

**New volunteerism in Scotland with Home-Start:**  
*Co-producing positive impacts for families, volunteers and local communities*

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Home-Start Glasgow South

Home-Start Kirkcaldy

Home-Start Leith and North Edinburgh

Home-Start Lochgelly

Home-Start Lorn

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## **Introduction**

Volunteering, as this report shows, achieves many good things for many people - not least for the volunteers themselves. Our research adds to a growing body of evidence showing that the key to becoming and remaining happy, healthy and confident is often to be found in giving our time to help other people.

Despite this evidence, the work involved and the resources needed to secure enough volunteers across Scotland to fuel Home-Start's work with children and their families is immense. The demands on people's lives often make finding the time to volunteer feel like an impossible dream; whether that is the level of presenteeism embedded in many workplace cultures or the job search requirements imposed on unemployed people. At the same time there is a worrying, largely unspoken, growth in loneliness and social isolation which needs to be addressed - as last year's ground-breaking report from the Scottish Parliament's Equal Opportunities Committee made clear.

[http://www.scottish.parliament.uk/S4\\_EqualOpportunitiesCommittee/Reports/EOS042015R05.pdf](http://www.scottish.parliament.uk/S4_EqualOpportunitiesCommittee/Reports/EOS042015R05.pdf)). There are also fewer men than women, in our field and across volunteering generally in Scotland. We are keen to address this because men are too often left out of the work of supporting families.

What stands out in our research is that people can transform their lives and improve their health and wellbeing as a result of becoming volunteers. We have a strong track record in engaging the people who once needed Home-Start's support to help others. It is so positive to learn from this research that there is real mutual benefit in volunteering. We found that volunteers with highly negative experiences of parenting can, through developing the skills for volunteering to support other parents, continue a journey towards greater confidence in their own parenting capability.

Reaching out to potential volunteers is work that needs to be carried out sensitively, consistently and - like housework - it is never finished. Levels of volunteering in Scotland have remained static for many years. The Scottish Volunteering Forum has called on all of us - voluntary sector, government and business - to help change this by working more effectively together to create a culture of volunteering that works for everyone.

We are contributing to this goal by sharing this research and supporting the work of the Forum. Every organisation that depends on volunteers needs to understand what motivates people to volunteer and what makes them want to continue. Recruitment and retention is as important to the social good of volunteering as it is to the world of paid work. Understanding what drives people to take up and to stick with volunteer roles, and responding to their needs, is a vital aspect of the investment we all need to make towards making it possible and more appealing for everyone to contribute to their communities through volunteering.

**Shelagh Young,**  
**Director of Scotland, Home-Start UK**

### **Headline findings:**

- the key to becoming and remaining happy, healthy and confident is often to be found in giving our time to help other people
- people can transform their lives and improve their health and wellbeing as a result of becoming a volunteer
- volunteering as a home visiting family support volunteer has a positive impact for volunteers as well as for the direct beneficiaries – children and their families
- Home-Start volunteering helps volunteers get the training and skills to become work ready
- altruism alone is no longer the only reason for volunteering. A new understanding of the role of volunteers is emerging which is more about mutual aid and co-production, resulting in positive impacts for families, volunteers and local communities
- volunteers with highly negative experiences of parenting can, through developing the skills for volunteering to support other parents, continue a journey towards greater confidence in their own parenting capability.

## Executive Summary

### The Project

Home-Start's Volunteer Impact Management System [VIMS] charts the journey of change volunteers undertake when providing home-based support to vulnerable families. The Scotland Volunteer Impact Management System (VIMS) Pilot Project worked with 18 local Scottish Home-Starts. The aim was to pilot a system for evaluating the impact volunteering has on volunteers. The data were generated from recording information from volunteers at recruitment and during training and ongoing supervision on five domains: personal development; skills development; health and wellbeing; diversity and inclusion, and social capital [social networks, community and engagement with the labour market]. VIMS also records the profile of the volunteers.

### Evaluation of the VIMS system

The outcomes for the evaluation of the volunteers' development were:

- *To understand how volunteering experiences benefit the individual*
- *To understand the social impact of using home-visiting volunteers to deliver a service for local communities.*

### Overall

***Volunteering as a home visiting family support volunteer has a positive impact for volunteers and the wider community, as well as for the direct beneficiaries – children and their families. It is a win win win!***

### Profile of the volunteers -

The majority of the 125 volunteers whose data were reported were female 94 (75%); 6 (5%) had a disability; 72 (58%) were between the age of 25 and 54 years old; 86 (69%) of the volunteers described themselves as a British citizen with the right to residence in the UK. Twenty nine (23%) were living in rural settings. The employment status of the volunteers was mixed, the majority of the volunteers were either seeking employment 20 (16%) or working part time 21 (17%). 31 (36%) of the sample who responded to the housing question lived in social or temporary housing which is used as a proxy indicator for lower social economic status.

### The volunteers' development

There was improvement in the volunteers' personal development; skills development; health and wellbeing; diversity and inclusion in social networks; community and engagement with the labour market.

The greatest journey of change was in the volunteers' self-confidence, the mean score at the start of training was 2.90 and increased significantly to 4.50. There was found to be a significant change over time in the volunteers' sense of usefulness,

awareness of others, confidence in own identity and looking forward in life. The measures of both physical and mental health for the volunteers improved during their time volunteering. The volunteers' physical health was scored lower at the start of training and improved over time. However, the greatest change was in the volunteers' mental health.

### **Motivations, skills and abilities and personal experiences**

The main motivational drivers to volunteer were altruistic – 73 (68%) 'giving something back', 72 (67%) wanting to work with children and families. Obtaining skills related to employment was also a motivational driver.

### **Journey of change for volunteers**

There was a statistically significant change in the ability and skills of the volunteers over time. The greatest difference in change over time was in their ability to communicate with others, job related skills and problem solving skills.

As well as abilities and skills, people also brought their own personal experiences to the role of volunteering. The range of personal experiences corresponded with the experiences of the families Home-Start supports. The sub group of volunteers who themselves had suffered postnatal depression previously reported higher parenting skills at the start of VIMS and these skills improved over the time of the project.

### **From receiving family support to volunteering to support families**

#### ***Early findings suggest that parenting skills improve faster for people who have learnt from their own adverse parenting experiences***

11 (9%) of the volunteers gave as their reason for volunteering that they had received Home-Start support themselves previously. These volunteers reported higher scores for their parenting skills than the volunteers who had not received Home-Start support prior to becoming a volunteer. However, after six months the sub group who had previously received Home-Start support themselves reported significantly higher parenting skills than those who had not received Home-Start support themselves. Other research suggests that adults who have developed a coherent perspective on their negative, early attachment relationships i.e. those who have earned security, do not re-enact poor parenting practices with their own children (Pearson et al 1994).

## **Volunteering as a route to work**

### ***Home-Start is providing training and skills to support volunteers to become work ready***

Volunteers scored themselves higher at the end of six months than at the beginning of the preparation course for all of the following:

- participation in community/social events;
- support and information networks;
- activity in seeking employment (if relevant);
- activity in seeking other volunteering roles (if relevant) and
- activity in seeking further training or qualifications (if relevant)

The volunteers who were in work also developed new or enhanced skills.

Those volunteers who had expressed a motivation to seek work had consistently higher work skills over the period of research than those not motivated to seek work.

## **Summary**

***There is a new volunteerism which comes from the combination of different motivational drivers, work and personal experiences, geography and age.***

Altruism alone is no longer an adequate explanation for volunteering. A new understanding of the role of volunteers is emerging which is more about mutual aid and co-production, resulting in positive impacts for families, volunteers and local communities.

## Introduction

This study is part of an overall evaluation of the Volunteer Impact Management System [VIMS]. The outcomes for this evaluation were:

- *To understand how volunteering experiences benefit the individual*
- *To understand the social impact of using home-visiting volunteers to deliver services for local communities.*

It has long been recognised that social support is transactional and both providers and recipients can benefit (Pierce et al 1996). There is a growing body of evidence which suggests that the act of volunteering as a form of social support has a positive impact for volunteers as well as for the direct beneficiaries. This report reviews the evidence on the impact of volunteering for the volunteers themselves. Data provided from a pilot study of the Volunteer Impact Management System [VIMS] which charts the journey of change volunteers undertake when providing home-based support to vulnerable families in Scotland is reported. These data were generated over a six to nine month period, recording information from volunteers at recruitment and during training and ongoing supervision. The associations between the motivations to volunteer and the development of the personal development and skills acquisition for the volunteers will be presented.

## Volunteer-led delivery of public services

The manner of delivery and the added dimensions which volunteers bring to public life have long been recognised. Social care provided on a regular one to one basis by volunteers provides a significant contribution to the delivery of public services (Blackmore, 2005; RNID, 2004; House of Commons, 2006). Volunteer support is a major contributor to the delivery of public services, often not an addition but as a key provider. This provision is likely to change/increase in the face of Scotland's public services needing to cope with additional demands in health, social care and justice (NESTA October 2010). More recently the mechanisms and processes of services delivered by volunteers have been defined as being co-produced, local and preventative - and therefore have the characteristics sought by policy makers for service provision going forward. The Scottish Government has recognised this role for the third sector in delivering better and more equal public services. The Christie Commission on the Future Delivery of Public Services (2011) undertook a wide-ranging review of public service delivery in Scotland. The report argued that: *best use must be made of 'scarce resources by utilising all available resources from the public, private and third sectors, individuals, groups and communities' to provide services that are 'delivered in partnership, involving local communities, their democratic representatives, and the third sector'* (Christie, C. 2011). The role of volunteering will be particularly important in rural areas in terms of filling the gaps between service provision and service need (Woolvin and Rutherford 2013). Research shows there are higher rates of formal volunteering in rural Scotland compared to more urban areas. Woolvin and Rutherford (2013) comment that the activities of volunteers in rural areas in particular may be more 'substitutional' rather than 'additional' in nature.



The effectiveness of the role volunteers play in the delivery of these key support services can be further understood by exploring the different experiences and motivations volunteers bring to family support and the impact this has on their own development.

### **Defining volunteering**

The definition of volunteering used for the 2004 Scottish Government Volunteering Strategy is: “*Volunteering is the giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, the environment and society at large. It is a choice undertaken of one’s own free will, and is not motivated primarily for financial gain or for a wage or salary.*” This definition, while workable, does not do justice to the range or new ways of approaching volunteering - for instance as social activism which is mutually beneficial/reciprocal and tending to be more short term (Hustinx 2007).

Home-Start in Scotland has more than 30 years’ experience matching trained volunteers to families with various, and often quite complex needs. This type of volunteering requires a high level of commitment, training, support and supervision and so can be categorised as ‘formal volunteering’. Formal volunteering refers to unpaid work that benefits others to whom one owes no obligation (Gottlieb and Gillespie 2008) via an organisation that supports volunteering in health and social care (Egerton and Mullen 2008). This is therefore distinct from the informal volunteering activities - for instance unpaid caring for those who are not relatives - but which takes place as private interactions in society (Egerton and Mullen 2008). While this ethos and model of formal voluntarism in Home-Start remains relevant and core to the organisation, the wider policy arena, public attitudes, family structures and economic pressures have changed over the last 30 years. In particular the development of new motivations to volunteer in civil society, the ageing population and the incorporation of volunteering into employment policies are influential developments.

### **Background figures**

Findings from the Scottish Household Survey 2011 on volunteering (<http://www.gov.scot/Publications/2012/08/5277/12>) include the following headlines:

- Levels of volunteering have remained relatively stable over the last five years, with around three in ten people providing unpaid help to organisations or groups.
- Levels of volunteering vary according to gender across all age groups. Overall, a slightly higher percentage of women (33%) than men (27%) volunteered in the last twelve months.
- Levels of volunteering vary by economic status, with a lower proportion of people from lower income households volunteering in the last twelve months compared with higher income groups.

- The type of organisations most commonly volunteered for are schools (23%), followed by other youth/children's organisations (19%), and health, disability and social welfare organisations (19%).
- Younger adults are more likely to volunteer with children/young people, and help with sporting activities, whilst older adults are more likely to volunteer with the elderly and for religious organisations.
- 57% of volunteers in Scotland volunteered for less than six hours in the previous four weeks.
- The most common reasons that people gave for stopping volunteering were due to changes in their circumstances, such as no longer having time (27%), changing job (12%), moving house (11%) or due to illness (10%).

In addition, employees and self-employed people have the same levels of volunteering at 38-36% regular formal volunteering (Helping Out 2007).

Volunteer surveys provide limited insight into the experiences and meaning which volunteering has for individuals. With some notable exception (Thomas & Finch 1990, Baines et al 2008) there have been few qualitative studies which have explored the motives and meaning of volunteering from the perspective of volunteers. A number of studies have looked at the impact of volunteering on subjective and objective wellbeing. Positive effects have been found for life satisfaction, self esteem, self-rated health and for educational and occupational achievement, functional ability and mortality (Wilson 2000). Binder and Freytag (2013) using the British Household Panel Study found a positive impact on life satisfaction and it was increasing over time if a person volunteered regularly and continuously. They also found that volunteering has the strongest effect of increasing life satisfaction for individuals who are least satisfied with their lives.

The reported positive effects of volunteering for mental health have tended to be age-related with older volunteers reporting more positive benefits (Van Willigen 2000). When volunteer surveys are considered together there are a range of activities and types of volunteering included within these figures which require different levels of commitment and skill and differences by age, gender, ethnicity and socio-economic characteristics within the overall participation trends (Drever 2010). It is important to understand the motivations to volunteer in the context of current volunteering statistics and the demographic models and predictions of an aging population in order to plan for vital volunteer engagement and community capacity building. Between 2008 and 2033, the number of people aged 60 and over is projected to increase by 50 per cent; numbers aged 75 and over will increase by 84 per cent. <http://www.gro-scotland.gov.uk/files2/stats/annual-review-09/rgar2009.pdf>. The last Scottish Government Strategy on Volunteering (2004) focused on young people – demographic trends suggest that a focus on older people would harness a valuable resource and would simultaneously address issues of social isolation across the widely dispersed population.

Theories seeking to explain the motivations to volunteer tend to focus on three aspects:

1. personal experiences and motivations of the individual who volunteers
2. properties of the volunteering relationship with the beneficiary
3. community context.

### **Lived experiences and motivations of the individual who volunteers**

The motivation[s] to volunteer has been the focus of several studies (Knapp *et al.*, 1995; Dolnicar and Randle, 2007; Konrath et al 2007). The overall conclusions from these studies are that people volunteer for a mixture of altruistic and self-interested reasons. Six aspects of motivation to volunteer have been identified by Clary et al (1998) [values; understanding; social; career; protective and enhancement], and these have been incorporated into an instrument designed to assess these functions (Volunteer Functions Inventory; VFI).

[http://www.comm.umn.edu/~akoerner/courses/5431-S13/Clary%20et%20al.%20\(1998\).pdf](http://www.comm.umn.edu/~akoerner/courses/5431-S13/Clary%20et%20al.%20(1998).pdf).

The results from the administration of this instrument indicated that volunteers who received benefits relevant to their primary motivations were not only satisfied with their volunteer organisation but also intended to continue to volunteer in both the short- and long-term future. Understanding the link between volunteer motivations and the retention of volunteers is important in managing volunteers cost effectively (Brodie et al 2011).

A number of studies considered the volunteering activities of those who may also be active service users themselves. These included people with mild to moderate dementia (George and Singer 2011), and mental health problems (Farrell and Bryant 2009). Other research has indicated that overall, disabled people are slightly less likely than the general population to volunteer (McMillan 2010). McCudden (2000) reported that Home-Start volunteers are motivated to become Home-Start volunteers as the work is perceived to be close to their own personal experience [volunteers have parenting experience] and they feel they have something to offer whereas in other voluntary organisations the volunteers tend to be interested in the focus of the activities on offer. It is proposed here that the concept of 'earned security' is relevant to the study of the impact some volunteers can have in family support. Earned security is a classification given to adults who have described difficult early relationships with their parents, but who currently also had secure models of relating. Research suggests that adults who have developed a coherent perspective on their negative, early attachment relationships i.e. those who have earned security, do not re-enact poor parenting practices with their own children. This study extends this to look at the relationship between volunteers' previous experiences and their own personal development as volunteers by tracking the sub group of volunteers who had themselves received Home-Start support before becoming volunteers.

## Properties of the volunteering relationship with the beneficiary

Neuberger states that: *“something strange and wonderful is going on in the world of volunteering. It is this very elusiveness, the power of volunteering to act upon people in mysterious ways, that makes it so powerful an intervention - for those who volunteer, those who are helped by volunteers and the community generally that benefits from the contribution of volunteers”* (2007). This statement suggests that the act of giving time through volunteering affects the relationship which develops between the volunteer and the beneficiary and this in turn has an impact on the effectiveness of the support offered. An independent impact report carried out for Home-Start Leeds stated that: *“developing and maintaining a trusting relationship with someone who has not simply been allocated to them; who has no professional title or uniform; and who has no agenda to pursue other than that which has been agreed with the family, is what works for them. It is this voluntary relationship in which they [the family] will invest to help them make significant changes in their lives”*. This attention to the nature of giving time voluntarily to develop a trusting relationship was further endorsed by a volunteer interviewed for Home-Start Kirklees: *“I think on both sides you get a lot from giving but you also get a lot from someone giving you their time”*.

A relationship between a professional and a member of the public is framed by protocol and an imbalanced power dynamic. A relationship between a volunteer who freely gives of their time as a gift and a member of the public has to be developed by establishing trust. Shapiro (1987) recognises the work undertaken to manage the development of trust in informal relationships. This element of trust is particularly important within a society which seems to be far less trusting of the more established institutions who provide support (O’Neill 2002). An example of this is the recent recognition that it is harder to help people than it used to be, partly because of perceived bureaucratic barriers associated with risk management and governance, but fundamentally because of a general failing sense of trust within our society (Neuberger 2008). Programmes which blur the boundaries between time given voluntarily and an obligation to volunteer could have an influence on the development of trust in the relationship. This has been encapsulated in the phrase *‘voluntolds’* whereby there is seen to be some obligation to take up a voluntary role.

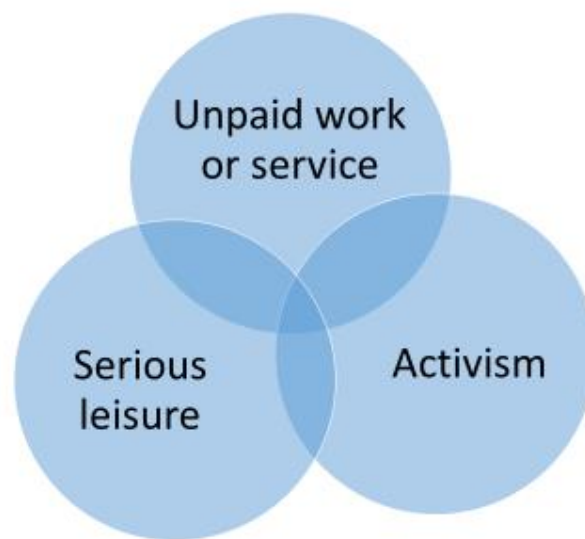
## The community context

Volunteering has a long tradition in community development and civil society. More recently there is recognition of the role volunteering has in developing social capital, addressing social exclusion, building community engagement and providing a facilitated route into the workforce. This wider community approach to volunteering is related to social activism and refers to engagement with civil society through volunteering. Rather than a purely altruistic driver the motivation can include self-help and mutual aid (Lyons et al 1998). The last Scottish Volunteering strategy states that: *“Action to support volunteering is action to tackle poverty and disadvantage.* (Scottish Volunteering Strategy 2004).

Increasingly volunteering is seen as a mechanism for addressing social cohesion and more specifically worklessness by helping to connect (or reconnect) individuals to the labour market through opportunities to develop skills, networks and training and qualifications (Cuskelly, et al 2006; Holmes 2009; Russell, 2005). In this way volunteering becomes aligned with welfare to work policies (Baines and Hardill 2008). Exit interviews for Home-Start volunteers and previous external evaluations indicate they use the skills gained from training and working with Home-Start to gain further paid employment. Volunteers perceived that service with Home-Start offered a breadth of experience relevant to caring professions. In the Dunfermline study (2001) 47% of volunteers moved on to take up paid work and a further 12% went on to another volunteer opportunity. The majority of the respondents opted for work in social care; paid work in the voluntary sector; child care; teaching or paid work with Home-Start. A related aspect of using volunteering as a route into the labour market is the placement of students in volunteering roles as part of their training experience (Sagawa, Connolly, & Chao, 2008). One of the criticisms of the explicit welfare to work programmes, as opposed to more general volunteering opportunities leading to paid employment, is that welfare to work programmes tend to devalue less marketable activities such as caring and other altruistic drivers such as personal growth in terms of fulfilment, growing self-confidence, successful study, new relationships, and a sense of belonging (Hill and Russell 2009). As volunteering is seen in this report to have a beneficial impact on volunteers themselves, this approach has some resonance and widens the provision of support from the provision of focused social welfare to other areas of public policy including community development and the dual impact on the beneficiary and the recipient.

The theories described above can be encapsulated in a three-perspective model of volunteering capturing the interrelationships between unpaid work or service, activism and serious leisure which has been described by Rotchester, Ellis Paine and Howlett (2012) –see Figure 1 below. The main focus for volunteering has until recently tended to be on unpaid work – the provision of non-profit social welfare. This approach is related to altruistic extrinsic motivations on behalf of the volunteer. The introduction of both *activism* and *serious leisure* provide two different ways of framing volunteering both with intrinsic benefits to the volunteer. Serious leisure is more applicable to learning and practicing new skills, particularly in the arts, culture and sports arenas. Activism is seen as based on the ability of people to work together to meet shared needs and address common problems (Lyons et al 1998)- encapsulated in the phrase “ *by us for us*”.

Figure 1: A three perspective model of volunteering



While the more traditional altruistic motivational driver to volunteer is still relevant and used by the majority of volunteers to rationalise their volunteering, this report highlights these three often-combined approaches to volunteering with a particular focus on the unpaid work or service and activism interface. Data are presented on the demographic profile of Home-Start volunteers, their lived experiences which they bring to the role and their motivations for volunteering. The report also provides an analysis of the change over a six month period across five domains: personal development; skills development; health and wellbeing, appreciation of diversity and inclusion, and social capital [social networks and engagement with community].

### **Methods**

The project collected data from volunteers based in 18 Home-Start schemes across Scotland using questionnaires [see appendix A and B] at three review stages of their journey with Home-Start:

1. At the beginning of their preparation introduction training course
2. At the end of the preparation course
3. Six months after volunteering to provide home-based family support

The data reported below are from the volunteers who provided information at each of the three review stages. The volunteers were asked to self assess on the following five domains as designated in the following table – see appendix A for questionnaires completed by the volunteers.

**Table 1: Domains and associated indicators for volunteer development**

	<b>Domain</b>	<b>Indicators</b>
1	Personal Development	Self-confidence Sense that I am making a useful contribution Awareness of the effects of my actions on others Willingness to try new things Sense that I have things to look forward to in my life Confidence in my identity & values
2	Skills development	Ability to communicate with others Job-related skills e.g. child development Parenting Skills Problem Solving Skills Organisational skills Literacy & numeracy skills Budgeting skills
3	Health and well being	Physical health & well-being Mental health & well-being
4	Diversity and inclusion	Appreciation of other people's cultures Appreciation of other's views / values / attitudes
5	Social capital - Social networks, community and the engagement with the labour market	Participation in community / social events Support & information network Activity in seeking employment, (if relevant) Activity in seeking other volunteering roles (if relevant) Activity in seeking further training or qualifications (if relevant)

## Results

The majority of the 125 volunteers whose data are reported were female 94 (75%); 6 (5%) had a disability and 86 (69%) of the volunteers described themselves as a British citizen. Two volunteers were asylum seekers. The religious beliefs of the 74% of the volunteers who responded to this question were Christian 25 (20%), 21 (17%) referred to themselves as atheist or agnostic and 31 preferred not to say. 29 (23%) volunteers lived in rural settings. 56 (45%) of the volunteers were car owners with a further 3 volunteers having access to a car. As can be seen in Table 2 below that the majority (64%) of the volunteers were known to be white British. However, across all the demographic data 25 (20%) of the data were not recorded.

**Table 2: Ethnicity**

	Frequency n (%)
Bangladeshi	1
Any Asian background	1
African	6
Ethnically white British	80 (64%)
Irish	1
Any other white	4
Chinese	1
Mixed any	1
Prefer not to say	1
Missing	25
Total	125

There was a wide age range for the volunteers with the majority being between 25 and 54 years old, and 3 over the age of 65; see Table 3 below.

**Table 3: Age**

	Frequency n (%)
16-24	4 (3%)
25-34	25 (20%)
35-44	26 (20%)
45-54	21 (17%)
55-64	6 (5%)
Over 65	3 (2%)
Not given	15 (12%)
Missing	25
Total	125



There were 11 (9%) who were working full time, 31 (25%) who were working part-time (Table 4). However, there were 29 (23%) seeking new employment opportunities. Please note, volunteers were able to respond to more than one category.

**Table 4: Employment status**

	Frequency n (%)
Working full time	9 (8%)
Working part time	21 (17%)
Seeking work	20 (16%)
Retired	8 (6%)
Student	8 (6%)
Not seeking work	13 (10%)
Student + working part time	3 (2%)
Student + working full time	2 (2%)
Working part time -seeking work	2 (2%)
Student + seeking work	3 (2%)
Missing data	25
<b>Overall total</b>	<b>125</b>

There were 47 (37%) volunteers who lived in privately owned homes (Table 5). There were 31 (25%) of the volunteers who were known to be in social or temporary housing. However, 14 (11%) preferred not to give information on their home accommodation so this was not known.

**Table 5: Housing**

	Frequency n (%)
Privately owned	47 (37%)
Privately rented	7
Social Housing	30 (24%)
Temporary accommodation	1
Other	1
Prefer not to say	14 (11%)
Missing	25
<b>Total</b>	<b>125</b>

The following section of results presents data about how people engage with Home-Start, what experiences they bring and what motivations they have for volunteering.

### Routes to recruitment

Table 6 below illustrates how the volunteers learnt about Home-Start. The majority of the volunteers were recruited by word of mouth 43 (34%). Other methods of successful recruitment were via the newspaper (14%), the internet (14%) and other local voluntary organisations (11%).

**Table 6: Routes of recruitment**

	Frequency n (%)
Word of mouth/volunteer/friend	42 (34%)
Newspaper	17 (14%)
Internet	17 (14%)
Local voluntary organisations	14 (11%)
Received Home-Start support	9 (7%)
Previous Home-Start experience	5 (4%)
Local radio	5 (4%)
Student placement	3 (2%)
Job centre	2 (2%)
Health visitor/Children's Centres/NHS	1
Presentation at local groups	1
Missing	25 (20%)
Total	

### Changes for volunteers while volunteering

Overall family support confidence was rated by volunteers in response to the following question: *'I feel confident about the prospect of supporting a family (or participation in other role) at the moment'*. The responses to that question over the three points in time are presented in the table below.

**Table 7: Overall confidence**

Responses	Start of prep course (%)	End of prep course	6 months
<i>Strongly agree</i>	10	25	10
<i>Agree</i>	30	71	24
<i>Neither agree or disagree</i>	61	11	3
<i>Disagree</i>	16		
<i>Strongly disagree</i>	8		
<i>Not relevant</i>			

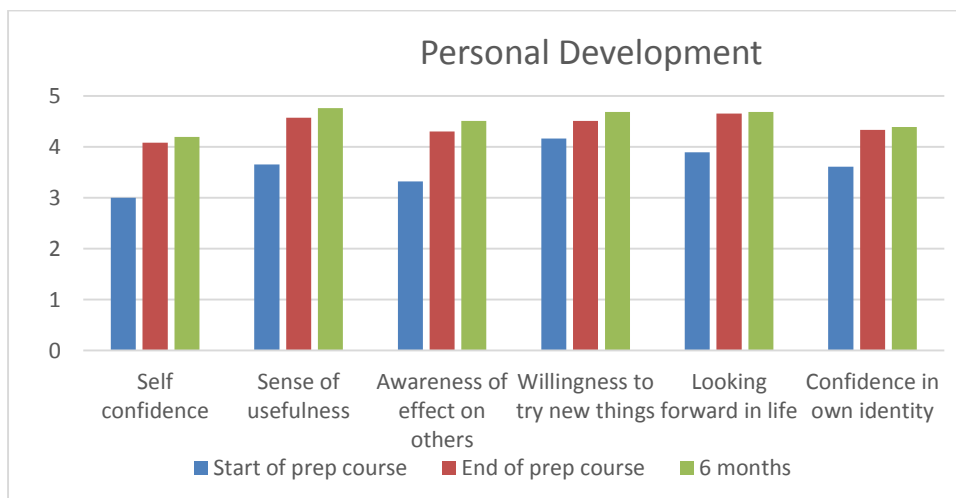
The volunteers' confidence improved from 40 volunteers feeling confident at the prospect of supporting families to 96 feeling confident at the end of the preparation course. This is a 59% increase in confidence.

The bar charts in the 5 figures below illustrate the journey of change which the volunteers experienced measured at 3 points: from before they undertook their preparation course; at the end of their preparation course and six months after completing their preparation course across 5 domains [see page 16 above for description of domains]. In all the domains there were statistically significant improvement in the volunteers abilities [ $p < 0.005$ ].

### Domain 1: Personal development

In the domain of personal development the greatest change reported by the volunteers was in their own self confidence and awareness of the effects of their actions on other people. These both changed by a mean of 1.19 but the volunteer self confidence commenced at a lower level.

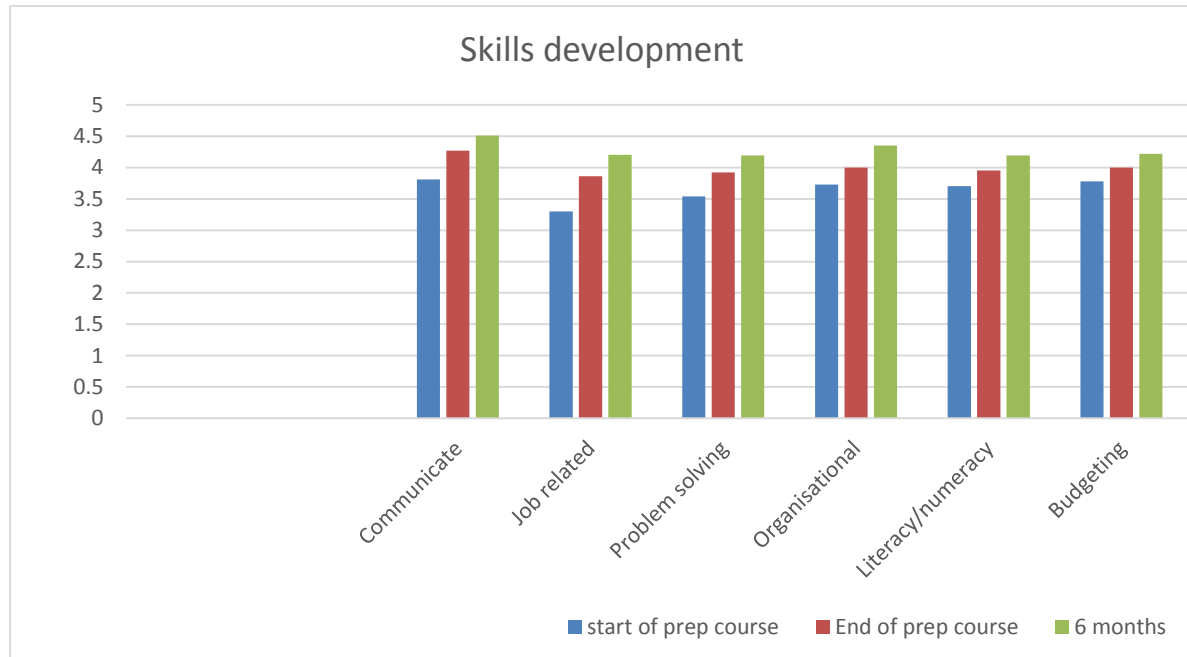
**Figure 1: Personal development**



## Domain 2: Skills development

Figure 2 below illustrates the improvement in the volunteers' work-related skills over time. The most significant change over time was job related skills ( $p < 0.001$ ), followed by problem solving skills ( $< 0.001$ ), ability to communicate ( $p < 0.001$ ), organisational skills ( $p < 0.001$ ) and literacy ( $p = 0.028$ ). Parenting and budgeting did not demonstrate a significant change in skills of the volunteers over time.

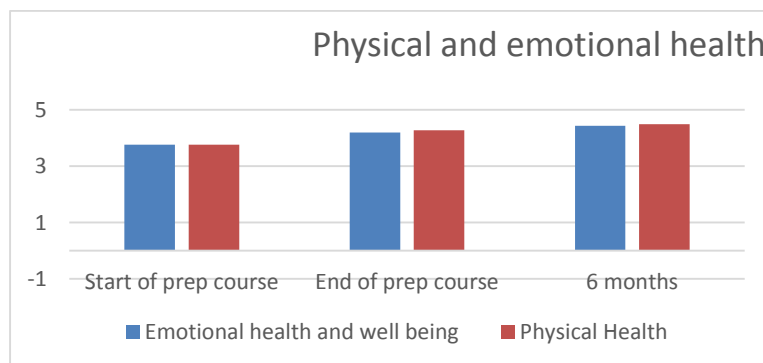
Figure 2: Skills development



## Domain 3: Physical and emotional health

The measures of both physical and mental health for the volunteers improved during their time volunteering.

Figure 3: Physical and emotional health

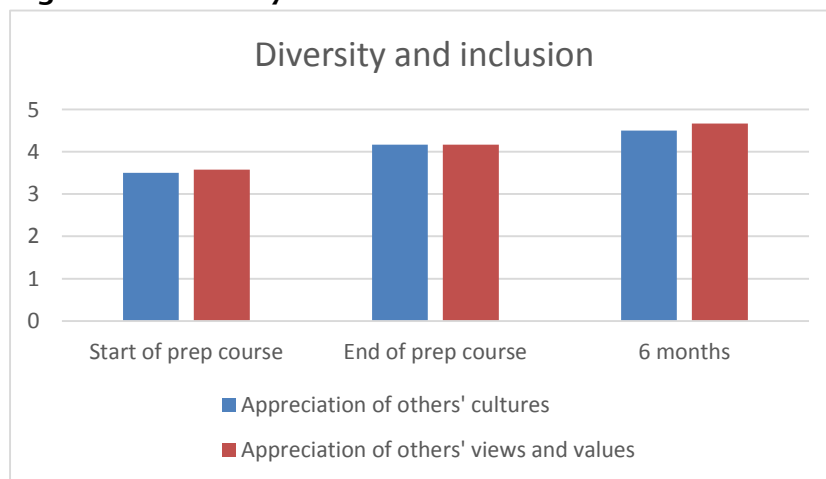


The volunteers' mean level for physical health and mental health were the same at the start of the training but after 6 months there was a slightly greater improvement in the physical health of the volunteers. There was a statistically significant improvement in the volunteers physical and mental health from the start of training to six months of volunteering ( $p < 0.005$ ).

#### Domain 4: Diversity and inclusion

The journey of change for the volunteers in their appreciation of other peoples' cultures and views and attitudes can be seen in Figure 4.

**Figure 4: Diversity and Inclusion**

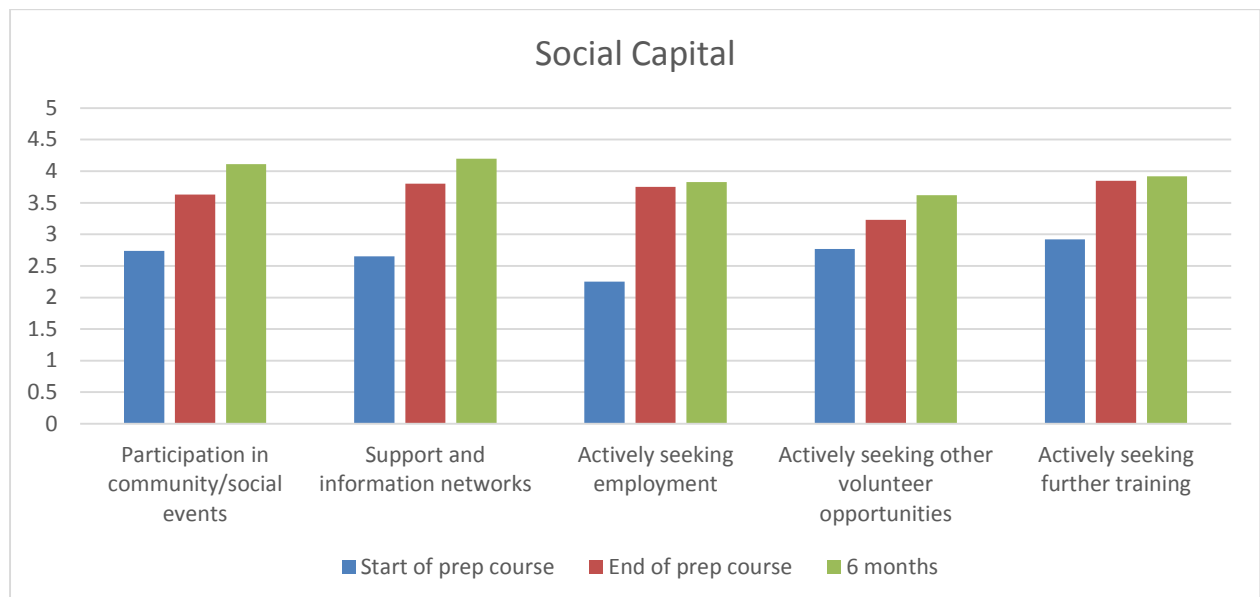


Although the mean values of the volunteers at the start of their training was high and similar at 3.50 and 3.58 respectively they made a significant journey of change over time in both their appreciation of cultures ( $p < 0.001$ ) and their views and attitudes ( $p < 0.001$ ). However the greatest change was in their views and attitudes.

## Domain 5: Social capital

The bar chart below illustrates the community engagement role volunteers are trained to play when working for Home-Start

**Figure 5: Social Capital**



It is notable that on all indicators relating to social capital the volunteers scored themselves higher at the end of 6 months than at the beginning of the preparation course. This was especially true for actively seeking employment ( $p < 0.001$ ), support and information networks ( $p < 0.001$ ), participation in community and social events ( $p < 0.001$ ) and actively seeking further training ( $p < 0.003$ ). Although there was a change over time for actively seeking volunteering this was not statistically significant.

### Motivations, skills and abilities and lived experiences

This section provides information on the motivations and lived experiences of the volunteers. Table 8 below summarises the reasons given for volunteering. The main motivational drivers were altruistic – giving something back and the desire to work with children and families. 62 (50%) of the volunteers recorded being involved in their community as a motivation for volunteering. Obtaining skills related to employment was also a key motivational driver with volunteers seeking training and skills to find employment or change their employment status. It is notable that 11 (9%) of the volunteers gave as their reason for volunteering that they had previously received Home-Start support themselves.

**Table 8: Motivations for volunteering for Home-Start**

	Frequency n (%)
Giving back something	71 (57%)
Work with children and families	70 (56%)
Involved in the Community	62 (50%)
Training opportunities	42 (34%)
Skills to find employment	42 (34%)
Skills to change employment	21 (17%)
Student placement	4 (3%)
Empathy with difficulties with family life	39 (31%)
Received Home-Start themselves	11 (9%)

The majority of volunteers were interested in home visiting 93 (74%) with an additional 43 (34%) being interested in volunteering to support group work.

#### **The skills and abilities brought to the volunteering role**

The skills and abilities which people brought to the volunteering role are described in Table 9. Cooking was the most cited skill given by the volunteers on application 74 (59%), followed by budgeting/finance and benefits 58(46%).

**Table 9: Skills Volunteers bringing to Home-Start**

	Frequency n (%)
Cooking	74 (59%)
Budgeting/finance/benefits	58 (46%)
Listening/counselling	56 (49%)
Child development	50 (40%)
Retailing	36 (29%)
DIY	27 (22%)
Committee work	27 (22%)
Languages/sign language	18 (14%)
Other*	5 (4%)
Missing	25
<b>Total</b>	<b>125</b>

*\*The other category included volunteer support for children with special needs including ADHD, being a parent helper in a school and marketing skills.*

The associations between the reasons for volunteering and the skills the volunteers brought to the role when they were recruited were explored. As can be seen from the associations listed below, people presented to volunteer with a skill set which varied dependent on their motivations to volunteer.

**Table 10: Reason for volunteering by skills**

Reason for volunteering by abilities	Significance
Opportunity to give something back/cooking skills	p<0.001
Opportunity to give something back/ retailing	p<0.05
Opportunity to give something back/child development	p<0.001
Opportunity to give something back/Listening/Counselling	p<0.05
Training opportunities/DIY	p<0.01
Training opportunities/committee work	p<0.05
Training opportunity/retailing	p<0.05
Training opportunities/child development	p<0.05
Gain new skills for employment/retailing	p<0.004
Gain new skills for employment/child development	p<0.05
Change employment/retailing	p<0.005
Involved in the community/cooking skills	p< 0.004
Involved in the community/child development	p<0.05
Work with families and children/cooking skills	p<0.05
Empathy with difficulties with family life/retailing	p<0.05
Received Home-Start previously/committee work	p<0.05

As well as abilities and skills, people also bring their own personal and work experiences to the role of volunteering. Table 11 below illustrates the wide range of these previous experiences which correspond with the experiences of families who Home-Start support.



**Table 11: Volunteer previous life experiences**

	Frequency n (%)
Childcare	57 (46%)
Postnatal depression/other mental health issue	46 (37%)
Divorce/separation/lone parent	45 (36%)
Education	42 (34%)
Bereavement	40 (32%)
Health	35 (28%)
Disability	31 (25%)
Domestic abuse	27 (22%)
Housing/homelessness	27 (22%)
Social care	25 (20%)
Substance misuse	23 (18%)
Counselling	21 (17%)
Advocacy/advice/guidance	14 (11%)
Missing	25
Total	125

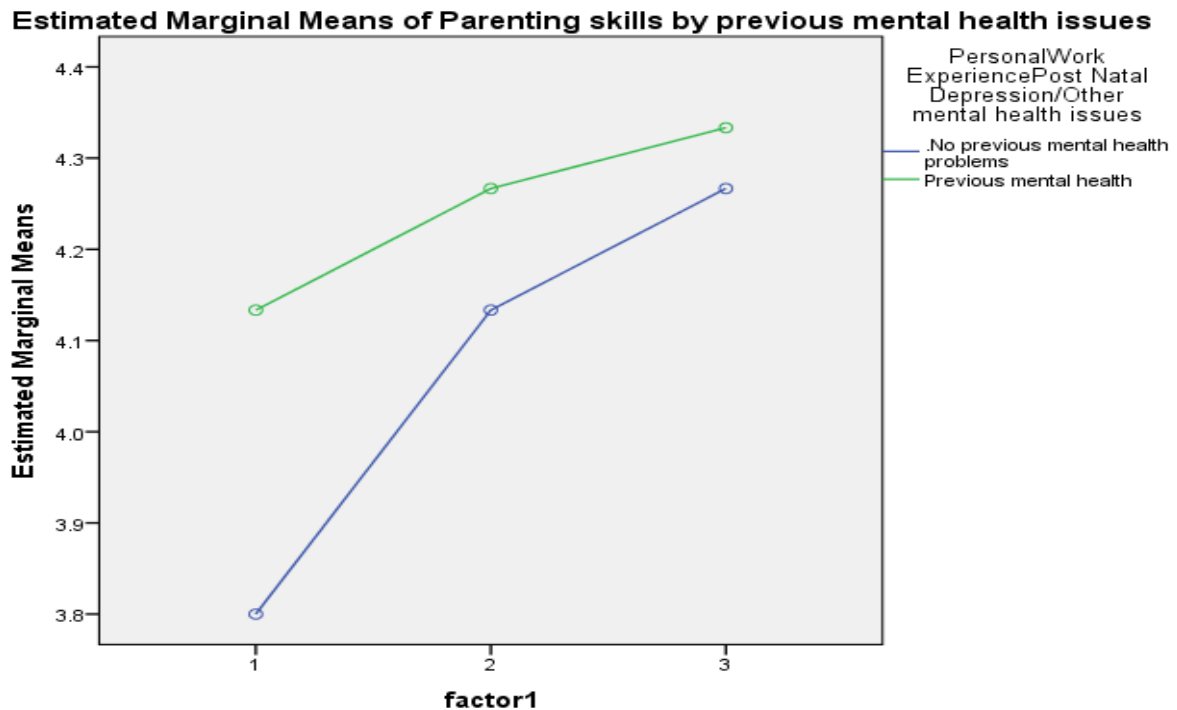
In addition the volunteers were also asked during the period of the pilot: “**Have you experienced any recent life events which may have an effect on your role as a Home-Start Volunteer?**” The table below presents their responses.

**Table 10: Recent life events**

	At end of Prep Course n (%)	After 6 months n (%)
Change in Employment status?	19 (15)	6 (5)
Becoming a student?	20 (16)	7 (6)
Change in relationship? (separation/new partner/marriage)	20 (16)	8 (6)
Becoming a parent for the first time?	20 (16)	8 (6)
Having a baby?	0	8 (6)
Recent bereavement?	20 (16)	7 (6)
Do you volunteer in other roles? (within Home-Start or elsewhere?)	15 (12)	114 (91)

Comparing those volunteers who had lived experience of post natal depression and or other mental health issues to those who did not the figure below illustrates the difference in their self-reported parenting skills.

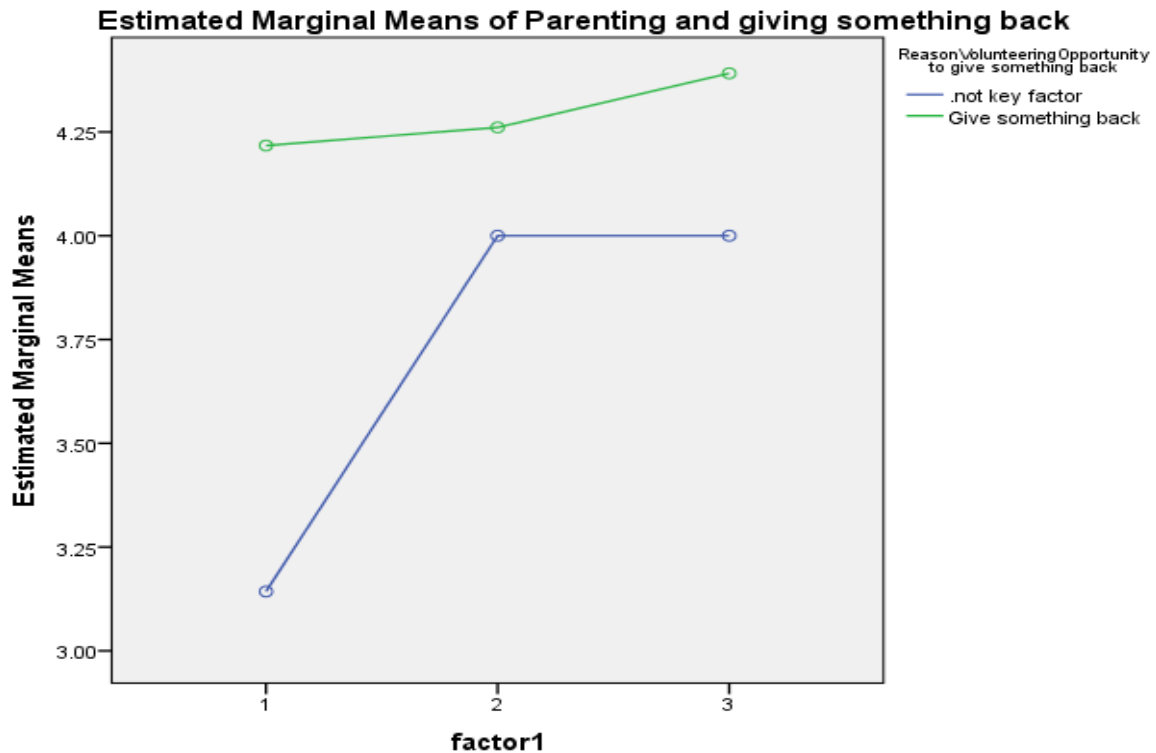
Figure 6: Parenting skills and mental health issues



While there is a visible difference between the progress made by those with previous mental health issues and those without, as illustrated in the line diagram in Figure 6 above, the difference was not significant. This may be because the numbers of participants with mental health issues (n=15) were low.

Figure 7 below illustrates the associations for the two groups of volunteers, those motivated 'to give something back' and those with other motivations and their respective parenting skills development over the three points in time.

**Figure 7: Parenting skills and the volunteers' motivation to give something back**

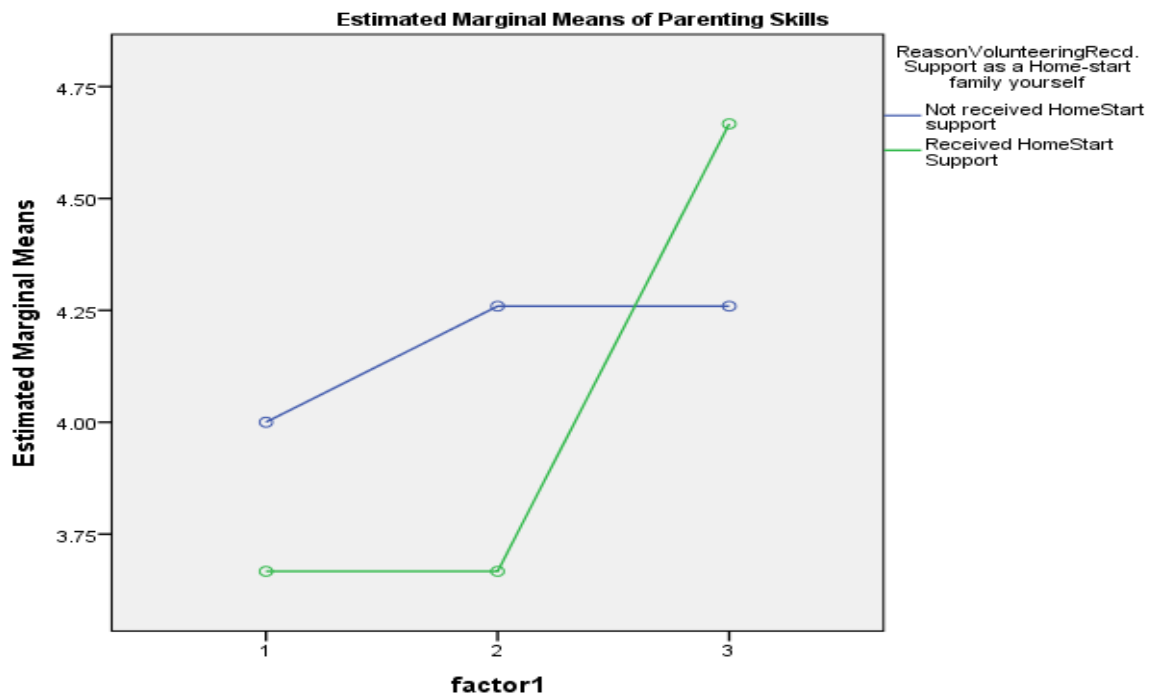


At the start of training the mean value of those who had volunteered due to willingness to give something back for parenting skills was 4.22 compared to the mean score of 3.14 for parenting skills of those not volunteering specifically stating to give something back. The parenting skills of those with reasons other than to give something back improved by the end of training and remained the same after 6 months. Whereas the parenting skills of those wanting to give something back improved but remained higher than those to volunteering for other reasons ( $p < 0.05$ ).

**Receiving family support prior to becoming a Home-Start volunteer**

Of the 11 people who had previously received Home-Start support themselves 8 (73%) gave as a motivation for volunteering ‘to gain new skills/experiences in order to find employment’. Figure 8 below illustrates the parenting skills developed over time for the volunteers who had or had not received Home-Start support before they started to volunteer for Home-Start.

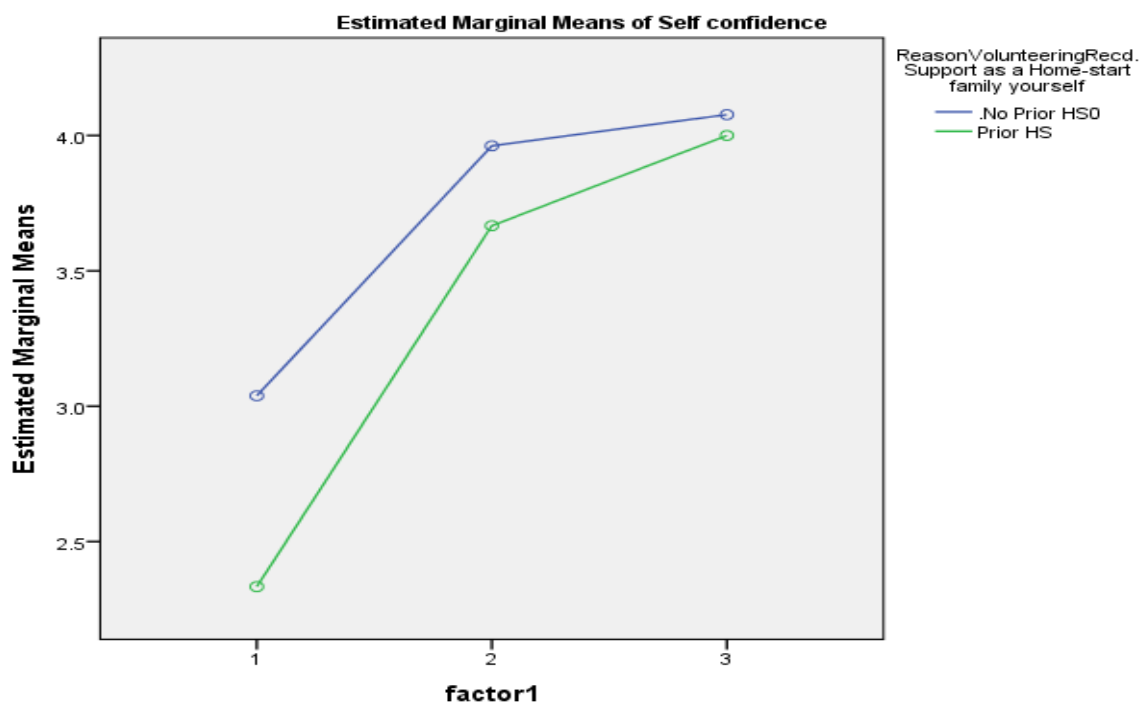
**Figure 8: Receiving family support prior to becoming a Home-Start volunteer and parenting skills**



Those volunteers who had received Home-Start support themselves (n=11) reported lower scores for their parenting skills than the volunteers who had not received Home-Start support prior to becoming a volunteer. However, after six months the sub group who had previously received Home-Start support themselves reported significantly higher parenting skills than those who had not received Home-Start support themselves.

Figure 9 below illustrates the self-confidence of these volunteers who had previously received Home-Start support themselves – see blue line compared with the volunteers who had not had contact with Home-Start. The diagram shows that the volunteers at the beginning of the prep course who had received Home-Start support themselves were less self-confident than the volunteers who had not experienced Home-Start support but at the end of the six months the volunteers who had received Home-Start support themselves were more confident than the group of volunteers who had not received Home-Start support themselves previously.

**Figure 9: Self-confidence of volunteers who were/were not in prior receipt of Home-Start support**

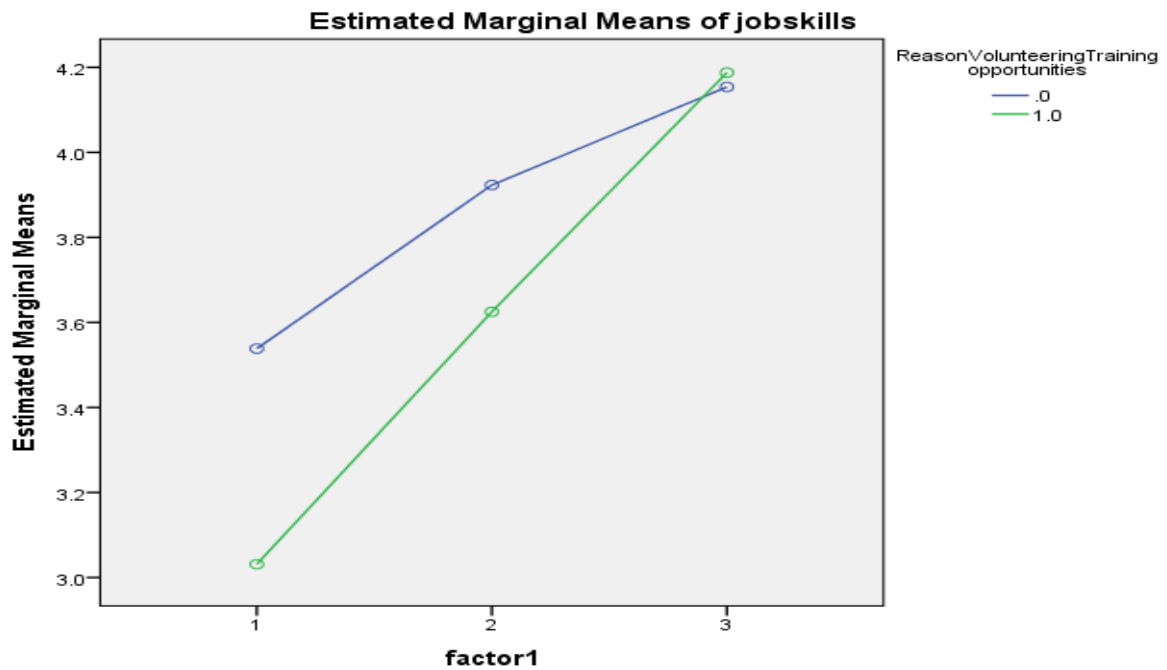


### **Volunteering impact on work-related skills**

As has been demonstrated in Table 4, 23% reported that they were seeking new employment. It is interesting to find that those who volunteered for Home-Start who were motivated to gain employment felt that they had improved their skills more than those not seeking employment. In particular the seeking employment sub group significantly improved their following skills: Job related ( $p < 0.003$ ), communication ( $p = 0.022$ ), problem solving ( $p = 0.045$ ) and organisational skills ( $p = 0.030$ ). Parenting, literacy and budgeting were found to be not statistically significant.

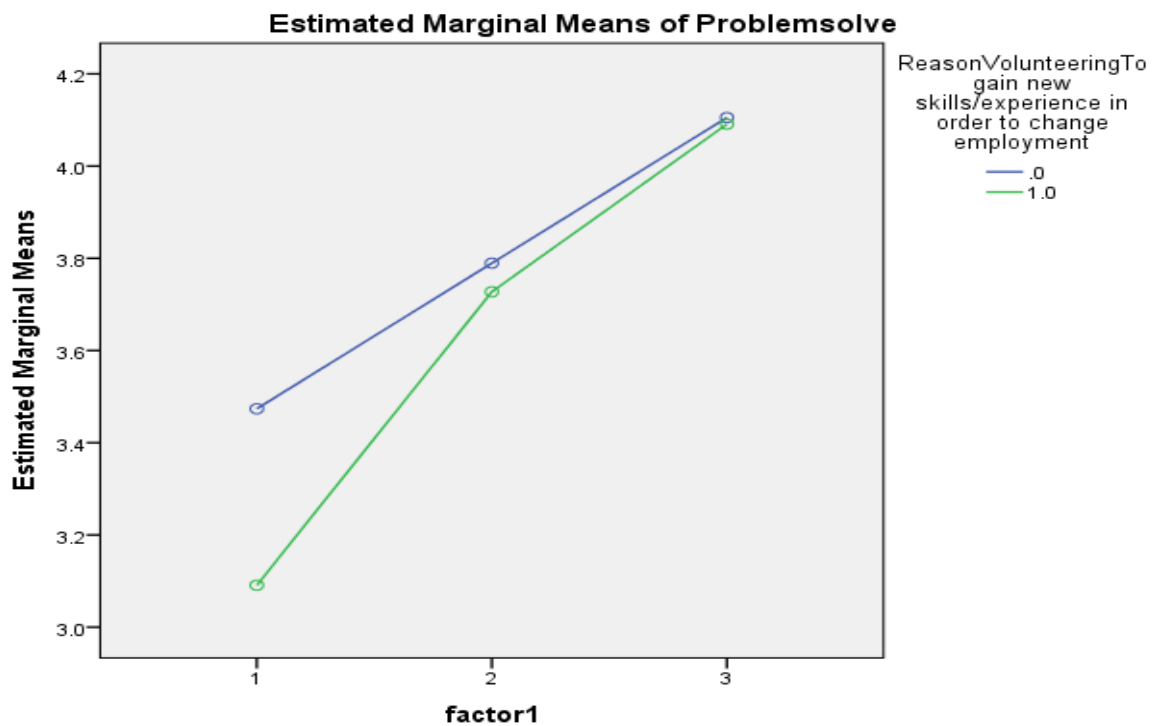
Figure 10 below illustrates the greater change in job related skills for those who were motivated to volunteer because of the training opportunities.

**Figure 10: Job skills by motivation to have training opportunities**



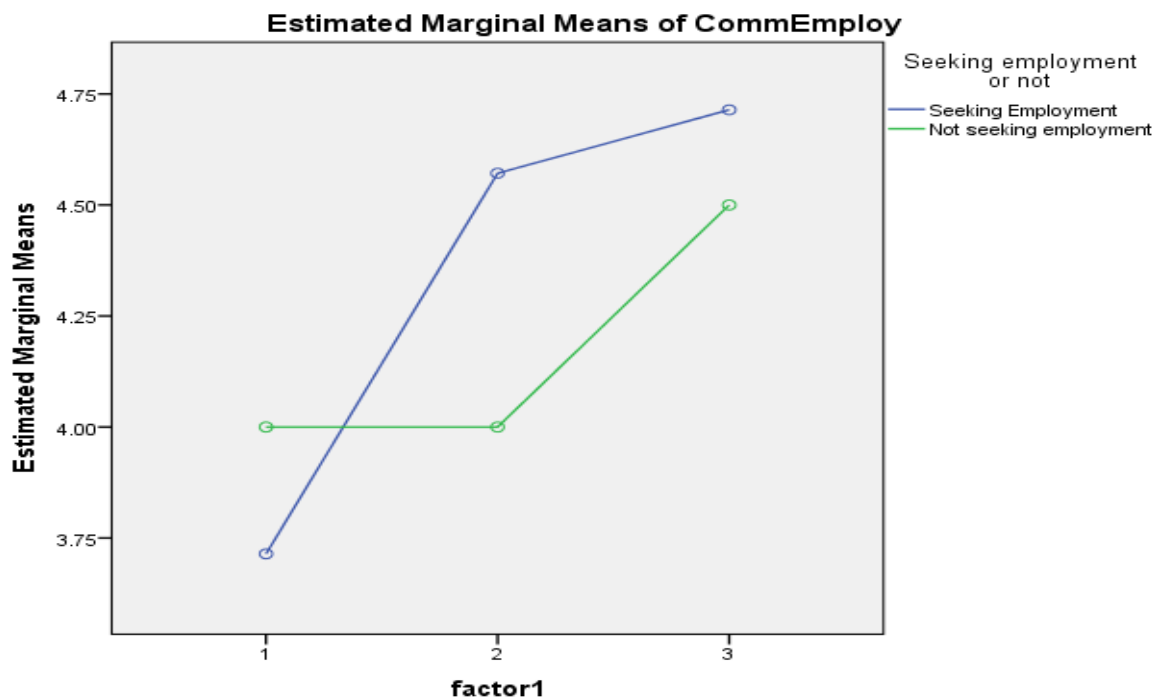
Similarly those who were motivated by the opportunity to gain new experiences in order to seek new employment made most progress on problem solving skills as illustrated in Figure 11 below.

**Figure 11: Problem solving skills by motivation to gain new experiences to seek new employment**



For the 27 volunteers who were seeking employment the figure below indicates their improvement in communication skills.

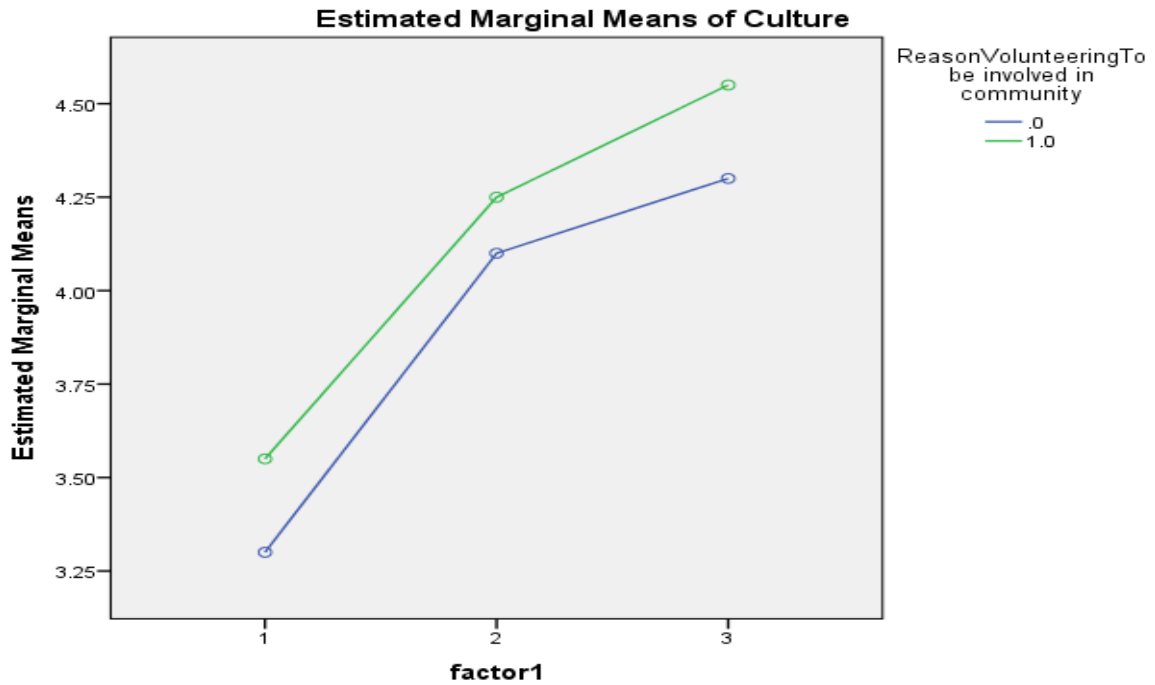
**Figure 12: Communication skills by whether volunteer was seeking employment or not**



### Social capital

The figure below illustrates the difference in appreciation of others' cultures between those motivated to be involved in the community and those who were not motivated by the driver to be involved in the community.

Figure 13: Cultural awareness by motivation to be involved in the community



The cultural awareness of those motivated to be involved in the community was higher and remained higher over the six months than the scores for those not motivated to be involved in the community.



## Discussion

Previous studies of formal volunteering report that volunteers were predominantly women, older and highly educated (Egerton and Mullan 2008). The majority of the volunteers in this pilot study were women. However, these data suggest a more diverse range of volunteer characteristics than have been reported in previous studies. The profile of these volunteers showed that 31 (36%) were in social or temporary housing which is a proxy indicator for lower social economic status. The age and employment status of the volunteers was mixed. There was a range of ways in which the volunteers in this study were engaging with the labour market. The majority were either in employment, training or actively seeking employment. The combinations of paid/full/part time work, unpaid work, seeking work, and in work with additional training points to a dynamic workforce with people using volunteering to make transitions into and out of the paid labour market. Volunteering can be the stable element for people who are navigating a very fluid employment market. Taylor (2004) states: *a widening of work's conceptual boundaries is crucial if the complexity of people's working lives, and the relationships between different forms of work and between work and social identity, are to be explored and understood p 4*. This fluid, less categorised employment status has implications for volunteer retention and the flexibility of the volunteer offer (Haski-Leventhal & Meijs 2010).

The results show that across all the indicators of development for the volunteers in the five domains: personal development, skills development, health and wellbeing, diversity and inclusion, and social networks (community and engagement with the labour market), there had been an increase from the beginning of the preparation course to the end of the preparation course and this was sustained over the subsequent six months when the volunteers were supporting families. The reported changes for the indicators between pre- and post-preparation training course for all volunteers provide a positive evaluation of the volunteer preparation training being offered. The greatest difference in change over time was in volunteers' ability to communicate with others ( $p < 0.001$ ), job related skills ( $p < 0.001$ ) and problem solving skills ( $p < 0.001$ ). Those volunteers who had expressed a motivation to seek work had consistently higher work skills over the three points in time than those not motivated to seeking work. Eighty five per cent of those seeking employment in the study were specifically motivated to work with families and children. These data are indicating that Home-Start is providing training and skills to support volunteers to become work ready in the social support sector and in the case of those 37 who were already in work they were developing new or enhanced skills. This contributes to the building evidence as to whether volunteering does improve employability, employment prospects and outcomes (Kamerāde and Ellis Paine, 2014, Kamerāde 2013). Enhancing self-confidence and gaining self-respect are key elements of work readiness. But Kampen et al (2013) noted that the emotional labour necessary for volunteers to experience their situation more positively also increases the risk of experiencing negative emotions, thereby posing new threats to their sometimes fragile self-respect. This observation highlights the importance of careful supportive volunteer management and the

absolute necessity of supervision for volunteers in general and in particular those volunteers who have had challenging life circumstances prior to volunteering. Becoming work ready indirectly via the route of volunteering provides different experiences to that being offered by the direct work programmes which have had mixed reviews. These differences in approach require further investigation and could provide a more community-based sustainable option.

De Silva's (2005) review of studies on social capital and mental health suggests that a number of studies have explored the potential effect of volunteering on individuals' mental health. These studies indicate that being active in or volunteering for voluntary associations has a positive effect on mental health, especially for older adults. These pilot results agree with this finding as both physical and mental health improved for the volunteers. However, while these findings are positive there is a need for further studies on health and volunteering. A thorough systematic review (Jenkinson et al., 2013) concludes that the very few robust studies (i.e. randomised controlled trials) that exist do not confirm many of these findings. Jenkinson et al suggest that the positive effects of volunteering on wellbeing might be either due to the selection bias, the specific group studied, or due to particular type, frequency of volunteering not included in the limited number of randomised trials.

Better understanding of the experiences, skills and abilities which people bring to the role of the volunteer will help us refine the way we put a monetary value on volunteering. Currently the social value of volunteering is calculated on the wage paid - often taken as the minimum wage. This underestimates the market cost since employers' overheads are not included (Gershuny 2000). We think that this replacement cost approach is not refined enough to reflect the skills and experiences which volunteers bring to the role of one-to-one support of vulnerable families in their homes. This new data on changes in volunteers' physical and mental health and social cohesion [indicated by changes in appreciation of other peoples' cultures and others' views, values and attitudes], will help develop the measure of the social return on investment in volunteering.

Home-Start volunteers have parenting experience as a prerequisite. The volunteers in this study also had a wide set of lived experiences which were similar to those of the families Home-Start supports. The experiences that people bring to the role of volunteering is an under-researched area. It is important to recognise this range of particular experiences as it can contribute to understanding the development of an empathetic and trusting relationship between volunteer and recipient. The concept of earned security offers a possible explanation. In its wider application, people who have experienced a hardship or vulnerability in the past and currently have secure relationships are able to bring positive attributes to a supportive relationship. The association between having experienced post-natal depression and/or other mental health issues and the positive skills brought to the volunteering role are shown in Figure 6 which illustrates the difference in parenting skills between the volunteers who had or had not experienced mental health issues. Those volunteers who had experienced mental health issues had higher parenting skills than those who had

not experienced mental health issues. A particular type of personal experience which 11 (9%) of the volunteers brought to the volunteering role was having received Home-Start support themselves. Figure 8 illustrates the different scores for parenting skills which the prior recipients of Home-Start support reported. Those volunteers who had received Home-Start support themselves (n=11) reported lower scores for their parenting skills than the volunteers who had not received Home-Start support prior to becoming a volunteer. However, after six months the sub group who had previously received Home-Start support themselves reported significantly higher parenting skills than those who had not received Home-Start support themselves. While the numbers involved are small, these provisional results point to the potential of a specific group of volunteers who can bring to the role a specific set of life experiences which, within a supportive environment, can be developed to the advantage of both themselves and the recipients of their support.

These associations do not provide directional causal links and this avenue of investigation requires further study as it appears to have implications for recruitment, training and retention of volunteers, and for the wider understanding of empathic and non-judgemental approaches to family support. However, when recruiting volunteers to support vulnerable families it remains very important to recognise and manage people who have experienced hardship or vulnerability in the past and are currently not able to make secure and positive working relationships. Past experience alone would not be a positive indicator for current effective volunteer involvement.

From this study it can be seen that Home-Start is managing a diverse set of motivations to volunteer from its volunteers. The majority are seeking to give something back and/or work with children and to be involved in the community. This motivation from Home-Start volunteers is part of the sense of reciprocity intrinsic to the Home-Start model of support between matched volunteer and family. The motivations and experiences which the volunteer brings to the relationship help us understand how trust can be developed. The ability to be 'non-judgemental' (measured by the indicators appreciation of others' cultures and appreciation of others' views, values and attitudes) provides an indication of how volunteering can improve social cohesion. It is an important aspect of the role of the home visiting family support volunteer which has been underplayed in the past. 62 (50%) Home-Start volunteers came with a motivational drive to be involved in their communities. While training and supporting families, their appreciation of other peoples' cultures and values, participation in community and social events and understanding of information networks for their local communities improved. This approach is further enhanced as some of them have had similar life experiences and biographies as those families who they are currently supporting.

This broad set of previous experience, training and ongoing family support practice positions volunteers well to harness their own voice and the voice of families as part of mutual aid. The activism referred to in the three tiered model illustrated in Figure 1, which is based on the ability of people to work together to meet shared needs and address common problems, is an enactment of this mutual aid. It is a form of

facilitated self-help and the role it plays in the overall package of community support has been underplayed as voluntary sector provision becomes more contracted and professionalised. Policy and practice which seek to engage with volunteers to deliver public services must acknowledge these interrelated motivations. It is no longer the case that a simple altruistic 'gift of time' approach categorises the complex set of skills and motivations operating in the voluntary sector (Rochester 2013). Co-production is now part of public policy rhetoric. The role that volunteers play in co-production in family support - an arena which has become highly politicised and increasingly professionalised - is challenging, particularly if the volunteer role is seen more as one of mutual aid rather than an adjunct to professional/expert support. For volunteers to provide public services, albeit in this potentially different way, serious attention has to be paid to the capacity of the sector to recruit and retain volunteers across Scotland in rural and urban settings, across the age range and with a more focused approach to the role volunteering plays in supporting people in the labour market. The mark of success for this approach would be in terms of the impact on volunteers as well as on the families themselves. Commitment to volunteer engagement and management which facilitates this mutuality would not only enhance the implementation of the Community Empowerment Bill 2015 but would also reinvigorate local communities to produce benefits for families, volunteers and the wider community - a win win win.

### **Recommendations:**

1. Further research should be carried out into what is the effective skill and motivational profile for volunteers providing semi-formal family support.
2. The relational, interpersonal and communications aspects of volunteer preparation which support the development of trust in diverse communities should be developed into key outcome measurements for effective service delivery.
3. Volunteer management should be recognised as a key platform for building new public services and developing local social capital.
4. The replacement cost approach to monetarising volunteer contributions for family support should recognise the skills and experiences which volunteers bring to the role. Using the minimum wage as a proxy is not appropriate.
5. The improvements in mental health for volunteers should be recognised as a valuable contribution to wider preventative mental health programmes
6. Local impediments to volunteering while claiming benefits should be eradicated.
7. The unique role that specific sector voluntary organisations play in enabling and supporting volunteers to be work-ready should be recognised as different from the wider work ready programmes. The specific sector voluntary organisations should be resourced to support these carefully managed transitions for volunteers.
8. Commitment to longer term volunteering should be part of a blended paid non paid work offer

## Conclusions

This study has contributed to understanding the value of semi-formal volunteering by highlighting the importance of knowing the motivational drivers, skills and attributes of people providing formal volunteer services. The improvement across 22 indicators of volunteer development provides evidence of the effectiveness of the volunteer training programme and ongoing support and supervision. Analysis has highlighted the associations between the personal experiences of the volunteers and their own development across a range of indicators. The data set is rich and can be interrogated further to evaluate the economic contribution of voluntary work both in terms of its direct value to overall production but also in terms of its contribution to work readiness and social capital. This study begins to contribute to the development of that approach as it demonstrates the economic and welfare impacts of volunteering on volunteers and the wider community. This could include the measurement of the social value provided by formal volunteering in terms of social cohesion, improved mental and physical health and readiness for employment. There are three main drivers in current policy influencing the development of public services in Scotland: localism, co-production and prevention (SCDC (2011)). Home-Start's network is based on these three drivers and therefore is well positioned to enable families and volunteers to be socially active in the development and delivery of innovative, cost effective services in rural and urban settings. There is a new volunteerism which comes from the combination of different motivational drivers, work and personal experiences, geography and age. Altruism alone is no longer an adequate explanation for volunteering. A new understanding of the role of volunteers is emerging, which is more about mutual aid and co-production, resulting in positive impacts for families, volunteers and local communities.

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Appendix A: Volunteer journey of change questionnaire

**Confidential**

If you have difficulty completing this form, please ask your Home-Start Co-ordinator for assistance.

Name			ID
Address including postcode			
Home telephone no			Mobile telephone no
Email address			
Emergency Contact name and phone no			
<p>REFERENCES: Please give the name &amp; address of 2 referees that you have known for a minimum of 2 years (not a relative), include at least 1 professional reference, (previous employer wherever possible; alternatively, school, college or other professional such as a religious leader or a volunteer supervisor) who may be contacted by Home-Start.  <b>Please ask permission prior to giving referee details and confirm full address with them</b></p>			
<b>Referee 1 Name:</b> Address:  Email: Telephone: Time known this person: In what capacity:		<b>Referee 2 Name:</b> Address:  Email: Telephone: Time known this person: In what capacity:	

**We would like to get a picture of your experience.** (Please tick all that apply)

- Working Full Time
- Working Part Time
- Seeking Work
- Retired
- Student
- Not seeking work
- Volunteer for another org?

**Please give us details of any relevant employment or volunteering experience, starting with the most recent.** (Attach an additional sheet if required)

Organisation name	Role title	From	To	Brief description of duties

**Home-Start asks for a minimum commitment of 2 hours per week on a regular basis for at least one year**

Please choose options to reflect your own parenting experience:

Parent  Step-parent  Foster carer  Other

Please specify.....

Please give dates of birth of children .....

1) What did/do you find enjoyable about parenting/parenting experience?

2) What did/do you find challenging?

What are your interests?

What Volunteering Opportunities are you interested in?

Home-Visiting  Admin  Group work  Other

(Please state) .....

**Transport** (tick all that apply)

Car owner   
 Access to Car   
 If using a car for volunteering, do you have a clean driving license?

On public Transport route   
 Not on public transport route   
 Other  please specify

Have you any skills or personal/work experiences **that you would like to tell us about** which may be relevant to your role as a volunteer for Home-Start? Please tick all applicable

Skills		Personal/Work Experiences	
Budgeting/finance/benefits		Post-natal depression/other mental health	
Cooking		Domestic abuse	
DIY		Divorce/separation/lone parent	
Committee work		Bereavement	
Retailing		Counselling	
Languages, including sign		Disability	
Listening/counselling		Housing/homelessness	

Child development		Substance misuse		
Other, please specify		Advocacy/advice		
		Childcare		
		Education		
		Health		
		Social care		
		Other, please specify		
<b>First language spoken:</b>				
<b>Any additional languages spoken:</b>				

**What are your reasons for volunteering for Home-Start? (please tick all that apply)**

- a) To gain new skills/experiences in order to find employment
- b) To gain new skills/experiences in order to change employment
- c) To access training opportunities
- d) For the opportunity to give something back
- e) To be involved in the community
- f) For the opportunity to work with children and families
- g) Due to empathy with difficulties of family life
- h) Received support as a Home-Start family yourself
- i) Student placement
- j) Other, please specify .....

Is there any other information you would like to add?

As volunteers are in a privileged position visiting families in their own homes and have contact with young children, Home-Start has a responsibility to ensure that no one becomes a volunteer who would misuse this trust. Therefore, it is essential that you complete and sign this form.

For further information contact Disclosure Scotland at [www.disclosurescotland.co.uk/](http://www.disclosurescotland.co.uk/)

Name:		
Have you had any personal contact with Social Work Services in connection with children in your care? Have any of your children been placed on a child protection register, subject of a supervision order, integrated/common assessment framework	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you consider yourself to have a disability or health condition and if so what adjustments could Home-Start provide to enable you to volunteer? Please provide detail, continue on separate sheet if required.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been dismissed from any paid or voluntary work?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been arrested or had contact with the police for any type of criminal offence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there any matters outstanding which may lead to a criminal prosecution?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If you answer yes to any question please give details:

If you do not declare existing or spent cautions or convictions you may not be selected. However, if you declare any of the above it may still be possible to become a volunteer.

I know of no reason why I would be unsuitable to be a Home-Start volunteer. I will report any changes in my circumstances which may affect my role\*

Yes

No

\* child/ren in care/criminal proceedings brought against me etc

I give permission for Home-Start....., to carry out PVG check at enhanced level.

I understand that I will need to produce ID for identification purposes including address verification.

I understand that Home-Start may hold personal information about me in paper records and on their computer, including sensitive information such as age, race, sex and disabilities that they will use for their monitoring purposes. I agree to them holding this information and understand that it may be shared with Home-Start UK for Quality Assurance, evaluation and monitoring purposes.

I understand that I may ask to see my records at any time.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

As you will be joining the Protection of Vulnerable Groups scheme detail of any criminal convictions or cautions found will be passed onto to Home-Start .....Therefore it is important that you highlight any issue we need to be aware of on your application form.

If something is highlighted on your disclosure we will discuss this with you in confidence. Following the meeting a decision will be made whether we can proceed with your application.

If you have any concerns please discuss this further with.....

<b>For Office use only</b>		
Interview date		
Reference requested	1 (date)	2 (date)
Reference received	1 (date)	2 (date)

PVG requested	Date received	No.
Recruitment date	Prep course start date	
Prep course completed (date):		
Safeguarding & promoting welfare of children code of conduct signed(date):		
Info given, health & safety, personal safety(date):		

The information you give in this form will not be used for volunteer selection purposes. It helps us to get an overall picture of our volunteer team in comparison with the families we support and the communities we live in. Although this section is optional, we would really appreciate your participation as it can often assist in funding bids and awareness raising.

**Age Range:**

- 16-24
- 25-34
- 35-44
- 45-54
- 55-64
- Over 65

**Gender**

- Male
- Female
- Transgender
- Prefer not to say

**Sexual Orientation**

- Heterosexual
- Lesbian
- Gay
- Bi-sexual

**Disability**

- Prefer not to say

Do you consider yourself to have a disability? Y/N

Please specify

**Housing** (please tick all that apply)

- Privately Owned
- Privately Rented
- Social Housing
- Temporary Housing (e.g. B&B, Refuge)
- Other (please specify)
- Prefer not to say

**Immigration Status**

Are you a British Citizen/national of European Economic area? Y/N

Do you have the right of residence in the UK?

Y/N

Are you an asylum seeker?

Y/N



**Asian or Asian British**

- Indian
- Pakistani
- Bangladeshi

Any other Asian background  
Please specify

**Black or Black British**

- Caribbean
- African

Any other Black background  
Please specify

**White**

- British
- Irish

Any other white background  
Please specify

**Chinese or other ethnic group**

- Chinese
- Other

**Mixed**

- Any mixed background
- Prefer not to say

Please specify

**Immigration Status**

- Are you a British Citizen/national of European Economic area? Y/N
- Prefer not to say

Do you have the right of residence in the UK? Y/N

Are you an asylum seeker? Y/N

**Religious Beliefs**

- Prefer not to say

Please specify

**How did you hear of Home-Start? (Please tick all that apply)**

- a) Internet
- b) Newspaper advert
-

- c) Local radio
  - d) Word of mouth: e.g. another volunteer, a friend
  - e) Leaflet through letterbox
  - f) A story in a paper/magazine
  - g) Received support as a Home-Start family
  - h) Local voluntary organisation
  - i) Home-Start newsletter
  - j) Previous Home-Start experience
  - k) Other, please specify .....
- 

<b>For Office Use:</b>	<b>ID:</b>	<b>Date rcd:</b>
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*Volunteer Number:.....(scheme use)*

Your Name.....  
 (Your personal details will not be shared with anyone outside Home-Start)

Please score how you feel from 0-5 (0=very low/no experience and 5=excellent)

<b>Personal Development</b>	<b>At Start of Preparation Course (0-5)</b>	<b>At end of Preparation Course (0-5)</b>	<b>After 6 months (0-5)</b>	<b>After 12 months (0-5)</b>
Self-confidence				
Sense that I am doing something worthwhile				
Awareness of the effects of my actions on others				
Willingness to try new things				
Sense that I have things to look forward to in my life				
Confidence in my identity & values				

<b>Skills Development</b>	<b>At Start of Preparation Course (0-5)</b>	<b>At end of Preparation Course (0-5)</b>	<b>After 6 months (0-5)</b>	<b>After 12 months (0-5)</b>
Ability to communicate with others				
Any job related skills e.g. child development/IT/practical etc				
Parenting Skills				
Problem Solving Skills				
Organisational skills				
Literacy & numeracy skills				
Budgeting skills				

Please score how you feel from 0-5, (0= very low/no experience and 5=excellent).

<b>Health &amp; Well-being</b>	<b>At Start of Preparation Course (0-5)</b>	<b>At end of Preparation Course (0-5)</b>	<b>After 6 months (0-5)</b>	<b>After 12 months (0-5)</b>
Physical health & well-being				
Emotional health & well-being				

<b>Diversity and Inclusion</b>	<b>At Start of Preparation Course (0-5)</b>	<b>At end of Preparation Course (0-5)</b>	<b>After 6 months (0-5)</b>	<b>After 12 months (0-5)</b>
Appreciation of other people's cultures				
Appreciation of other's views & values				

<b>Friendships, Contacts and Community</b>	<b>At Start of Preparation Course (0-5)</b>	<b>At end of Preparation Course (0-5)</b>	<b>After 6 months (0-5)</b>	<b>After 12 months (0-5)</b>
Participation in community / social events				
Support & information networks				
Activity in seeking employment, (if relevant)				
Activity in seeking other volunteering roles (if relevant)				
Activity in seeking further training or qualifications (if relevant)				

**'I feel confident about the prospect of supporting a family (or participation in other role) at the moment'. What is your reaction to this statement? Please tick a box.**

<b>Please tick relevant boxes</b>	<b>At Start of Preparation Course</b>	<b>At end of Preparation Course</b>	<b>After 6 months</b>	<b>After 12 months</b>
Strongly agree				
Agree				
Neither agree or disagree				
Disagree				
Strongly disagree				
Not relevant				

**Life Events:**

**Have you experienced any recent Life Events which may have an effect on your role as a Home-Start Volunteer?**

	<b>At end of Preparation Course</b>	<b>After 6 months</b>	<b>After 12 months</b>
Change in Employment status?			
Becoming a student?			
Change in relationship?			

(separation/new partner/marriage)			
Becoming a parent for the first time?			
Having a baby?			
Recent bereavement?			
Do you volunteer in other roles? (within Home-Start or elsewhere?)			



5.											
6.											
7.											
8.											



**\*Codes for column headings:**

**Please insert the appropriate number(s) in the box**

<p><b>A. Reason visit did not take place (select <u>one</u> only):</b></p> <ol style="list-style-type: none"> <li>1. Parent cancelled;</li> <li>2. Parent re-arranged</li> <li>3. Volunteer cancelled</li> <li>4. Volunteer re-arranged</li> <li>5. Parent not at home</li> <li>6. Other (specify)</li> </ol>	<p><b>D. Services (select all appropriate):</b></p> <ol style="list-style-type: none"> <li>1. Family GP</li> <li>2. Health Visitor</li> <li>3. Social worker</li> <li>4. Mother &amp; Baby clinic</li> <li>5. Children's centre/Flying Start</li> <li>6. Job centre plus</li> <li>7. CAB</li> <li>8. Debt counselling</li> <li>9. Turn2Us online and/or helpline services</li> <li>10. Housing advice/support</li> <li>11. Benefits Department</li> <li>12. Speech &amp; Language</li> <li>13. CPN/Mental Health</li> </ol>
<p><b>B. Who did you see at home (select all appropriate):</b></p> <p>M = Mum</p> <p>D = Dad</p> <p>C1 = eldest child</p> <p>C2 = second eldest child (and continue for as many children as you want)</p> <p>O = Other (specify e.g. neighbour, relative, unknown female)</p>	<p><b>D. Services cont:</b></p> <ol style="list-style-type: none"> <li>14. CAMHS</li> <li>15. Adult education</li> <li>16. Received books free from Book-Start</li> <li>17. Family joined local library</li> <li>18. Toddler group/Nursery/School</li> <li>19. Religious organisations</li> <li>20. Free eye sight test</li> <li>21. Attended appointments</li> <li>22. Dental check</li> <li>23. Up to date vaccination</li> <li>24. Other vol. service</li> <li>25. Other statutory service</li> <li>26. Internet access</li> <li>27. Parenting programme</li> </ol>

<p><b>C. Activities (select all appropriate):</b></p> <ol style="list-style-type: none"> <li>1. Practical support (for example: budgeting, telephone calls, cooking, shopping, improving hygiene, writing letters, respite, took family out)</li> <li>2. Activities with children (for example: playing with children, reading, listening to children, fun outdoor activity) help with routine/behaviour</li> <li>3. Emotional support (listening, empathising)</li> <li>4. Support to use other service (for example signposting accompanying, discussing prior to/after appointment)</li> <li>5. Other (specify)</li> </ol>	<p><b>E. Role related to service use see D (select all appropriate):</b></p> <ol style="list-style-type: none"> <li>1. Signposting the service, gave address, contact details etc</li> <li>2. Transport – provided transport to the appointment</li> <li>3. Accompanying – went to the appointment with the family</li> <li>4. Discussed information about the service prior to or following use</li> <li>5. Looked after children while parents used service</li> <li>6. Other (specify)</li> </ol>
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Month/year\_\_\_\_\_

Volunteer travel time				
Date	Time taken for travel (from leaving home to arriving & journey back home again):		Travel to (please use codes (1-6) for relevant dates)	Codes (travel to & from)
	Hrs...	Mins		
				<i>1. Family</i>
				<i>2. Training</i>
				<i>3. Community visit without family</i>
				<i>4. Supervision</i>
				<i>5. Volunteer support group</i>
				<i>6. Other (please specify)</i>

Organisations contacted in support of family				Date
Did you contact any of the following in support of your family, outside of your family visit? <i>(e.g. via phone, internet or in person)</i>			Time spent on each	
Please tick all that apply			Hrs....	Mins
<i>a) Leisure related</i>	<input type="checkbox"/>			
<i>b) Health related</i>	<input type="checkbox"/>			
<i>c) Housing related</i>	<input type="checkbox"/>			
<i>d) Finance related</i>	<input type="checkbox"/>			
<i>e) Legal related</i>	<input type="checkbox"/>			
<i>f) Employment related</i>	<input type="checkbox"/>			
<i>g) Education related</i>	<input type="checkbox"/>			
<i>h) Other (please specify)</i>	<input type="checkbox"/>			

**What training have you attended since your last supervision? Please insert date attended.**

	Maximising Income	Safeguarding /child protection	Inclusion /diversity	Nutrition	First Aid	Child development	Speech & language	Domestic abuse	Health & safety	Mental health	Substance misuse	Other (please specify)
Organised by Home-Start												
External												