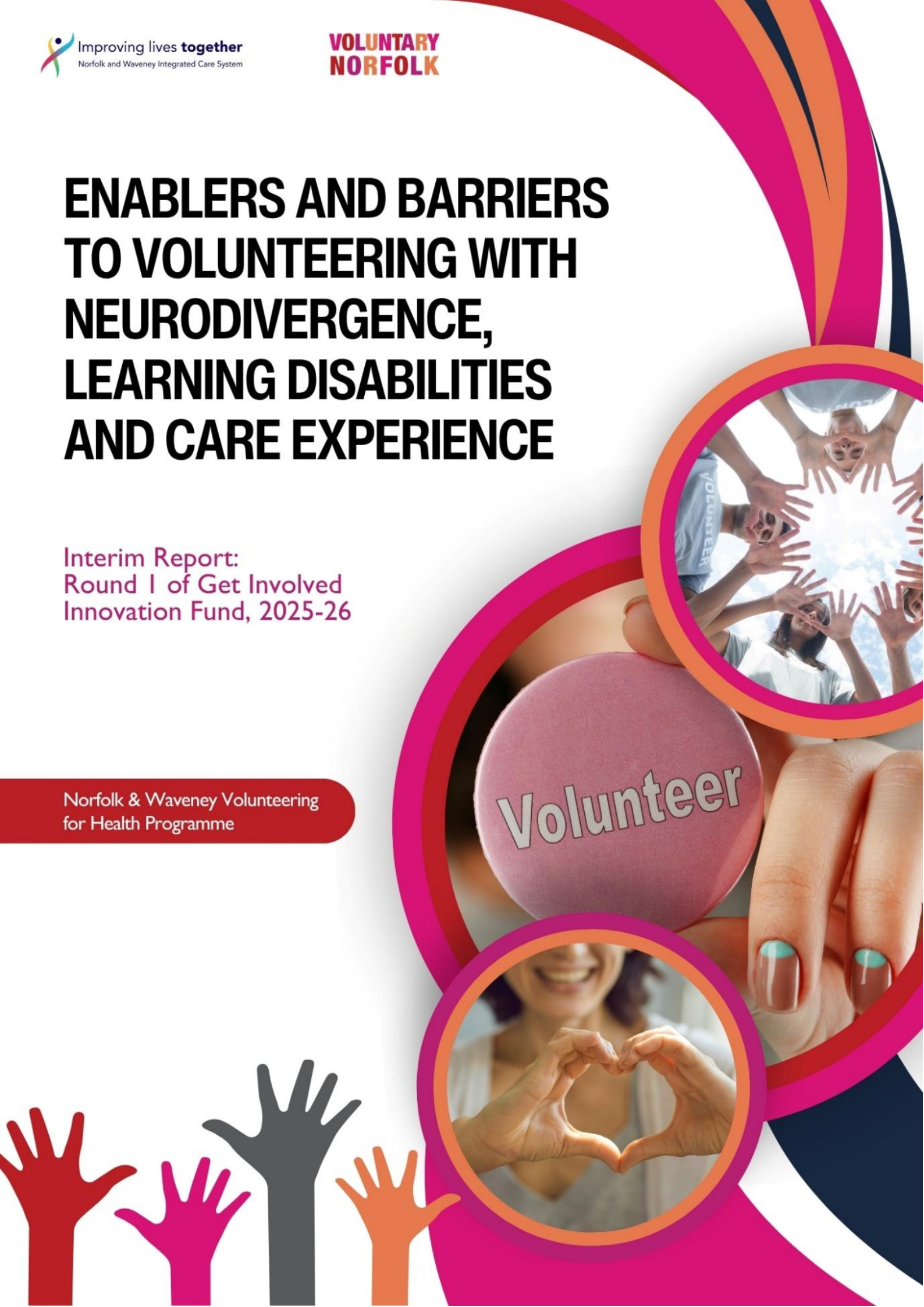


ENABLERS AND BARRIERS TO VOLUNTEERING WITH NEURODIVERGENCE, LEARNING DISABILITIES AND CARE EXPERIENCE

Interim Report:
Round 1 of Get Involved
Innovation Fund, 2025-26

Norfolk & Waveney Volunteering
for Health Programme



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1. Background

1a. Volunteering for Health Programme

Volunteering for Health is a £10m national programme delivered through a partnership between NHS Charities Together, NHS England, and CW+. Building on recommendations from the NHS Volunteering Taskforce, it delivered grant funding and support to 15 local systems in England.

The Norfolk and Waveney Partnership is one of these 15 partnerships, led by the Norfolk and Waveney Integrated Care Board and delivered by Voluntary Norfolk and other local partners. Our initiative explores new ways to extend the benefits of volunteering to everyone, particularly people who may not usually take part. The project aims to:

- Encourage more diverse volunteers
- Support existing volunteers and volunteer managers
- Help more health and social care organisations get involved

This report summarises conversations about volunteering with people who experience health inequalities, and the organisations that work with them, taken from the first round of Norfolk & Waveney's *Get Involved Innovation Fund 2025-26*.

The *Get Involved Innovation Fund* provides funding and advice to help organisations explore new ways to support people who face barriers to volunteering. Our focus is on groups that work with:

- Adults who have learning disabilities
- Autistic or neurodivergent adults

- Looked-after children / children leaving care

The report aims to understand the barriers and enablers to volunteering for people from these groups.

1b. Volunteering projects

Four charities developed volunteering projects with participants who were neurodivergent, Learning Disabled or care experienced. Participants volunteered in conservation areas, fundraising activities, advocacy & research projects and a volunteering festival. Whilst doing so, they explored the intersections of health inequalities and volunteering.

Details of projects and links to organisations can be found in the appendices.

2. Summary Findings

Developing good volunteering practice with people with health inequalities is rooted in **pro-active, person-centered support** which addresses **inclusion challenges**. It offers **genuine co-production** with participants.

Person-centered support, in this context, means **making spaces and roles inclusive**; providing **clear guidelines or instructions**; **being clear about the benefits of the opportunity**; offering **help with transport, appropriate equipment, food and drinks**; creating space for **trusted social connections**; addressing **financial concerns**.

Importantly, project designs must include **additional time** – for planning, gathering information, undertaking tasks, reflection, and community forming, all at an **inclusive pace**.

Participants highlighted additional barriers of **anxiety** and **lack of confidence** that were often addressed with **support, time** and **social connection**.

3. Key Recommendations

- Give clear **accessible role descriptions and instructions**
- Deliver **clarity about the benefits** the volunteering role can bring to volunteers and the community, including potential pathways to work where appropriate.
- Provide **person-centred support** to address key barriers and embed vital enablers

- Ensure appropriate and **reasonable adjustments** and **inclusive support** are given whilst volunteering
- Build in **time** and genuine **commitment for co-production** and **collaborative planning/reflection**
- Nurture the **social bonding** that plays a key role in successful volunteering by creating space and time for social connection

4. Next Steps

32 participants are now volunteering. 6 other participants have expressed a desire for further support to enable them to volunteer.

'I've started volunteer work at Wrongs and go once a week. Built new connections with facilitator. Keeps me busy.' (Project participant)

Seven new local organisations are undertaking Get Involved Innovations volunteering projects with participants who are Learning Disabled, Care Experienced and Neurodivergent.

We anticipate gathering the voices and feedback from our second round of awards in January 2027 and will develop a comprehensive report in spring 2027.

5. Inclusive Data Collection

5.1 Why

Demographic data collection was a requirement of our reporting to national funders, so we asked participants for standard demographic data at the beginning of their projects, and then their thoughts about volunteering nearer the end of their project.

5.2 How

We drafted quantitative and qualitative surveys using standard question formatting and then asked participants and groups for feedback.

Some participants reported that the demographic questions felt triggering, and some with Learning Disabilities found both the demographic and the qualitative data too challenging to complete.

In response, we worked with national organisation Equality and Diversity UK, who work to implement good equality and diversity practice; local Learning Disabled led organisation Opening Doors; and care experienced young people's charity, Break.

We developed new data reporting measures and Collection Guidance that were both trauma-informed and more learning-disabled accessible. See appendix I: Data Guidance

Some data was gathered through recorded group discussion, and some with individual participants.

We hope to explore how to better gather Learning-Disabled-accessible data collection in the second stage of this initiative, to enable the Learning-Disabled community, as well as the wider community, to access standard demographic questions more readily.

5.3 Demographic Data Results

36 participants and 4 organisations responded from Round One. Not all volunteers responded to all questions.

27 people said they had some kind of disability or impairment, 12 said they were autistic, 9 said they were otherwise neurodivergent, and 9 said they were care experienced.

6. Enablers and Barriers to Volunteering

Inclusive support and allowing plenty of **time** were the two biggest factors in volunteering being accessible and successful:

Having these in place before and during volunteering enables organisations to address the more detailed barriers that participants and organisations told us affected their ability to volunteer, and to implement the enablers.

‘People need to feel clear about roles, expectations and the support available ‘up front’ before they would even feel able to consider taking on a volunteering role.’ (Project Lead)

Volunteers also needed to feel appreciated and valued, because they **‘wanted to give something back to the community; to help others.’** (Project participant)

Inclusion challenges such as completing and understanding forms, digital readiness/accessibility, clarity of instruction, organisational understanding about reasonable adjustments, having the right equipment, feeling discriminated against or misunderstood, or simply being given enough time to understand and undertake tasks, were shared.

Financial concerns were shared, *‘Food and transport costs being provided’* (Project Participant) was repeated over different reporting measures as were fears over losing vital benefits.

Travel challenges featured heavily with participants telling us they had concerns about how they got to placements, the affordability of travel, a need for transport to be accessible, and for route travel-training.

'The sessions brought home to us the support needed with the practicalities and the financial strain that many people are experiencing...things like needing to arrange transport and claim it back or having to prepare a lunch to bring with them are real barriers.' (Project Lead)

Care experienced and Learning-Disabled volunteers detailed the importance of a **pathway to paid employment** as an enabler to volunteering; that good volunteer roles could be a *'stepping stone to paid work'* (Project Lead) and that the mechanisms of this needed to be made clearer.

Anxiety, social concerns, and confidence were barriers that were expressed by participants across each of the health inequalities and were some of the biggest changes evidenced across all groups from start to finish. These were largely addressed with support and time, underpinned by key themes of **co-production** and **social connection**, leading to *'a warm, supportive atmosphere where everyone felt safe to contribute ideas, work at their own pace, and be themselves. This sense of trust and mutual respect was a real strength of the project.'* (Project Lead)

They discussed how forming social bonds helped, sharing how valuable it was to meet people and make new friends; that doing so stopped them feeling lonely and helped them to feel good about themselves.

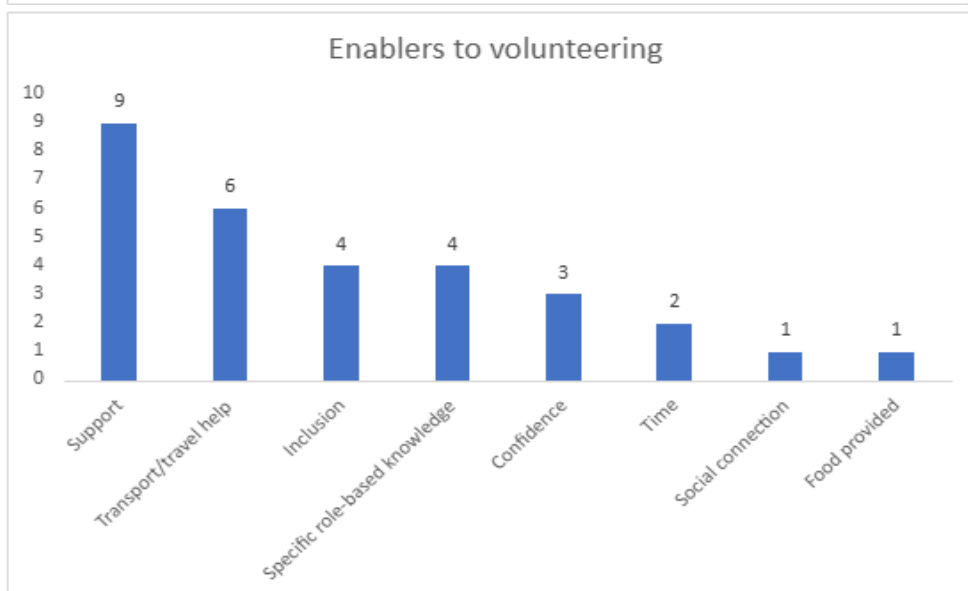
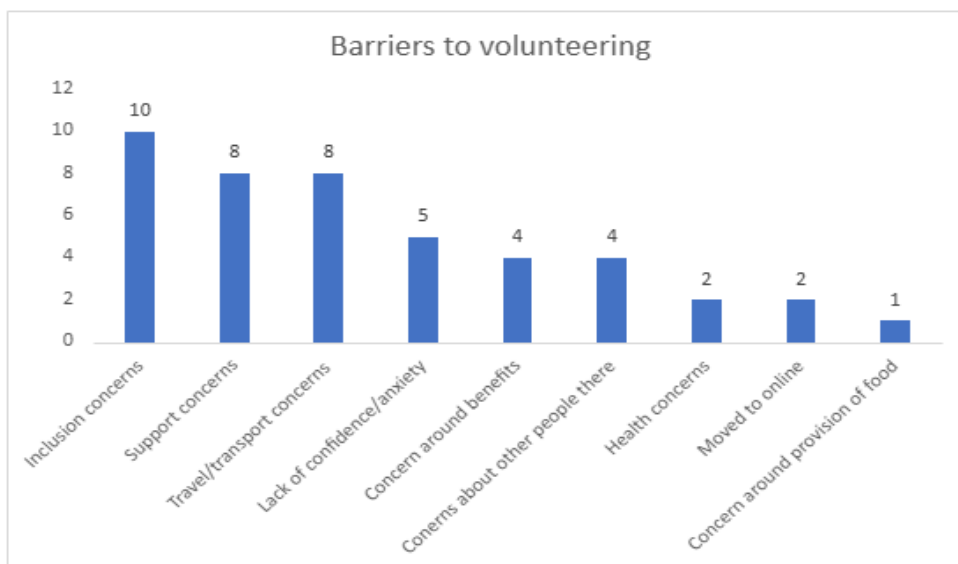
All projects spoke of the significance of building enough space into a timetable which allowed for social connection, food/hot drinks, volunteering tasks, reflection and planning the next stages of the tasks.

'Having time to pause and eat together was really valued.' (Project Lead)

They explained that **creating time** for volunteers with health inequalities *'to land'* (Project Lead) before undertaking tasks was essential and expressed how allowing time for working together to plan tasks was central to their achievements.

Co-production was vital to the success of projects to maintain engagement *'young people were consulted and had input as to how the sessions would be delivered, how they would be involved, and what activities they could choose to do.'* (Participant Lead)

'Participants brought experience, and creative, practical and thoughtful ideas, ...these were genuinely listened to and shaped together, rather than imposed from outside.' (Project Lead)



Barriers and enablers to volunteering across all groups

7. Round 1 Results

What changed for participants?

7.1a Confidence

When the practical, social and inclusion challenges were addressed through person-centred support and sufficient time, participants expressed the effect on their confidence, which they explained sat at the intersection of their health inequalities:

'Sometimes in the past I would feel not adequate enough to volunteer.' 'I didn't feel like organisations would want someone like me to be involved.' (Project Participants)

'This project has helped say what support I need.' 'I feel ok to move on to something more structured now.' (Project Participants)

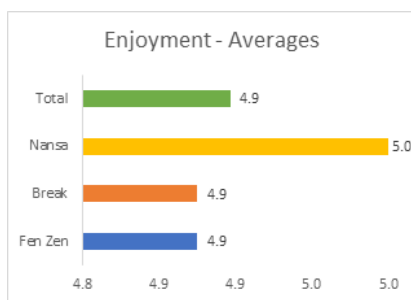
7.1b Skills

Volunteers increased their skills, and saw this as a benefit, reflecting the national picture of an increase in skills and experience (see the *2019 NCVO Time Well Spent Survey on Volunteering Impacts* in the appendices), demonstrating considerable uplift in Teamwork, Communication, Time Management, Problem Solving and Taking Initiative (see Appendices).

'I've learnt so many new skills' and developed 'completely new skills which I feel were 'gate-kept' from women before.' (Project Participants)

7.1c Enjoyment

The key findings in the 2019 Time Well Spent Survey showed that enjoyment was the biggest benefit to volunteers. Our participants agreed:



'I enjoyed it all – I loved it.' 'There aren't any parts I didn't enjoy.' 'It's been massive in my life, thank you' (Project Participants)

They told us that the biggest factors for this were

A) The levels of social bonding that were nurtured:

'Meeting people and learning to work together'. 'Building a support network' (Project Participants)

B) The opportunities to learn

C) Projects in the natural environment (for some): *'I learnt not to be afraid of the outdoors'* (Project Participant)

D) The feeling of making a difference: *'Watching something go from... nothing; and something that's going to be seen by and used by the general community and public; to know that you've had a part in building that ..'* (Project Participant)

'There's a pride there, isn't there?' (Project Lead)

7.2 Hours contributed to volunteering by participants

Volunteers on the Get Involved Innovations projects contributed 742.5 hours over 4 different projects of new volunteering, with local communities.

Appendices

Contents

1. Organisations
2. Demographic Data
3. Enablers and Barriers to Volunteering -Graphs and Coding
4. NCVO Time Well Spent Survey, 2019,
5. Changes in skills and confidence
6. Enjoyment
- 7 Data Collection Guidance
8. Data Collection Reporting Measure 1
9. Data Collection Reporting Measure 2

1. Round One Organisations and the barriers they identified

1a. Break worked with young people with care experience, co-producing volunteering opportunities, predominantly in conservation areas, across Norfolk. Some volunteering also included activities to raise funds.

Break provided support and organisation for transport, food and refreshments as well as facilitating the volunteer experiences.

Identified Barriers:

Lack of confidence to try new things is a significant barrier to young people with a care background. Not understanding the value volunteering has for themselves. They tend to think 'why should I do that, what's in it for me?' This attitude changed after young people...experienced volunteering.

Not knowing what volunteering opportunities are available and the wide range they can engage with

Not knowing what to expect can hold them back from participating as they are not sure what will be expected of them.

Travel expenses can prevent this cohort from volunteering as can food costs. Similarly, not having necessary resources such as wellingtons, raincoat, gloves, etc can be a barrier.

A lack of support to engage for the first time

[Changing young lives in East Anglia - Break](#)

I b. Opening Doors worked in Norwich with people with Learning Disabilities, asking direct questions about what the barriers and enablers to volunteering were, whilst co-creating Learning-Disabled-accessible volunteering resources.

The project employed Learning Disabled people to lead sessions. These were to develop resources that could support organisations offering volunteering to Learning Disabled people, and those who have Learning Disabilities. Opening Doors provided transport support and drinks/snacks for participants.

Identified Barriers:

For many people the barriers were practical – about getting there and back, managing transport.

For others the barriers were around confidence, not being able to ‘read’ the voluntary placement culture, rules and norms.

There were issues around accessible information, not feeling confident about the possible impact of volunteering on benefits.

[Opening Doors | A user-led organisation run by people with learning disabilities for people with learning disabilities.](#)

I c. Fen Zen worked with neurodivergent women in a conservation area in Denver, near Downham Market. The project employed a carpenter, working with women to learn carpentry skills, and build changing rooms and a toilet block for the people accessing community activities there. Fen Zen provided hot food and drinks for and with participants.

Identified Barriers

Anxiety around unfamiliar environments, unclear expectations, and fear of being judged or “getting it wrong”.

Sensory overwhelm, rigid schedules and volunteering roles that rely heavily on written instructions or fast-paced social interaction.

Previous negative experiences had reduced confidence and willingness to engage.

Practical barriers such as limited flexibility, lack of understanding around neurodivergence, and volunteering opportunities that prioritise output over wellbeing also made participation difficult.

Fen Zen - Mother's Fire Circle, Event, Nature Education Groups

I d. NANSA worked with young people who are autistic, nurturing skills and exploring the intersections of neuro divergence and volunteering together. They developed a Toolkit and Passport to navigate and communicate support needs whilst volunteering. Some participants volunteered whilst training, and all volunteered at the Visible Festival.

Identified Barriers:

Transport struggles, including the confidence to use public transport and the availability of it to fit in with the days/times they needed, particularly for those living in more rural locations.

Being able to recognise their skills and value to the volunteering sector.

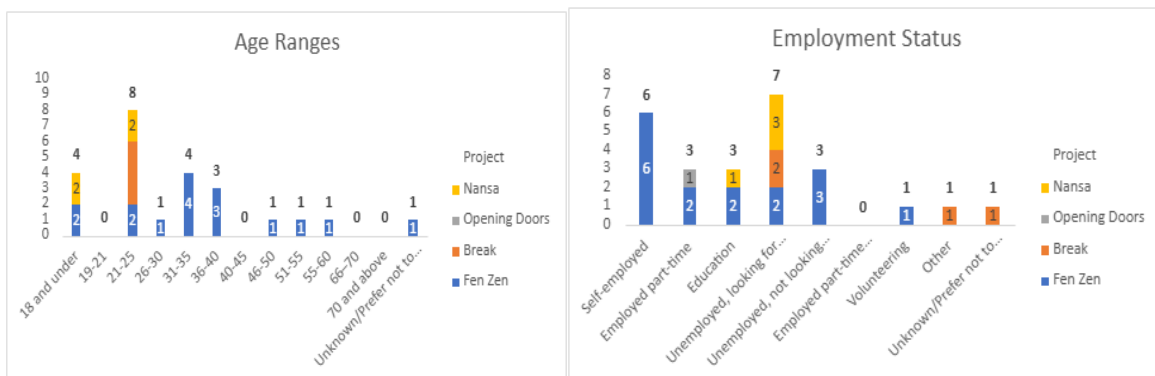
A lack of understanding of how to self-advocate and a nervousness that the people around them didn't understand their neurodivergence

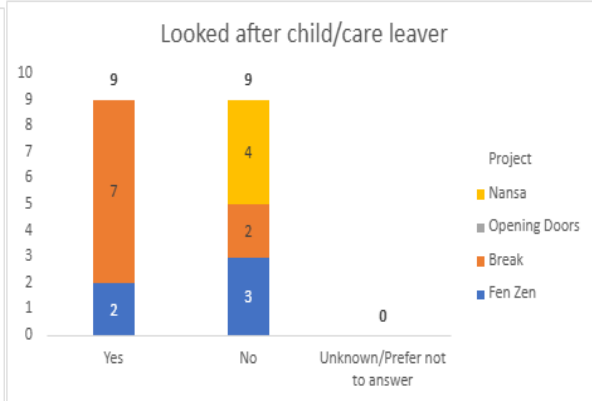
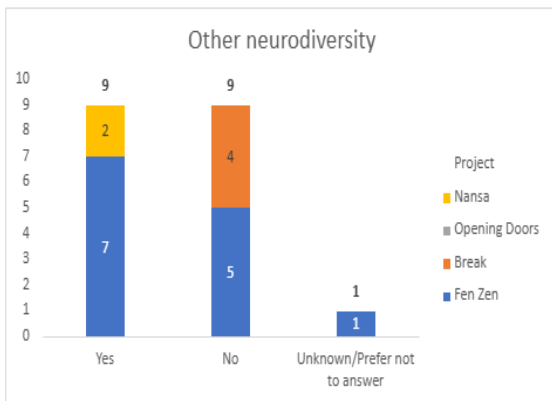
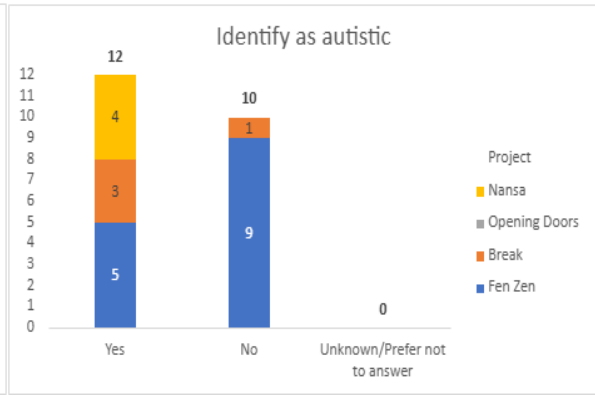
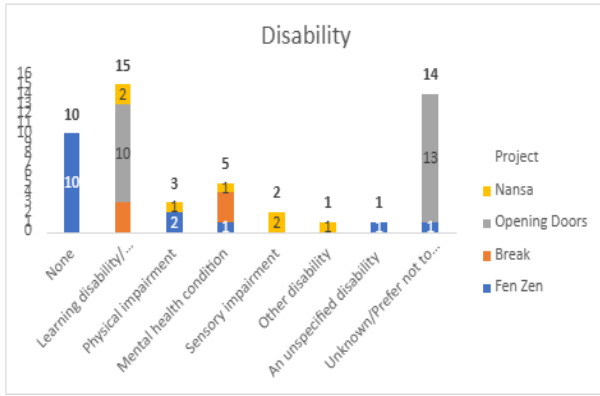
Recruitment. Despite our efforts to advertise and share the project, we struggled to recruit this cohort. The young people that could have benefitted from the project seemed too hard to reach or engage.

Nansa

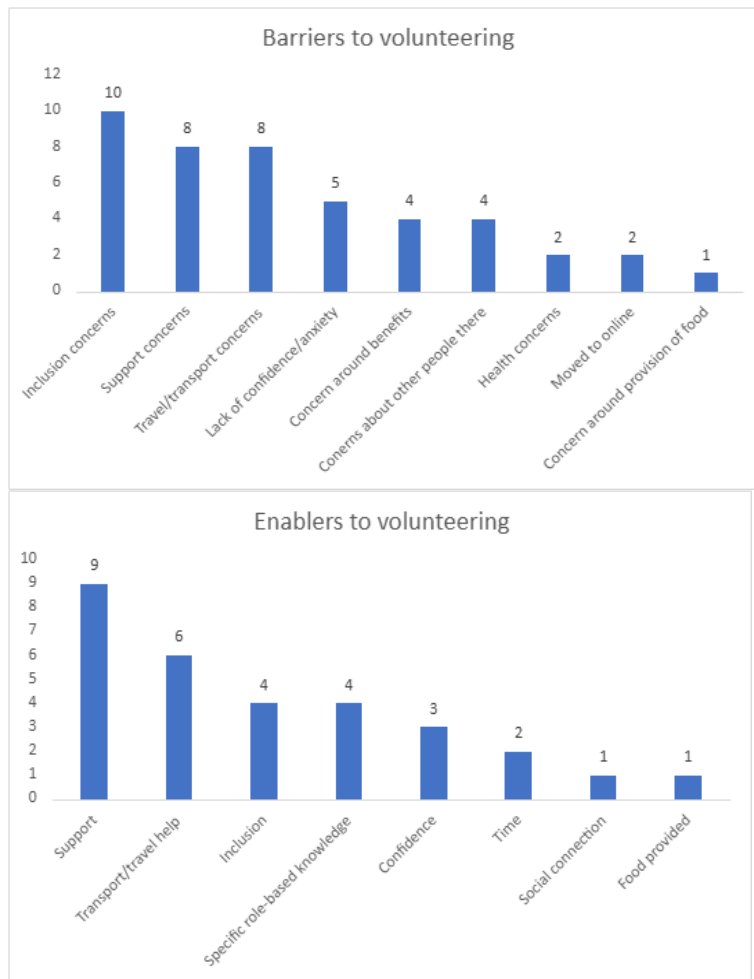
I e. Inclusive Norwich began a volunteering advocacy project with people with Learning Disabilities and neurodivergence but were unable to launch the project successfully.

2. Demographic data





3. Enablers and Barriers to Volunteering



Participants expressed what they considered stopped and helped them to volunteer

3.2 Coding Framework – project leaders

Category	Tag	Reference to:
Barriers to volunteering	#notaccessible	Volunteer providing organisations are not accessible or inclusive
Barriers to volunteering	#benefitsworries	Worry about volunteering impacting on benefits
Barriers to volunteering	#lacksupport	Not having support from others or the perception of this
Barriers to volunteering	#financialstrain	Issues around finances and having to claim this back
Barriers to volunteering	#transportissues	Issues around arranging and paying for transport

Enablers to volunteering	#supportduring	Support given to volunteers during volunteering activities
Enablers to volunteering	#goodcommunication	Clear and regular communication outside of volunteer activity
Enablers to volunteering	#livedexperience	Designed and/or led by those with lived experience
Enablers to volunteering	#clearexpectations	Clear expectations about role, support
Enablers to volunteering	#valued	Volunteers feel valued and rewarded
Enablers to volunteering	#interesting	Volunteering activities are interesting and enjoyable
Enablers to volunteering	#practicalsupport	Practical support provided such as transport and food
Enablers to volunteering	#familiarspaces	The participants volunteering in a place familiar to them
Project Challenges	#planningissues	Issues around planning and time taken
Project Challenges	#nonattendance	Participants not attending consistently
Project Challenges	#environmentissues	Impact physical environment. Eg. weather
Project Challenges	#timeconstraints	Time constraints of planning and/or project
Project Challenges	#lackconfidence	Those running the project lacking confidence in it/their approach
Project feedback	#budgetpos	Project budget and funding
Project feedback	#applicationprocessneg	Negative feedback on the application process
Project feedback	#goodsupport	Good support from Voluntary Norfolk and peer partners
Project feedback	#datacollectionneg	Negative feedback on the data collection and reporting requirements
Participant changes	#increasedconfidence	Increased confidence, self esteem
Participant changes	#newrelationships	Forming relationships with other volunteers and project leaders
Participant changes	#collaboration	Participants were able to work collaboratively
Participant changes	#improvedwellbeing	Improved wellbeing and mental health

Participant changes	#newskills	Learning of new skills
Participant changes	#volunteeringunderstanding	Increased knowledge and understanding of volunteering
Participant changes	#volunteeringvalued	An increased awareness or feeling that volunteering is a valuable thing to do
Participant changes	#continuevolunteering	Participants showing interest in continuing volunteering or pursuing further opportunities
Participant changes	#knowledgeandinterest	Increase in knowledge and new interests
Participant changes	#increasedindependence	Increased independence for participants

3.3 Coding framework participants

Category	Tag	Reference to:
Participant changes/learning	#newskills	Learning of new practical skills
Participant changes/learning	#wellbeing	Improvements to wellbeing and mental health
Participant changes/learning	#routine	Providing a routine
Participant changes/learning	#overcomefears	Overcoming fears or worries
Participant changes/learning	#confidence	Gaining confidence
Participant changes/learning	#newrelationships	Building new relationships and connections with facilitators and participants
Participant changes/learning	#cooperation	Learnt teamwork and cooperation
Positives of Volunteering	#keepsbusy	Positive comments about providing something to do and keeping busy
Positives of Volunteering	#steptowork	A step or a motivator to look for paid work
Positives of Volunteering	#variety	Different things to do and variety of roles
Positives of Volunteering	#connections	Make new friends and form connections
Advice & best practice	#enjoyable	Volunteering should be fun
Advice & best practice	#trust	Being able to trust others you are working with and for
Advice & best practice	#social	Opportunities which involve teamwork and able to socialise
Advice & best practice	#outdoors	Opportunities that involve being outdoors
Advice & best practice	#familiarpeople	Volunteering for or with people there is an existing relationship

Advice & best practice	#clarity	Clear expectations and clearly explained tasks and roles
Advice & best practice	#needconsideration	The need for planning to take into account individual needs
Support	#supportgettingrole	Support to find and get a volunteering role
Support	#practicalsupport	Practical support in teaching new skills
Support	#supportfacilitator	Support from facilitators or staff
Support	#knowledgesharing	Support by telling stories and knowledge
Support	#peersupport	Volunteers and participants supporting each other
Support	#feedback	Providing feedback to participants
Support	#trustedrelationships	Support from someone participants already trust
Support	#listening	Listening and respecting ideas of participants
Improvements/next steps	#moreskills	Opportunity for more activities or learning more skills
Improvements/next steps	#coproduction	Wanting to be involved in the project/opportunity planning
Improvements/next steps	#morevolunteering	Wanting to continue or do more volunteering
Improvements/next steps	#moreconfidence	To have more confidence in own abilities and to try new things
Improvements/next steps	#improvedcommunication	Improved communication skills and asking for help
Improvements/next steps	#moretime	Having more time in the project
Improvements/next steps	#clearerexpectations	Clearer expectations of participants and more advanced planning

4. Excerpts from the NCVO 2019 Time Well Spent Survey on Volunteering Impacts

Almost three-quarters (74%) of volunteers agreed that volunteering had given them more confidence. Across different age groups, 18–24 year-olds were most likely to think that volunteering had given them confidence (84%).

The youngest group of volunteers was also more likely to say they had gained new skills and experience (85%) than other age groups, and this was much higher than the overall proportion (71%) of volunteers citing this benefit.

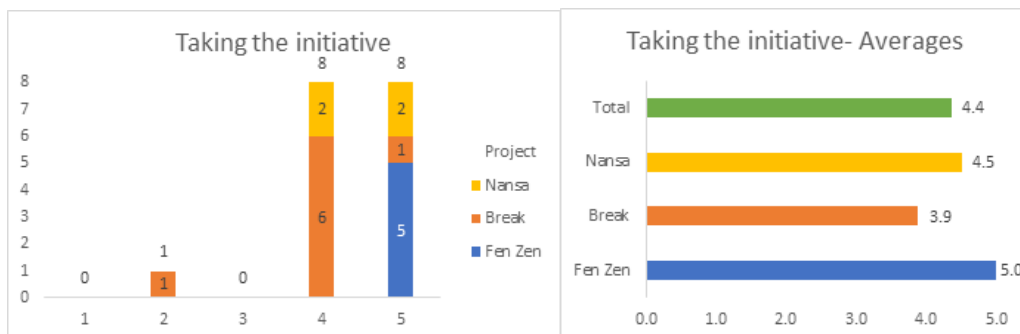
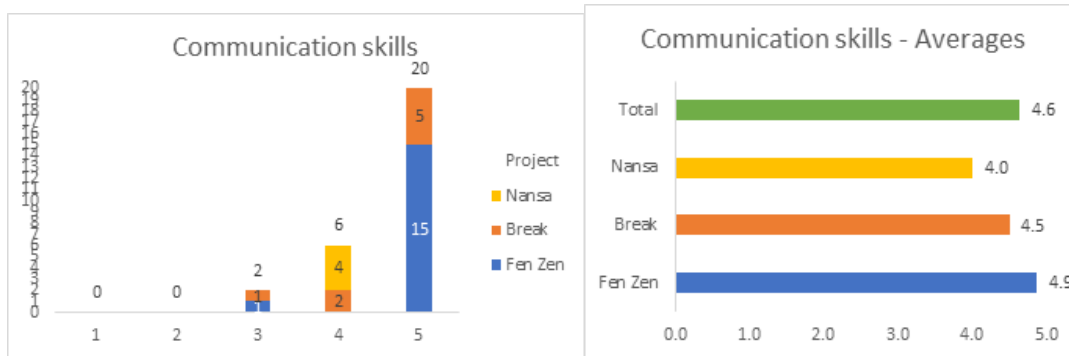
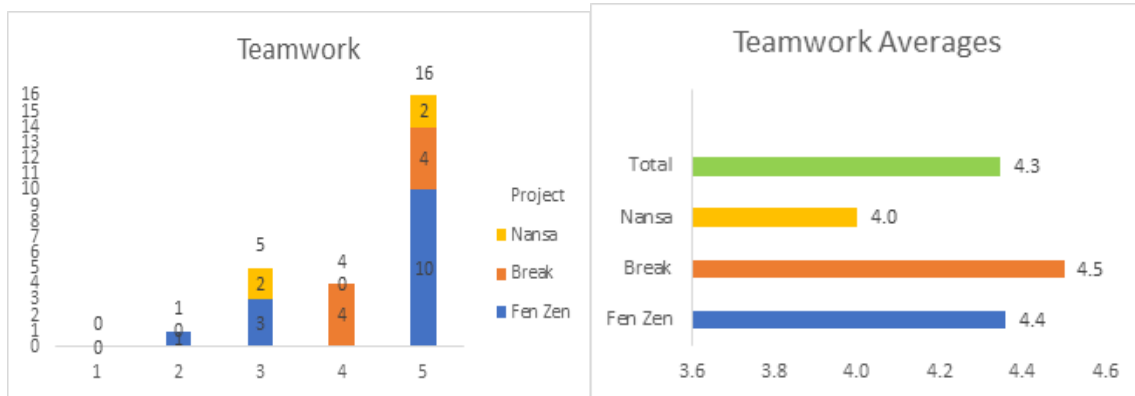
The benefits of volunteering to employability was the lowest ranked overall (34%), however this was more likely to be reported as a benefit (as with skills and experience benefits) among volunteers aged 18–24 (69% of 18–24 year-olds).

[Volunteer impacts - Time Well Spent: A national survey on the volunteer experience | News index | NCVO](#)

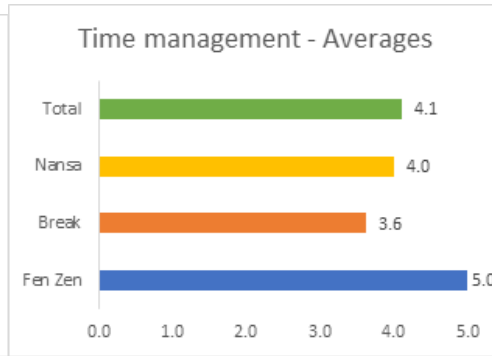
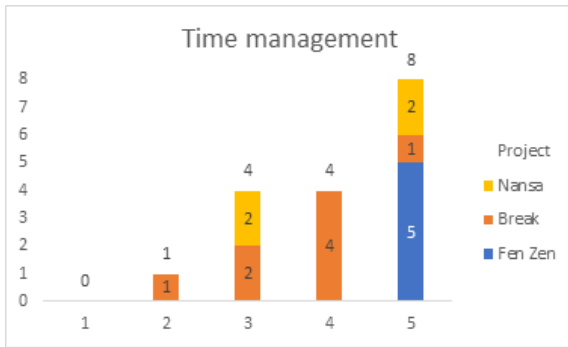
5. Graphs showing changes in participants' skills and confidence

We asked our participants if their confidence in employability skills such as Teamwork, Communication, Time Management, Problem Solving, Initiative, and Task-based skills had increased following their participation in the initiative:

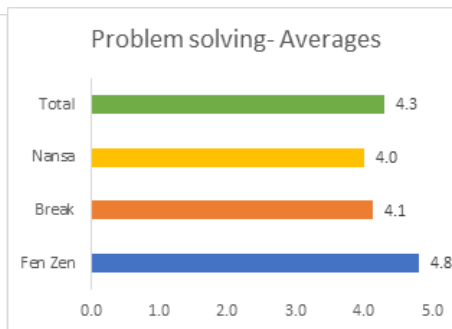
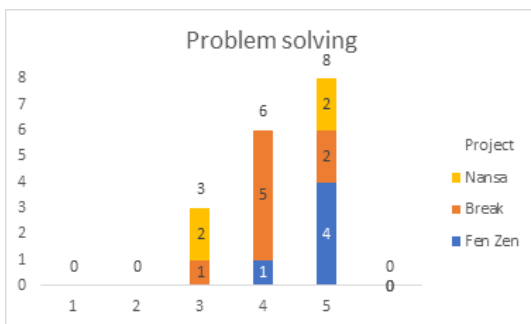
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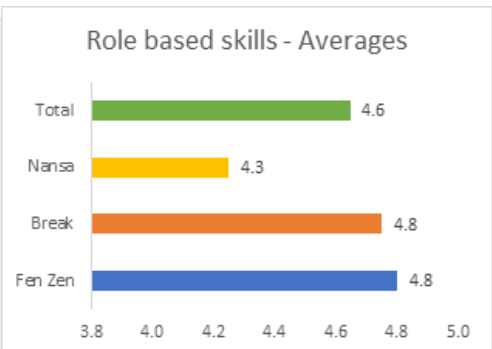
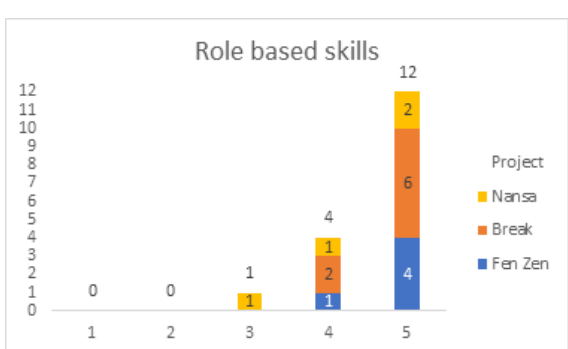
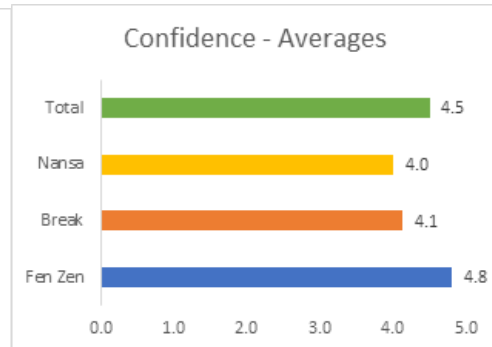
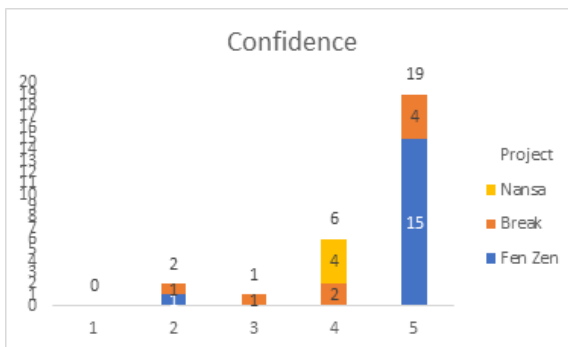
*Fen Zen group session – scores not recorded



*Fen Zen group session – scores not recorded

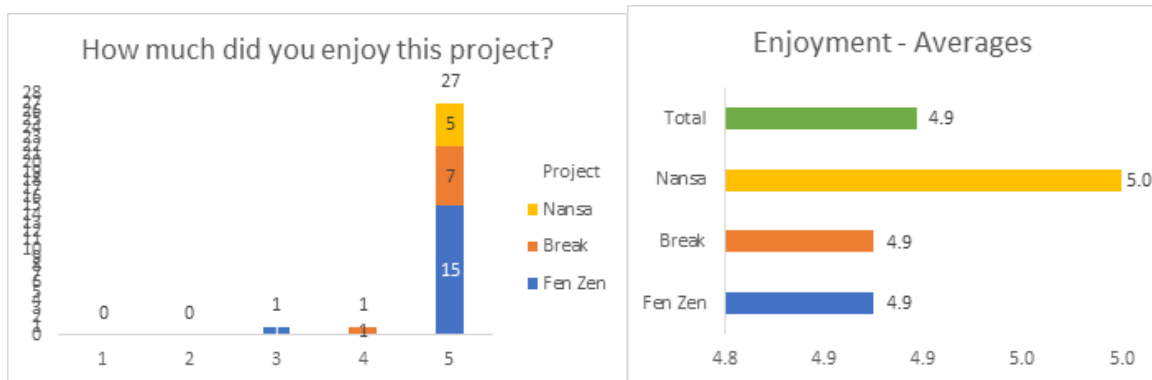


*Fen Zen group session – scores not recorded



*Fen Zen group session – scores not recorded

6. Graphs showing participants' enjoyment of volunteering



7. Data Collection Guidance:

We know that some participants can feel unhappy or overwhelmed when completing data gathering forms. To minimise this, we've drawn up the following based on best practice guidance from Equality and Diversity UK.

You are most likely to understand your participants best, so this is not an attempt to teach you how to facilitate. We understand that work is busy and sometimes tasks get missed and then there's a hurry to get everything completed on time. We appreciate this – and it's really important that time is made for sensitive approaches around data gathering and that it **isn't just emailed out to participants**, as this may feel too personal, or triggering, for some participants.

Trauma-Informed Data Collection

We know that especially when engaging people with lived experience of care, trauma or marginalisation, it's essential that data collection does no harm and promotes safety, trust and empowerment.

The Key Principles to remember when gathering data are:

1. **Safety:** Emotional, physical and psychological safety first.
2. **Trustworthiness:** Be transparent about purpose, confidentiality and follow-up.
3. **Choice:** Offer the right to pause, skip or withdraw without penalty.
4. **Empowerment:** Focus on strengths and agency, not deficit.
5. **Collaboration:** Co-design questions with people who have lived experience. We have worked with people with lived experience on these forms – but if you and your participants think there is a better way to ask these questions, please tell us!

Practical completion

Participants can complete on single hard copies or on their phones/devices on Microsoft Forms. Alternatively, you can collate and send answers in your own format, but please be mindful of anonymity if doing so.

We ask that you build time into your project to discuss and answer the questions together. This gives you the opportunity to explain the **purpose**: That gathering this data will help more people who make decisions about funding and support to better understand representation, to identify inequalities, and to improve inclusion - it is *not* to label or stereotype individuals.

- **Offer as a group conversation** – the questions are much better framed as part of a wider conversation where you can discuss them together. Make a group contract first discussing confidentiality, kindness and equality.

OR

- **Complete as part of a one-to-one check** – this can be in either *in person, phone or video conversation* - as an alternative to written forms – where you the trusted support worker can lead the questions. You can scribe for your participants based on their answers if this feels appropriate and ok for them, but be aware that this may impact on the answers given to you.
- **Provide *pre-brief and debrief support*** (before and after data gathering), including the opportunity for them to ask any questions at any time.
- **Include *content warnings and support signposting*** if appropriate for your participants.
- **Ensure your facilitators are trained** in *trauma awareness, reflective listening and emotional regulation*.

Example Opening Script

“We’d really like to learn from your experiences to improve how we support others with... (e.g. care experience). You can share as much or as little as you wish. Please feel free to stop, pause or withdraw at any time.”

If you are not scribing, you can also add:

“Everything you share will remain anonymised unless you choose otherwise. You don’t need to tell us out loud what you answer on your phones/on the form, and we won’t be able to tell who wrote what.”

If you are scribing, you could say:

“Everything we write here will be anonymised for the people collecting the information”

Example Trauma-Informed Questions related to wider data gathering conversations

- What has helped you feel safe and supported in volunteering, education or work settings?
- What might organisations unintentionally get wrong when engaging people with e.g. care experience / people with Learning Disabilities / people who are neuro divergent?
- What would make this process feel more respectful or empowering for you?

Challenging Questions

If a question feels challenging (e.g. employment status or academic qualification):

- Remind participants that they are **welcome not to answer**

AND

- It can be helpful to explain that **we’re trying to understand who it is** that’s finding volunteering difficult to get into – is it people in work, out of work, people who have different qualifications etc? Is it people who’ve got many other challenges going on for them? Is there a particular group of people (who will also fit into many other groups too, but with different people) who are finding it easier or more difficult? Who’s getting missed out?

Follow-up

- Thank participants, summarise key points, and explain how insights will inform change.
- Let them know how they can ask any questions they may have later on.

Quick Reference Checklist - Inclusive Data Collection Essentials

- ✓ Explain why you are collecting data
- ✓ Reference “Prefer not to say” options

- ✓ Use inclusive and accessible language
- ✓ Keep data anonymous and secure
- ✓ Provide choices in format (written / phone / online)
- ✓ Ensure staff are trained in EDIB and trauma-informed approaches

8. Data Collection Reporting Measure: About You Part One



About You – Data Collection – Part One

An online version of this form is available [here](#) or scan the QR code.

Thank you for completing this form. It really helps us to better understand the barriers to volunteering.

You'll see we aren't asking for your name - the answers to these questions cannot be traced back to you. This form is **confidential** and **anonymised**.

We're asking these questions because we know that there are barriers to volunteering for many people and we want to understand who that affects and how.

Section 1	
Form completion date:	
Project/organisation name:	

Section 2				
What is your age?				
Under 16 <input type="checkbox"/>	16 -18 <input type="checkbox"/>	19 – 21 <input type="checkbox"/>	21 – 25 <input type="checkbox"/>	26 – 30 <input type="checkbox"/>
31 – 35 <input type="checkbox"/>	36 – 40 <input type="checkbox"/>	41 – 45 <input type="checkbox"/>	46 – 50 <input type="checkbox"/>	51 – 55 <input type="checkbox"/>

56 – 60 <input type="checkbox"/>	61 – 65 <input type="checkbox"/>	66 – 70 <input type="checkbox"/>	71 – 75 <input type="checkbox"/>	76 – 80 <input type="checkbox"/>
81 – 85 <input type="checkbox"/>	86 – 90 <input type="checkbox"/>	>=91 <input type="checkbox"/>	Other <input type="checkbox"/>	Prefer not to answer <input type="checkbox"/>
Do you have any disabilities?				
Yes <input type="checkbox"/>		No <input type="checkbox"/>		Prefer not to answer <input type="checkbox"/>
If yes, could you tell us a little more about that:				
Learning disability/ difficulty <input type="checkbox"/>	Long-standing illness <input type="checkbox"/>	Mental health condition <input type="checkbox"/>	Physical impairment <input type="checkbox"/>	
Sensory impairment <input type="checkbox"/>	An unspecified disability <input type="checkbox"/>	Other disability <input type="checkbox"/>		Prefer not to answer <input type="checkbox"/>
Do you identify as autistic?				
Yes <input type="checkbox"/>		No <input type="checkbox"/>		Prefer not to answer <input type="checkbox"/>
Do you identify as having another form of neurodivergence?				
Yes <input type="checkbox"/>		No <input type="checkbox"/>		Prefer not to answer <input type="checkbox"/>
What is your ethnic group?				
White – British <input type="checkbox"/>	White – Irish <input type="checkbox"/>	Any other white background <input type="checkbox"/>		Mixed White and Black Caribbean <input type="checkbox"/>
Mixed White and Black African <input type="checkbox"/>	Mixed White and Asian <input type="checkbox"/>	Any other mixed background <input type="checkbox"/>		Asian or Asian British – Indian <input type="checkbox"/>
Asian or Asian British – Pakistani <input type="checkbox"/>	Asian or Asian British – Bangladeshi <input type="checkbox"/>	Any other Asian background <input type="checkbox"/>		Black or Black British – Caribbean <input type="checkbox"/>
Black or Black British – African <input type="checkbox"/>	Any other black background <input type="checkbox"/>	Chinese <input type="checkbox"/>		Any other ethnic group <input type="checkbox"/>
Prefer not to answer <input type="checkbox"/>				
Do you have a religious belief? If so, which one:				
Atheism <input type="checkbox"/>	Buddhism <input type="checkbox"/>	Christianity <input type="checkbox"/>	Hinduism <input type="checkbox"/>	Islam <input type="checkbox"/>
Jainism <input type="checkbox"/>	Judaism <input type="checkbox"/>	Sikhism <input type="checkbox"/>	Other belief <input type="checkbox"/>	Prefer not to answer <input type="checkbox"/>
Are you:				
Male <input type="checkbox"/>	Female <input type="checkbox"/>	Other term preferred <input type="checkbox"/>		Prefer not to answer <input type="checkbox"/>

Are you:		
Heterosexual or Straight <input type="checkbox"/>	Gay or Lesbian <input type="checkbox"/>	Bisexual <input type="checkbox"/>
Undecided <input type="checkbox"/>	Other sexual orientation not listed <input type="checkbox"/>	Prefer not to answer <input type="checkbox"/>
Are you a looked after child or care leaver?		
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Prefer not to answer <input type="checkbox"/>
Are you working at the moment? Which of these best fits your situation:		
Employed part time (including Supported Work) <input type="checkbox"/>	Employed full time (including Supported Work) <input type="checkbox"/>	Unemployed, looking for work <input type="checkbox"/>
Unemployed, not looking for work <input type="checkbox"/>	Retired <input type="checkbox"/>	Volunteering <input type="checkbox"/>
In education <input type="checkbox"/>	Prefer not to answer <input type="checkbox"/>	Other <input type="checkbox"/>
Do you have any qualifications you would like to tell us about?		
My skills are not gathered best by qualifications <input type="checkbox"/>	I have some qualifications <input type="checkbox"/>	
If you do have some qualifications, tell us about the highest one:		

9. Data Collection Reporting Measure. About You Part Two



About You – Data Collection – Part Two

An online version of this form is available [here](#) or scan the QR code.

Thank you for completing this form. It really helps us to better understand the barriers to volunteering.

You'll see we aren't asking for your name - the answers to these questions cannot be traced back to you. This form is **confidential** and **anonymised**.

We're asking these questions because we know that there are barriers to volunteering for many people and we want to understand who that affects and how.

Form completion date:
Project/organisation name:

--

Transitions

We're trying to find out why it's hard for some people to get into volunteering and what the barriers are.

Had you considered volunteering before?		
Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Why/why not?		
Was it harder to volunteer before this project?		
Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If it was, why was it hard for you to volunteer before? Was it to do with:		
Transport <input type="checkbox"/>	Experience <input type="checkbox"/>	Support to find something <input type="checkbox"/>
Support to get somewhere <input type="checkbox"/>	Other types of support <input type="checkbox"/> Tell us what you mean:	
Worries or practicalities around your health <input type="checkbox"/>	Other people feeling you might not be ready <input type="checkbox"/>	You feeling you might not be ready <input type="checkbox"/>
Anything else?		

Changes

Think about what stopped you from volunteering before.

Did anything change which means you can volunteer now?

--

What do you think other organisations could do to help more people volunteer?

--

What would help you more/mean that you could volunteer somewhere?

--

Did you learn volunteering skills?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

Did you volunteer?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

What did you do, for how long and where?

--

Would you like to volunteer more?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

If so, do you know where?

--

Do you need some help to get a volunteer placement?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

31. If so, what kind of help do you need?

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Are you volunteering now?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>






If so, what type of volunteering are you doing?

Do you now feel more confident about any of these things? (1 here means not very much and 5 means a lot)






Teamwork

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---






Communication skills

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---






Taking the initiative

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---






Time management

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---






Problem solving

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---

Confidence






 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---

Role based skills

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---

What else?

How much did you enjoy this project?

 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 3 <input type="checkbox"/>	 4 <input type="checkbox"/>	 5 <input type="checkbox"/>
---	--	---	--	---

Which parts did you enjoy?

Which parts did you not enjoy?

Are you signed up to the Get InVOLved Norfolk volunteering platform?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	No, but I intend to <input type="checkbox"/>
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I haven't signed up because...

Have you used the Get InVOLved skills training platform?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	No, but I intend to <input type="checkbox"/>
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I haven't signed up because...

Report completed: May 2026

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Voluntary Norfolk, April 26

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