (TRI BLUEPRINT). <p>Appropriation of recreational spaces for educational purposes: Infrastructures.</p> <ul style="list-style-type: none"> - Assessment of learning: - Problem solving - Initiative and autonomy - Flexibility - Leadership - Organization and Planning - Interpersonal Communication - Teamwork
	Volunteers and trainers	<ul style="list-style-type: none"> - Learning in the courses given on social inclusion as an engine for personal growth. - Geographical, cultural and economic accessibility to services.
	PVE	<ul style="list-style-type: none"> - Learning the game and its rules
INFORMAL	Volunteers and trainers	<ul style="list-style-type: none"> - The ability to act on the rugby field as educators taking into account the individual capabilities of the team members from an inclusive perspective.
	PVE	<ul style="list-style-type: none"> - Learning the values of rugby: respect, companionship, team play, etc. - Development of physical skills and motor coordination.

Sources: Marcela and Scavuzzo (2014); Chacón (2015).

2.3 CONCLUSIONS REGARDING THE SYSTEM OF INDICATORS DESIGNED

After having analyzed the different dimensions of the study issue from an integral point of view, a set of variables (indicators) have been defined that include parameters related to economics, citizenship and social integration as main elements, among others.

In the following paragraphs we will proceed to present the conclusions of this study. This analysis, as mentioned in previous sections, served to create a system of indicators that collected all the key indicators to measure the socioeconomic impact of inclusive rugby on the participants of the VARIED project.

Thus, some of the indicators in each category have been highlighted. In the economic dimension, we distinguish the activity and unemployment rate, the average salary, the population in severe and moderate poverty, the population without income from work or benefits and the population without basic equipment. This aspect is of vital importance, since it directly affects the quality of life of these people.

In the following categories we could highlight the category of citizenship, where we can find indicators related to education, sports health, housing... and the category of educational inclusion. In the latter, indicators of population without schooling or without training, inclusive school (that which has the necessary support for the schooling of people with functional diversity), the degree of training, etc., are highlighted. Other categories can also be highlighted, such as inclusion in housing, which has indicators relating to populations with accessible homes, substandard housing or severe overcrowding, among many others. Precisely, housing is one of the fundamental rights of all people, so the regulation of housing for people in this sector is vital to avoid situations of overcrowding and allow them to live in non-degraded environments.

Another of the categories studied is that related to health, where we highlight the population without necessary medical treatment, people entitled to the Dependency Law, people without health coverage... Working with this type of indicators allows us to know the situation of health support that the people surveyed have from the State. Within this section we can find a subdimension called "support", which analyzes the indicators that measure the necessary tools provided to people with functional diversity to carry out day-to-day activities, to interact with other people or to carry out sports activities.

The category of social integration gives rise to indicators of the population that has suffered mistreatment of some kind, or without friendly relations; it also gives rise to participation indicators such as the percentage of the population that has felt discriminated against or that does not have access to leisure activities. All the aforementioned aspects are of great relevance since, both individually and collectively, they affect the quality of life of people with functional diversity, their autonomy in many cases, their independence and their future employment.

In order to find the most appropriate indicators to measure the socioeconomic impact of socio-sporting activity on people with functional diversity, a screening of indicators that are less suitable for this purpose has been carried out.

For the economic dimension, all those that focused too much on the economic part have been eliminated, as it has been considered that they did not fulfill the purpose of an integral vision that this system is intended to

achieve. The eliminated indicators do not take into account any type of psychological factor related to self-esteem or other aspects that could lead to an improvement in the inclusion of these people.

For the citizenship dimension, indicators are discarded for the same reason as mentioned in the previous paragraph. There is no reference to psychological factors, which are essential for this system. In spite of this, within the support subdimension, several indicators will be chosen, since they have a very relevant role in this very aspect, social inclusion.

In turn, within the social integration dimension, all the indicators included in social ties and participation have been considered important in the development of the project. In this case, the indicators of population with precarious friendship relations, those who have felt discriminated against due to disability, with access to leisure activities and institutionalized population, are the most appropriate to measure the inclusion of this sector of the population.

As mentioned in this section, the social inclusion of people with functional diversity in the field of sport is a fundamental aspect for the objective measurement project (VARIED), so it is essential to have a series of indicators, not only sporting, but also of support and social integration. Finally, the following indicators have been taken into account for the conformation of the system of indicators:

In the first place, in terms of sports indicators, those of the technical dimension, such as the rules of the sport, as well as the motivations that lead to its practice and teamwork, have been considered of equal relevance. In the more social aspect, all the benefits obtained beyond the realization of this activity are included.

Secondly, it highlights the importance of support for people with disabilities. This includes important indicators that must be taken into account during the development of the entire sports project, since people with functional diversity require personal and technical support so that the sports activity adapts to their requirements.

Finally, it is logical to think that the integration dimension is of particular importance during the implementation of the VARIED project. Thus, the aim is to enhance the players' ability to acquire the necessary confidence to establish friendly relationships. In addition, access to leisure activities through the realization of this type of activity, such as rugby, between people who have functional diversity and people who do not, has multiple benefits for all members of the teams, especially, it favors the feeling of cohesion of the participants, increases their self-esteem and helps them to relate to other people and to establish and maintain personal relationships.

Finally, it is worth mentioning that in order to identify, choose and integrate the indicators selected through this research, each and every one of the actors involved in the VARIED project, such as the public, social, private and academic sectors, have been taken into account, highlighting that each of them has different information needs and their goals and purposes are also different.

3. RESULTS OBTAINED

Once the relevant system of indicators had been created, and with the aim of provide it with the necessary information, a questionnaire was generated, and it was given to each partner country to be completed by the members of their teams. These questionnaires grouped together the questions needed to obtain the information required to complete each of the selected indicators. Thus, this activity made it possible to know the profile of the people involved in volunteering in the five countries participating in VARIED as well as the people at risk of social exclusion. In this section we will proceed to develop the results obtained from different perspectives. In the following subsection, the situation at the European level will be analyzed, followed by a study between countries and, finally, in documents annexed to this report, the specific results for each country can be observed. The sample obtained for this research is 153 volunteers from five different European countries (Austria, France, Spain, Italy and Bulgaria) and 66 people at risk of social exclusion from these same countries.⁵

3.1 PROFILE OF THE EUROPEAN VOLUNTEER.

Below, we can observe the results obtained from the surveys carried out to each and every one of the volunteers who have been part of this project. Thanks to these results, we can understand the profile of each one of them as well as the motivations that have led them to participate in VARIED.

	You have participated or are participating in the VARIED project	
	Yes	No
Europe	79,2%	20,8%

Figure 1. You have participated or are participating in the VARIED project

Source: Own elaboration

⁵ The work team tried to achieve a sample that would be as representative as possible, although different limitations arose that prevented this objective from being achieved. In spite of this, the results of the project are interesting and relevant, always bearing in mind this consideration.

- Of the volunteers, 79.2% have participated or are participating in the cooperation network generated by the VARIED project.

- Of those surveyed, 20.8% are involved in other projects or volunteer work.

	You have volunteered in other NGOs, associations or projects	
	Yes	No
Europe	63,6%	36,4%

Figure 2. Volunteering in other NGOs

Source: Own elaboration

- More than 60% of the volunteers had participated in other associations or projects, 36.4% of them being their first experience in activities of this type.

	Number of NGOs, associations or projects in which you have been involved as a volunteer		
	1 to 2	3 to 5	More than 5
Europe	59,6%	22,8%	17,6%

Figure 3. Number of NGOs, associations or projects you have been involved with

Source: Own elaboration

- Of the percentage of volunteers who had participated in other NGOs and projects, almost 60% had done so on 1 or 2 previous occasions. The rest of the respondents stated that they had participated in other associations 3 to 5 times (22.8%) and 17.6% had participated in more than 5 other volunteer activities.

	Time spent volunteering			
	Less than 1 year	From 1 to 3 years	From 3 to 5 years	More than 5 years
Europe	21,8%	27,4%	23,6%	27,2%

Figure 4. Time spent volunteering

Source: Own elaboration

- The percentages in response to this question were very similar, which gives us a glimpse of a very different volunteer profile, from beginners to people with extensive experience.

- Some 21.8% said they had less than one year's experience, 27.4% between 1 and 3 years, 23.6% between 3 and 5 years and, finally, 27.2% more than 5 years.

- The highest percentage of volunteers have been volunteering for between 1 and 3 years.

	Type of volunteering in which you have participated									
	With people with functional diversity	Sport	With children	Social aid	Environmental	In education	With older people	With animals	With refugees	With sick people
Europe	14,4%	19,2%	23,6%	8%	14,1%	7,9%	5,4%	2%	1,8%	2,5%

Figure 5. Type of volunteering in which you have participated

Source: Own elaboration

- Of all the types of volunteering presented, volunteering with minors was the most common, followed closely by sports.
- With more than 14% of the responses, we find environmental volunteering and volunteering with people with functional diversity.
- The least performed volunteering is with refugees.

You have anyone who is involved as a volunteer in the VARIED project or other projects		
	Yes	No
Europe	77,2%	22,8%

Figure 6. You have anyone who is involved as a volunteer in the VARIED project or other projects.

Source: Own elaboration

- 77.2% of the volunteers have someone they know who participates in the VARIED project or who has participated/participates in other volunteer program.

Type of relationship you have with this acquaintance			
	Friends	Family	Neighbours
Europe	67,8%	26,6%	5,6%

Figure 7. Type of relationship you have with this acquaintance

Source: Own elaboration

- Of the volunteers who responded affirmatively to the previous question, the majority have a friendly relationship with this acquaintance.
- Of these acquaintances, 26.6% are family and only 5.6% are neighbors.

Next, a series of statements were made to which the participants had to answer yes, no or neither yes nor no, according to the degree of agreement they had with them.

The results are as follows:

		Europe
“Volunteering can help me to get into a job where I would like to work”	Yes	29,4%
	No	54,2%
	Not sure	16,4%

Figure 8. Volunteering can help me to work in the place I would like to work in.

Source: Own elaboration

- More than half of the volunteers do not agree that volunteering can be an experience that will help them get the job they want.
- Almost 30% of the respondents think that volunteering can be an incentive to get the job they want.
- 16.4% did not have a clear answer.

		Europe
“My friends/family are volunteers”	Yes	25,6%
	No	48,4%
	Not sure	26%

Figure 9. My friends/family are volunteers

Source: Own elaboration

- Nearly half of the volunteers agreed that neither their family members nor friends were volunteers in other causes. Some 25.6% said they were and 26% could not answer with certainty.

		Europe
“I am a person who cares for the underprivileged”	Yes	86,8%
	No	3,6%
	Not sure	9,4%

Figure 10. I am a person who cares about the underprivileged.

Source: Own elaboration

- The majority of the volunteers (86.8%) said that they were concerned about the most disadvantaged and 9.4% did not have a clear answer.
- Only 3.6% of these said they did not.

		Europe
“Volunteering makes me feel important”	Yes	60,6%
	No	27,6%
	Not sure	11,8%

Figure 11. Volunteering makes me feel important

Source: Own elaboration

- Some 60.6% of the volunteers said that volunteering made them feel important.
- Less than 30% disagreed with this statement, and 11.8% did not agree with any of the options.

		Europe
“Volunteering helps me to forget my problems”	Yes	54,8%
	No	26%
	Not sure	19,2%

Figure 12. Volunteering helps me to forget my problems

Source: Own elaboration

- More than half of the responses were “Yes” to this statement (54.8%).
- Twenty-six percent of respondents said that volunteering did not help them forget their problems and almost 20% were not sure whether it did or not.

		Europe
“I’m really concerned about the particular group I’m working with”	Yes	70%
	No	10%
	Not sure	18%

Figure 13. I am really concerned about the particular group I am working with.

Source: Own elaboration

- 72% of the volunteers are genuinely concerned about the group they are working with. 10% do not and 18% neither do nor do not.

		Europe
“Volunteering makes me feel less lonely”	Yes	43,2%
	No	24,8%
	Not sure	29,4%

Figure 14. Volunteering makes me feel less lonely

Source: Own elaboration

- Almost 30% of the respondents were not sure whether or not volunteering made them feel less lonely.
- 45.2% said yes while 24.8% said it did not make them feel less lonely.

		Europe
“Volunteering helps me to feel less guilty about being more fortunate than others”	Yes	30,3%
	No	43,8%
	Not sure	26%

Figure 15. Volunteering helps me to feel less guilty about being more fortunate than others

Source: Own elaboration

- Again, a large percentage (26%) did not have a clear opinion on how volunteering made them feel.
- More than 40% of respondents felt that it did not make them feel less guilty because they were more fortunate than others. On the other hand, 30.2% did feel that volunteering made them feel less guilty.

		Europe
“Volunteering helps me to learn more about the cause I’m working on”	Yes	63%
	No	12%
	Not sure	25%

Figure 16. Volunteering helps me to learn more about the cause I’m working on

Source: Own elaboration

- The majority of volunteers answered “yes” to this statement (63%).

- Some 12% did not feel that volunteering helped them learn more about the cause they were working for and 25% were unclear.

		Europe
“Volunteering helps me to improve my self-esteem”	Yes	61,4%
	No	14,4%
	Not sure	24%

Figure 17. Volunteering helps me to improve my self-esteem

Source: Own elaboration

- 24% of respondents are not sure if volunteering helps them to improve their self-esteem while 61.4% say it does help them.

- 14.4% do not see a relationship between improving their self-esteem and volunteering.

		Europe
“Volunteering helps me to have a new perspective on things”	Yes	83,8%
	No	6,4%
	Not sure	7,8%

Figure 18. Volunteering helps me to have a new perspective on things

Source: Own elaboration

- The vast majority (83.3%) say that volunteering helps them to gain new perspectives on things, while only 6.4% say it does not. 7.8% are not sure.

		Europe
“I feel it is important to help others”	Yes	83,2%
	No	4,2%
	Not sure	12,6%

Figure 19. I feel it is important to help others

Source: Own elaboration

- 12.6% of volunteers doubt whether or not it is important to help others. On the other hand, 83.2% say it is, and 4.2% think it is not important to help others.

		Europe
“Volunteering will help me to succeed in my chosen profession”	Yes	46,2%
	No	43,2%
	Not sure	10,6%

Figure 20. Volunteering will help me to succeed in my chosen profession

Source: Own elaboration

- Again, in relation to the employment aspect, 46.2% see a clear relationship between volunteering and success in their chosen profession. A similar percentage (43.2%) of volunteers believe that there is no such relationship.

- More than 10% are not clear.

		Europe
“I can do things for a cause that is important to me”	Yes	76%
	No	10,8%
	Not sure	13,2%

Figure 21. I can do things for a cause that is important to me

Source: Own elaboration

- Seventy-six percent of respondents agree that they can do things for a cause that is important to them. 10.8% do not agree with this statement.

- 13.2% have doubts as to whether or not they can do things for a cause that is important to them personally.

		Europe
“I can learn how to deal with different kinds of people”	Yes	84,6%
	No	2,2%
	Not sure	13,2%

Figure 22. I can learn how to deal with different kinds of people

Source: Own elaboration

- 84.6% of respondents agreed that thanks to volunteering they can learn to deal with different types of people.

Only 2.2% said "no" to this statement.

- 13.2% of the volunteers are not sure about this relationship.

		Europe
“Volunteering makes me feel better about myself”	Yes	56,2%
	No	26,2%
	Not sure	17,6%

Figure 23. Volunteering makes me feel better about myself

Source: Own elaboration

- 56.2% of the volunteers agree with this statement. 26.2% do not think that volunteering makes them feel more comfortable.

		Europe
“The volunteering experience will look good on my CV”	Yes	51,2%
	No	35%
	Not sure	13,8%

Figure 24. The volunteering experience will look good on my CV

Source: Own elaboration

- Half of the volunteers believe that volunteering will look good on their résumé, compared to 35% who believe that it will not be relevant on their résumé.

- 13.8% are not clear about this relationship.

		Europe
“Volunteering is a way to make new friends”	Yes	71,8%
	No	12,4%
	Not sure	15,8%

Figure 25. Volunteering is a way to make new friends

Source: Own elaboration

- 71.8% of those surveyed think that volunteering is a good way to make new friends.
- 15.8% do not know if this activity is really a way of making new friends and 12.4% think it is not.

Age of volunteers					
	From 18 to 24 years old	From 25 to 34 years old	From 35 to 44 years old	From 45 to 54 years old	From 55 to 64 years old
Europe	17,4%	33,6%	22,8%	14,6%	11,6%

Figure 26. Age of volunteers

Source: Own elaboration

- The most common age range among volunteers is 25 to 34 years old.
- The lowest percentage is that of volunteers aged 55 to 64, followed closely by those aged 45 to 54.
- Young people aged 18 to 24 account for 17.4% of European volunteers.

Gender of volunteers		
	Man	Woman
Europe	52,2%	47,8%

Figure 27. Gender of volunteers

Source: Own elaboration

- Although the percentages are similar, the predominant gender among volunteers is "male".

	Volunteers' level of education		
	Primary education	Secondary education	Higher education
Europe	2,2%	31,4%	66,4%

Figure 28. Volunteers' level of education

Source: Own elaboration

- The predominant educational level of the volunteers is higher education.
- Some 31.4% have secondary education and only 2.2% have primary education.

		Europe
Current situation of volunteers	Only work	62,8%
	Mainly work as well as study	11,2%
	Study only	7,6%
	I mainly study and do some occasional work	10,4%
	I am doing an internship	1%
	I am unemployed and receiving unemployment benefits	2%
	I am unemployed without receiving unemployment benefits	1%
	I am retired and receiving a pension	4%

Figure 29. Volunteers' situation

Source: Own elaboration

- Regarding the current situation of the volunteers, 62.8% of them "only work. Some 11.2% and 10.4% work and study or study and do occasional work, respectively.
- A 7.6% only study and in the lower percentages we can find retired or receiving a pension (4%), unemployed and receiving unemployment (2%), trainees (1%) and unemployed without receiving unemployment (1%).

		Europe
Current/last occupation of volunteers	Director / Manager	19,4%
	Professional, scientific and intellectual	18%
	Technician and mid-level professional	19%
	Administrative support staff	5,6%
	Plant or machine operator or fitter	2,4%
	Service workers and shop and market salespersons	5,2%
	Farmer or worker specialising in agriculture, forestry or fishing	1,6%
	Military occupation or special forces	1,6%
	Journeyman and craftsman in the mechanical and other trades	1,2%
	Elementary occupation	1,2%
	Educator	10%
	Firefighter	2,2%
	English teacher	0,6%
	Trailer driver	0,6%
	Socio-sanitary	0,6%
	Health professional	0,6%
	Free time instructor	0,6%
	Lifeguard	0,6%
	Singer	2,8%
	Work in tourism	2,8%
	Trainer	2,8%

Figure 30. Current/last occupation of volunteers

Source: Own elaboration

- The predominant occupation of volunteers is director or manager of an entity (19.4%), closely followed by professionals, scientists and intellectuals (18%) and technicians and mid-level professionals (19%).
- The professions that received the lowest percentages were English teachers, trailer drivers, socio-health professionals, health professionals, leisure time monitors and lifeguards, among others.

Average net household income of volunteers per month						
	Less than €500	Between 501 and €1000	Between 1001 and €1500	Between 1501 and €2000	Between 2001 and €3000	More than €3000
Europe	4,8%	8,6%	22,6%	25,8%	33,6%	4,6%

Figure 31. Average net household income of volunteers per month

Source: Own elaboration

- The most frequent income among volunteers who have participated in VARIED is between 2001€ and 3000€ (25.8%), followed closely (25.8%) by 1501€ and 2000€.
- The lowest percentages were for incomes below €500 (4.8%) and above €3000 (4.6%).

3.1.1 CONCLUSIONS

As can be seen from the data collected and presented above, the socioeconomic profile of the European volunteers who have taken part in the VARIED project is that of a higher participation of men (although the percentages have been very equal). They are people of different age ranges, with more than 50% concentrated between 25 and 44 years of age and those over 55 being the least frequent.

They are characterized by a high level of education and more than 60% of them are exclusively dedicated to work. The predominant occupation of the volunteers in this project is, almost 20%, that of director or manager of some entity. Other relevant professions are scientists and intellectuals (18%) and technicians and mid-level professionals (19%). Likewise, the most frequent income among them is between 2001 and 3000 euros (25.8%), followed closely (25.8%) by incomes between 1501 and 2000 euros. This denotes a high average profile of these volunteers, both in terms of work and income.

Other relevant data show (60%) that they are people who have already done other volunteer work, at least 1 or 2 times before (60%) and even 27.2% of them have more than 5 years of experience in this activity. It has also been observed that they are more interested in volunteering with children or sports, a similar line to the volunteering they do in VARIED.

Finally, through a series of statements it has been possible to extract information about the personality of these people, about the motivations or reasons that may have pushed them to carry out these activities. Regarding the employment aspect, it can be highlighted that 30% think that volunteering can help them get a job and 46.2% see a clear relationship between volunteering and success in the profession they have chosen and half of the volunteers consider that volunteering will look good on their curriculum.

On the other hand, the majority of volunteers (86.8%) express concern for the most disadvantaged, which could be one of the main motivations for volunteering. In turn, 60.6% of volunteers said that volunteering made them feel important. Similarly, 54.8% of those surveyed said that volunteering helped them forget their problems, 45.2% also said that through this activity they felt less lonely and 40% felt less guilty for being more fortunate than others thanks to this activity. 61.4% expressed that it helps them to improve their self-esteem, 83.3% that it helps them to have new perspectives on things and 63% believe that it helps them to learn about the cause in which they work. These, among many others explained in detail in previous pages, are some of the reasons that could be a determining factor in the personality of those who choose to volunteer.

3.2 COMPARISON OF RESULTS BETWEEN COUNTRIES

This section will detail the data extracted from the surveys carried out in each of the countries that have participated in this project. Thus, it will be possible to see the differences and characteristics of the volunteers according to the country where they have carried out the activity.

	You have participated or are participating in the VARIED project	
	Yes	No
Austria	100%	0%
Bulgaria	100%	0%
Spain	100%	0%
France	67%	33%
Italy	29%	71%

Figure 32. You have participated or are participating in the VARIED project

Source: Own elaboration

- All volunteers from Austria, Bulgaria and Spain have participated or are participating in the VARIED project.
- 67% of volunteers from France have participated or are participating in the VARIED project and only 29% of volunteers from Italy have participated or are participating.

	You have volunteered in other NGOs, associations or projects	
	Yes	No
Austria	88%	12%
Bulgaria	75%	25%
Spain	49%	51%
France	33%	67%
Italy	73%	27%

Figure 33. Volunteering in other NGOs

Source: Own elaboration

- The vast majority of volunteers from Austria, Bulgaria and Italy have participated as volunteers in other NGOs, associations or projects.
- As for the volunteers from Spain, almost half of them (49%) have participated in other NGOs, associations or projects and only 33% of the volunteers from France.

	Number of NGOs, associations or projects in which you have been involved as a volunteer		
	1 to 2	3 to 5	More than 5
Austria	57%	14%	29%
Bulgaria	50%	42%	8%
Spain	61%	33%	6%
France	67%	0%	33%
Italy	63%	25%	13%

Figure 34. Number of NGOs, associations or projects you have been involved with

Source: Own elaboration

- Volunteers from the five countries covered have been involved to a greater extent in 1-2 NGOs, associations or projects, with volunteers from France standing out.
- There are very few volunteers from Bulgaria and Spain who have been involved in more than 5 NGOs, associations or projects.

	Time spent volunteering			
	Less than 1 year	From 1 to 3 years	From 3 to 5 years	More than 5 years
Austria	0%	50%	25%	25%
Bulgaria	23%	31%	15%	31%
Spain	11%	14%	32%	43%
France	33%	0%	33%	33%
Italy	42%	42%	13%	4%

Figure 35. Time spent volunteering

Source: Own elaboration

- The highest number of volunteers who have been volunteering for more than 5 years is in Spain.
- All volunteers from Austria have been volunteering for more than 1 year.
- Volunteers from Italy have been volunteering for less time compared to the other countries.

	Type of volunteering in which you have participated									
	With people with functional diversity	Sport	With children	Social aid	Environmental	In education	With older people	With animals	With refugees	With sick people
Austria	9%	26%	26%	9%	9%	9%	3%	0%	9%	0%
Bulgaria	0%	21%	29%	11%	29%	11%	0%	0%	0%	0%
Spain	27%	21%	14%	14%	7%	7%	6%	4%	0%	0%
France	0%	25%	25%	0%	25%	12,5%	0%	0%	0%	12,5%
Italy	36%	3%	24%	9%	3%	0%	18%	6%	0%	0%

Figure 36. Type of volunteering in which you have participated

Source: Own elaboration

- The most volunteering in Austria is in sports and children's volunteering.
- The most volunteer work done in Bulgaria is with children and the environment.
- The most popular volunteering activity in Spain is for people with functional diversity.

- The most volunteering in France is sports, children and environmental volunteering.
- The most volunteer work done in Italy is with people with functional diversity.
- Volunteering with people with functional diversity is the most performed volunteering in Spain and Italy, but nobody in Bulgaria and France does it, and very few in Austria.
- If we compare the types of volunteering, volunteering with minors is the one with the most volunteers if the five countries are grouped together.

	You have anyone who is involved as a volunteer in the VARIED project or other projects	
	Yes	No
Austria	88%	12%
Bulgaria	100%	0%
Spain	91%	9%
France	50%	50%
Italy	57%	43%

Figure 37. You have anyone who is involved as a volunteer in the VARIED project or other projects

Source: Own elaboration

- All volunteers from Bulgaria know someone who is involved as a volunteer and the vast majority of volunteers from Spain and Austria know someone who is involved as a volunteer.
- In contrast, only half of the volunteers from France have someone they know who is involved as a volunteer.

	Type of relationship you have with this acquaintance		
	Friends	Family	Neighbours
Austria	75%	25%	0%
Bulgaria	81%	19%	0%
Spain	81%	19%	0%
France	50%	33%	17%
Italy	52%	37%	11%

Figure 38. Type of relationship you have with this acquaintance

Source: Own elaboration

- The majority of volunteers from Bulgaria, Spain and Austria have friends who are involved in volunteering.
- Half of the volunteers from France and Italy have friends who are involved in volunteering and have more family members and neighbours who are volunteers compared to the other countries.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering can help me to get into a job where I would like to work”	Yes	50%	61%	29%	0%	7%
	No	26%	26%	48%	100%	71%
	Not sure	24%	13%	23%	0%	22%

Figure 39. Volunteering can help me to work in the place I would like to work in.

Source: Own elaboration

- The majority of volunteers from Bulgaria consider that volunteering can help them to get a job where they would like to work and half of the volunteers from Austria also express this opinion.
- Volunteers from Spain, Italy and France indicate that volunteering cannot help them to get a job where they would like to work, especially those from Italy and France. In the case of France, all volunteers have this opinion.

		Austria	Bulgaria	Spain	France	Italy
“My friends/family are volunteers”	Yes	37%	6%	52%	16%	17%
	No	26%	56%	23%	84%	53%
	Not sure	37%	38%	25%	0%	30%

Figure 40. My friends/family are volunteers

Source: Own elaboration

- Spain is the country with the highest concentration of friends/relatives of volunteers who are also participating in volunteering compared to the other countries considered, although this only corresponds to half of the volunteers from Spain.
- France stands out as the country where most of its volunteers do not have friends/family members who are also volunteers.

		Austria	Bulgaria	Spain	France	Italy
“I am a person who cares for the underprivileged”	Yes	100%	100%	83%	100%	52%
	No	0%	0%	9%	0%	9%
	Not sure	0%	0%	8%	0%	39%

Figure 41. I am a person who cares about the underprivileged.

Source: Own elaboration

- All volunteers from Austria, Bulgaria and France express that they are people who care about the most disadvantaged and the majority of volunteers from Spain also express this.
- On the other hand, only half of the volunteers from Italy consider themselves to be people who care about the most disadvantaged.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering makes me feel important”	Yes	76%	94%	51%	20%	62%
	No	12%	0%	34%	80%	12%
	Not sure	12%	6%	15%	0%	26%

Figure 42. Volunteering makes me feel important

Source: Own elaboration

- The majority of volunteers from Bulgaria, Austria and Italy report that volunteering makes them feel important, especially those from Bulgaria.
- Only half of the volunteers from Spain say that volunteering makes them feel important.
- The majority of volunteers from France consider that volunteering does not make them feel important.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering helps me to forget my problems”	Yes	50%	100%	54%	17%	53%
	No	38%	0%	26%	50%	16%
	Not sure	12%	0%	20%	33%	31%

Figure 43. Volunteering helps me to forget my problems

Source: Own elaboration

- All volunteers from Bulgaria indicate that volunteering helps them to forget their problems.
- Only half of the volunteers from Austria, Spain and Italy say that volunteering helps them to forget their problems.
- Half of the volunteers from France say that volunteering does not help them to forget their problems.

		Austria	Bulgaria	Spain	France	Italy
“I’m really concerned about the particular group I’m working with”	Yes	74%	94%	73%	67%	52%
	No	13%	0%	12%	0%	25%
	Not sure	13%	6%	15%	33%	23%

Figure 44. I am really concerned about the particular group I am working with.

Source: Own elaboration

- Most of the volunteers from Bulgaria, Austria, Spain and France express that they are really concerned about the particular group they are working with, especially the volunteers from Bulgaria.

- Only half of the volunteers from Italy are really concerned about the particular group they are working with.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering makes me feel less lonely”	Yes	50%	69%	25%	33%	52%
	No	26%	0%	45%	34%	19%
	Not sure	24%	31%	30%	33%	29%

Figure 45. Volunteering makes me feel less lonely

Source: Own elaboration

- Bulgaria is the country with the highest number of volunteers who say that volunteering makes them feel less lonely.
- Half of the volunteers from Austria and Italy say that volunteering makes them feel less lonely.
- The majority of volunteers from Spain indicate that volunteering does not make them feel less lonely.
- Volunteers from France do not have a clear opinion on this issue.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering helps me to feel less guilty about being more fortunate than others”	Yes	24%	44%	26%	0%	57%
	No	63%	0%	60%	83%	13%
	Not sure	13%	56%	14%	17%	30%

Figure 46. Volunteering helps me to feel less guilty about being more fortunate than others

Source: Own elaboration

- Italy is the only country where slightly more than half of its volunteers indicate that volunteering helps them feel less guilty about being more fortunate than others.
- The majority of volunteers in France say the opposite and also, to a lesser extent but accounting for more than half of the volunteers, those in Austria and Spain.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering helps me to learn more about the cause I’m working on”	Yes	62%	94%	80%	33%	46%
	No	0%	0%	6%	34%	20%
	Not sure	38%	6%	14%	33%	34%

Figure 47. Volunteering helps me to learn more about the cause I’m working on

Source: Own elaboration

- The majority of volunteers from Bulgaria, Spain and Austria, especially those from Bulgaria, consider that volunteering helps them to learn more about the cause they are working for.
- Almost half of the volunteers from Italy and only one third of the volunteers from France share the same opinion as the three countries above.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering helps me to improve my self-esteem”	Yes	75%	94%	49%	33%	56%
	No	0%	0%	28%	33%	11%
	Not sure	25%	6%	23%	33%	33%

Figure 48. Volunteering helps me to improve my self-esteem

Source: Own elaboration

- The majority of volunteers from Bulgaria and Austria, especially those from Bulgaria, feel that volunteering helps them to improve their self-esteem.
- About half of the volunteers from Italy and Spain feel that volunteering helps them to improve their self-esteem.
- Volunteers from France do not have a clear opinion on this issue.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering helps me to have a new perspective on things”	Yes	100%	100%	94%	66%	59%
	No	0%	0%	0%	24%	8%
	Not sure	0%	0%	6%	0%	33%

Figure 49. Volunteering helps me to have a new perspective on things

Source: Own elaboration

- All volunteers from Austria and Bulgaria consider that volunteering helps them to gain new perspectives on things and the majority of volunteers from Spain also share this opinion.
- To a lesser extent, but being the majority of volunteers, it is noted that volunteers from France and Italy also consider that volunteering helps them to get new perspectives on things.

		Austria	Bulgaria	Spain	France	Italy
“I feel it is important to help others”	Yes	100%	100%	94%	50%	72%
	No	0%	0%	0%	17%	4%
	Not sure	0%	0%	6%	33%	24%

Figure 50. I feel it is important to help others

Source: Own elaboration

- All volunteers from Austria and Bulgaria feel it is important to help others and most volunteers from Spain and Italy feel it is important to help others.
- Only half of the volunteers from France feel it is important to help others.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering will help me to succeed in my chosen profession”	Yes	57%	68%	37%	17%	52%
	No	29%	19%	60%	83%	25%
	Not sure	14%	13%	3%	0%	23%

Figure 51. Volunteering will help me to succeed in my chosen profession

Source: Own elaboration

- The majority of volunteers from Bulgaria consider that volunteering will help them to succeed in their chosen profession.
- About half of the volunteers from Austria and Italy also indicate that volunteering will help them to succeed in their chosen profession.
- The majority of volunteers from France and Spain, especially those from France, consider that volunteering will not help them to succeed in their chosen profession.

		Austria	Bulgaria	Spain	France	Italy
“I can do things for a cause that is important to me”	Yes	50%	94%	86%	83%	67%
	No	25%	0%	3%	17%	9%
	Not sure	25%	6%	11%	0%	24%

Figure 52. I can do things for a cause that is important to me

Source: Own elaboration

- The majority of volunteers from Bulgaria, Spain, France and Italy, especially those from Bulgaria, indicate that they can do things for a cause that is important to them.
- Only half of the volunteers from Austria express the same opinion.

		Austria	Bulgaria	Spain	France	Italy
“I can learn how to deal with different kinds of people”	Yes	100%	100%	91%	67%	65%
	No	0%	0%	3%	0%	8%
	Not sure	0%	0%	6%	33%	27%

Figure 53. I can learn how to deal with different kinds of people

Source: Own elaboration

- All volunteers from Austria and Bulgaria point out that they can learn how to deal with different types of people and most of the volunteers from Spain, France and Italy share this opinion.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering makes me feel better about myself”	Yes	38%	100%	63%	17%	63%
	No	38%	0%	20%	66%	7%
	Not sure	24%	0%	17%	17%	30%

Figure 54. Volunteering makes me feel better about myself

Source: Own elaboration

- All volunteers from Bulgaria consider that volunteering makes them feel better about themselves.
- The majority of volunteers from Spain and Italy say that volunteering makes them feel better about themselves.
- The majority of volunteers from France indicate that volunteering does not make them feel better about themselves.
- Volunteers from Austria do not have a clear opinion on this.

		Austria	Bulgaria	Spain	France	Italy
“The volunteering experience will look good on my CV”	Yes	76%	87%	26%	17%	50%
	No	12%	13%	43%	83%	24%
	Not sure	12%	0%	31%	0%	26%

Figure 55. The volunteering experience will look good on my CV

Source: Own elaboration

- The majority of volunteers from Bulgaria and Austria consider that the volunteering experience will look good on their CV.
- Half of the volunteers from Italy indicate that the volunteering experience will look good on their CV.
- Volunteers from France and Spain, especially those from France, consider that the volunteering experience will not look good on their CV.

		Austria	Bulgaria	Spain	France	Italy
“Volunteering is a way to make new friends”	Yes	87%	100%	71%	34%	67%
	No	13%	0%	9%	34%	6%
	Not sure	0%	0%	20%	32%	27%

Figure 56. Volunteering is a way to make new friends

Source: Own elaboration

- All volunteers from Bulgaria express that volunteering is a way to make new friends.
- The majority of volunteers from Austria, Spain and Italy also indicate that volunteering is a way to make new friends.
- Volunteers from France do not have a clear opinion on this.

	Age of volunteers				
	From 18 to 24 years old	From 25 to 34 years old	From 35 to 44 years old	From 45 to 54 years old	From 55 to 64 years old
Austria	25%	75%	0%	0%	0%
Bulgaria	13%	19%	50%	13%	5%
Spain	29%	17%	17%	23%	14%
France	0%	33%	17%	17%	33%
Italy	20%	24%	30%	20%	6%

Figure 57. Age of volunteers

Source: Own elaboration

- There are more 18–24-year-old volunteers in Spain.
- France has no volunteers aged 18-24.
- Austria has the highest number of volunteers aged 25-34.
- Austria has no volunteers over the age of 34.
- Bulgaria has the highest number of volunteers aged 35-44.
- There are more volunteers aged 45-54 in Spain.
- France is the country with the highest number of volunteers aged 55-64.

	Gender of volunteers	
	Man	Woman
Austria	25%	75%
Bulgaria	62%	38%
Spain	71%	29%
France	50%	50%
Italy	53%	47%

Figure 58. Gender of volunteers

Source: Own elaboration

- Austria is the only country where women volunteer more than men.

- In France and Italy, there is an equal distribution of male and female volunteers.
- In Spain and Bulgaria, more men than women volunteer.

	Volunteers' level of education		
	Primary education	Secondary education	Higher education
Austria	0%	50%	50%
Bulgaria	0%	31%	69%
Spain	11%	37%	52%
France	0%	33%	67%
Italy	0%	6%	94%

Figure 59. Volunteers' level of education

Source: Own elaboration

- Most of the volunteers from Italy, Bulgaria and France, especially those from Italy, have higher education.
- Half of the volunteers from Austria have secondary education and half of the volunteers from Austria have higher education.
- Spain is the only country where there are volunteers with only primary education (11%).
- Half of the volunteers from Spain have higher education.

		Austria	Bulgaria	Spain	France	Italy
Current situation of volunteers	Only work	63%	81%	26%	100%	44%
	Mainly work as well as study	25%	6%	23%	0%	2%
	Study only	12%	0%	11%	0%	15%
	I mainly study and do some occasional work	0%	13%	23%	0%	16%
	I am doing an internship	0%	0%	0%	0%	5%
	I am unemployed and receiving unemployment benefits	0%	0%	0%	0%	10%
	I am unemployed without receiving unemployment benefits	0%	0%	3%	0%	2%
	I am retired and receiving a pension	0%	0%	14%	0%	6%

Figure 60. Volunteers' situation

Source: Own elaboration

- All volunteers from France work only and most volunteers from Bulgaria and Austria also work only.
- In Italy, there is a higher number of volunteers who only work, although in smaller proportion compared to the above-mentioned countries.
- In Spain, the Current situation of volunteers is divided, to a greater extent, between those who only work, those who mainly work and also study and those who mainly study and do some occasional work.
- In Austria, Bulgaria and France there are no volunteers who are unemployed.
- Italy is the only country that has volunteers who are doing internships and who are unemployed and receiving unemployment benefits.
- The few retired people who are volunteers are mainly in Spain and Italy.

		Austria	Bulgaria	Spain	France	Italy
Current/last occupation of volunteers	Director / Manager	29%	40%	7%	17%	4%
	Professional, scientific and intellectual	29%	20%	19%	0%	22%
	Technician and mid-level professional	0%	20%	26%	33%	16%
	Administrative support staff	0%	13%	3%	0%	12%
	Plant or machine operator or fitter	0%	7%	0%	0%	5%
	Service workers and shop and market salespersons	0%	0%	13%	0%	13%
	Farmer or worker specialising in agriculture, forestry or fishing	0%	0%	0%	0%	8%
	Military occupation or special forces	0%	0%	0%	0%	8%
	Journeyman and craftsman in the mechanical and other trades	0%	0%	3%	0%	6%
	Elementary occupation	0%	0%	0%	0%	6%
	Educator	0%	0%	0%	50%	0%
	Firefighter	0%	0%	11%	0%	0%
	English teacher	0%	0%	3%	0%	0%
	Trailer driver	0%	0%	3%	0%	0%
	Socio-sanitary	0%	0%	3%	0%	0%
	Health professional	0%	0%	3%	0%	0%
	Free time instructor	0%	0%	3%	0%	0%
	Lifeguard	0%	0%	3%	0%	0%
	Singer	14%	0%	0%	0%	0%
	Work in tourism	14%	0%	0%	0%	0%

	Trainer	14%	0%	0%	0%	0%
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Figure 61. Current/last occupation of volunteers

Source: Own elaboration

- The most common occupations for volunteers from Austria are, in equal proportions, director/manager and professional, scientific and intellectual.
- The most common occupation for volunteers from Bulgaria is director/manager.
- The occupation most frequently performed by volunteers from Spain is technician and mid-level professional.
- The occupation most frequently undertaken by volunteers from France is educator.
- The occupation most frequently performed by volunteers from Italy is professional, scientific and intellectual.
- In Spain and Italy, almost no volunteers are directors/managers, in contrast to the volunteers from Austria and Bulgaria, where most of them are directors/managers.

	Average net household income of volunteers per month					
	Less than €500	Between 501 and €1000	Between 1001 and €1500	Between 1501 and €2000	Between 2001 and €3000	More than €3000
Austria	12%	0%	25%	25%	38%	0%
Bulgaria	0%	13%	6%	24%	44%	13%
Spain	7%	13%	27%	20%	23%	10%
France	0%	0%	17%	33%	50%	0%
Italy	5%	17%	38%	27%	13%	0%

Figure 62. Average net household income of volunteers per month

Source: Own elaboration

- In France, Bulgaria and Austria, volunteers are mostly concentrated in the range of €2001-3000 net income per month.
- In Italy and Spain, volunteers are mostly concentrated in the range of €1001-1500 net income per month.
- Bulgaria is the country with the most volunteers with a net income of more than €3000.

3.2.1 CONCLUSIONS REGARDING THE COMPARISON BETWEEN COUNTRIES.

As we have seen in the breakdown of the comparative results by country, there are certain differences between the countries participating in this project. In the following paragraphs, we will classify the data obtained in different categories. Regarding the general information on volunteers, we can highlight that all volunteers from Austria, Bulgaria and Spain participated in VARIED activities, while in Italy and France, some of their volunteers did not take part in the project. Another noteworthy fact is that only 49% and 33% of the volunteers in Spain and France, respectively, had participated as volunteers in other causes, while in the rest of the countries the majority had done so. This highlights the differences in the culture of volunteering that can be found from one country to another. Of these, the majority had volunteered 1 or 2 times as a general rule, although a few had volunteered more than 5 times.

In terms of the type of volunteering carried out in the past, sports and children's volunteering have stood out in almost all cases, although in Spain, for example, or in Italy, the most volunteering has been carried out with people with functional diversity. This was very positive when it came to carrying out the project's training and events. However, in Bulgaria and France it was the first time that respondents participated in volunteering with people with functional diversity.

Once the general information has been commented on, the possible reasons that may motivate volunteers to decide to carry out this activity were analyzed. In the first place, the influences of their close environment should be highlighted. In Spain, Bulgaria and Austria most of the volunteers had friends who already participated in other activities of this type; the French and Italians also, but relatives or neighbors predominated, compared to the others. Word of mouth and experiences from our environment can be an incentive to try or continue to participate in volunteering.

Another category would be job motivations. In Bulgaria's case, a large percentage of respondents think that volunteering can help them get the job they want, as do half of the Austrian volunteers. In the other countries, this opinion is the opposite, thus not being an incentive to do it. Likewise, in Bulgaria, volunteers consider that this activity helps them to succeed in their chosen profession, as do half of the Italians and Austrians. In Spain and France, especially the latter, they do not agree with this consideration. As to whether or not volunteer experience would look good on the resume, the majority of Bulgarians and Austrians think so, and more than half of Italians do too. In the case of Spain and France, this opinion is negative.

As can be seen, Bulgarian volunteers take employment benefits very much into consideration when volunteering, while for Spain and France, such benefits do not motivate them to carry out this activity.

Next, we would highlight the stimuli related to the personality or the most emotional part of this activity. All countries coincide in being people who care about the underprivileged. However, the French have the opposite opinion. They do not feel important for doing it. Something similar happens when faced with the statement that volunteering helps them forget their problems; the French disagree, as do half of the Austrians, Spaniards and Italians. On the other hand, all Bulgarians see themselves reflected in this statement. Again, Bulgaria takes the lead in terms of emotional reasons. This time, they say that volunteering makes them feel less lonely. They are joined by half of the Austrians and Italians, while the Spaniards are on the opposite side. As to whether volunteering helps them feel less guilty about being more fortunate than others, half of the Italians say this is true, while almost all the rest of the volunteers from the other countries do not agree at all.

Continuing with the statements regarding the emotional motives that may motivate these volunteers to choose to participate in these activities, it is observed that the majority of volunteers from Bulgaria and Austria, especially those from Bulgaria, feel that volunteering helps them to improve their self-esteem. In the same way, although to a lesser extent, volunteers from Italy and Spain do so. On the other hand, all volunteers from Austria and Bulgaria consider that volunteering helps them to have new perspectives on things and most volunteers from Spain also share this opinion. To a lesser extent, but being the majority of volunteers, it is observed that volunteers from France and Italy also consider that volunteering helps them to have new perspectives on things. Similarly, volunteers agree on the importance of helping others. Following along this line, again Bulgarians agree that this activity makes them feel better about themselves. Most of Italy and Spain agree, while France again disagrees. This time, Austrian volunteers are neutral to the statement. Another compelling reason that could lead people to volunteer is to make new friendships more aligned with their values and, in this way, all Bulgarian volunteers would agree, as well as most of the other volunteers, leaving France in a neutral position. In this category, it is clear that the Bulgarian volunteers have an emotional tendency in relation to this activity, while the French are on the opposite side. They do not find in the emotional aspect an incentive to opt for volunteering. The rest of the countries are in a neutral position, with some statements being emotionally motivated and others the opposite.

Finally, with regard to the socioeconomic profile of the volunteers, we find enormous dissimilarities. On the one hand, it can be observed that Spain is the country with the most volunteers aged 18 to 24 and 45 to 65.

France, on the other hand, has no volunteers in this first age range, but it is the country with the largest number of volunteers aged 55 to 64. Bulgaria also has a large number of middle-aged volunteers and Austria stands out for not having volunteers over 34 years of age. It is noticeable how the culture of volunteering is more or less rooted in different generations depending on the country where they are and the social organization they are linked with. Similarly, there are differences in terms of gender. Women predominate in Austria, men predominate in Spain and Bulgaria, and in France and Italy the distribution is much more equal. Education is another point that differentiates the volunteers. Most of the volunteers from Italy, Bulgaria and France, especially those from Italy, have higher education. In Austria only half of them, while the other half have secondary education. Spain is the only country with volunteers who only have a primary school education (11%). The same goes for the dedication of these people; France, Bulgaria and Austria have volunteers who only work, as does Italy (to a lesser extent). In Spain, the current situation of volunteers is generally divided between those who only work, those who mainly work and also study and those who mainly study and do occasional work.

Another interesting fact is the current employment/economic situation of the volunteers. In Austria, Bulgaria and France there are no volunteers who are unemployed, while Italy is the only country that has volunteers who are doing internships and who are unemployed and collecting unemployment benefits. The few retirees who are volunteers are mostly in Spain.

With regard to specific occupations, it should be noted that in Spain and Italy, almost no volunteers are directors and/or managers, unlike volunteers in Austria and Bulgaria, where most of them are. In France, the most prominent profession is educator.

To conclude this socio-economic analysis, the salary ranges of volunteers are concentrated as follows: in France, Bulgaria and Austria, from 2001-3000€ net income per month. In Italy and Spain, from €1001-1500 net income per month. Bulgaria is the country with the most volunteers with a net income of more than €3000. There is a clear difference in the socio-economic profile of the volunteers, specifically the Bulgarians, with a higher socio-economic and employment situation than in the other countries. In general, the five member countries of this project have volunteers with a more similar profile among the participants from the same country, while the Spanish volunteers have very different profiles.

3.3 PROFILE OF THE EUROPEAN PLAYER

In the first part of this chapter, all the data related to the profile and characteristics of the volunteers who have been part of VARIED have been discussed. These are a fundamental pillar for the development and success of VARIED. In this second part, all the data obtained through questionnaires to the players who have participated in this project will be presented.

As can be seen, it has not been possible to collect data from the Austrian players, although they have participated in the project.

	1. Physical activity is recognised as an element that improves the health of those who engage in it. Can you tell me how many days a week you currently engage in physical activity?			
	1 day per week	2 to 3 days a week	4 to 6 days a week	No physical activity
Europe	55,9%	26%	15,8%	2,2%

Figure 63: Could you tell me how many days a week you are currently physically active?

Source: Own elaboration

- The results indicate that 55.9% of the players do one day of physical activity per week.
- Only 2.2% never engage in physical activity.

	1. Is it you?		
	Man	Woman	I prefer not to answer
Europe	59%	25%	16%

Figure 64: Is it you?

Source: Own elaboration

- Almost 60% of the respondents are "men", compared to 25% of women.
- Sixteen percent of the players did not wish to answer.

	3. Apart from doing a sport of your choice, do you see a specialist to help you with your physical limitations?		
	Nutritionist	Physiotherapist	I don't go to a specialist
Europe	12,4%	14,6%	73%

Figure 65: ¿Do you see a specialist to help you with your physical limitations?

Source: Own elaboration

- Seventy-three percent of the participants do not go to any specialist for help with their physical limitations.
- Of those who do, 14.6% go to a physiotherapist and 12.4% to a nutritionist.

	4. Your limitation is...		
	Acquired	Congenital	Other
Europe	45,3%	54,7%	0%

Figure 66: Your limitation is...

Source: Own elaboration

- Of those surveyed, 54.7% indicated that their limitation was congenital, while 45.3% said it was acquired.

	5. In addition to the main limitation, do you have any other kind of limitation?			
	Yes, I have a visual limitation	Yes, I have a motor limitation	Yes, I have a limitation caused by a mental disorder.	No
Europe	9,7%	2,3%	10%	78%

Figure 67: In addition to the main limitation you have, do you have any other kind of limitation?

Source: Own elaboration

- Regarding other limitations, in addition to the main limitation, 78% of the players indicated that they did not have any other limitation.
- Almost 10% said they had a visual limitation and 2.3% a motor limitation.

	6. Could you please tell me the degree of your disability?			
	From 1 to 24	5 to 49%	50 to 70% or more	71% and above
Europe	74%	22%	1%	3%

Figure 68: Could you tell me the degree of your disability?

Source: Own elaboration

- The degree of disability of the respondents is mostly from 1 to 24% (74%), followed by 25 to 49% (22%).
- The least frequent degree is 50 to 70% (1%).

	7. Do you currently receive any kind of financial assistance because of your limitations?			
	No, I do not receive any kind of subsidy/support.	No, but I receive social and tax benefits	Yes, Yes, I receive state aid	Yes, I receive a non-contributory pension
Europe	62,5%	12,5%	23%	0%

Figure 69: Do you currently receive any kind of financial support because of your limitation?

Source: Own elaboration

- With regard to financial aid, most players do not receive any (62.5%).
- Of these, 23% receive state aid and 12.5% have social or tax benefits due to their limitation.

	8. ¿How old are you?			
	18 to 24 years old	25 to 35 years old	36 to 45 years old	46 to 55 years old
Europe	68,2%	15,4%	13%	3,4%

Figure 70: How old are you?

Source: Own elaboration

- The main age range of the respondents is between 18 and 24 years old (68.2%).
- Only 3.4% are between 46 and 55 years old.

	9. Level of education?			
	No education	Primary education	Secondary education	University education
Europe	13,6%	31,8%	54,6%	0%

Figure 71: Level of education?

Source: Own elaboration

- Most of the players' level of education (54.6%) is secondary school.
- None of the players have university studies and 13.6% have no studies.

	10. How much net income do all household members currently have on average in your household per month?			
	Less than 500	Between 501 to 1000	Between 1001 to 1500	Between 1501 to 2000
Europe	1,1%	22,2%	43,4%	33,3%

Figure 72: Currently, among all household members, how much net income do you have on average in your household per month?

Source: Own elaboration

- As for the income received in the players' households, taking into account all members of the household, we can highlight that 1.1% receive less than 500 euros per month.
- 43.4% receive between 1001 and 1500 euros, 33.3% between 1501 and 2000 euros and, finally, 22.2% receive between 501 and 1000 euros per month.

	11. Do you belong to an association of people with functional diversity?	
	Yes	No
Europe	25%	75%

Figure 73: Do you belong to an Association of people with Functional Disability?

Source: Own elaboration

-Most of the players, 75%, do not belong to any association for people with functional diversity.

3.3.1 CONCLUSIONS

With the data presented in the previous section, we can extract the profile of the players of the rugby teams trained in the VARIED project. The profiles are very different among them, which may be due to some extent to the different countries and organizations they come from. In the following section, each of these issues will be studied in detail by comparing the data according to the countries to which the teams of which they belonged.

First of all, it can be seen that most of them are men, 60%, with both congenital (54.7%) and acquired (45.3%) limitations, 78% of whom do not have any other limitation. As for the degree of disability, it is mostly from 1 to 24% (74%), followed by 25 to 49% (22%).

With respect to other indicators of their profile, the predominant age range of the players is between 18 and 24 years old. These are young people, most of whom have secondary education (54.6%) and who do at least one day of physical activity per week (55.9%). These data suggest that the level of education is low.

As for economic data, 62.5% of them do not receive any type of assistance. The income received in the players' households, taking into account all the members of the household, we can highlight that 43.4% receive between 1001€ and 1500€ and 33.3% between 1501€ and 2000€. These are low incomes, especially if we take into account that the teams are from different European countries. Definitely, this is a low socio-economic profile when compared directly with that of volunteers, for example.

3.4 COMPARISON OF RESULTS BETWEEN COUNTRIES

	1. Physical activity is recognised as an element that improves the health of those who engage in it. Can you tell me how many days a week you currently engage in physical activity?			
	1 day per week	2 to 3 days a week	4 to 6 days a week	No physical activity
Spain	50%	45%	4,5%	0%
Bulgaria	48,6%	34,3%	8,6%	8,6%

France	100%	0%	0%	0%
Austria	No data available	No data available	No data available	No data available
Italy	25%	25%	50%	0%

Figure 74: Could you tell me how many days a week you are currently physically active?

Source: Own elaboration

- In both Spain and Bulgaria we can observe that the majority of respondents are physically active once a week.
- With regard to Bulgaria, we can state that it is the only country in which no physical activity is performed with 8.6%.
- Italy is the only constant country and the one with the most physical activity according to the periods, although it is worth noting that 100% of the French respondents are physically active once a week.

	2. Is it you?		
	Man	Woman	I prefer not to answer
Spain	77,3%	22,7%	0%
Bulgaria	46,9%	12,5%	40,60%
France	60%	40%	0%
Austria	No data available	No data available	No data available
Italy	50%	25%	25%

Figure 75: Is it you?

Source: Own elaboration

- In the 4 countries in which we have obtained results, we can see that the majority of the people who have carried out the surveys are men. In Spain 77.3%, in Bulgaria 46.9%, in France 60% and in Italy 50%. It is also worth noting that in both Italy and Bulgaria some of the respondents did not want to specify their gender.

	3. Apart from doing a sport of your choice, do you see a specialist to help you with your physical limitations?		
	Nutritionist	Physiotherapist	I don't go to a specialist
Spain	4,5%	36,4%	59,1%
Bulgaria	0%	0%	100%
Francia	20%	0%	80%
Austria	No data available	No data available	No data available
Italia	25%	25%	50%

Figure 76: ¿Do you see a specialist to help you with your physical limitations?

Source: Own elaboration

- Spain is the country with the highest distribution, i.e. we can observe that the Spanish respondents go to different specialists such as nutritionists or physiotherapists to help them with their physical limitations, the same happens with the respondents from Italy.
- Another very important fact to note is that this is the opposite in Bulgaria, as they do not go to any specialist, and 80% of the French players do not go to a specialist either.

	4. Your limitation is...		
	Acquired	Congenital	Other
Spain	0%	100%	0%
Bulgaria	81,3%	18,8%	0%
Francia	0%	100%	0%
Austria	No data available	No data available	No data available
Italy	100%	0%	0%

Figure 77: Your limitation is...

Source: Own elaboration

- Regarding the answers of the players from Italy, they express that 100% of their limitation is acquired, on the other hand the answers of the players from Spain and France express that their limitation is 100% congenital, on the other hand the results from Bulgaria show that their limitation is both acquired and congenital with 81.3% and 18.8%.

	5. In addition to the main limitation, do you have any other kind of limitation?			
	Yes, I have a visual limitation	Yes, I have a motor limitation	Yes, I have a limitation caused by a mental disorder.	No
Spain	13,6%	9,1%	0%	77,3%
Bulgaria	0%	0%	0%	100%
Francia	0%	0%	40%	60%
Austria	No data available	No data available	No data available	No data available
Italia	25%	0%		75%

Figure 78: In addition to the main limitation you have, do you have any other kind of limitation?

Source: Own elaboration

- The most striking fact is that 100% of the answers of the Bulgarian players indicate that they do not have any kind of limitation.
- In Spain and Italy, some of the players say that they do have another type of limitation, in this case visual and motor.
- In the case of France it is the only country with 40% with a type of limitation caused by a mental disorder

	6. Could you please tell me the degree of your disability?			
	From 1 to 24	5 to 49%	50 to 70% or more	71% and above
Spain	54,5%	27,3%	4,5%	13,6%
Bulgaria	100%	0%	0%	0%
Francia	40%	60%	0%	0%
Austria	No data available	No data available	No data available	No data available
Italia	100%	0%	0%	0%

Figure 79: Could you tell me the degree of your disability?

Source: Own elaboration

- Spain is the only country with different degrees of disability from 1 degree to 75 or more per cent.
- 100% of respondents from Italy and Bulgaria have a degree of disability from 1 to 24%.
- 60% of the respondents from France have a degree of disability from 25% to 49%.

	7. Do you currently receive any kind of financial assistance because of your limitations?			
	No, I do not receive any kind of subsidy/support.	No, but I receive social and tax benefits	Yes, Yes, I receive state aid	Yes, I receive a non-contributory pension
Spain	0%	0%	90,9%	0%
Bulgaria	100%	0%	0%	0%
Francia	100%	0%	0%	0%
Austria	No data available	No data available	No data available	No data available
Italia	50%	50%	0%	0%

Figure 80: Do you currently receive any kind of financial support because of your limitation?

Source: Own elaboration

- These data reflect the great inequality and vulnerability in which the respondents find themselves, due to the social exclusion in which they find themselves because of their condition, as the majority of respondents in Bulgaria, France and Italy express that they do not receive any kind of state support.
- In contrast, in Spain, 90% of respondents do receive some kind of financial support.

	8. ¿How old are you?			
	18 to 24 years old	25 to 35 years old	36 to 45 years old	46 to 55 years old
Spain	22,7%	36,4%	27,3%	13,6%
Bulgaria	100%	0%	0%	0%
France	100%	0%	0%	0%
Austria	No data available	No data available	No data available	No data available
Italy	50%	25%	25%	0%

Figure 81: How old are you?

Source: Own elaboration

- The majority of respondents in the 4 countries are between 18 and 24 years old, with the highest percentages in Bulgaria and France with 100% and Italy with 50%. It is worth noting that Spain is the only country in which there are participants aged between 46 and 55 years old.

	9. Level of education?			
	No education	Primary education	Secondary education	University education
Spain	54,5%%	27,3%	18,2%	0%
Bulgaria	0%	0%	100%	0%
France	0%	100%	0%	0%
Austria	No data available	No data available	No data available	No data available
Italy	0%	0%	100%	0%

Figure 82: Level of education?

Source: Own elaboration

- In both Bulgaria and Italy, 100% of respondents have secondary education, whereas in Spain, the majority of respondents have no education (54.5%).
- In France, 100% of respondents had primary education.

	10. How much net income do all household members currently have on average in your household per month?			
	Less than 500	Between 501 to 1000	Between 1001 to 1500	Between 1501 to 2000
Spain	4,5%	63,6%	31,8%	0%
Bulgaria	0%	25%	21,9%	53,1%
Francia	0%	0%	20%	80%
Austria	No data available	No data available	No data available	No data available
Italia	0%	0%	100%	0%

Figure 83: Currently, among all household members, how much net income do you have on average in your household per month?

Source: Own elaboration

- Regarding the net income that the players have on average in their household per month: Spanish players have an income of between 501 to 1000 euros per month with 63.6%, Italian players have an income of between 1001 to 1500 euros per month with 100%, Bulgarian players have an income of between 1501 to 2000 euros per month with 53.1%, and French players have an income of between 1501 to 2000 euros with 80%, these being the ones with the highest income.

	11. Do you belong to an association of people with functional diversity?	
	Yes	No
Spain	100%	0%
Bulgaria	0%	100%
Francia	0%	100%
Austria	No data available	No data available
Italia	0%	100%

Figure 84: Do you belong to an Association of people with Functional Disability?

Source: Own elaboration

Finally, it should be noted that Spain is the only country in which 100% of respondents belong to an association of people with functional diversity.

3.4.1 CONCLUSIONS REGARDING THE COMPARISON BETWEEN COUNTRIES

As it has been observed in this section, the players of the rugby teams of the VARIED project have very different profiles. It is a fact that there are cultural, idiomatic, personal, economic and emotional differences due to the fact of belonging to one country or another. In the same way, these differences have posed a problem in acquiring the necessary information for this analysis from the Austrian players. The profiles of the respondents are presented below.

First of all, regarding the habits and condition of the players, I would highlight that 8.6% of Bulgarians do not engage in any kind of physical activity on a weekly basis. They are the only country in which this happens. In Spain, France and rest of Bulgarians, sport is done at least once a week. Italians are the ones who carry out the most days of weekly physical activity. Regarding the medical specialists that players visit, in Spain and Italy we find the highest concentration of respondents who visit both nutritionists and physiotherapists to help them with their limitations. On the contrary, in Bulgarian and French players prefer not visiting specialists.

If the limitations of the players are analyzed, Italy and Bulgaria have a large majority of people with acquired limitations, while Spain and France express that their limitations are 100% congenital. Apart from these, we

inquired about other types of limitations, with 100% of the Bulgarian responses indicating that they did not have any other type of limitation. In Spain and Italy, some of the players indicated that they did have another type of limitation, in this case visual and motor. The case of France is the only one with 40% with a type of limitation caused by mental disorder. As for the degree of disability, Spain is characterized as the only team with different degrees of disability from 1% to 75%. 100% of the respondents from Italy and Bulgaria have a degree of disability from 1 to 24% and 60% of the respondents from France have a degree of disability from 25% to 49%. All these data reveal large differences between players from different countries, especially the latter.

In the social profile, the majority of respondents in the 4 countries are between 18 and 24 years old, with the highest percentages in Bulgaria and France with 100% and Italy with 50%. It is worth noting, according to these data, that Spain is the only country in which there are participants between 46 and 55 years of age. Once again, another characteristic shows the diversity of people that have participated in the project. In Bulgaria, as well as in Italy, 100% of the respondents have completed secondary education. Instead, in Spain most of the respondents have no education (54.5%) and in France, 100% of the respondents have completed primary education.

With regard to the economic profile, we have observed data that reflect the great inequality and vulnerability in which the people surveyed find themselves, since the majority of respondents in Bulgaria, France and Italy do not receive any type of state aid. On the other hand, in the Spanish case, 90% of the respondents do receive some type of financial assistance. If we analyze the net income that players have on average in their household per month, we can see that Spaniards have the lowest income, with 63.6% of them between 501 and 1000 euros per month. In the opposite case are the French, with 80% of their players with an income of between 1501 and 2000 euros per month, and the Bulgarians with 53.1% in the same range. 100% of Italians receive between 1001 and 1500 euros per month. Finally, it should be noted that Spain is the only country where 100% of those surveyed belong to an association of people with functional diversity.

4. FINAL CONCLUSIONS

As has been observed throughout this document, the main aspects have been studied in order to contextualize and comprehensively understand the environment of both the volunteers and the players who have been part of VARIED. Thus, factors have been analyzed from all the perspectives necessary to obtain the data required

to complete all that is required in the system of indicators set out in this report. As stated at the beginning of this report, both the data collected and the methodology used to obtain the system, as well as previous studies, allow for comparison among the participating countries and could be used for comparison in future editions of this or other projects. It is a very simple, cross-cutting methodology that can be adapted to any circumstance (as was proven during the COVID-19 period) and situation and, therefore, can be replicated in different causes and experiences.

As has been pointed out in some of the sections, obtaining this information has involved many differences both at the volunteer/player level and between countries (with the limitations of the sample already exposed). It has already been mentioned that there are many factors that may have been the triggers for these dissimilarities. On the one hand, it has been much easier for partners to find volunteers than players. This has increased for some partners due to their activity as an entity, as well as the years of experience they had prior to the start of the project. For others, whose experience was not as long, it was more complex to form a network of volunteers for the teams. It should also be borne in mind that the culture of volunteering differs from country to country, with some countries having a much more common and usual practice than others, which may have made the task of obtaining this structure much easier for some partners.

From the players' perspective, it has also been observed that, for some of the partners, again possibly as a result of their activity, it has been easier not only to create the groups but also to obtain the necessary information to carry out the final studies.

Regardless of all these circumstances, it has been possible to evaluate the results of this project. The coaches and other members of the partner teams have been observing the evolution of the participants and, together with the data presented throughout this report, it has been possible to draw several general conclusions.

Firstly, the structure of volunteers has been characterized by people of different age ranges, although predominantly younger age ranges, with high levels of education and whose usual dedication is usually to work (without combining it with other activities such as studying). The professions in which the highest percentages of respondents are engaged are management, science or mid-level professions and the most frequent income ranges are between 2001 and 3000 euros (25.8%), followed closely (25.8%) by incomes between 1501 and 2000 euros. Together, these data indicate a high average profile of these volunteers, both occupationally and economically.

As for the reasons that motivate these groups to carry out this type of altruistic activities, there is a labor aspect, where learning and experience in these fields can broaden their knowledge and have an impact on the acquisition of new jobs, and another more emotional aspect where they show their concern for the underprivileged as well as a personal sense of importance, less guilt for their own privileges, improved self-esteem, less feeling of loneliness...

Secondly, the structure of players has been characterized by a very different profile, especially in the socioeconomic field, from that of the volunteers. In this case, it can be observed that it is a less equal profile in terms of gender, and with a lower age range, much younger than the previous case. The level of education does not exceed secondary education and the household income of these people is that 43.4% receive between 1001 and 1500 euros and 33.3% between 1501 and 2000 euros. It should be added that more than 60% of those surveyed do not receive any type of assistance. Unlike the data obtained from the volunteers, in the case of the players, the income of the entire family unit is studied, not of them individually, as is done with the economic data of the volunteers. This reflects an economic difference between the two groups.

Finally, we have obtained a series of qualitative data based on the experience that all coaches, facilitators and other members of the teams have had during these years of the project. They all state that rugby has led to an increase in self-esteem and self-confidence, as well as in the players' abilities. It is also emphasized that rugby, as a sport, and taking into account its rules and the skills required to perform it, is a very convenient and easy activity to implement in this type of volunteer work.

Likewise, a high degree of satisfaction has also been shown, not only once the project has been completed and all the physical and emotional improvements of the participants have been observed, but also after each training session and event carried out. For various reasons, this is a rare experience in the lives of these players, and these have helped them to feel less insecure, to relate better with new people outside their environment, to manage emotions they have been feeling during all this time... The improvement of their social skills in terms of companionship, groups and this type of everyday situations, as well as the understanding and execution of rules and regulations, is also emphasized.

Finally, the information received indicates that this is a sector of the population that usually has more difficulties in establishing and maintaining friendships throughout their lives and that thanks to having access to and being able to carry out this type of leisure activities, with people of different profiles, has allowed, at least in the players of this project, to reduce their feeling of discrimination. That is to say, it favors the feeling

of cohesion of the participants, increases the self-esteem of people with functional diversity and helps them to relate to other people and to establish and maintain personal relationships.

All in all, it is satisfactory to note in this final report that all the objectives initially set out in the VARIED project have been achieved, in general, and have represented a good sample for future studies and research, as well as for European citizenship. At the same time, it has represented a case of good practices that could be taken into consideration for the future development of social cohesion policies within the framework of the European Union.

5. GOOD PRACTICES GUIDE

In order to be taken into consideration and implemented in future editions, a series of principles and criteria are defined below as good practices that can be taken as references in future editions of this or similar projects. It will also be possible to extrapolate them to other types of volunteering with the appropriate modifications.

- A plan of action must be generated whose order and form of execution is known and understood exactly by the entire team. This procedure should be standardized so that it can be transferred to other teams or volunteers and ensure that it can be maintained over time. In addition, it should be a light and easy to understand process to facilitate the involvement of all parties involved.
- Communication must be continuous and frequent in all directions. In today's digital era, there are countless tools that allow different groups to communicate both among themselves and internally. Thanks to this, it will be possible to ensure that the objectives of the initial approach are met and to redirect actions or correct errors by facilitating their early detection.
- To know, as far as possible, in detail each member of the team. Their tastes, aspirations, objectives, personality, preferences, characteristics... In this way, each person can be positioned in the most appropriate place and their tasks and responsibilities will be better adapted to their preferences.
- At the time of searching for and choosing volunteers, it is advisable that a committee made up of different members from all fields be created to evaluate the new volunteers. This will depend largely on the size of the organization looking for volunteers, but will help in the case of larger volumes of volunteers, to choose those who are most aligned with the objectives and values of the organization and/or project. In volunteering, not everything goes.

- It is recommended that the volunteers undergo a short course or introduction that informs them of the action plan, its execution, steps to take into account, etc. It is also interesting that a good atmosphere is generated among the group of volunteers, as this will later have repercussions on the playing field (in this case the activity carried out was rugby, although it will have repercussions in any volunteering activity to be carried out). Players and organizational groups must also have some training to align all actions. This training will influence further professionalization, especially of volunteers and organizational members.
- Periodic analysis activities will help to create greater participation and involvement by all the groups that make up the teams. In addition, it is a situation where communication and active listening converge and where the evolution of the activities, as well as possible existing problems, can be exposed.
- Certify and recognize participation in these activities. This will be an incentive for the participation of both players and volunteers, who will be able to accredit their experience in these environments for future jobs and/or volunteer work, among others. In addition, it will be an added value that will make participating in the project more attractive.
- As has been done in this project, the evaluation of the results is indispensable. This will provide the organization with information on what needs to be eliminated, added or modified for future projects. It will also help to improve other experiences and to focus on where the main mistakes have been made. In addition, the evaluation can be conducted from many perspectives, and it will be possible to know the type of people who are part of the groups, their motivations, the level of satisfaction, their personal evolution...
- More specifically in rugby, and without going into a great level of detail since many best practice guides can be found from entities specialized in this sport, it is recommended to use conditioned games that serve as a start for those who have not previously performed this activity. In this way, a climate of confidence will be generated both in the team and with oneself that will allow the players to progress.

- Since we are dealing with different profiles of participants and an activity that, for many, will be a novelty, it is advisable to use simple language so that everyone can understand it, especially if there are language barriers (as has occurred in some cases in VARIED). In addition, positive and constructive language, especially when errors are detected, provides better feedback for players.
- Create accessible and open spaces for everyone. Both on the playing field and in other facilities where any type of project activity takes place.
- In this type of projects, there are many parties involved. Since these are non-profit activities, it is difficult to obtain funding to carry out certain activities, so it is advisable to seek alliances with other entities that can help improve these experiences through their products or services. It is especially interesting to look for local entities, as this will increase involvement.

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7. ANNEX

VOLUNTEER PROFILE SURVEY

From the Local Development Institute of the University of Valencia (Spain), we are performing a study about the volunteers in the VARIED project for which we need your participation. This survey's goal is to have knowledge of this volunteer's profile to, afterwards, analyze the impact of the project in our society and the people who participate in it. For that purpose, we request you to answer this survey. We guarantee the absolute anonymity and we thank you for your participation.

1. Have you ever participated or are you participating in this project (VARIED)?
 - a. Yes
 - b. No

If you have not participated in this project, please, do not answer the following questions. Thank you for your collaboration.

2. Have you ever participated as a volunteer in other projects, NGOs or associations?
 - a. Yes
 - b. No

- IF THE ANSWER IS YES.

In how many NGOs, associations or projects have you participated as a volunteer?

- a. 1 to 2
- b. 3 to 5
- c. More than 5

- **For how long have you been a volunteer?**
 - a. Less than a year
 - b. From 1 to 3 years
 - c. From 3 to 5 years
 - d. More than 5 years
- **In what type of projects have you participated in addition to this one? (multiple choice)**
 1. Volunteering with people with functional diversity
 2. Volunteering with children
 3. Volunteering with animals
 4. Environmental volunteering
 5. Volunteering with elderly people
 6. Sport volunteering
 7. Social help volunteering
 8. Education volunteering
 9. Others:

3. Do you have any acquaintance who participates as a volunteer in this or other projects?
- Yes
 - No

i. IF THE ANSWER IS YES.

What type of relationship do you have? (Multiple choice)

- Family
- Friends
- Neighbour
- Other:.....

4. According to the following statements, could you please tell where would you place yourself on a scale from 0 to 5, where 0 means strongly disagree, and 5 means strongly agree?

- Volunteering can help me get the job than I want to.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

- My friends volunteer.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

- I am concerned about those less fortunate than myself.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

- Volunteering makes me feel important.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

5. Volunteering helps me forgetting my own problems.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

6. I am genuinely concerned about the particular group I am serving.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

7. By volunteering I feel less lonely.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

8. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

9. I can learn more about the cause for which I am working.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

10. Volunteering increases my self-esteem.

**Strongly
Disagree**

**Strongly
Agree**

0	1	2	3	4	5
---	---	---	---	---	---

11. Volunteering allows me to gain a new perspective on things.

**Strongly
Disagree**

**Strongly
Agree**

0	1	2	3	4	5
---	---	---	---	---	---

12. I feel compassion toward people in need.

**Strongly
Disagree**

**Strongly
Agree**

0	1	2	3	4	5
---	---	---	---	---	---

13. Volunteering will help me to succeed in my chosen profession.

**Strongly
Disagree**

**Strongly
Agree**

0	1	2	3	4	5
---	---	---	---	---	---

14. I can do something for a cause that is important to me.

**Strongly
Disagree**

**Strongly
Agree**

0	1	2	3	4	5
---	---	---	---	---	---

15. I can learn how to deal with a variety of people.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

16. Volunteering makes me feel better about myself.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

17. Volunteering experience will look good on my resume.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

18. Volunteering is a way to make new friends.

Strongly
Disagree

Strongly
Agree

0	1	2	3	4	5
---	---	---	---	---	---

6. How old are you?

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

7. What gender do you identify as?

- a) Male
- b) Female
- c) Non-binary
- d) Prefer not to answer

8. What is the highest degree or level of education you have completed?

- a) No studies
- b) Primary studies
- c) Secondary studies
- d) Higher education

9. Currently, in which of the following situations are you?

- a) I only study
- b) I mainly study and do some occasional work
- c) I just work
- d) I mainly work but also study
- e) I am in an internship
- f) I am unemployed and I receive unemployment benefits
- g) I am unemployed and I don't receive unemployment benefits.
- h) I am retired and have a retirement pension
- i) I am retired and I don't have a retirement pension.

10. What is the current / last occupation you have had?

- a) Director / manager
- b) Professional, scientific or intellectual professions
- c) Technician or intermediate level professional
- d) Administrative support staff
- e) Service worker or seller of shops and markets
- f) Farmer or skilled agricultural, forestry or fishing worker
- g) Officer, operator or craftsman of mechanical arts or other trades
- h) Plant or machine operator or assembler
- i) Elementary occupation
- j) Military occupation or special forces
- k) Others

11. Currently, among all household members, how much net income do they have on average in their household per month? The exact quantity is not requested, but rather indicate an approximate quantity.

Less than 500
Between 501 y 1000
Between 1001 y 1500
Between 1501 y 2000
Between 2001 y 3000
More than 3000

12. From which country are you doing the survey?

Spain
Bulgaria

Italy
Austria
France

PLAYERS SURVEY

From the Local Development Institute of the University of Valencia (Spain), we are performing a study about the participants of the VARIED project for which we need your collaboration. This survey's goal is to have knowledge of the people who participates' profile and afterwards, analyse the impact of the project in our society and the impact in the people who participate in it. For that purpose, we request you to answer this survey. We guarantee the absolute anonymity and we thank you for your participation.

1. Physical activity is recognised as an element that improves health. Could you indicate how many days per week do you currently do physical activity?

- a) I don't do physical activity
- b) Once a week
- c) From 2 to 3 days per week
- d) From 4 to 6 days per week
- e) Every day of the week

2. Do you consider that you do enough physical activity?

- a) Yes
- b) No

i. If your answer is no:

Could you indicate the reasons why you don't do as much physical activity as you would like to?

- a) Lack of time
- b) Lack of motivation
- c) Lack of options of adapted activities
- d) Lack of access infrastructures to do adapted sport
- e) Other:

3. A part of doing the sports/physical activities that you like, do you go to any specialists that help you with you physical limitations?

- a) Physiotherapist
- b) Nutritionist
- c) Occupational therapist
- d) I don't go to any specialist
- e) Other:

4. Which limitation do you have?

- a) Intellectual limitation
- b) Motor limitation
- c) Visual limitation
- d) Hearing limitation
- e) Limitation caused by mental disorder
- f) Other:.....

5. A part of you main limitation, do you have another type of limitation?

- a) Yes, I have a motor limitation
 - b) Yes, I have a visual limitation
 - c) Yes, I have a hearing limitation
 - d) Yes, I have a limitation caused by a mental disorder
 - e) No
 - f) Other:
6. Your limitation is...
- a) Congenital
 - b) Acquired
7. Could you indicate the level of disability that you have?
- a) From 1 to 24%
 - b) From 25% to 49%
 - c) From 50% to 70%
 - d) + 71%
8. Currently, and due to your limitations, do you perceive any type of economic help/grant?
- a) Yes, I perceive a state grant / help.
 - b) Yes, I perceive a non-contributory pension.
 - c) No, I don't have any social or fiscal profit.
 - d) No, I don't perceive any type of grant/help.
9. Currently...
- a) I live with someone in a house of my own.
 - b) I live with someone in a house of their own.
 - c) I live alone in a house of my own.
 - d) I live alone in a house of another person's own.
10. Do you receive any type of help in your place of residence (home)?
- a) Yes, technical help
 - b) Yes, for the household tasks.
 - c) Yes, familiar care.
 - d) No, I don't have any type of help in my place of residence.
11. Are you part of any Functional Diversity Association?
- a) Yes
 - b) No
12. How old are you?
- 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55-64
 - 65+

13. What gender do you identify as?

- a) Male
- b) Female
- c) Prefer not to answer

14. What is the highest degree or level of education you have completed?

- a) No studies
- b) Primary studies
- c) Secondary studies
- d) Higher education

15. Where did you study?

- a) Public centre / school
- b) Private centre / school
- c) Specialised centre / school

16. Currently, in which of the following situations are you?

- a) I only study
- b) I mainly study and do some occasional work
- c) I just work
- d) I mainly work but also study
- e) I am in an internship
- f) I am unemployed and I receive unemployment benefits
- g) I am unemployed and I don't receive unemployment benefits.
- h) I am retired and have a retirement pension
- i) I am retired and I don't have a retirement pension.

17. What is the current / last occupation you have had?

- a) Director / manager
- b) Professional, scientific or intellectual professions
- c) Technician or intermediate level professional
- d) Administrative support staff
- e) Service worker or seller of shops and markets
- f) Farmer or skilled agricultural, forestry or fishing worker
- g) Officer, operator or craftsman of mechanical arts or other trades
- h) Plant or machine operator or assembler
- i) Elementary occupation
- j) Military occupation or Special Forces
- k) Others

18. Currently, among all household members, how much net income do they have on average in their household per month? The exact quantity is not requested, but rather indicate an approximate quantity.

- Less than 500
- Between 501 y 1000
- Between 1001 y 1500
- Between 1501 y 2000
- Between 2001 y 3000
- More than 3000

19. From which country are you doing the survey?

Spain
Bulgaria
Italy
Austria
France

20. To be able to improve our future surveys: in your opinion, has any of the questions above seemed inappropriate or offended you?