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GUIDELINE FOR RECRUITMENT



VARIED

Volunteering And **RUGBY INCLUSION** Engaging Dreams

foundations of volunteering

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VARIED has been created to further develop and share the successful model we have been using since 2010 to include people from any social or intellectual background through the sport of rugby based in a powerful and implicated volunteers' body. We are aware that we live in diverse Europe with many different cultures and identities, but we have found common grounds that we can all share, we all need an active life to be healthier and we all need friends to be happier. This simple premise moved us to provide the necessary environment, that is the volunteering, to include people with learning disability through sport, as we had found that the life of far too many people lacked both an active, healthy lifestyle and a meaningful social context. These people had been expelled from both sport and society so through the volunteering and the sport we found the path for them to return. VARIED promotes volunteering and social integration giving the opportunity to people to practice sport regardless of their physical or intellectual abilities, gender, social, ethnic or religious background. We truly believe and demonstrate that anybody is able to practice rugby if we provide the right environment and everybody is able to help the other and contribute to volunteering. Everybody will lead a happier life if they can be surrounded by friends. The benefits of volunteering or practising a regular sport for people with disability or in risk of social exclusion are many but probably the most evident one is the general improvement of their health condition, which is more noticeable in people who have been denied the opportunity to practice sport before. They become more active, increase their coordination and general well-being. Being part of a team (sports or volunteers' team) and achieving goals on a weekly basis brings a new confidence to the person and increases their self-esteem. They become more self-reliant in their abilities and more responsible as they have to follow certain structures, such as timetables, clothing or equipment. These are simple routines for most people but for others it is great statement of independence.



We are aware that this is not the first time that sport has been used to include people with mental disabilities, as well as volunteering. Other projects related to inclusive rugby have also been carried out, but the vision of these other teams is not the same as that of Trust Rugby International (TRI). In the world of inclusive rugby there are two currents worldwide, the one that uses MIXAR and the one that uses TRI. For TRI, unlike MIXAR, everyone can play, no matter the result, in the same match women can play with men, people with different disabilities and people without disabilities, that is, the enablers do not tackle people with disability, wearing a red helmet. When an enabler carries the ball, their only function is not to score tries or win but to enable play so that the true protagonists, the people with disabilities, play and have fun. In the other current of inclusive rugby, which we do not share in absolute terms, there is no such respect or desire because everyone participates, but they understand inclusive sport as a sport while TRI understands it as true inclusion, in which everyone is worth, everyone plays.

Hence the need to link this vision of inclusion with the ever-increasing importance of investing resources in generating and keeping volunteers involved in long-term projects. Regarding volunteering itself it has only recently been approached from a formal scientific point of view; therefore, we are not the only ones to believe that there are opportunities to present further work on developing sustainable good practices in the field of volunteering.

In 1999, the United Nations Volunteers (UNV) programme published the background paper “Volunteering and Social Development” which proposed a typology of volunteering informed by a conceptual framework based on rewards, free-will, beneficiaries, organizational settings and commitments. The typology grouped different volunteering practices in four categories, broadly defined as follows:



- Mutual aid/self-help (“By us, for us”): When people join informally with others to address a perceived need. People volunteering in this category either work together to address common needs, reciprocate support or solve a personal need in order to offer help and support to others in the same situation.
- Philanthropy and service to others: This is the most commonly perceived form of volunteering and is usually conducted through organizations and associations, where people work to deliver specific services to others in need.
- Civic participation: Involves people voluntarily engaging in political or decision-making processes at any level, for example through committees, social audits or providing other forms of feedback.
- Advocacy and campaigning: Collective action aimed at securing or preventing change in broad or specific areas, including pressure groups. Since the publication of the typology over two decades ago, there has been growing interest in the potential of volunteering for social and economic development.

Nowadays, there is evidence to suggest that volunteering practices are changing in response to wider social patterns and challenges, such as the climate emergency, technological advances, migration, the changing nature of work, humanitarian crises and **inequalities**. Additionally, the rapid spread of new technologies and online connectivity has also diversified volunteer engagement and facilitated certain individuals with access to volunteering opportunities. For example, around 12,000 individuals from 187 countries volunteer online every year through the UNV online volunteering platform. Online volunteering encompasses a wide range of activities, including graphic design, updating a Wikipedia page, administering the website of a club or writing reports. Many volunteer-involving organizations incorporate online spaces in their engagement strategy,



since they can improve access to individuals who may have encountered difficulties to volunteering in the past, such as persons with disabilities.

Under the Plan of Action to Integrate Volunteering into the 2030 Agenda, it is being positioned as a key driver towards achieving the 17 Sustainable Development Goals (SDGs, also known as the Global Goals). UNV notes that volunteering is “often a powerful means to engage people to ensure that global sustainable development is owned and implemented by everyone and leaving no one behind”. Volunteering is framed as a way to support participation and inclusion when it comes to the SDGs. As such, it is well-positioned to contribute to campaigns such as the Decade of Action, which aims to speed up and scale up efforts to achieve the SDGs through individual and collective action, both locally and globally

The 2030 Agenda for Sustainable Development explicitly recognises volunteer groups as stakeholders to achieve the 17 SDGs. This has strongly emerged from an extensive consultation process led by the United Nations, which has involved over eight million people. Volunteerism strengthens civic engagement, safeguards social inclusion, deepens solidarity and solidifies ownership of development results.

It simply is not possible to attain the SDGs without a wide range of people engaged at all stages, at all levels, at all times. Volunteerism is a powerful means for bringing more people into the fold. Volunteerism and volunteers are already expanding the space in which we achieve the future we want by engaging greater numbers of people in local and national planning and action for achieving the 2030 Agenda.

By its very nature, volunteerism is an important vehicle for sustainable development. Volunteerism lets people and communities participate in their own growth. Through volunteering, citizens build their resilience, enhance their knowledge base and gain a



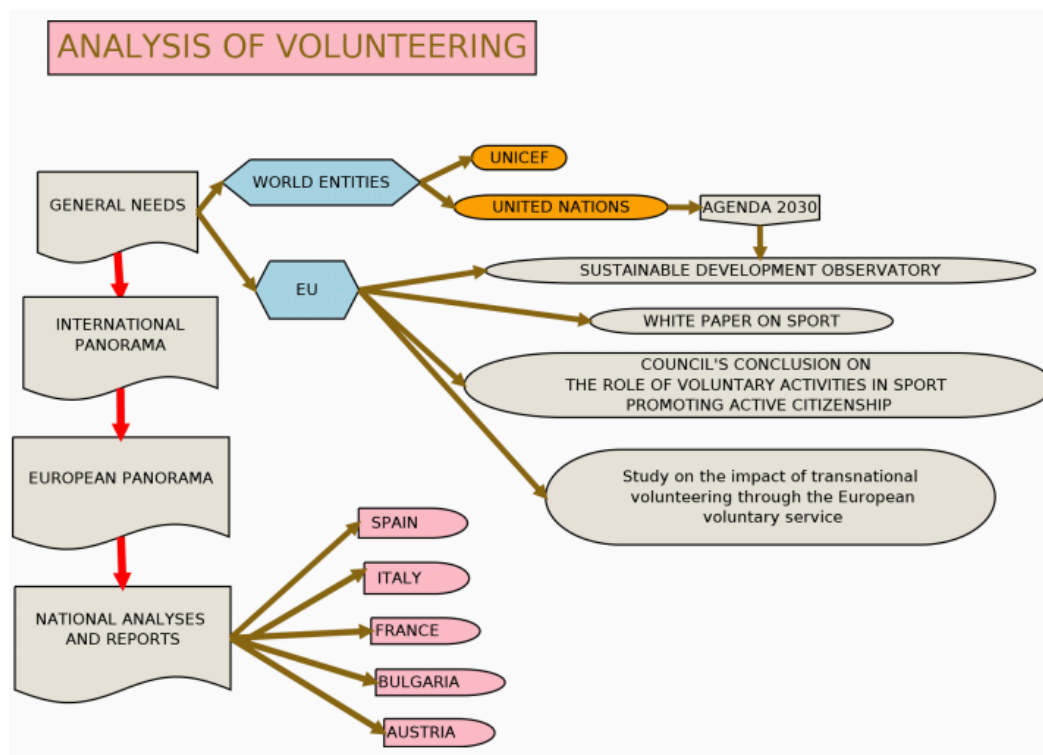
sense of responsibility for their own community. Social cohesion and trust is strengthened through individual and collective volunteer action, leading to sustainable outcomes for people, by people.

Volunteerism strengthens civic engagement, safeguards social inclusion, deepens solidarity and solidifies ownership of development results. Importantly, volunteering has a ripple effect. It inspires others and advances the transformations required for the SDGs to take root in communities.

Volunteers can provide technical support and enhance capacity in all thematic goal areas. They deliver basic services, help transfer skills and foster exchanges of good practices, and add valuable international and local expertise through domestic, South-South, South-North and North-South exchanges. Corporate volunteers can play a particular role in this regard, by making their expertise available to public institutions as well as to fragile communities.

Volunteers help leave no one behind by reaching out to people, including those marginalized or difficult to reach, to bring people's voices and knowledge into collective actions. This is crucial to build ownership and localize the SDGs. Volunteer organizations can serve as brokers of engagement, connecting governmental strategies and initiatives with complementary, yet essential, community voluntary action.





Therefore, we believe that, having analysed the overall situation of volunteering, we can produce a volunteering guideline which will provide national organizations with valid resources and models on which to build their volunteering projects.

In order to do so we are not basing our work on dogma or on the leadership of one of the participating countries but on an overall approach which encompasses good practices from all the organizations involved in the Erasmus + project. In order to do so we will present a survey with a series of questions, and follow-up questions, which will allow us to gather enough information from all the participants to generate a purposeful guideline for any organization willing to promote volunteering in inclusive environments. The model is, and will be, unified rugby, however the stress is on generating and keeping volunteers as well as providing tools and resources to make this possible.



Survey Methodology

Online survey tools or web-based survey tools have become common data collection instruments in today's networked environment. Researchers in academia and marketing use the online survey tools for data collections. The advantage of web technology has come in handy in designing, developing and obtaining users' response in a simpler way. The origin of the Web based survey can be traced back to the telephonic interview, Fax and e-mail surveys (Wright, 2005). Today, the web-based survey tools have replaced its predecessors successfully and efficiently and have become one of the major tools for conducting survey research.

The web user population has been increasing day by day and has become the primary medium for identifying and accessing information. The presence of huge population on the web has made web-based survey tools an important mode of data collection for research and thus became the most widely used data gathering method. This situation has created a fertile ground for conducting online research as well as using web based online survey for doing research in academia and marketing research. As said earlier, the developments in the technological fronts have offered many opportunities for designing and developing user-friendly web-based questionnaires. The other survey tools such as face to face survey, telephonic interviewing methods, and e-mail survey methods have some inherent limitations.

There are many online survey tools available on the web freely as well as proprietary versions. Capterra⁴- a free online website that helps for business firms to identify right software for their organizations - lists almost 200 free and commercial web-based survey tools. This number is an indication of the growth of web survey tools for research in marketing and academia.



The Google Forms is a cloud-based data management tool used for designing and developing web-based questionnaires. This tool is provided by Google Inc., and freely available on the web to anyone to use and create web-based questionnaires. The anywhere-anytime-access and other advantages (unlimited surveys, 100% free) have made Google Forms a popular product in online survey research.

Volunteering Feedback Form

Below is the full questionnaire which shall be completed by all the participating organisations. The questions are aimed at providing enough information so as to create a guideline with the good practices and the lessons learnt in the process of generating a volunteering workforce. The focus is on gathering information from different approaches and thus developing a valid guideline to be applied within the following months.

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volunteering feedback

Initial survey on volunteering practices.

***Required**

1. Email address *

2. Explain very briefly your organisation's work and goals. *

3. Do you have paid staff in your organisation? *

Mark only one oval.

- Yes.
- No.
- Only part-time.
- On special events.

4. Do you have volunteer staff in your organisation? *

Mark only one oval.

- Yes.
- No.
- Occasionally
- On special events.

5. Did you carry out any volunteer enrolment campaigns? *

Mark only one oval.

- Yes *Skip to question 6*
- No *Skip to question 9*

Skip to question 9



Volunteering Campaigns

6. Briefly explain your campaign.

7. How many volunteers did you reach with this campaign? *

Mark only one oval.

- 1 - 5
- 6 - 10
- 11 - 20
- + 20
- + 50

8. How many of those volunteers are still working with you?

Skip to question 10

9. If you have not carried out any volunteer enrolment campaigns, tick the correct options to explain why not.

Tick all that apply.

- Lack of time.
- Lack of human resources.
- Not knowing how to engage possible volunteers.
- Did not need volunteers.
- Lack of funds to carry out a campaign.
- Not knowing where to start looking for volunteers.

Other: _____

Volunteers Roles and Development



10. What roles do your volunteers take?

Tick all that apply.

- Admin
- Management
- Training or coaching
- Looking for funds or resources

Other: _____

11. Do you keep a registry of your volunteers?

Mark only one oval.

- Yes
- No

12. Have your volunteers or staff been through any kind of training or courses within your organisation?

*

Mark only one oval.

- Yes *Skip to question 13*
- No *Skip to question 16*

Skip to question 16

Personal Development Courses

13. Did all volunteers or staff members go through the course?

Mark only one oval.

- Yes
- No

14. How many hours did the course have?

Mark only one oval.

- 1-5
- 6-10
- 11-20
- +20



15. What type of course is it?

Tick all that apply.

Online

Face-to-face traditional course

Hybrid: online and face-to-face

Other: _____

16. Which steps, if any, have you taken in order to keep your current volunteers in your organisation?

Sources

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