

Expanding Volunteering Amongst Under Represented Groups Through University Societies

A Report by SheffieldVolunteering

**University of Sheffield
Union of Students**

April 2006

**Russell Commission – Developing Strategies
Expanding Volunteering amongst Under Represented Groups through
University Societies**

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1. Context

In March 2005, the Russell Commission published 'A National Framework for Youth Action and Engagement'. The Russell Commission's agenda is to build upon the strengths of the voluntary / community sectors and young people's energies and altruism to create a whole generation of active citizens. It aims to make volunteering accessible to all young people, regardless of background, offer more choice and provide greater support. The Russell Commission is confident that this new national framework can encourage half of all young people, aged 16-25, to become actively engaged in a form of volunteering.

Changes in higher education policy over the last decade have seen a dramatic rise in the number of young people studying in universities. Clearly, the opportunity to develop a culture of volunteering in the university sector will be central to the delivery of the Russell Commission's agenda, and is indeed recognised as one of the 14 Key Recommendations contained in the National Framework.

In 2002, the Government, as part of its wider Active Community initiative, established the Higher Education Active Community Fund (HEACF). As a result many universities and student unions have developed and expanded volunteering programmes for university students. With this new funding, the Union of Students at the University of Sheffield established a successful volunteering programme for students - SheffieldVolunteering. Over 1700 students each year now register with SheffieldVolunteering and it is recognised nationally¹ as a model of good practice.

Sheffield Union also has a successful student activities programme with over 250 different clubs and societies for students. The latest research shows that over 52% of all students are members of a club or society.²

As part of the implementation of the Russell Commission's national framework, bids were invited from organisations able to develop strategies to involve young people from under-represented groups as volunteers. Sheffield Union therefore submitted a proposal that links the two strands of volunteering and student societies. Specifically it sought to:

'Identify ways to increase the numbers of young adults involved in community volunteering from black, ethnic, disabled and faith student groups – through the clubs and societies structure - and to work in partnerships with the community and schools sectors to identify new volunteering opportunities which could be created in order to increase capacity.'

This report brings together our findings which we hope will contribute to the Russell Commission's implementation strategy.

Kathryne Fraser, Activities Manager

University of Sheffield Union of Students
April 2006

¹ SheffieldVolunteering was recognised in 2003, 2004 and 2005 by the Higher Education Active Community Fund and Careers Research and Advisory Council, at the national Volunteering Awards, as a Model of Good Practice, for three distinct strands of its programme.

² Sheffield Union's Strategic Review Survey 2005

2. Executive Summary – Key Findings

Overall, the research showed high rates of participation in student societies and high levels of volunteering amongst our student respondents. In addition to those already engaged in community volunteering, even greater numbers were interested in doing voluntary work than are currently doing so.

We did find some differences between the different target groups of young people traditionally under-represented in volunteering. These differences tended to focus on levels of volunteering commitment, types of volunteering activity and beneficiaries, altruistic versus personal benefits and barriers to involvement.

The overall message, from the young people with whom we consulted, was that volunteering has great appeal, both as individuals and as a society activity. A volunteering programme, which takes account of the different needs and aspirations of black and ethnic students, those with a disability or from a faith group and which seeks to target student societies, has the potential to increase the numbers of young people involved in community action.

General

1. All of our targeted student groups reported high levels of participation in union societies. This would suggest that targeting volunteering opportunities to student societies is likely to reach young people traditionally under-represented in volunteering and increase their levels of participation.
2. Overall, 1 in 4 respondents had done volunteering, on a regular basis, whilst at University.
3. More than half of all respondents, not already registered with SheffieldVolunteering, stated that they were interested in doing more volunteering. This represents a huge untapped resource of new young volunteers.
4. From the comments made by respondents, it is evident that university is seen as an important time in a young person's life to seek new experiences, gain new skills, have fun and feel connected to a wider community. A vibrant volunteering programme offers students the ideal environment in which to pursue all of these aims. By encouraging young university students to develop a volunteering habit, this will build active citizens for the future.
5. All of the schools and community groups we approached were keen to involve more young, university students in their volunteering programmes.

Disability

6. For respondents with a disability, they were half as likely to be volunteering regularly compared with the other groups and also reported much higher levels of interest in volunteering. Barriers identified included issues around not wanting to disclose personal information on forms, needing to spend more time on course work, not being able to make regular commitments and feeling confident that voluntary organisations would understand and provide appropriate support. This would suggest that if these barriers can be overcome, it will result in more young people volunteering.
7. Disability does influence volunteering choices. To enable more students with disabilities to volunteer, it is important to provide a mix of opportunities that appeal to people's interests and fit around time constraints. Popular areas are likely to be:-

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- One-off and/or time specific events such as conservation/environmental projects or campaigning work, and opportunities to do voluntary work with others affected by disability issues and special needs.
 - More intimate/personal types of voluntary work e.g. befriending and mentoring, advice, mediation and advocacy are more likely to appeal to students with disabilities.
 - Having the opportunity to share tasks or leadership roles with another student, in order to allow for times when volunteering commitments cannot be fulfilled because of the affects of a disability.
8. Students with disabilities are very motivated to volunteer for reasons of altruism. Because of the personal difficulties they have overcome, students with disabilities are keen to share their experiences with younger people to help raise aspirations.
9. In choosing voluntary work, students with disabilities need to be able to access information about opportunities, in a variety of formats, and obtain additional information which is relevant to enabling them making informed choices e.g. physical access, noise levels.

Black and Ethnic

10. Black and ethnic minority students reported lower levels of interest in volunteering compared with the other student groups – they were twice as likely to state that they were not interested in volunteering compared with the other under-represented groups. Further research into why this might be the case is recommended.
11. Black and ethnic minority students reported the lowest levels of society membership – only 42% compared with 56% for respondents with a disability and 65% for respondents in faith groups.
12. Undertaking voluntary work to enhance future employability is the main motivational factor for black and ethnic minority respondents.
13. Work with young people and schools are the popular areas of volunteering for black and ethnic minority respondents. Supporting refugees and asylum seekers are also likely to appeal more to black and ethnic minority students than to students as a whole.
14. Offering a volunteering programme which engages with black and ethnic minority students needs to ensure that opportunities reflect both aspirations and interests – both in terms of career benefits and types of beneficiaries.

Faith

14. A commitment to social action is integral to people's faith and therefore being able to alleviate disadvantage through voluntary work is an important motivator.
15. Volunteering around disability, special needs, homelessness, refugees and asylum seekers is more likely to appeal to students from faith groups, than respondents as a whole. It is therefore important, when seeking to involve students from faith groups, that the range of volunteering opportunities includes work that students believe will make a difference in redressing some of society's injustices.
16. Voluntary projects with religious organisations are also likely to prove popular, as students committed to a faith like to feel connected and part of their wider faith

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community. Therefore, exploring and establishing more links with churches, mosques and other organisation providing support services based on religion, will facilitate more student faith societies doing voluntary work.

17. The idea of doing voluntary work, especially fun, practical activities, with other faith societies was positively received. It was felt that working with students from different faiths would create the ideal environment for dialogue and understanding different beliefs. Inter-faith relationships would develop naturally - the volunteering would act as a catalyst for engagement and discussion.
18. It was also clear that respondents from faith groups are also likely to be prepared to make more regular and longer term time commitments to volunteering. As most other student groups indicated that they preferred one-off / short-term commitments, by involving more faith students in the volunteering programme, it will offer a depth and continuity to the volunteering programme as a whole.
19. One unexpected finding was that voluntary work, especially when done as a society activity e.g. a fundraising event, has great appeal for those societies whose religion prohibits the consumption of alcohol. The opportunity to participate in a fun event holds great appeal and helps 'gel' faith society members as a team.

Accreditation

21. Academic accreditation for voluntary work would 'definitely' motivate 49% of student respondents to do voluntary work, and 'probably' motivate a further 27%.
22. Accreditation for voluntary work is a significantly greater motivator for black and ethnic students (68%) and those with a disability (56%).

Societies

23. Societies already involved in community volunteering / fundraising are more likely to want to increase their involvement than societies not involved in the community. Targeting extra resources and support to societies with existing commitments to community volunteering is therefore more likely to increase volunteering capacity.
24. One-off volunteering opportunities received the greatest number of preferences from society respondents.
25. Charitable fundraising is the most popular volunteering activity in which societies would like to get involved.
26. Volunteering, as a society activity, is recognised as a way of having fun, making new friends whilst giving something back to others at the same time.
27. Developing a volunteering programme aimed at increasing society participation will be successful if it offers creative, practical and fun projects, with an emphasis on charitable fundraising.

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Increasing Capacity in the Voluntary and Community Sector

31. All of the schools and community organisations who were approached expressed a positive interest in involving more young, university students in their projects.
32. 70% of societies responding to the survey indicated that their group could offer something to local schools and community groups.
33. Opportunities for charitable fundraising activities, involving students, will contribute valuable resources to local charities and other voluntary organisations.

A more detailed analysis of the research can be found in the following sections.

3. Research Methodology

Introduction

The project was undertaken between January and April 2006 and involved both quantitative and qualitative methods: -

- questionnaire research
- interviews with society leaders, student committee representatives and University staff with responsibility for the target student groups
- meetings with community organisations and schools.

3.1 Surveys

Two separate web-based questionnaires were distributed: a random sample of University registered students were invited to complete the Student Questionnaire (see Appendix 1) and leaders of Union registered societies were invited to complete the Society³ Questionnaire (see Appendix 2). No incentive had been offered to students to encourage them to complete either survey.

3.1.1 Student Questionnaire

The purpose of the questionnaire was to identify the motivating factors and volunteering activity levels amongst the student population and specifically those of students with disabilities, and those from black and ethnic minority and faith groups.

The Union's Marketing Department co-ordinated the web-based with an email invitation being sent to a random sample of 5000 students, aged under 25, registered with the University. As the purpose of the research was specifically aimed at quantifying the experiences of our target student groups, additional emails were sent to groups known to involve or represent these students, asking them to encourage their members to take part in the survey: these groups included the Black Students' Committee, Aim Higher initiative, faith societies, national societies and the Disabled Students' Forum. Students registered with SheffieldVolunteering also received the questionnaire through email. In total 253 responses were received.

The findings from the Student Questionnaire are reported in Sections 4 and 5. The commentary and analysis incorporates the findings from discussions and meetings with student leaders from the Black Students' Committee, Disabled Students' Forum, a sample of Faith Societies and several University staff with responsibility for the student groups targeted in this research (see Appendix 3).

3.1.2 Society Questionnaire

The purpose of the questionnaire was to determine current levels of volunteering amongst Union societies and assess any potential interest in future community involvement. It also attempted to quantify the numbers of students from the identified list of under-represented groups who were members of societies.

An invitation to complete the questionnaire was emailed to all sports club and societies, 244 in total. In addition, an invitation was emailed to the personal accounts of society presidents, 144 in total, in order to try and increase the response rate.

³ The term 'Society' is used throughout the Report and includes student run sports clubs, societies and working committees.

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The number of returned questionnaires was low - only 21 responses, covering 23 different societies (see Appendix 4). This represented an 8.6% response rate. The results of the Society Questionnaire may be found in Section 5.7

3.2 Community Consultation

To complement the qualitative research we also explored, with student societies, schools and community leaders, possible ideas for new initiatives (or developments of existing projects) which could provide additional volunteering opportunities for students. We consulted a number of schools and community organisations to ask them if they felt they could benefit from more student volunteers, especially those from under-represented groups identified by the Russell Commission.

Originally, it had been envisaged that our research would be able to measure not only interest but also quantify opportunities. However, it became clear early on that approaching charities and voluntary organisations with theoretical questions about their interest in involving student volunteers presented difficulties. As the consultation progressed, we felt that we were perhaps raising expectations, as we were not in a position to provide volunteers, nor establish new projects, straight away. Accordingly, we therefore reduced the scale of the consultation from that which was originally intended and tried to gain an indicative sense of whether it appeared that if we could motivate and remove barriers to volunteering amongst students in our target groups and if volunteering opportunities could be created.

4. Profiles of Respondents – Student Questionnaire

All respondents were aged 25 or under (with 84% aged between 18 and 21). Three quarters of respondents were female, one quarter male - the current ratio of female to male students studying at the University of Sheffield is 55:45.

96% of the respondents were home students as against an actual home student population of 88%. In terms of ethnicity and disability status, the profile of the respondents reflected more closely the actual student populations:

Table 1

Status	Survey Results	Student Population Under 25 – Sheffield University
Black / Ethnic Minority	7.5%	5%
Disability	7%	6%
Faith	32%	No data available

** Based on student disclosures – University Registration*

University data, for 2005/06, show that 6% of students, under 25, are registered with a disability. In terms of types of disability, dyslexia is the most prevalent condition disclosed by students registration with the University. During the current academic year, 43.9% of all students registered with a disability under 25 are dyslexic. Unseen disabilities such as diabetes, asthma and epilepsy account for the second highest category – 31.3%. Very few

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students, aged under 25, at the University of Sheffield have hearing, sight or mobility disabilities.⁴

It is recognised that for universities with a different balance of disabilities amongst its student populations, some of our findings may be less relevant in helping them develop volunteering programmes aimed at increasing participation amongst students with disabilities.

5. Findings

5.1 Overall Levels of Activity

Key Findings: Overall Levels of Activity

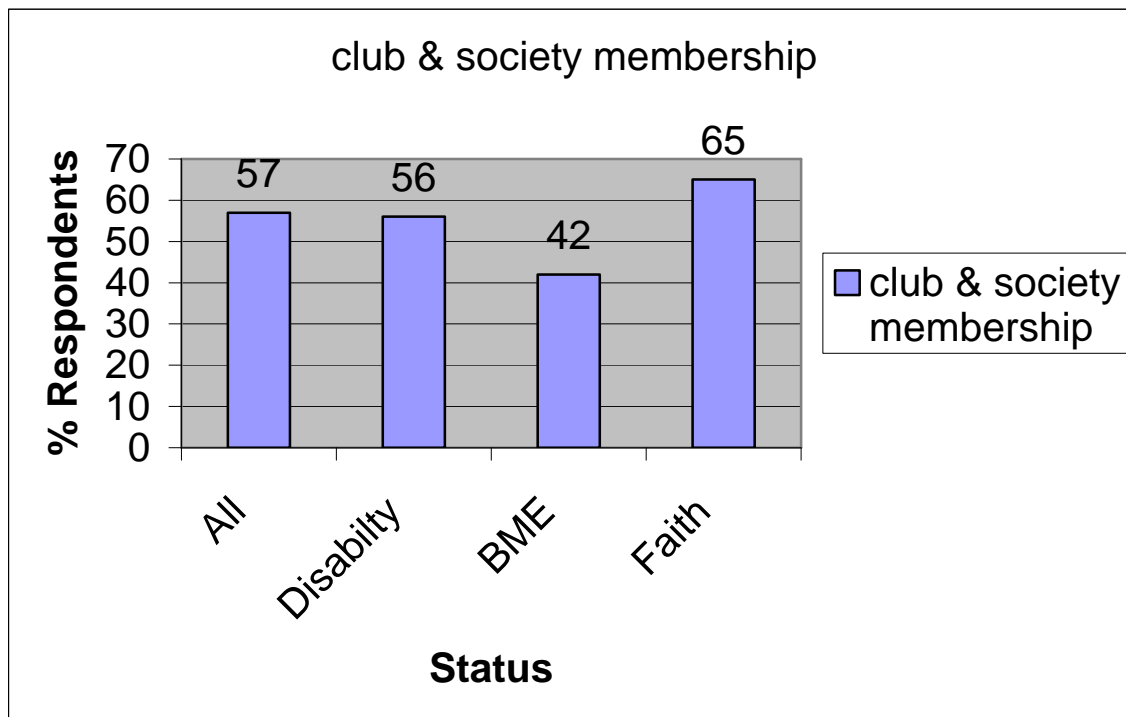
- *Black and ethnic minority students reported the lowest levels of society membership (42%).*
- *Faith students reported the highest levels of society membership (65%).*
- *Although variations in levels of membership, all of our targeted student groups reported high levels of participation in union societies. **This would suggest that targeting volunteering opportunities to student societies is likely to reach young people traditionally under-represented in volunteering and increase their levels of participation.***

Just over four out of ten respondents were registered with SheffieldVolunteering. This figure is disproportionately higher than the actual percentage of students registered with SheffieldVolunteering, which currently stands at around 9% of under 25 year olds. The explanation for such a discrepancy is believed to be two-fold. First, students registered with SheffieldVolunteering were notified of the research and encouraged to participate. Second, it is thought more likely that those students with experience of, or an interest in, volunteering would be more likely to respond to a questionnaire on this subject. However, it does mean that our findings are likely to disproportionately reflect the views of students with an interest in volunteering than those without.

When asked whether they were a member of a club or society, 57% of all respondents stated that they were. This figure is reasonably consistent with other recent Union research where it was found that 52% of all students and 65% of undergraduates (i.e. more likely to be aged under 25) were members of a club or society⁵. Overall, 113 different societies (see Appendix 5) were represented in the survey – this represents approximately 46% of all societies.

⁴ 4.4% are registered as being deaf or having a hearing impairment, 2.4% have mental health difficulties, 1.9% have multiple disabilities, 1.6% are blind or partially sighted, 1.3% are in a wheelchair or having mobility difficulties and 0.6% have registered with the University as being on the autistic spectrum.

⁵ Strategic Review 2005 and Graduate Survey 2005 - both undertaken by the Union's Marketing Department.



Respondents with a disability reported levels of membership of societies comparable with respondents as a whole. Respondents who identified as being black or from an ethnic minority were less likely to be members (42%) and students from faith groups more likely to be involved in societies (65%).

5.2 Comparison of Volunteering Activity Levels

Key Findings: Comparison of Volunteering Activity Levels

- *All of our targeted student groups reported good levels of volunteering activity, either regularly or occasionally.*
- *More than half of all respondents, not already registered with SheffieldVolunteering, stated that they were interested in doing more volunteering. **This represents a huge untapped resource of new young volunteers.***
- *For respondents with a disability, they were half as likely to be volunteering regularly compared with the other groups and reported much higher levels of interest. **This would suggest that there are real barriers to volunteering which are deterring students with disabilities, which if identified and overcome, will result in more young people with disabilities actively volunteering.***
- *Black and ethnic minority students reported lower levels of interest in volunteering compared with the other student groups – they were twice as likely to state that they were not interested in volunteering compared with the other under-represented groups.. **Further research into why this might be the case is recommended.***
- *From the comments made by respondents, it is evident that university is seen as an*

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*important time in a young person's life to seek new experiences, gain new skills, have fun and feel connected to a wider community. A vibrant volunteering programme offers students the ideal environment in which to pursue all of these aims. **By encouraging young university students to develop a volunteering habit will build active citizens for the future.***

As a starting point, the questionnaire sought to establish the extent of volunteering already being undertaken by the respondents and to see if there were any differences amongst our targeted groups.

Although there were high levels of volunteering recorded amongst all respondents, there was a noticeable difference in the numbers of respondents with a disability who were not volunteering regularly as compared with all other respondents.

Conversely, a higher proportion of respondents with a disability, were also more likely to state that although they were not currently volunteering, they would like to – 50% compared to 40% of all respondents.

Fewer black or ethnic minority respondents stated that although they were not doing voluntary work, they would be interesting in doing so – 26% compared to 40% for respondents as a whole.

Respondents from black and ethnic minority communities were also twice as likely to indicate that they were not interested in volunteering.

Of those not registered with SheffieldVolunteering, 55% stated that they were interested in volunteering, which is a huge untapped resource for the Russell Commission to build upon (see Table 2 below):-

Table 2

Q. "Have you done any voluntary work whilst at University?"	All	All – NOT registered with SV	Disability	Black & Ethnic Minority	Faith
Yes, regularly	24%	10%	11%	21%	24%
Yes, occasionally	27%	20%	28%	32%	28%
No, but would like to volunteer	40%	55%	50%	26%	40%
Not interested in Volunteering	9%	15%	11%	21%	9%

Overall there are high levels of volunteering amongst our student respondents with a strong indication that even greater numbers are interested in becoming involved with the community. If these results were to be replicated across the university sector it would indicate that there exists great potential to involve more young people in volunteering than there are at present.

A selection of comments from respondents illustrates students' enthusiasm and interest in contributing to society through community volunteering:

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“...volunteering makes the time at university more fun, as you can volunteer to do anything you like!”

“...it helps you learn more about people different to yourself, opens your mind.”

“...I would definitely recommend volunteering as a way to try new things and give back to the local community.”

“...it’s great and really should be encouraged.”

“...I really appreciate the union’s provision for volunteering but I would like to see a greater number of placements.”

“...I think it is a vital learning curve and a constructive way for young people to give back to their communities and learn important skills.”

These comments demonstrate that for many young students, the time spent at university is regarded as a period for seeking new experiences, gaining new skills and feeling part of a wider community. If universities can respond to this and create a culture of volunteering, with opportunities that are accessible and reflect student lifestyles, then a whole generation of active citizens can be created.

The previous sections have looked at the findings in relation to levels of activity in both volunteering and society membership and whether any differences emerged between our target groups. The following sections examine in more detail the responses received from our target groups.

5.3 Volunteering and Students with a Disability

Key Findings: Disability

- **A major barrier preventing students with disabilities volunteering is the impact their disability has on their lives, and the many ways it can manifest itself, e.g.**
 - *having to disclose personal information, either on forms or in an open office environment is likely to deter potential volunteers.*
 - *having to spend more time on course work and having less free time for volunteering.*
 - *not being able to make regular commitment for health reasons and therefore needing volunteering opportunities that are flexible.*
 - *needing to know that volunteer organisers understand the particular needs of individual students with disabilities.*
- **Disability also influences volunteering choices. To enable more students with disabilities to volunteer, it is important to provide a mix of opportunities that appeal to people's interests and fits around time constraints.** Popular areas are likely to be:-
 - *one-off and/or time specific events such as conservation/environmental projects or campaigning work will have greater appeal, as will opportunities to do voluntary work with others who have experienced disability issues or who have special needs.*
 - *more intimate/personal types of voluntary work e.g. befriending and mentoring, advice, mediation and advocacy are more likely to appeal to students with disabilities.*
 - *having the opportunity to share tasks or leadership roles with another student, in order to allow for times when volunteering commitments cannot be fulfilled as a result of their disability.*
- **Students with disabilities are very motivated to volunteer for reasons of altruism.** Because of the personal struggles they have overcome, students with disabilities are keen to share their experiences with younger people to help raise aspirations.
- In choosing voluntary work, **students with disabilities need to be able to access information about opportunities as well as additional information which is relevant to them making informed choices** e.g.
 - *print and web information appropriately formatted, in terms of size, colours and contrasts for students with sight difficulties*
 - *information about volunteering projects always including detail about physical access, noise levels as well as levels of support available and flexibility with the work.*

As stated previously, respondents with a disability were less likely to be volunteering regularly and more likely to be interested in volunteering than respondents as a whole.

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Anticipating that there might exist some barriers for students with disabilities to access volunteering opportunities, a question was included asking those with a disability to identify which factors might enable them to do voluntary work. The following results were obtained:

Table 3

Q. As a student with a disability, which of the following would you say are important in terms of enabling more students with disabilities to do voluntary work? (select all that apply).	Actual Responses
People understanding that I might need more flexibility and not necessarily be able to make regular commitments because of my health/disability	12
Being able to speak about my health/disability so that they understand what I need	11
Being able to share a role with someone else to allow me to take on positions of responsibility but still have flexibility	9
Having information about the environment that I will be working in (e.g. if it has disabled access, is noisy etc) to help me make more informed choices	8
Knowing beforehand whether a volunteering organisation or activity will be able to support me with my particular disability	8
Information on opportunities being accessible (e.g. clearer print, web-site design etc)	6

It is apparent that it appears to be particularly important for respondents with a disability to feel that their disability and its effects on their lives is understood by those organising volunteer placements, as the following comments illustrate:

“... having a particular person to contact who knows about my difficulties – so that I don’t have to repeatedly explain myself.”

“...it’s also very difficult to tell people you hardly know about your disability – people might get the wrong idea because we play certain aspects down or don’t say things clearly. It’s a really tricky situation.”

How respondents with disabilities are able to disclose their personal circumstances to voluntary organisations is clearly an issue. The Disabled Students’ Forum felt that students with certain disabilities (e.g. epilepsy or mental health difficulties) could be reluctant to disclose their disability on forms or during a first meeting. An office/work environment where privacy and confidentiality were not provided would only add to a reluctance to disclose personal information.

The benefits of being able to share a task or leadership responsibility with another student was rated as the third most important reason which could make a difference in removing

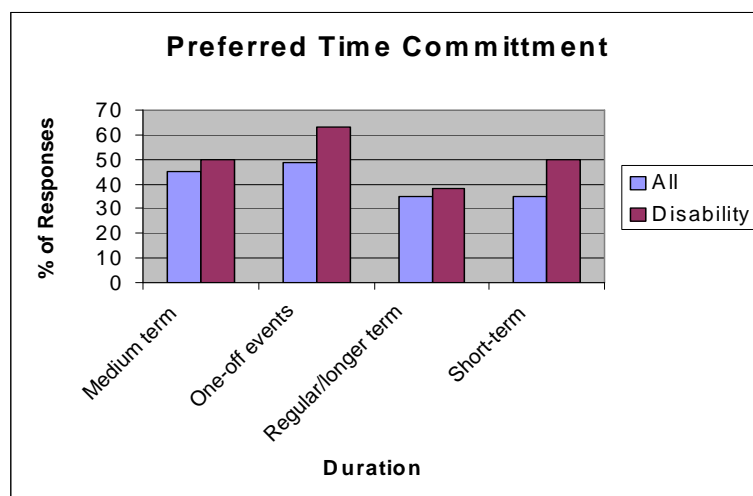
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barriers. The Disabled Students' Forum supported this view. For many students with a disability, tasks may take longer to complete, or need to be interrupted for health reasons. It was therefore vital that voluntary organisations and local charities understood their circumstances. The view was expressed that students with disabilities were less likely to seek volunteering opportunities as they felt they might be viewed as being unreliable. In discussion with the Disabled Students' Forum, it also emerged that students with a disability may need to spend more time on their coursework and therefore feel unable to commit as much time to volunteering as students without a disability. As one student commented on the questionnaire:

“...even if you would like to volunteer (or join a club or society), it is hard to get involved due to course demands and restrictions of a medical condition.”

Moreover, even if the respondents with disabilities did do voluntary work, they were more likely to choose activities that did not require a regular commitment or which involved positions of responsibility. We asked respondents to state their preferred levels of time commitment in relation to volunteering. Disabled student respondents were much more likely to want to participate in voluntary work which involved only a one-off or short-term commitment than other respondents:

Chart 2:



For respondents with a disability, barriers to volunteering could also be removed if information about volunteering opportunities was made clearer and more accessible. Specifically, this should include:-

- printed and web information being more accessible in terms of colour, contrast, font size
- information about projects including details of the physical characteristics of the placement/building e.g. access, noise levels
- information about the levels of support/flexibility/understanding available to those with a disability

“... it would be helpful if I was able to know which projects were accessible to me. And to have someone available to try and adapt situations that aren't accessible.”

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Preferred Activities

The questionnaire asked respondents to select, from a pre-determined list, those volunteering opportunities that were most likely to appeal. The following results were obtained:-

Table 4

Q. “In general, what type(s) of activity most interests you?”	DISABILITY Preference Ranking	ALL Preference Ranking
Befriending / Mentoring	1	3
Kids / Youth	2	1
Conservation / Environmental	3=	7
Disability / Special Needs	3=	8
Charitable Fundraising	5=	5
Advice / Mediation / Advocacy	5=	9
Campaigns / Awareness Raising	5=	12
Schools / Homework clubs	8=	2
One-off Challenges	8=	4
Health / Hospitals	8=	6
Animal Welfare	8=	11
Marketing / PR	12=	13
Refugee / Asylum Seekers	12=	14
Homelessness	14	10

In terms of differences, respondents with disabilities rated befriending and mentoring as their main preference. Advice, mediation and advocacy were more appealing forms of voluntary work than respondents generally. This would suggest that more personal or 'intimate' types of volunteering have a greater attraction to students with disabilities.

Volunteering activities which involved one-off or time specific events, such as conservation/environmental work or campaigning also held a greater appeal to students with a disability than respondents as a whole. Volunteering around disability and special needs received a much higher preference rating from students with a disability than respondents as a whole, which is clearly the result of their personal life experiences.

Lower priorities were given to volunteering in schools and homework clubs – 8th preference for respondents with a disability but 2nd preference for respondents as a whole. At the University, the majority of students with a disability have dyslexia. Difficulties around studying in a classroom environment could explain why there is a clear preference to work with young people in a one to one role, such as befriending and mentoring, rather than volunteering in a school.

This would also suggest that the personal experiences of students with disabilities do influence volunteering preferences. In order to encourage more students with disabilities to volunteer it is important therefore to ensure that opportunities reflect their interests and personal circumstances.

Motivating Factors

The questionnaire explored students' views regarding their personal motivations to volunteer. For respondents with a disability, altruistic reasons were listed as 4 of the top 5 motivating

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factors. For respondents as a whole, altruistic motivates account for only 2 of the top 5 reasons.

Table 5 shows that respondents with a disability rated the importance of being a role model to young people slightly higher than respondents as a whole – 8th equal compared to 9th preference. Consultations with the Disabled Students’ Forum echoed this finding – students with disabilities have often had personal struggles and greater challenges to overcome in gaining a place at university. They feel that if they can share their experiences with younger people they can raise the aspirations of others. As one respondent stated:

“We could provide local disabled children with mentoring from students who truly understand the situation that they're in. We could encourage them to aim for university and provide them with support and friendship.”

Table 5

Q. Which of the following factors are likely to motivate you to do voluntary work?	DISABILITY Preference Ranking (definitely / very likely)	ALL Preference Ranking (definitely / very likely)
Helping Others	1=	1
Giving something back / being part of the community	1=	2
Using own skills / experiences to benefit others	3	6
Doing something new / different	4=	4
Using my free time usefully	4=	8
Gaining Skills / Experience for CV	6	3
Having fun	7	5
Making friends / meet like-minded people	8=	7
Being a role model to young people	8=	9
Community work is an important part of my faith	10	10

5.4 – Volunteering and Black and Ethnic Minority Students

Key Findings: Black and Ethnic Minority Respondents

- *Undertaking voluntary work to enhance future employability was the main motivational factor for black and ethnic minority respondents to do voluntary work.*
- *Work with young people and schools are the popular areas of volunteering.*
- *Supporting refugees and asylum seekers are also likely to appeal more to black and ethnic minority students.*

Offering a volunteering programme which engages with black and ethnic minority students needs to ensure that opportunities reflect both aspirations and interests – both in terms of career benefits and types of beneficiaries.

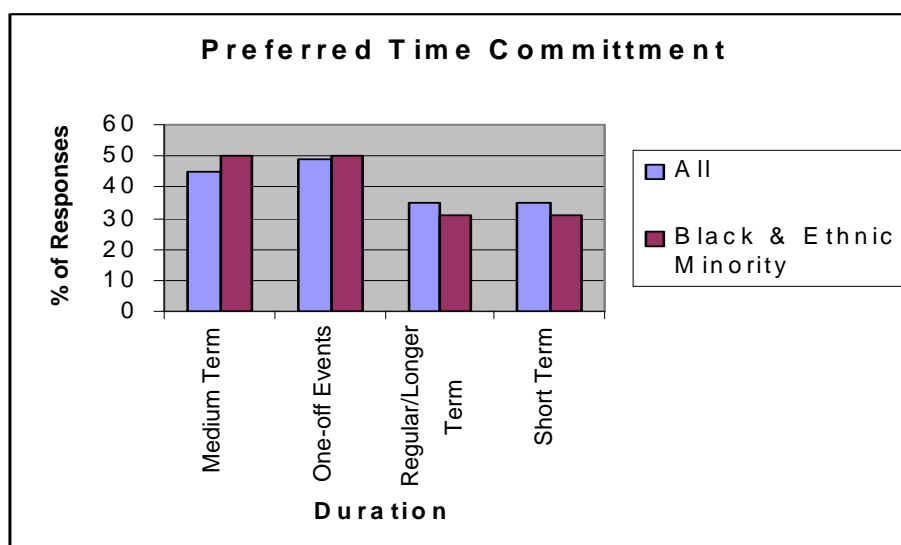
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As stated earlier in the report, respondents identifying as being black or from an ethnic minority recorded lower levels of membership of clubs and societies – 42% compared with 57% of all respondents. Whilst their levels of volunteering were reasonably comparable to respondents as a whole, those respondents from black and ethnic minorities who were not already volunteering were significantly less likely to express an interest or intention to do volunteering (see Table 2, p.10). This would seem to indicate that seeking to increase volunteering levels amongst students who are from black and ethnic minorities presents particular challenges.

Commitment

Respondents expressed equal preferences for both medium term and one-off volunteering commitments. Whilst this preference for one-off opportunities was similar to the responses as a whole (50%:49%), it was a slightly higher preference for medium term commitments (50%:45%).

Chart 3:



Preferred Activities

The volunteering activity, which most appealed to black and ethnic minority respondents, was work with children, young people, and in schools and homework clubs. These findings were consistent with the preferences of respondents as a whole. Nevertheless, a number of differences were observed, as demonstrated in Table 11 overleaf:-

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Table 6

Q. “In general, what type(s) of activity most interests you?”	BLACK AND ETHNIC MINORITY Preference Ranking	ALL Preference Ranking
Kids / Youth	1	1
Schools / Homework clubs	2	2
Health / Hospitals	3	6
Befriending / Mentoring	4	3
Disability / Special Needs	5	8
Charitable Fundraising	6=	5
One-off Challenges	6=	4
Refugee / Asylum Seekers	6=	14
Advice / Mediation / Advocacy	9=	9
Marketing / PR	9=	13
Homelessness	9=	10
Campaigns / Awareness Raising	12	12
Conservation / Environmental	13	7
Animal Welfare	14	11

Black and ethnic minority respondents gave a higher preference to volunteering in relation to health/hospitals, disability/special needs, refugee/asylum seekers and marketing/PR. Volunteering activities that were less appealing to these respondents, than to respondents as a whole, included one-off challenges and conservation/environmental work.

Motivating Factors

Making the time to volunteer, as a student, can be difficult: the need to undertake paid work and study for a good class of degree impacts on students’ free time. In seeking to understand what personal motivations influence students’ volunteering, respondents were asked to select, from a pre-determined list, their own preferences:

Table 7

Q. Which of the following factors are likely to motivate you to do voluntary work?	BLACK & ETHNIC MINORITY Preference Ranking (definitely / very likely)	ALL Preference Ranking (definitely / very likely)
Gaining Skills / Experience for CV	1	3
Helping Others	2=	1
Doing something new / different	2=	4
Giving something back / being part of the community	4	2
Using own skills / experiences to benefit others	4=	6
Using my free time usefully	4=	8
Having fun	7=	5
Making friends / meet like-minded people	7=	7
Being a role model to young people	9	9
Community work is an important part of my faith	10	10

Clearly, for these respondents, undertaking voluntary work to enhance future employability is the main motivational factor. It is also a more significant motivational factor for this group than for respondents as a whole (who identified CV enhancement as their third priority). The

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Black Students Committee echoed the importance of the need for students from black and ethnic minority communities to gain essential transferable skills through voluntary work.

A possible explanation for this finding could be that students from black and ethnic minority communities are more likely to face discrimination. They therefore need to ensure that their CV and life experiences are focussed in terms of future employability.

These survey respondents expressed a higher preference for doing something new or different, compared with respondents as a whole, and were also more likely to be motivated to volunteer for altruistic reasons. Giving something back to the community and volunteering for reasons of fun, were rated as lower priorities by black and ethnic minority respondents than respondents as a whole.

5.5 Volunteering and Students from Faith Groups

Key Findings: Faith

- A commitment to social action is integral to people's faith and therefore being able to alleviate disadvantage through voluntary work is an important motivator.
- Volunteering around disability, special needs, homelessness, refugees and asylum seekers is more likely to appeal to students from faith groups, than respondents as a whole. **It is therefore important, when seeking to involve students from faith groups, that the range of volunteering opportunities includes work that students believe will make a difference in redressing some of society's injustices.**
- Voluntary projects with religious organisations are also likely to prove popular, as students committed to a faith like to feel connected and part of their wider faith community. **Therefore, exploring and establishing more links with churches, mosques and other organisation providing support services based on religion, will facilitate more student faith societies doing voluntary work.**
- The idea of doing voluntary work, especially fun, practical activities, with other faith societies was positively received. **It was felt that working with students from different faiths would create the ideal environment for dialogue and understanding different beliefs.** Inter-faith relationships would develop naturally - the volunteering would act as a catalyst for engagement and discussion.
- It was also clear that respondents from faith groups are also likely to be prepared to make more regular and longer term time commitments to volunteering. As most other student groups indicated that they preferred one-off, short-term commitments, by **involving more faith students in the volunteering programme it will offer a depth and continuity to the volunteering programme as a whole.**
- One unexpected finding was that voluntary work, especially when done as a society activity e.g. a fundraising event, has great appeal for those societies whose religion prohibits the consumption of alcohol. **The opportunity to participate in a fun event holds great appeal and helps 'gel' faith society members as a team.**

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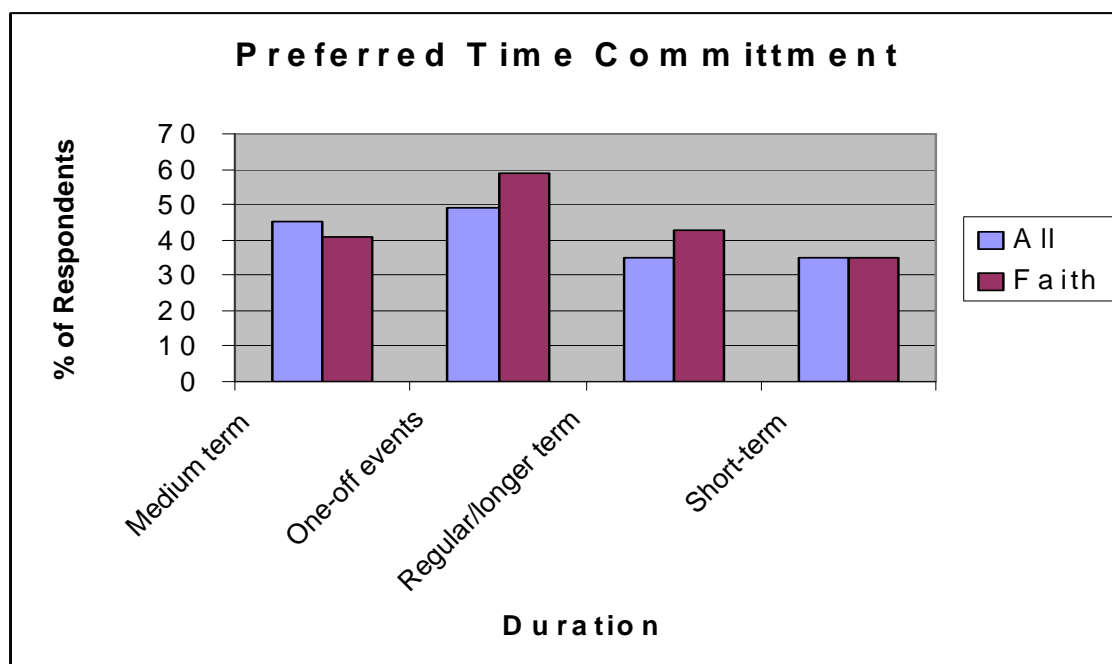
Sheffield Union provides opportunities for students of all faiths to be part of their own society. It currently supports 13 faith-based societies. Many of these societies have close links with similar faith organisations in the city and are involved in community activities already.

Activity Levels

As stated earlier in the report, students from faith societies reported almost identical volunteering patterns as respondents as a whole. Their membership of societies, however, was at a higher level – 65% as compared with 57% for all respondents. This is probably due to the fact that for students for whom faith is important are more likely to become members of their ‘own’ society for reasons of fellowship and belonging. This membership is likely to be in addition to membership of other societies that reflect their interests.

In terms of preferred time commitments, students from faith societies were much more likely to prefer regular and longer term volunteering than respondents as a whole: 43%:35%. They were also more likely to prefer one-off volunteering opportunities than respondents as a whole, 59%:49%.

Chart 4:



Preferred Activities

Whilst responses from a students in faith groups indicated that their preferred type of volunteering activities were not dissimilar to respondents as a whole, in the areas of disability/special needs, homelessness and working with refugees and asylum seekers, a stronger preference was expressed. Conversely, they were less likely to be interested in conservation and environmental work than respondents as a whole. This finding could indicate that for respondents with a religious belief, they are more likely to be interested in volunteering to help members of society who are perceived to have some sort of disadvantage. Table 8, overleaf, illustrates these findings:-

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Table 8

Q. “In general, what type(s) of activity most interests you?”	FAITH Preference Ranking	ALL Preference Ranking
Kids / Youth	1	1
Befriending / Mentoring	2	3
Schools / Homework clubs	3	2
One-off Challenges	4	4
Charitable Fundraising	5	5
Health / Hospitals	6=	6
Disability / Special Needs	6=	8
Homelessness	8	10
Advice / Mediation / Advocacy	9	9
Conservation / Environmental	9=	7
Refugee / Asylum Seekers	11	14
Animal Welfare	12	11
Campaigns / Awareness Raising	13	12
Marketing / PR	14	13

In identifying potential opportunities likely to appeal to volunteers with a religious belief, it is also important to recognise that there may exist reasons which prevent someone with a particular faith volunteering for a particular charity. The view was expressed by one leader of a faith society that if a charity or voluntary organisation held views or policy which was against their own belief system e.g. abortion, some of their members would be unwilling to become involved with that organisation.

Motivating Factors

Looking at the factors likely to motivate students from faith groups, it is striking how broadly similar their responses correlate to respondents as a whole.

Table 9

Q. Which of the following factors are likely to motivate you to do voluntary work?	FAITH Preference Ranking (definitely / very likely)	ALL Preference Ranking (definitely / very likely)
Helping Others	1	1
Giving something back / being part of the community	2	2
Doing something new / different	3	4
Gaining Skills / Experience for CV	4	3
Using own skills / experiences to benefit others	5=	6
Having fun	5=	5
Using my free time usefully	7	8
Making friends / meet like-minded people	7=	7
Being a role model to young people	9	9
Community work is an important part of my faith	10	10

As stated earlier in this report, respondents from faith groups reported levels of volunteering activity almost identical to respondents as a whole. However, in meeting with representative leaders of some of our faith societies, it was clear that being committed to social action was an integral tenet of their faith. It was surprising therefore to find that respondents who were members of a faith group, rated ‘community work as part of their faith’ as the least important

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motivating factor. However, when examining the data in terms of the percentage share (of all preferences) given, for respondents from a faith group it is clearly more important to them than to respondents from our other targeted groups, as illustrated in the table below:

Table 10: Volunteering – Motivating Factors (Comparison) & % share of preferences

	Disability	Black & Ethnic Minority	Faith
“Community work is an important part my faith”	3.4	4.7	7.1

In discussion with the student leaders of the faith societies it was indicated that it is important to be connected, through community work, with local people who were also members of their own faiths. The view was also expressed, by one of the Christian faith leaders, that it would be more motivating if the beneficiaries of any community volunteering were members of their own faith. Motivations to volunteer for other (‘secular’) beneficiaries were more likely to result from personal experience e.g. having a family member experience a particular medical condition.

The results demonstrate that altruism is the most important reason why students from faith groups want to do voluntary work. An unexpected finding, which arose from discussion with a representative of a faith which prohibited the consumption of alcohol, was the appeal of doing voluntary / charitable fundraising for its social and team bonding benefits. Alcohol dominates large parts of student culture: for many of our societies, events and meetings are focused around drinking e.g. pub crawls. For faith societies unable to organise similar events, the opportunity to participate in a community event together can provide a strong incentive for everyone.

Inter-Faith

In our meetings with faith society leaders we explored their views around voluntary work with an inter-faith agenda. Without exception, the opportunity to engage in community based activities with students from other faiths was very positively received. It was felt that because the activity would be the main reason for being together, this would act as a bridge and a catalyst for facilitating communication and developing a better understanding of other beliefs.

In terms of actual activities and events, most of the student faith leaders we interviewed felt that it was very important that they were directly involved in the planning and delivery of projects. They welcomed support and guidance, but stated that without ownership by the students themselves, events would be less successful – indeed this is a view that is echoed as a key theme of the Russell Commission’s national framework.

In discussions with some of the minority faiths whose members were more likely to be black or from an ethnic minority, there also appeared to be a strong recognition that the student community was one of tolerance and respect. These students felt that their peers were likely to be open-minded, accepting of diversity and genuinely interested in understanding other people’s faiths. The opportunity to work with other faith societies and students generally was welcomed.

In the Society Survey, 50% of those respondents who were members of a faith society stated they would definitely be interested in participating in joint community events with other faith societies or groups to help enhance inter-faith understanding.

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If such sentiments can be built upon, through Russell Commission funding, for much greater inter-faith dialogue and understanding, through voluntary work, it will be able to make a real difference to community integration in future years.

5.6 – Academic Accreditation and Volunteering

Key Findings: Accreditation

- Academic accreditation for voluntary work would ‘definitely’ motivate 49% of student respondents to do voluntary work, and ‘probably’ motivate a further 27%.
- Accreditation for voluntary work is a significantly greater motivator for black and ethnic students (68%) and those with a disability (56%).
- **Universities can have an influencing role in enabling more students to become involved in community work, through their academic assessment structures.**

Respondents were asked whether they thought they would be more likely to do voluntary work if the University gave academic credits which counted towards their degree. For around a fifth of all respondents, from all targeted groups, there was a consensus that academic accreditation for voluntary work, would make no difference to them.

However, some of the faith society leaders we spoke to did express the view that they were not in favour of volunteering work counting as part of their degree studies. In their opinion, receiving such a personal and direct benefit negated the sense of giving to others.

Generally, respondents were evenly split as to whether academic accreditation for voluntary work would definitely make them more likely to volunteer. However, for black and ethnic minority respondents and those with a disability, there was a marked difference. Both groups expressed the view that an option of receiving accreditation for voluntary work would definitely make them more likely to volunteer.

Table 11

Q. “If the University gave academic credits for voluntary work and it counted towards a module, would you be more motivated to do voluntary work?”	All Respondents	Disability	Black & Ethnic Minority	Faith
Yes, Definitely	49%	56%	68%	50%
Yes, probably	27%	22%	11%	29%
Make no difference	23%	22%	21%	21%

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In trying to understand the reasons for these differences, it is suggested that;

- (a) students with a disability have to overcome daily challenges in relation to their disability and the effects it has on their lives. As was seen earlier, they are likely to need to spend more time on their course work and sometimes need time out for health reasons. Combining voluntary work whilst studying for a degree can sometimes be difficult: academic accreditation therefore has considerable benefits in that additional time does not have to be found for voluntary work volunteering and study – academic accreditation makes both possible.
- (b) For black and ethnic students, earlier findings highlighted that the benefits of volunteering and its positive impact on a CV and future employability was a central motivating factor in deciding to do voluntary work. Gaining academic accreditation for voluntary work has obvious and clear benefits.

5.7 - Societies and Volunteering

Key Finding: Societies and Volunteering

- *Societies already involved in community volunteering / fundraising are more likely to want to increase their involvement than societies not involved in the community. **Targeting extra resources and support to societies with existing commitments to community volunteering is more likely to increase volunteering capacity.***
- *One-off volunteering opportunities received the greatest number of preferences from society respondents.*
- *Charitable fundraising is the most popular volunteering activity in which societies would like to get involved.*
- *Volunteering as a society is recognised as a way of having fun, making new friends whilst giving something back to others at the same time.*
- ***Developing a volunteering programme aimed at increasing society participation will be successful if it offers creative, practical and fun projects, with an emphasis on charitable fundraising.***

In addition to researching the views that students from under-represented groups held about volunteering, we also sent a separate questionnaire to the leaders of union societies. Our aim was to quantify existing levels of community volunteering and assess the potential for increasing volunteering activity amongst societies. As we received only 21 responses (from 244) it is difficult to draw any statistically valid conclusions from such a low return. However, the results have been analysed but should only be interpreted as being indicative. Due to the small response rate it was not possible to quantify the numbers of students from the targeted groups who are members of societies.

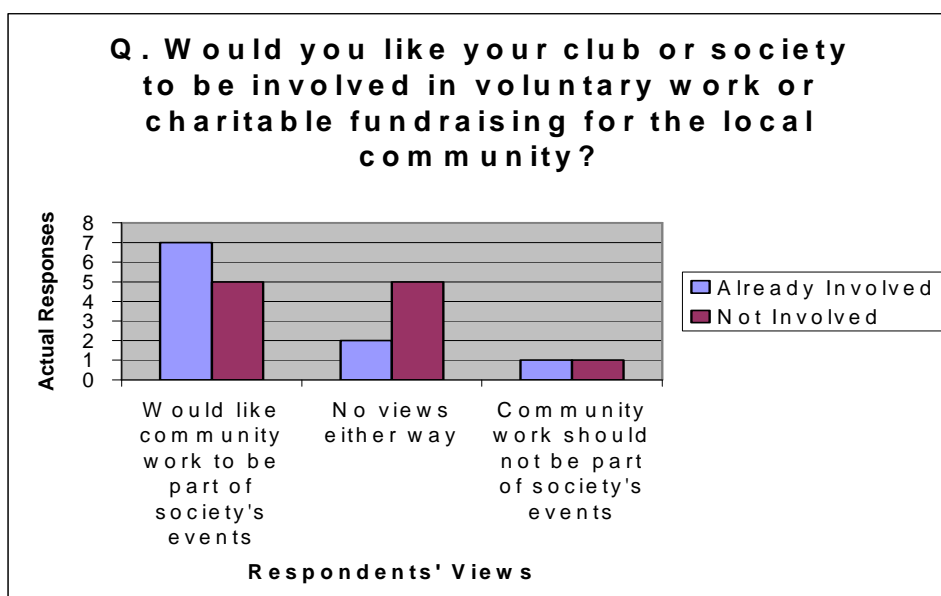
Note: from our working knowledge of societies we are aware that charitable fundraising is an activity growing in popularity. We therefore chose, in the questionnaire to include references to 'charitable fundraising' as well as 'voluntary work' and 'community work'.

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Involvement with the Community

Of the 21 responses, 10 stated that their society was involved in the community and 11 said that they were not. The responses were then analysed separately in order to see if any comparisons or differences could be drawn in relation to areas of interest and motivational factors. It would appear that for society respondents who are already involved with the community, they are more likely to want to be more involved. For those not already involved they are more likely to have no opinion either way.

Chart 5:



SheffieldVolunteering's current programme (like most Student Union / University volunteering programmes) is determined by the level of funding available. The possibilities of additional funding, through the Russell Commission, to expand volunteering amongst young people could have a huge impact.

We therefore asked our societies whether the availability of funding and/or other support might make their group more likely to become involved in community work / fundraising. The following comments, made by respondents, show that if extra resources can be made available to societies for community activities, it will be used to increase levels of volunteering by students:

"..we have no financial resources at the moment - more would enable us to do things"

"...motivation, and it would just be a good way to get things going."

"...more options/less risk."

"...if we knew that we had spare cash we'd definitely use it to help the community."

"...currently our budget only just allows for our normal activities - to do anything more we'd have to make provision for it by cutting what we already do or finding new funds."

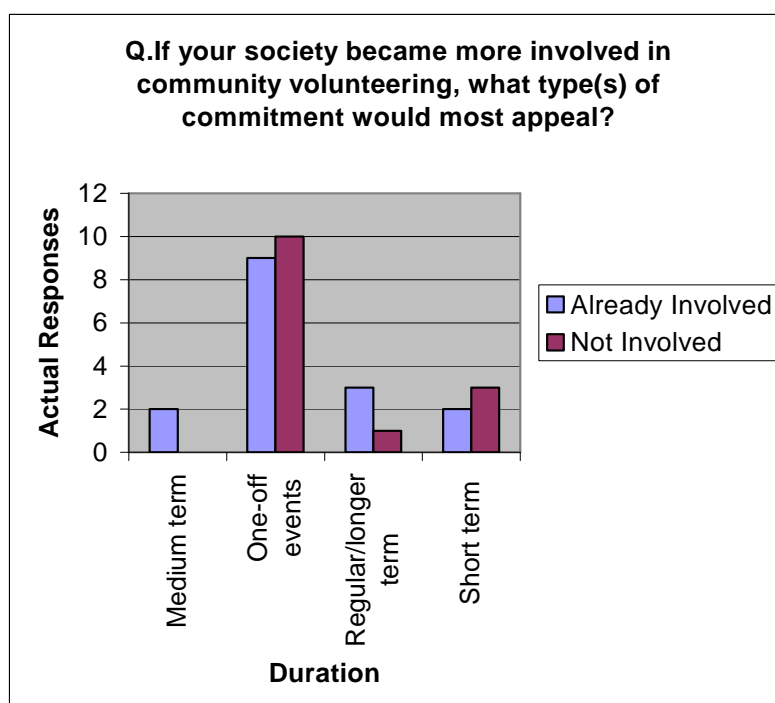
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Levels of Commitment

As we saw earlier in the report, most respondents were more likely to express a preference for one-off or short term volunteering opportunities. For reasons of consistency, the options were the same as those included in the Student Questionnaire.

Respondents were asked what areas of volunteering they felt that their society would be most interested in becoming involved with. One-off volunteering opportunities received the greatest number of preferences regardless of whether they were already involved in community volunteering. However, for those responses from societies already involved, they were much more likely to indicate that they would also be prepared to volunteer on a medium, regular or longer term, than society respondents who were not already involved.

Chart 6:



Preferred Types of Volunteering

Due to the relatively small number of societies responding to the survey, it is difficult to draw definitive conclusions from the results. Nevertheless, unlike the individual responses, there does appear to be a preference for charitable fundraising as a volunteering opportunity – regardless of whether the society is already involved in community volunteering (see Table 12 below).

This finding is reflected in the experience of the Union's activities department where it is observed anecdotally that societies do seem to be organising more events for charity. Part of the reasons for this is thought to rest both with students' genuine altruism, but also their desire to have fun as a group. Organising events for charity meets all of these requirements. Society involvement in charitable fundraising is also important because students themselves tend to take on the responsibility of initiating ideas and managing the activity. Charitable fundraising helps instil in students the importance of being active citizens and contributing to society.

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Table 12

ACTIVITY	SOCIETIES ALREADY INVOLVED IN COMMUNITY - Preferences	SOCIETIES NOT INVOLVED IN COMMUNITY - Preferences
Charitable Fundraising	6	6
Campaigns / Awareness Raising	5	4
One-off Challenges	4	3
Refugee / Asylum Seekers	3	0
Kids / Youth	3	2
Homelessness	3	0
Health / Hospitals	3	0
Conservation / Environmental	2	3
Marketing / PR	1	1
Disability / Special Needs	1	1
Advice / Mediation / Advocacy	1	0
Schools / Homework clubs	0	0
Befriending / Mentoring	0	1
Animal Welfare	0	1
TOTAL PREFERENCES	32	22

Motivating Factors

In terms of trying to understand what motivating factors might appeal to societies, there were a number of differences observed between those society respondents who were already involved and those not already engaged.

Using skills and experiences to benefit others was identified as one of the top motivating factors for society respondents already involved, but only the fifth priority for society respondents not involved with the community.

Making friends and meeting like-minded people were also rated differently between the two groups – top priority for societies involved in the community but only 9th priority for societies not involved. This could be due to students' experience i.e. if they have done community work as a society then they have gained personal benefits in terms of friendships, whereas for those societies who have not been involved they could not draw on this benefit when completed the survey.

The biggest difference recorded was in relation to faith being an important motivating factor, with 5 preferences recorded by the respondents already involved as against zero preferences for the society respondents not involved – an explanation for this could be that faith societies were over represented in the responses.

Having fun, whilst volunteering, is a top priority for all societies, regardless of whether they are already involved with the community. The view was also expressed that volunteering work provided a contrast to academic study, especially if it involved practical and creative activities. Ensuring that volunteering opportunities create an element of fun is therefore key to motivating and engaging with students.

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Table 13

MOTIVATING FACTORS	SOCIETIES INVOLVED IN COMMUNITY - PREFERENCES (Yes, definitely / Very likely)	SOCIETIES NOT INVOLVED IN COMMUNITY - PREFERENCES (Yes, definitely / Very likely)
Giving something back / being part of the community	9	9
Using skills / experiences to benefit others	9	7
Having fun	9	9
Making friends / meet like-minded people	9	5
Helping Others	8	8
Gaining Skills/ Experience for CV	7	8
Doing something new / different	5	4
Being a role model to young people	5	4
Community work is an important part of my faith	5	0
Using my free time usefully	4	4
TOTAL PREFERENCES	70	58

We also asked respondents whether they felt that there was anything about their particular society's activities which could benefit local children, young people, schools or the local community generally. 7 out of the 10 respondents felt that there were activities that their society did that could benefit or interest others. Their suggestions are included Appendix 6.

5.8 Increasing Capacity in the Voluntary Sector – Ideas for Community and Volunteering Projects

Key Finding: Increasing Capacity

- All of the schools and community organisations who were approached expressed a positive interest in involving more young, university students in their projects.
- 70% of societies responding to the survey indicated that their group could offer something to local schools and community groups.
- Opportunities for charitable fundraising activities, involving students, will contribute valuable resources to local charities and other voluntary organisations.

In addition to researching students' motivations and general interest in volunteering, it was also important to explore, with local schools and community groups, their capacity for developing existing projects and establishing new initiatives with students as volunteers. The research also sought to generate ideas from student societies as well as individual students.

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It is clear that from the wealth of suggestions and the very positive way in which schools and community groups responded to our approaches, that many more volunteering opportunities can be created. By providing resources and putting place a supportive infrastructure students will contribute to their communities through voluntary action. From the many projects and ideas suggested by students it is also our conclusion that students are prepared to lead on the organisation and implementation of volunteering projects. We gathered almost 50 different suggestions, but a number of themes did emerge:

- Mentoring in schools.
- Disability projects.
- Raising awareness about different faiths and cultures.
- Music and dance events.
- Inter-faith initiatives.
- Charitable fundraising.
- Environmental projects.
- Health projects.

A full list of ideas is listed in Appendix 6.

6. Conclusion

Overall, the research showed high rates of participation in student societies and high levels of volunteering amongst our student respondents. In addition to those already engaged in community volunteering, even greater numbers were interested in doing voluntary work than are currently doing so.

We did find some differences between the different target groups of young people traditionally under-represented in volunteering. These differences tended to focus on levels of volunteering commitment, types of volunteering activity and beneficiaries, altruistic versus personal benefits and barriers to involvement.

The overall message, from the young people with whom we consulted, was that volunteering has great appeal, both as individuals and as a society activity. A volunteering programme, which takes account of the different needs and aspirations of black and ethnic students, those with a disability or from a faith group and which seeks to target student societies, has the potential to increase the numbers of young people involved in community action.

Kathryne Fraser
Union of Students University of Sheffield

April 2006

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- Q7** As a student with a disability, which of the following would you say are important in terms of enabling more students with disabilities to do voluntary work? (select all that apply)
- Information on opportunities being accessible (e.g. clearer print, web-site design etc)
 - Having information about the environment that I will be working in (e.g. if it has disabled access, is noisy etc) to help me make more informed choices
 - People understanding that I might need more flexibility and not necessarily be able to make regular commitments because of my health/disability
 - Being able to share a role with someone else to allow me to take on positions of responsibility but still have flexibility
 - Knowing beforehand whether a volunteering organisation or activity will be able to support me with my particular disability
 - Being able to speak privately and confidentiality to the organisers about my health/disability so that they understand what I need
- Other (please state)
- Q8** Are you a member of a Club or Society? Yes No
- Q9** Which Club or Society are you a member of?
-
- Q10** Are you registered with SheffieldVolunteering? Yes No
- Q11** Have you done any voluntary work whilst at university?
 Yes, regularly No, but would like to
 Yes, occasionally No, not interested
- Q12** Please can you tell us why you are not interested in volunteering?
-
- Q13** In general, what type(s) of commitment most appeal to you? (select all that apply)
- Medium term (e.g. 1/2 hours p/wk for 1 semester)
 - Regular / longer term (e.g. weekly or fortnightly in term time)
 - One-off events (e.g. a single day or evening)
 - Short term (e.g. 1/2 hours p/wk for 6 weeks)
- Other (please state)

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- Q14 In general, what type(s) of activity most interest you? (select all that apply)**
- | | |
|--|---|
| <input type="checkbox"/> <i>Advice / mediation / advocacy</i>
<input type="checkbox"/> <i>Animal welfare</i>
<input type="checkbox"/> <i>Befriending / mentoring</i>
<input type="checkbox"/> <i>Campaigns / awareness raising</i>
<input type="checkbox"/> <i>Charitable fundraising</i>

<input type="checkbox"/> <i>Conservation / environmental</i>
<input type="checkbox"/> <i>Disability / special needs</i>
<i>Other (please state)</i> | <input type="checkbox"/> <i>Health / hospitals</i>
<input type="checkbox"/> <i>Homelessness</i>
<input type="checkbox"/> <i>Kids / youth</i>
<input type="checkbox"/> <i>Marketing / PR</i>
<input type="checkbox"/> <i>One-off challenge (e.g. community centre make-over)</i>
<input type="checkbox"/> <i>Refugee / asylum seekers</i>
<input type="checkbox"/> <i>Schools / homework clubs</i> |
|--|---|

Q15 Which of the following factors are likely to motivate you to do voluntary work?

	Yes, <i>definitely</i>	Very likely	Neutral	Not very likely	Not at all
Giving something back / being part of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining skills / experience for CV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making friends / meet like-minded people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing something new / different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using free time usefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a role model to young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using skills / experiences to benefit others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community work is an important part of our faith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Q16 If the University gave academic credits for voluntary work and it counted towards a module, would you be more motivated to do voluntary work?**
- Yes, definitely*
 Yes, probably
 Make no difference

Q17 Please explain why the chance of academic credits for voluntary work and it counting towards a module, would not motivate you to do voluntary work:

Q18 Are there any other comments you would like to make about volunteering as a student and / or as part of a society?

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- Q6** Would extra funding and / or other support make it more or less likely that your Club or Society / Working Committee would get involved in community work / fundraising?
 More likely Make no difference Less likely
- Q7** Please explain why the extra funding and / or other support would make your Club or Society / Working Committee more likely to get involved in community work / fundraising:
-
- Q8** If you think your Club or Society / Working Committee might become involved in community volunteering, what type(s) of commitment do you think would most appeal? (select all that apply)
- | | |
|---|--|
| <input type="checkbox"/> Medium term (e.g. 1/2 hours p/wk for 1 semester) | <input type="checkbox"/> Regular / longer term (e.g. weekly or fortnightly in term time) |
| <input type="checkbox"/> One-off events (e.g. a single day or evening) | <input type="checkbox"/> Short term (e.g. 1/2 hours p/wk for 6 weeks) |
| Other (please state) | |
-
- Q9** What type(s) of activity would your Club or Society / Working Committee be most interested in? (select all that apply)
- | | |
|--|--|
| <input type="checkbox"/> Advice / mediation / advocacy | <input type="checkbox"/> Health / hospitals |
| <input type="checkbox"/> Animal welfare | <input type="checkbox"/> Homelessness |
| <input type="checkbox"/> Befriending / mentoring | <input type="checkbox"/> Kids / youth |
| <input type="checkbox"/> Campaigns / awareness raising | <input type="checkbox"/> Marketing / PR |
| <input type="checkbox"/> Charitable fundraising | <input type="checkbox"/> One-off challenge (e.g. community centre make-over) |
| <input type="checkbox"/> Conservation / environmental | <input type="checkbox"/> Refugee / asylum seekers |
| <input type="checkbox"/> Disability / special needs | <input type="checkbox"/> Schools / homework clubs |
| Other (please state) | |
-

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- Q18** Approximately how many students (aged 18-25), who might identify themselves as being black or from an ethnic minority, are involved with your Club or Society / Working Committee?
- Don't know* *1-4* *10-15* *More than 25*
- None* *5-9* *16-25*
- Q19** If students who might identify themselves as being black or from an ethnic minority are involved in your Club or Society / Working Committee, approximately how many do you estimate are also international students?
- Don't know* *1-4* *10-15* *More than 25*
- None* *5-9* *16-25*
- Q20** Are there any other comments you would like to make about volunteering as a student and / or as part of a Club or Society / Working Committee?
-

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Appendix 3

Consultations (Internal)

Black Students Committee
Catholic Chaplaincy Federation
Disabled Students' Forum
Impact (Aim Higher)
Islamic Circle
Jewish Society
Methodist Chaplain, University of Sheffield
Sikh Society
SPEAK (Christian Society)
University Chaplaincy
University's Disability and Dyslexia Support Service

Consultations (External)

Abbeydale Grange Secondary School
Black Card
Ethnic Minority Achievement Service (EMAS)
Myers Grove Secondary School
St Marie's Primary School
Westways Primary School
Rethink
Adult Education Service

Appendix 4

Clubs, Societies and Student Groups Responding to Society Questionnaire

1. *Basque Society*
2. *Capoeira*
3. *Catholic Chaplaincy Fellowship*
4. *Ceilidh society*
5. *Dance Society*
6. *Disabled Students' Form*
7. *Equestrian Club*
8. *High Peaks Club*
9. *Hockey Club*
10. *Hong Kong Society*
11. *Jewish Society*
12. *Marrow*
13. *Medicine Sans Frontier*
14. *Medics' orchestra*
15. *Nightline*
16. *Pirate society*
17. *Scandinavian Society*
18. *Sheffield Sting (scouts and guides)*
19. *Sheffield Volunteering*
20. *Speak*
21. *Student Action for Refugees*
22. *Tennis Club*
23. *Walking Club*

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Appendix 5

Respondent's Membership of Societies

Academic Committee	Korfball	Tae Kwon Do
Aiesec	Ladies Rugby Union	Tap Dance
American Football	Law 6-A-Side Team,	Technical Services
Amnesty International	Liberal Democrats Youth &	Ten Pin Bowling Club
Anime	Students	Thai Boxing
Architecture	Links	The Floor
Athletics And Cross Country	Management Society	Theatre Company
Badminton	Maths	Theatre Goers Society
Bellringing	Mechanical	Tkd
Belly Dance	Medical Society	Trampolineing
Big Band	Medics' Revue	Vodsoc
Biology	Medics Rugby	Volleyball
Brasov Orphanage Society	Medics Shorinji Kempo	Walking
Capoeira	Mentoring	Walking Club
Catholic Chaplaincy	Muay Thai Boxing	Wind Orchestra
Federation	Music	Wipsoc
Ceilidh	Music Players Society	Women 'S Football Team
Cercle Français	Not Only Dungeons And	Women's Basketball
Cheerleading	Dragons	Yorkshire Universities Air
Chemsoc	Officer Training Corps	Squadron
Christian Union	People And Planet	Young Adults Action Forum
Computer Club	Persian Society	
Conservation Volunteers	Poetry	
Conservative Future	Psychology	
Cricket Club	Rag	
Dance	Rowing	
Dancesport	Rugby League	
Deutsche Verein	Sailing	
Disabled Students' Forum	Salsa	
Duke Of Edinburgh	Sheffield Volunteering	
Economics	Shopping Society	
Edward Bramley Law	Singers Society	
Engineers Without Borders	Ski Club	
English	Skiing	
Equestrian	Socialist Students	
Film Unit	Snowboarding	
French	Speak	
Geography	Squash Club	
German	St John's Ambulance	
High Peak Club	Star	
History	Steel Press Newspaper	
Hockey	Step Dance	
Human Communications	Street And Breakdance	
International Creche	Student Christian Movement	
Islamic Circle	Swimming And Water Polo	
Japanese	Surgical Society	
Jiu-Jitsu	Synergy	
Judo Club	Table Tennis	

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Appendix 6

**Ideas for Volunteering Projects suggested by Students, Societies, Schools and
Community Organisations**

Student Ideas

- Disability awareness educational programmes developed for schools.
- Schools Mentoring for young people with disabilities.
- Dyslexia support initiatives for school pupils.
- Students with disabilities working with young people as positive role models.
- Buddying scheme for new university students with disabilities.
- Female Muslim students working with Muslim women and young girls to address issues around health and access to sports facilities.
- Volunteering opportunities offered during vacations.
- Charitable fundraising, including international disasters.
- Inter-faith initiatives through practical volunteering projects.
- Political and campaigning work.
- Closer links with own faith (non-university) communities.
- Presenting workshops to primary schools demonstrating and sharing religious and cultural festivals.
- Big City Challenges and faith partnerships.
- Voluntary work around crime reduction and improving communities.
- Breakfast clubs in schools.
- Visiting elderly people in residential homes.
- Anything creative and fun as a contrast to academic studies.

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Societies' Ideas

- Tap, ballet and contemporary dance lessons
- Education about global social issues.
- Encouraging older children to participate in the orchestra sessions.
- Working with the local guiding and scouting organisations.
- Promoting Medicin Sans Frontier where people can come and hear about the prospects of working with international disaster relief aid.
- Organising film nights and interacting with teenage kids from across the city.
- Chance to Dance events.
- Showing films from different countries.
- Raising awareness about provision for disabled people in Sheffield
- Volunteering with other disabled people who aren't students.

Schools Ideas

- Student volunteers providing classroom support for pupils with English as an additional language.
- International weeks in schools celebrating cultural festivals e.g. Chinese New Year.
- Music and dance events in schools.
- Black History Month – students volunteering as musicians, storytellers and artists.
- Students giving talks on different faiths and cultures and sharing.
- PHSE – disability awareness sessions – students doing role-plays / drama to help bring topic to life.
- Mentoring (including 1:1, lunchtime, and Saturday morning and after school schemes) for Y9, Y10 and Y11 pupils, especially acting as role models.
- Student mentors for the 'Sheffield Achievement Fellowship' a scheme to raise the aspirations of Y7 pupils who are black or from an ethnic minority.
- Volunteers to assist with a 'Partnership for Parents' initiative which aimed at helping parents with English as an additional language and who do not understand the curriculum.
- Black and ethnic minority students more involved in University open days and tours to raise awareness and deliver talks in schools.

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Community Ideas

- An environmental project introducing people from black and ethnic minority communities to the countryside.
- After-school club and Saturday schools for Sheffield and South Yorkshire's black communities.
- Black Women's Group – provide training and help organise conferences on education, children, young people, regeneration and politics.
- Annual national competition of singing, dancing and music involving local children from black communities.
- Computer training for the elderly.
- Music and dance performances in elderly people's homes.

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