

Drasi Gia to Kati Allo

BRIDGING THE GAP



**ΔΡΑΣΗ ΓΙΑ
ΤΟ ΚΑΤΙ ΑΛΛΟ**

ΣΩΜΑ ΦΙΛΩΝ ΑΜΕΑ

Understanding and Connecting Cultural Views of Volunteerism within Thessaloniki

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Bridging the Gap: Understanding and Connecting Cultural views of Volunteerism within Thessaloniki

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Abstract

Drasi Gia to Kati Allo (SFA) is a nonprofit in Thessaloniki, Greece providing skills to individuals with disabilities. As SFA has lost 50% of its volunteers since 2020, our project goal was to assess and connect cultures of volunteerism within Thessaloniki to establish effective ways to recruit and retain volunteers. Through distribution and analysis of surveys, interviews, observations, and media we found SFA has strong workplace connections, staff can utilize volunteers more, and that younger generations are most open to volunteer. An informative booklet details findings, and recommendations for optimizing volunteer utilization, maintaining a cohesive social media presence, enhancing volunteer training, creating partnerships with other organizations, and searching for means of funding.

Acknowledgements

We would like to express our deepest appreciation to everyone who made this project possible. We would like to recognize and thank every volunteer and staff member at SFA, especially Eva Misiaka, for welcoming us to the organization with open arms and supporting our project work. Without their help and dedication, our project would not have been possible.

We would also like to express our gratitude towards everyone at WPI who helped us with our project work. Our project advisors, Melissa Butler and Michael Butler, as well as our library consultant, Phillip Waterman, provided us with invaluable feedback and incredible support.

We would also like to thank members of the public in Thessaloniki, namely Vasilis Aggouridakis, who helped distribute our survey and welcomed us in Thessaloniki. Without his help, our data would not be as concrete.

Considerations and Ethical Concerns

Disability can be a sensitive topic to discuss, therefore, interview and survey questions were worded carefully to respect all parties and opinions while also gaining as much data on the subject as possible. In interviews, it is important to phrase questions clearly and in a manner that will not offend people (Berg, 1988). Since our interviews covered material about a vulnerable, and marginalized group of people, it was especially important to phrase our questions carefully to avoid offensive questioning for our interviewees. It was also important for us to recognize the dynamic between interviewers and interviewees. As native English speakers interviewing people without English as a primary language, we made sure the wording of interview questions was clear and properly understood when translated. Furthermore, it is normal for interviewees to feel anxious about how their responses are being evaluated. Due to the sensitivity of the topics in this research, these feelings may increase. As such, we built rapport before our interviews to make interviewees more comfortable and assured respondents that we were merely trying to understand their story with *Drasi Gia to Kati Allo*.

Research Limitations

One key limitation in data collection for our research findings was the language barrier between us and the individuals we were interviewing. We would try to combat this by rephrasing inquiries that may seem confusing for the interviewee. Other instances include when the interviewee would not know how to say a specific word in English. This left room for misinterpretation of a response that might not have fully encompassed what the individual was trying to express.

Another limitation came with surveying individuals in public settings. It appeared most challenging when approaching older individuals, as they would either not know English, say they were uninterested once the survey topic was revealed, or ignore our attempt altogether. This resulted in a limited number of older individuals responding to the survey. Therefore, we were unable to get an all-encompassing view of the generational difference in views of volunteerism and disability.

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Authorship

All members of our team contributed equally to the project.

Chapter 01: Overview

Introduction

According to the World Health Organization (2023), 16% of the world's population is disabled. In Greece, studies have shown an unwillingness to employ disabled individuals, and poor public attitudes regarding the empowerment and inclusion of individuals with disabilities (Kritsotakis, 2017; Zissi et al., 2007). Volunteers help individuals with disabilities gain life skills, interact with the greater community, and mitigate feelings of social exclusion (Saran et al., 2021; Cruz et al., 2023; Park & Kim, 2018). Volunteers represent 71.5% of human resources available to nonprofits and are relied upon to establish a genuine community, ensure efficiency, and assist with program outreach (Ortiz, Hager, & Brudney 2022; Almas S. et al 2020). Specifically, nonprofit organizations that work with disabled individuals provide social opportunities such as community engagement, and inclusive activities as well as life-skill workshops intended to promote the integration, self-esteem, and social skills of disabled individuals (Carney, 2021; Meriah, 2022).

Despite the multitude of benefits associated with volunteering and the vital contribution of volunteers to non-profit organizations, significant obstacles to volunteering exist. One survey found the majority of people do not volunteer for one of three main reasons: they are unable to do so for physical or other personal reasons; they are not motivated or inclined toward volunteerism, or they have never been solicited (Wilson 1999). Others reported their lack of relevant skills, the unpaid nature of volunteering, or lack of time as reasons for not volunteering. Specifically, those volunteering with refugees in Greece reported that volunteering exploits the skills and education of predominantly young people and women without compensation while discouraging governments from solving social concerns (UN Volunteers, 2018). Likewise, those who were once active volunteers reported their discontinuation because of age, physical health problems, family obligations, lack of time, and employment (Wilson, 1999).

Δράση για το Κάτι Άλλο, (Drasi Gia to Kati Allo, more commonly referred to as 'SFA') is a nonprofit organization in Thessaloniki, Greece with the goals of promoting socialization and social integration of individuals with disabilities through enhancing knowledge of the public and life skills of participants. SFA assists a total of 50 participants through the support of nearly 60 active volunteers who assist with workshop activities and community outreach (Eva Misiaka, Δράση για το Κάτι Άλλο, 2024). This report examines the culture of volunteerism and the perception of disability in both Drasi Gia to Kati Allo and the local community of Thessaloniki to assist in the retention and recruitment of volunteers.

Goal and Objectives

GOAL:

The goal of the project was to assess volunteering at Drasi Gia to Kati Allo to determine effective strategies to improve volunteer recruitment and retention.

Objective 1:

Assess the current structure, organization, and roles of volunteers at Drasi Gia to Kati Allo

We conducted observations and surveys to understand the structural organization of volunteers, their current level of engagement, and the responsibilities of volunteers within Drasi Gia to Kati Allo. By attending nine morning sessions from March 11th to April 22nd, the team focused observations on the role of volunteers and their interactions with staff and participants. In these sessions, our team actively participated as volunteers, allowing us to observe and gather insights firsthand.

The team distributed a volunteer survey via email using Drasi Gia to Kati Allo's volunteer alias, collecting a total of 29 responses from March 19 to April 2. We also distributed surveys on Mondays and Fridays when we were at the organization volunteering. The volunteer survey asked volunteers about their engagement with workshops, their satisfaction at SFA, and their preferences in types of activities and style of participation. This helped us better understand on a broader level how volunteers feel about the organization and their experience volunteering. Alongside observations and surveys, we interviewed six volunteers at Drasi Gia to Kati Allo onsite to gather more details about their personal experiences. We asked volunteers about their roles and responsibilities at SFA, what they enjoy the most about volunteering, and any challenges they face volunteering to get a more nuanced understanding of each volunteer's experience.

Objective 2:

Assess the relationship between volunteers and staff to determine effective strategies to recruit and retain volunteers

The team interviewed six current volunteers and seven staff members at SFA to establish a greater understanding of the connections, social dynamics, and communal experience. The questions asked about the sense of community at SFA to describe their relationship with other volunteers and staff members, and how they collaborate with others to have a meaningful experience.

Objective 3:

Analyze external factors that may be contributing to fewer volunteers

We analyzed perceptions and attitudes toward volunteering in Greece to understand whether the undersupply of volunteers is a problem specific to Drasi Gia to Kati Allo or instead the result of a larger issue within Greek society. We achieved this by distributing surveys to youth around Aristotle University and the Rotunda and sending our survey to 40 youth groups by email. We collected 71 responses in total and 5 interviews, mostly from youth between the ages of 18-24 from March 19 to April 2. This research allowed us to see how those living in Greece viewed volunteering and their knowledge on disabilities.

Objective 4:

Determine effective advertising and recruiting strategies to attract volunteers to the organization

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Chapter 02: Structure of SFA

Where is Drasi Gia To Kati Allo?

Drasi Gia to Kati Allo is located down a narrow, residential alleyway in Thessaloniki where a large logo is plastered on the exterior window facing the street for all passersby to see separates the secretary area from the outside world. Despite its location in a bustling city, SFA's building is surrounded by multiple-story apartments on a quiet and largely deserted street. From its vibrant yellow logo, SFA easily stands out from the rest of the buildings that surround it creating an intriguing outside environment. The opaque, locked door requires staff members to buzz visitors into the facility, signifying that the center is closed off to the outside world. There is an accessible ramp and a modern van parked outside ready to pick up individuals with limited mobility or who do not have anybody to drive them to the center. SFA also has its backyard with plenty of tables and chairs to host fun workshops during the spring and summer.

Despite its attractive colors and abundant sunlight, the area remains concealed from the outside world. It is enclosed by neighboring apartment walls or a small brick wall to maintain privacy for participants and deter uninvited guests.



Photo 1: Alleyway where SFA is located



Photo 2: View of front entrance and van from the street

Inside the Center



Photo 3:
Lounge area
in SFA

Once inside the entrance, individuals walk into a wide-open reception area with warm vibrant colors and lighting and two friendly faces present to greet visitors. Outside of the main communal hall, five multi-purpose rooms are connected to the communal hall and dedicated to workshops like cooking, crafting, and physical activities. Of these five multi-purpose rooms, two of them are smaller comparatively and mostly used for individual participants if they are feeling overwhelmed and require a break or alone time. The other three rooms are used for workshop activities such as music, art, and crafts. Each room can comfortably seat a dozen combined participants, volunteers, and staff to form a full workshop environment. When participants have to go to the bathroom, the center is equipped with two handicap stalls stocked with gloves and cleaning products to comfort both the participant and an assistant. Finally, upstairs has another bathroom as well as a conference and storage room. Although not closed off, participants do not go upstairs as it is reserved for SFA volunteers and staff.

The overall layout of the center promotes group work and social environments for participants, staff, and volunteers. This, however, comes at a cost to a room dedicated to staff and volunteers' leisure which may consequently increase workplace stress (Kim; Misun; Jang; Jichul, 2022). In interviews, staff and volunteers believe the center's openness without a dedicated area provides minimal places to step aside or take a break away from everyone between activities. Although the center does promote interactions within the center, staff believes there is a lack of connection with the outside world. Without see-through windows, the building feels "hidden, small, and cramped." Although the layout is very bright and colorful, more than half of the shift is spent in the main communal area, which has no window access to the outside. In summary, while SFA's internal layout effectively supports the participants, it comes at the expense of certain privileges for volunteers and staff.



Photo 4:
Sliding door lock from the inside

There are several protective measures in place to ensure the safety of participants, including a sliding door between the secretary and main workshop area that locks from both the inside and outside, twist locks on draws holding activity objects, and a key to the backyard that is hidden in a firehose cabinet.



Photo 5: Key to the backyard
hidden in firehose cabinet

Chapter 03: Volunteers and Staff

Daily Shifts and Schedule:

At Drasi Gia To Kati Allo, staff members and volunteers serve 35 daily participants with some level of mental and/or physical disability. Approximately 15 adult participants come for the morning shift, and 20 school-aged participants in the afternoon. They engage in social behavior and life skill workshops.

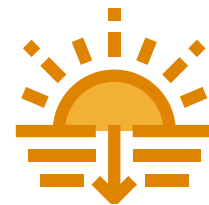


Morning Session:

9:00 - 13:00

The morning session is focused on adults with disabilities, who are now out of school and are learning how to become more independent. These adults can range in age from the early 20s to the late 60s. Daily workshops focus on improving fine motor skills and helping participants learn everyday life skills such as cooking and physical activity. The participant's needs vary from requiring one-on-one assistance with tasks including eating, walking, understanding their daily routine and habits, or using the bathroom. The protective measures in place assure the safety of the participants while granting them certain liberties to be independent. The more self-sufficient participants may choose to engage in activities alone like coloring, puzzles, or exploring the open space while others choose to sit and relax on the couch. Morning shifts average 4 volunteers attending to the needs of participants and assisting staff in workshop activities.

- Participants arrive
- Educational workshop
- Snack/Game break
- Social workshop
- Meditation



Afternoon Session:

16:00 - 21:00

The afternoon session focuses on school-aged children with disabilities who arrive after school. Volunteers are more hands-on and attentive during this shift as they must be aware of children's behavior changes and safety concerns. As such, the afternoon shift typically has more volunteers to attain a 1:1 ratio of volunteers and staff members to participants.



Photo 6: Children and volunteer in afternoon shift playing with the drums

Becoming a Volunteer

Research as shown that 90% of organizations have established criteria to screen volunteers before they start, which may include reference checks, interviews, and background checks (Sutphin, 2010). Recently, non-profit organizations have been utilizing online training courses to be done at volunteers' convenience (Lysakowski, 2005) Many non-profit organizations also utilize training to recruit volunteers and introduce them to the organization to gain people's interest and persuade them to volunteer (Renz et al., 2024).

How did you hear about SFA?

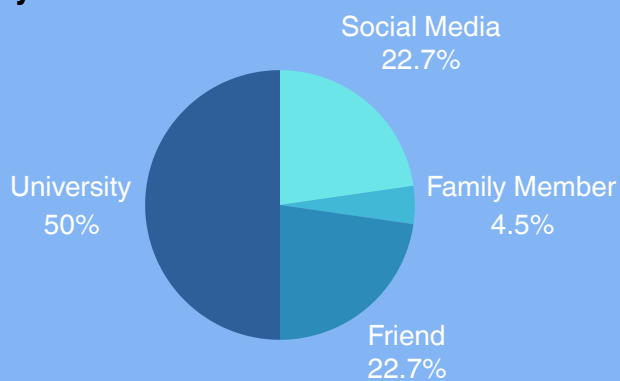


Figure 1: Pie chart displaying how staff and volunteers heard about SFA

From the volunteer survey, 50% discovered Drasi Gia to Kati Allo through seminars at nearby universities, studying toward an education in social work or teaching. All but one volunteer we have met from the organization are from the ages of 18-24.

To complete an application to volunteer at Drasi Gia to Kati Allo, individuals must be at least 18 years of age, obtain satisfactory results from a chest x-ray and fecal test, and submit a clean criminal record. Once accepted, volunteers spend the first few sessions observing workshops to develop a more complete understanding of how the space is organized, the organization's objectives, and the volunteer role. The staff encourages volunteers to move at their own pace depending on their comfort level when assisting staff members by helping participants one-on-one in each activity, even encouraging breaks if needed. On average it takes a couple weeks for volunteers to become fully comfortable with more challenging tasks like feeding participants and assisting them in the bathroom.

Volunteers' responsibilities range from engaging with participants during break times in between workshops to assisting participants with certain movements and actions they can not do by themselves. The responsibilities of the volunteers are somewhat fluid, mostly being a helping hand for the staff members, and keeping everything clean, fun, and on time. Volunteers engage the participants in many ways, such as through jigsaw puzzles and simple activities like keeping a balloon above the ground. Volunteers play a critical role in socializing with participants and assisting staff during workshops. Most volunteers are paired up with an individual participant that they will help throughout the shift, while other volunteers are assigned to help a specific staff member's group of participants during a workshop.

The Volunteer Experience

The sociological discipline of volunteerism focuses on relationships and social connections. It also includes how volunteers cultivate a sense of purpose and identity within the non-profit organization which they assist (Groza 2022; Hustinx, 2010). Volunteers build meaningful connections and cultivate a sense of purpose through their service (Sundström 2020). Volunteering also positively correlates to social integration and higher life expectancy, as well as yielding improved mental health and greater life satisfaction (Yeung, 2017; Hustinx 2010; The Health Benefits of Volunteering, 2007).

Although people generally decide to volunteer due to personal values and ideologies, they continue to volunteer due to personal experiences or benefits (Wilson, 2012; Cable & Kang Yang, 2013). For example, an initial motive may be to positively impact someone in need, but over time, individuals continue to volunteer to build social relationships (Pennington & Knight, 2008).

In surveys, we asked volunteers how much they agree with statements on a scale of 1 to 10 - with 1 indicating strongly disagreeing with the statement, and 10 indicating strongly agreeing with a number of statements related to volunteering.

Most respondents indicated (8.4/10) that they understood their responsibilities as a volunteer. Formal training sessions occur once every few months with all of the new volunteers, however, most of the learning and training to assist individuals with disabilities is done through observation and action during the shift. Interviews with staff revealed that volunteers in the field of special education may feel obligated to take on a larger role even if they do not feel comfortable. This indicates that volunteers may have varying perspectives on what their roles and responsibilities are, as there is limited formal training required for all volunteers.

Volunteers slightly agreed (6/10) that they felt engaged with staff and participants during workshops. Observing daily responsibilities and volunteer engagement based on comfort and desire to assist, we noticed the range of involvement depending on the activity and volunteer experience. Long-term volunteers appeared more comfortable and knowledgeable about the specific participants, while volunteers who have been there for only a few months appeared more standoffish waiting for instruction on where to assist.

Respondents concurred (8.3/10) that they felt personally fulfilled by their volunteer work at SFA. Volunteers appeared happy to be there with soft smiles and calm demeanors, even when there was an outburst or shift in daily plans. Not once did volunteers appear frustrated, irritated, or bored during the shift. We also never noticed a volunteer distracted on the phone.

Surveys reveal that 50% of the volunteers continue to assist SFA due to the connections they have made at the organization. This agrees with the findings that volunteers (7.9/10) believe Drasi Gia To Kati Allo promotes friendships and belongingness. All of the volunteer interviews concur that the staff and environment are very kind and helpful, enjoying their time connecting with them.

The Staff Member Experience

There are an average of eight staff working during each shift. Of these eight, two of them work full-time at the front desk. The front desk position consists of either SFA's Director, a Director of Social Media/Outreach, or a Secretary. The remaining six are part-time and work hands-on with the participants. Part-time staff work are paid hourly for an average of 22 hours a week while full-time staff work and are paid for 36-40 hours a week. The staff that actively work with participants are involved with the planning, structuring, and setting up of workshops, as well as actively assisting the participants alongside volunteers. We interviewed 7 of the 23 total staff members at Drasi Gia to Kati Allo.

**“The people
who stayed
care about the
organization or
they wouldn't
do it”
~ Staff Member**

Staff members have a variety of roles depending on their title within the nonprofit organization. Staff members include those that work with internal factors of the organization which includes the secretaries, director of outreach, and director of SFA. There is one secretary for the morning shift and another for the afternoon who is in charge of the documentation, scheduling, and funding. The secretaries are secluded in the desk welcoming area where one initially walks into the building and only interacts with the participants and family members upon arrival and departure. Within the main activity area, there is a set ratio of staff to participants required by the organization. The staff members working directly alongside the participants and volunteers have various specializations: music, physical education, cooking, and social work. Their responsibilities are vital to the participants as they plan daily workshops and activities that coincide with a set curriculum that focuses on fine motor skills and the enhancement of everyday life skills while having fun.

All 23 staff members graduated or are currently working towards a degree in social work, psychology, or special education/teaching. While the work may be challenging and draining to some, none of the staff we talked with believed their work was mentally draining or challenging. Although the staff does not find the work tiring, there is still a consensus that staff feels 'burnt out', and the overall energy of the center has been declining in previous years. While the number of hours can still add up to a full-time position, Greece's current economic state forces them to take on other jobs to keep up with rising rent and grocery prices. Of the seven staff members we did talk to, four of them were originally volunteers and assisted the organization for years before being hired and taking on extra responsibilities. Although their work is now paid rather than free labor, their motivation to help the disabled community stays strong and consistent. In essence, the shared motivation to support the disabled community serves as a unifying force that transcends the distinction between volunteers and paid staff, creating a culture of solidarity, purpose, and collective action with healthy and vibrant relationships within the organization.

Participant Observer Perspective



Photo 7: Our team (Standing) Ryan Wright, Julia Spillane, Danny Bottrill, and Nicole Rannikko and SFA's Director of Social Media (Kneeling)

As part of conducting research for our project, we were able to experience for ourselves the volunteer experience at Drasi Gia to Kati Allo. As young American university students conducting a social science project abroad involving volunteering with the local community and working alongside individuals with disabilities, we were nervous to tackle this new daunting task. Initially feeling like a complete outsider, Drasi Gia to Kati Allo welcomed us with open arms and smiling faces.

Volunteers, staff, and participants were so kind and gentle while approaching us, being open and understanding to our questions and skittish nature. Almost immediately, we felt the warmth and familial nature of the center. Sitting on the couch, we were embedded alongside all individuals within the organization, with no apparent hierarchy or sense of discomfort among those in the organization. This helped calm our nerves and open up to the staff, and volunteers, as well as assist our learning to help participants. Following our observations on the first day at the center on Monday, March 11, it was difficult to assess and distinguish our role as volunteers and observers for the scope of the project. However, over time, we became accustomed to everyday activities and what to expect when we went to volunteer for the following weeks. The staff members were always very informative and helpful when we had questions or wondered what we should be doing in an activity. Other volunteers made it easy to become friends,

The most difficult task was trying to communicate with the participants. Most participants were nonverbal, and those who could speak did so in Greek. As American students with a limited Greek vocabulary, we found the best way to communicate to participants was through body language. We were able to understand when the participants wanted our attention if they were looking at us with distress or confusion. Moreover, we were able to use objects in games like puzzles and connect 4 to signify actions or turns. It eventually became customary to communicate this way in addition to hand holding and movement, as the participants commonly expressed feelings and connection to others through physical touch.

Relationships at Drasi Gia to Kati Allo

The positive correlation that exists between past and future volunteering can be undermined by negative personal or professional relationships between paid staff and volunteers at non-profit organizations (López-Cabrera, R, 2020). This may include poor communication related to tasks and processes that may deter volunteers from returning (López-Cabrera, R, 2020). Studies have shown that problematic relationships between staff and volunteers can cause decreased productivity, poor organization, and decreased ability to serve the public (Rogelberg, et. al, 2010). As such, it stands to reason that healthy and positive relationships between employees and volunteers are critical to retaining volunteers in non-profit organizations in general, including organizations working with people with disabilities.

“We cannot wait for volunteers to do work”
~ Staff Member



Photos 8/9: Staff & Volunteer Interaction During Workshops

Our findings revealed that volunteers are very satisfied with workplace relationships and that they feel respected by the staff. All seven volunteer interviews agreed that workplace connections were one of SFA’s greatest strengths- allowing them to connect to other like-minded individuals in the field of disability, but also be introduced to new perspectives within the field of special education and experiences working with a disability.

Interviews with staff and personal observations revealed that one of SFA’s priorities is making volunteers feel comfortable during their time volunteering at the center. To ensure this, they stated they do not require volunteers to commit to responsibilities that could make them uncomfortable and to be understanding and supportive of stepping aside to take a break when needed. Since the staff can’t require and delegate certain tedious and draining responsibilities, they believe they cannot fully rely on volunteers’ work. From the perspective of volunteers, the staff appears hesitant to ask volunteers for more assistance, as they may be worried about inflicting discomfort or unnecessary distress upon the volunteers. Consistent with the research, we found that since staff members are overly concerned with the comfort of the volunteers, it may strain volunteers’ productivity toward the goals of the organization.



Volunteers are Here to Help

While volunteers are satisfied with the relationship, they do believe they have greater skills that the organization could utilize to lessen staff burdens and further assist participants. From our interviews with volunteers, 83% agreed that staff put too much responsibility and pressure on themselves to organize workshops and keep participants engaged. Volunteers concluded staff can delegate more responsibilities to the volunteers, instead of assuming more tiring responsibilities. However, one staff member indicated that some volunteers are reluctant to help participants eat or use the bathroom with adults in the morning shift, but will gladly help the children in the afternoon. Two staff members emphasized the lack of volunteers in the morning session compared to the afternoon session, since university students are only able to volunteer in the afternoon. Another staff member in particular believes the lack of volunteers is not as important of an issue as current volunteer utilization. These findings revealed that open communication between staff and volunteers would alleviate the confusion of comfort levels and result in better workplace relationships and the ability to serve the needs of the participants.



Photo 10: Volunteer assisting a participant throw a basketball



Photo 11: Volunteers assisting participants walk along a trail

Anyone can Volunteer to Make a Difference!

Eva

Director of Social Media and Outreach

“You can be who you are and respect who others are”

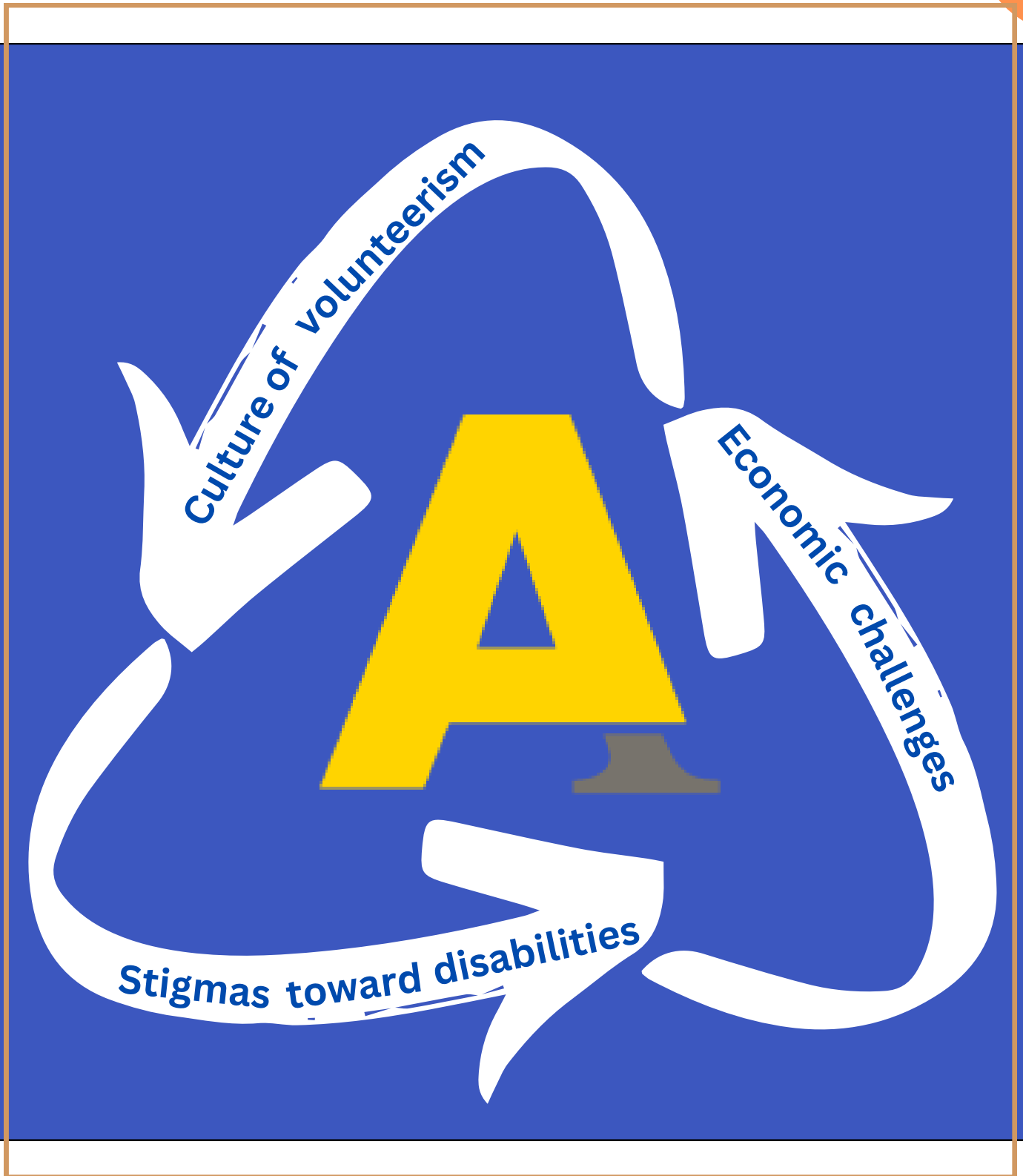
Eva Misiaka started participating at Drasi Gia to Kati Allo back in 2019 when she was only 18 years old. From her studies in social work and special education, Eva found an opportunity to volunteer at SFA and gain experience in the field. Her previous experience with disability is with her grandmother, whom she didn't realize had a disability until she got older and gained more experience in the field. In September 2023, Eva became a staff member and her responsibilities greatly increased. Now, as the Director of Outreach and Social Media, her job revolves around spreading awareness of disability through informational posts on social media and seminars at universities. Eva's dedication to the work of helping those with disabilities and spreading awareness through education is evident from the moment you meet her.

Stavroula

Afternoon Secretary

Before working part-time for Drasi Gia To Kati Allo, Stavroula spent four years volunteering at the organization. When she was a child, she had no intent to work in the social work field and especially did not expect to work with the disabled community. However, her high school teacher, who was close friends with one of the founders of the organization, took her class on multiple field trips where she and the rest of her grade were able to experience first-hand volunteering to help others. She believes if not for her teacher helping to cultivate a close connection with the organization at a younger age, she would have never ended up volunteering or working for them. Now that she has been at the organization for a couple of years, she is the first person to see volunteer and staff applications. From the applications she has seen, she believes over 90% of current staff and volunteers had experience with disabilities before coming to the organization.

Chapter 04: Culture of Volunteering



Our team created the graphic above to signify how the issues plaguing SFA connect with each other. When conducting research, we found that economic challenges in Greece, the culture of volunteering in Greece, and Greek stigmas and attitudes towards disabilities all create distinct, yet connected challenges for SFA.

Culture of Volunteerism in Thessaloniki

Volunteerism has been historically uncommon in Greece, only becoming more prevalent following the 2004 Athens Olympics. Even so, Greece continues to have one of the lowest volunteer rates globally with a national average of less than 10% (Cruz & Ferreira & Borges & Casias, 2023; Mathou, 2010; Prinos 2016; Lazoudi, 2018).

The team was interested in understanding societal perspectives on volunteering in Thessaloniki so we conducted six interviews with non-volunteers of different demographics to further understand the beliefs of volunteering from non-participants. From these interviews, half of the non-volunteers stated there is a lack of education and awareness on volunteerism in Greece, which is utilized by many high-volunteer countries such as the United States.

ESC Program

Interviews with staff and volunteers at SFA, as well as with other nonprofits in Greece, revealed that most nonprofits rely on the European Solidarity Corps (ESC) program for consistent volunteer support at their organizations. This program sends international volunteers to a nonprofit organization for 6 months in exchange for housing and a monthly stipend of 290 euros. To some local nonprofits, this is their most reliable form of volunteer recruitment.

SFA currently has two individuals from the ESC program who volunteer over 20 hours per week, which is longer than the rest of the individuals who responded to our volunteer survey. This highlights how Greek culture views volunteerism as unpopular and unimportant, as nonprofits are relying on international outreach for volunteer support. This raises concern regarding the awareness and definition of volunteering within Greek society.

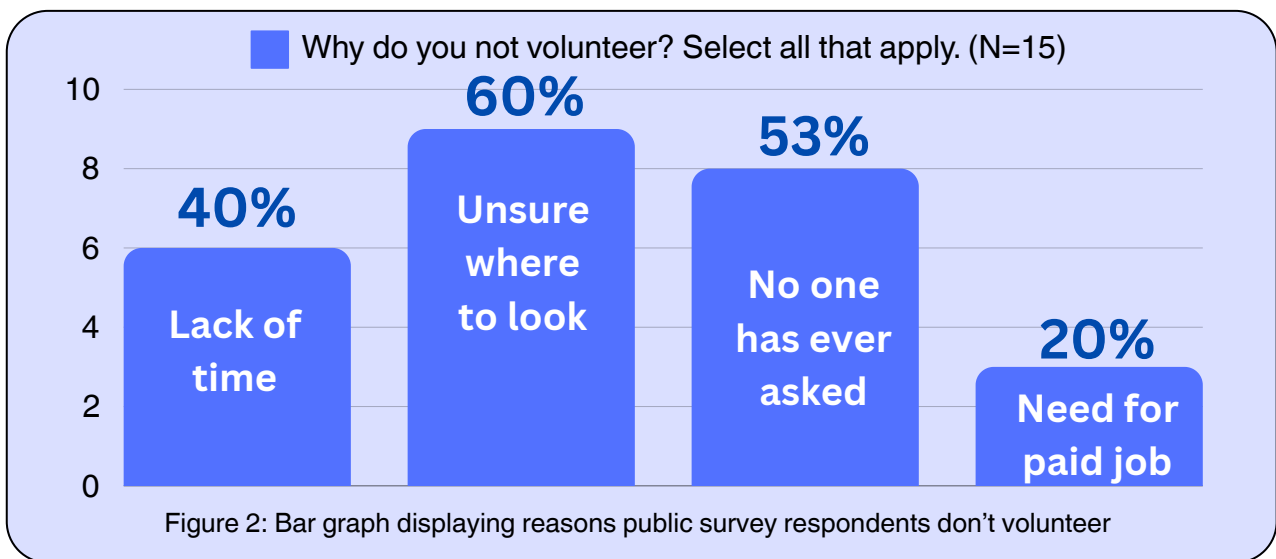


**EUROPEAN
SOLIDARITY
CORPS**

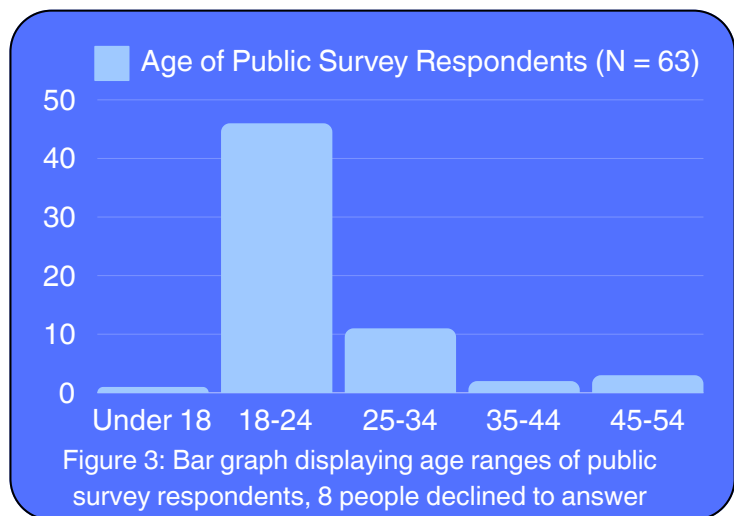
Photo 12: ESC logo

Who is Most Open to Volunteering?

Of the total 71 survey respondents, 15 reported that they never volunteered. These individuals were then prompted “why do you not volunteer?”. No respondents cited a lack of interest in volunteering, and the most commonly chosen reasons are that individuals were unsure where to volunteer (9 chose this response) or that they were never asked (8 chose this response). This indicates that individuals aren’t opposed to volunteering, but that volunteering is not ingrained in Greek culture. Additionally, these responses show how economic issues in Greece affect volunteering, as 6 individuals cited a lack of time and 3 individuals cited a need for paid employment as reasons they don’t volunteer.



In addition, volunteers and staff members at SFA described how the younger population is more open to volunteering, so SFA gears its outreach towards high school and university students. The team interviewed the YMCA’s Youth Group director who indicated that the age of volunteers has decreased in the last 15 years. Whereas it was common to see volunteers between 35-40 years old in the early 2000s, the average age range of volunteers has decreased to 18-25 years old. This coincides with the fact that 73% of respondents to our survey are between the ages of 18 and 24, as they were most interested in taking a survey regarding volunteerism. Though they are open to volunteering, being unsure where to look and never being asked to volunteer are the most hindering factors to why young individuals do not volunteer. This infers the greater need for effective outreach tactics.



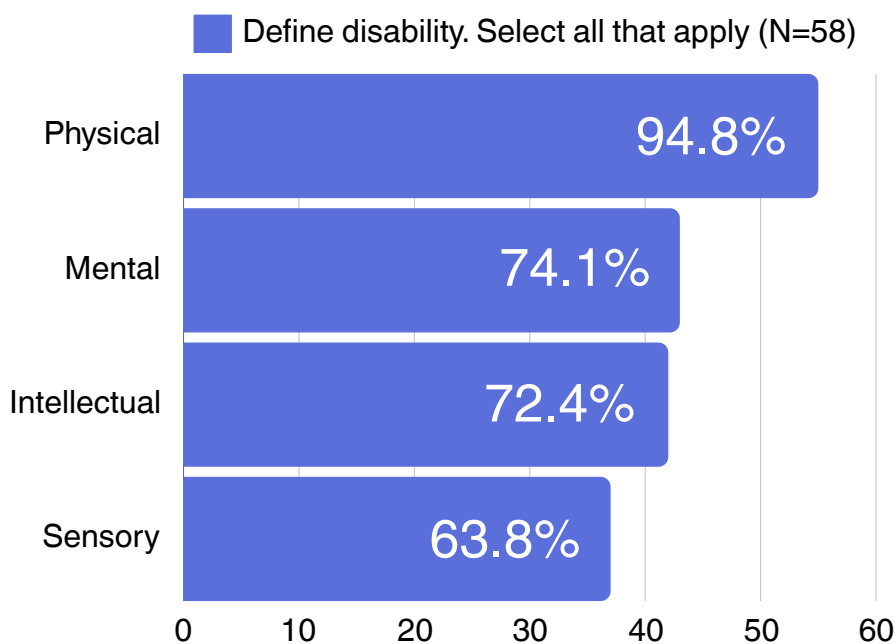
Public Knowledge of Disabilities

According to the World Health Organization (2023), 16% of the world's population is disabled. In Greece, studies have shown an unwillingness to employ disabled individuals, and poor public attitudes regarding the empowerment and inclusion of individuals with disabilities (Kritsotakis, 2017; Zissi et al., 2007). Disabilities can exclude people from social opportunities in education, economics, and politics (Saran et al., 2021). Mental disabilities create unique and specific challenges concerning social interaction, as they may (and often do) impinge communication, thereby creating social exclusion for those with a disability (Cruz et al., 2023; Park & Kim, 2018). While the public tends to agree that disabled individuals should be integrated into society, most do not have personal relationships with them (Park & Kim, 2018). This lack of relationships often results in discrimination, ignorance, and reinforcement of stigmas toward disabled individuals (Kritsotakis, 2017; Park & Kim, 2018).

One staff member said that many in Greece believe individuals with disabilities “cannot live as people” and “are hidden” by families as if ashamed since they are seen as “monsters” or “sick”. Regarding inclusivity, disability, and accessibility, a staff member at SFA said that Greece is “30 years behind.” An interview with a middle-aged woman explained how her generation and older treated disability much worse when she was a child. In her past experiences, she explains that “people treat [the] disabled as if it was like an ancient curse.” This may further explain the minimal representation of older volunteers at Drasi Gia To Kati Allo.

“There is a huge misconception about disability...[People] think of abandoned institutions where everyone is lonely, dirty, hungry, and sad”

~staff member

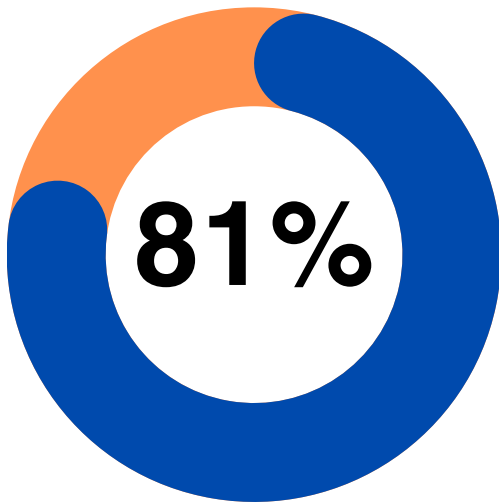


While the majority of respondents (94.8%) associate physical impairments to be the defining feature of disability, mental (74.1%), intellectual (72.4%), and sensory factors (63.8%) are also highly considered. This suggests a knowledge gap regarding disabilities, where individuals may primarily associate disability with visible conditions and overlook the challenges faced by those with cognitive disabilities.

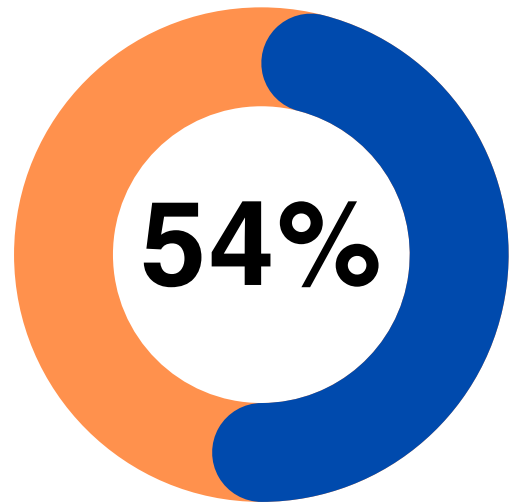
Figure 4: Bar graph displaying how respondents define disability. 13 Respondents declined to answer.

Public Knowledge of Disabilities

However, our public survey consisting of a majority of young respondents reported that 81% know someone with a disability. Interviews with staff members and volunteers at SFA reveal that 54% had no previous experience with people with disabilities before coming to SFA. Contrary to the research, our findings reveal that a lack of knowledge and exposure to disability does not relate to discrimination of individuals with disability. From this finding, it appears that awareness and understanding are becoming more common among the younger population in Greece, who are more conscious of disabilities around them and more willing to volunteer. For youth between the ages of 18 and 24, disability is not a major factor hindering individuals from volunteering at SFA.



Public survey respondents know individuals with disabilities

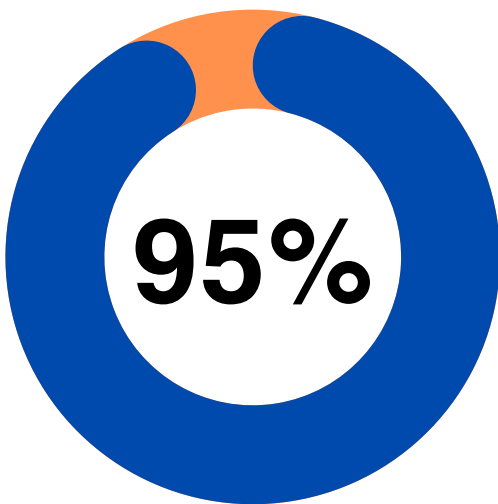


Staff members and volunteers at SFA had no experience with disabilities before SFA

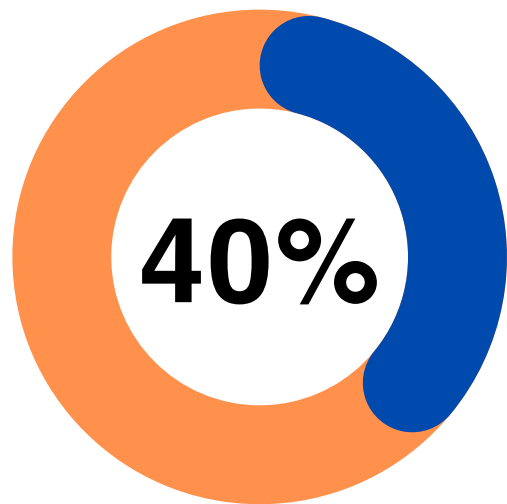
Chapter 05: Economic Challenges

Economic Influences on Volunteering

The economic perspective of volunteerism focuses on the supply and demand of volunteers to an organization, in addition to the transactional nature of free labor in exchange for skill and experience (Cruz 2023; Hustinx 2010) Researchers have found that slight extrinsic motivations other than monetary, are common mechanisms that drive people to volunteer, such as premiums, resume building, or free t-shirts (Bekkers et al., 2016). Almost half of students become volunteers to seek an experience that could enhance their professional skills and opportunities for their future careers (Susanti, 2023). Volunteering can enhance the careers of those already in the workforce, as Generation Xers were often most interested in volunteering with organizations to expand their professional connections to further their career (Connors & Wiley, 2011). From our public survey, 40% report experience, connections, and acquisition of skills as motivation to volunteer. One 21-year-old university student reported that she volunteers for experience to help acquire an internship. Similarly, 95% of volunteers at Drasi Gia to Kati Allo report gaining experience and skill as motives for volunteering at the organization.



Volunteers at SFA report gaining experience and skills as motives for volunteering



Public survey respondents report experience, connections, and acquisition of skills as motivation to volunteer

How Economic Challenges Affect Volunteering in Thessaloniki

Our public survey responses show that 20% of those who don't volunteer and 40% of those who stopped volunteering cite a need for paid employment as a reason why. With a 20% increase in the cost of living (Trading Economics, 2024), people must get additional jobs to survive, explaining the high rates of discontinued volunteer work. This aligns with how three interviews with nonprofits in Thessaloniki and four interviews with members of the younger population in Thessaloniki agree that economic challenges in Greece hurt motivation to volunteer. Moreover, our public survey responses reveal that 40% of those who don't volunteer and 65% of those who stopped volunteering cite a lack of time as the reason. Analyzing these findings, lack of time and a need for employment are consistently the reasons for not volunteering or stopping volunteering.

“[Young people] want to find something that will help them survive”

-Thessaloniki YMCA Youth Director

Economic hardships also create a lack of time as many resort to finding employment. In a follow-up interview, a current second-year college student who works part-time said that he used to volunteer, but had to stop simply to keep up with his finances and school work. Therefore, showing the type of pressure brought by different groups of people due to economic hardships. This also aligns with a quote from a local university student: “Life moves too fast, and volunteering is the first to get left behind.”

How Economic Challenges Affect SFA

SFA faces specific economic challenges that only exacerbate other challenges the organization faces. Our 13 volunteer and staff interviews revealed that the European Union, which accounts for 90% of the organization's funding, is responsible for paying staff salaries. This funding has remained stagnant for seven years, even with the massive increase in the cost of living in Greece. The organization also collects a portion of the government stipend families receive to care for disabled family members and this becomes a form of monetary support for the organization. However, it remains unclear how the budget is allocated across staff members, general maintenance, and activity or workshop supplies. Moreover, Drasi Gia to Kati Allo hosts an annual Christmas Bazaar which fundraises for excursions and supplies through selling and auctioning donations from local companies. Of our 13 interviews with staff members and volunteers at SFA who live in Greece, five mentioned a lack of time and the need for multiple jobs when prompted with the challenges of volunteering. One staff member says that the morale has declined over the years as staff appear tired and burnt out as most have to work two jobs to get by. Claiming that the staff are not as helpful or friendly to volunteers as they were five years ago because they are exhausted and do not have the energy.

Chapter 06: Visibility and Outreach

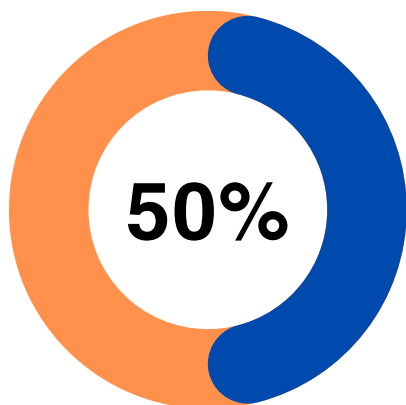
Current Outreach

Engaging in outreach serves as a streamlined and impactful method for identifying suitable volunteer matches. It functions as an initial screening and internal assessment of candidates, allowing for a deeper understanding of their motives and intentions before their integration into the organization. This, in turn, fosters a stronger community and cultivates motivated volunteers (Chow, 2024). One strategy for recruiting volunteers is to advertise individuals' specific motivations and values that align with the mission of the organization.

Drasi Gia To Kati Allo currently employs two main methods of recruiting volunteers: social media and university seminars. University outreach accounts for 50% of recruited volunteers at SFA, with staff members going to two classrooms on average to conduct seminars per week at local universities (Eva Misiaka, Director of Social Media and Outreach, March 29, 2024). Currently, staff mainly target university students, specifically focused on special education.



Photo 13: Educational seminar hosted by SFA for a local university



Volunteers who heard about SFA through social media

In addition, outreach staff members also conduct seminars at high schools to educate students on disabilities. These types of outreach, however, do not directly recruit volunteers since it is required to be at least 18 years old to volunteer for the organization. This limits their potential for new volunteers as it is focused only on a small group of individuals from a certain age demographic who are already knowledgeable about special education.

Staff member interviews concur that they need to widen the target audience past young adults and special education specialties, claiming it would broaden the ability of the organization through the implementation of various skills, backgrounds, and ideas in addition to reducing the segregation and ignorance of disabilities in society. Through interviews with staff and volunteers, 85% expressed a need for greater outreach and visibility to the public because “you will never get close to them [people with disabilities] if no one invites you in” (Stavroula, *secretary*). Two staff members also suggested reaching out to hospitals for potential volunteers since nurses and doctors have relative experience and knowledge in caring for individuals. This would also widen the target audience to encompass broader groups of people.

Maximizing Social Media Outreach

In recent years, organizations have favored online applications due to the simplicity and user-friendly interfaces websites offer (Girard et al. 2013, Nikolaou, 2014). In Greece, online outreach has grown as a popular, cost-efficient recruitment strategy (Barr, 2022; Fisher et al, 2014). Drasi Gia to Kati Allo have continued to use Instagram and Facebook as the main platforms of communication and outreach to the general public, with staff members requesting advice on how to reach a broader audience through these platforms.

LinkedIn

SFA's LinkedIn profile is largely inactive and is not a primary recruitment strategy. There are a total of 25 posts on LinkedIn since establishing the account in 2014. Within the past six years, SFA has posted on their LinkedIn three times.

Instagram

SFA's Instagram account focuses on posting all aspects of SFA's daily work, and not just specifically volunteer and staff recruitment. SFA's Instagram performance has been increasing drastically, garnering almost 50% more likes every year from 2016-2022. At the same time, SFA also went from posting around 30 times in the early years to posting over 100 by the end of 2023.

SFA's Instagram success can be attributed to the consistent posts about volunteering, celebrations for holidays and birthdays, and pictures of participants actively engaged in workshops.

These few categories have consistently gained hundreds of likes and are steadily increasing. Although Instagram has steadily been growing, there are still areas for targeted improvement. In 2023 SFA posted 50% more than the year before, yet their average likes dropped almost 30%. Upon investigation, we discovered that 46% of the posts were infographics for the organization's yearly Christmas Bazaar Festival. While accounting for close to half of the total Instagram posts, all the infographics were posted within two months, with minimal like and comment interactions. This suggests that followers may have felt overwhelmed by the flow of posts, as well as Instagram restricting how many posts reach their target audience.

Likes on Volunteer/Staff Posts Over Time

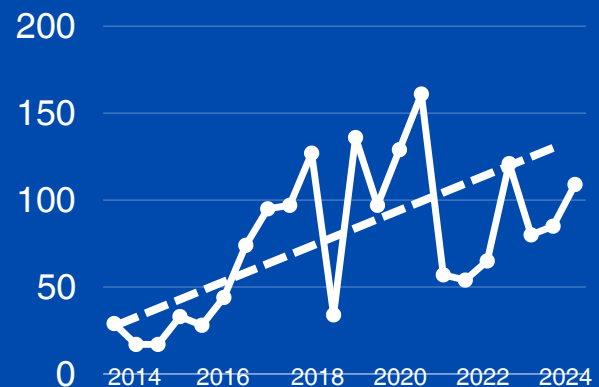


Figure 5: Line graph with trendline depicting likes on Instagram posts about volunteers and staff over time

Facebook

Drasi Gia To Kati Allo’s largest social media presence is Facebook. With over 1000 posts, they actively use Facebook to inform people about their organization. We analyzed 950 posts and discovered that posts focused mostly on workshops and activities (30.5%), the Christmas Bazaar (26.3%), and posts about promotional flyers, seminars, and outreach (22.1%).

Volunteer and staff posts and workshops and activities receive the highest number of average likes, in stark contrast to SFA’s LinkedIn, where workshops and activities receive the lowest number of average likes. This is likely because LinkedIn is a social media platform geared towards finding jobs and internships and establishing business-related connections, while Facebook is a social media website more geared towards having fun. Posts about celebrations have the third highest average likes per post, and posts about the Christmas Bazaar, and sponsors and donations also receive a high number of average likes per post.

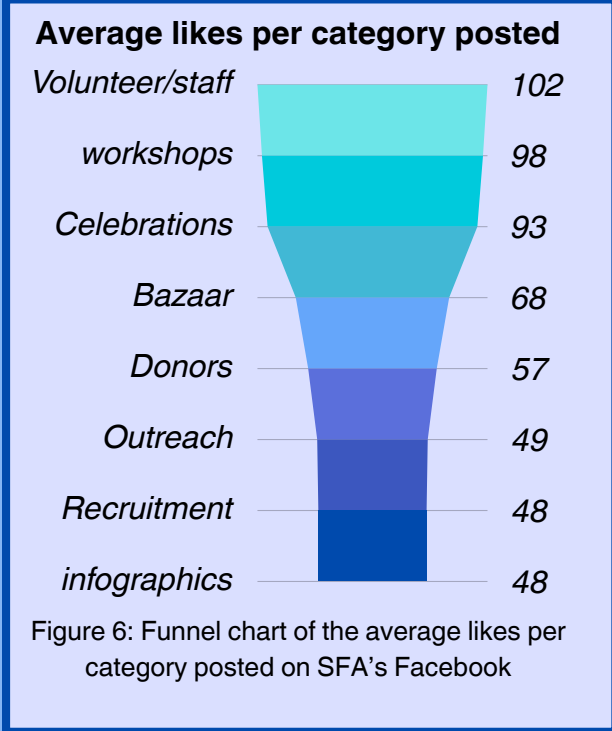


Figure 6: Funnel chart of the average likes per category posted on SFA’s Facebook

The average likes per post per year peaked at over 90 likes from 2018 to 2019, and after 2022, the average likes per post per year decreased. One reason for the low number of likes in 2024 is that there have not been many celebrations and no posts about the Christmas Bazaar in 2024, since those posts receive a high number of average likes per post.

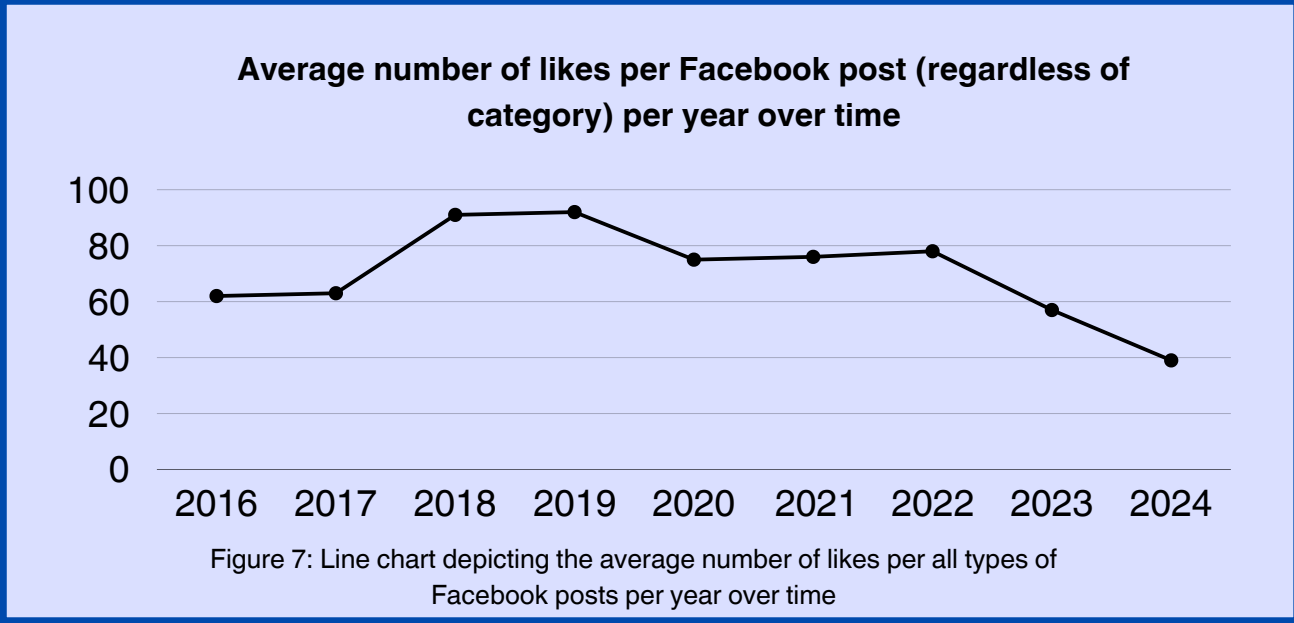



Figure 7: Line chart depicting the average number of likes per all types of Facebook posts per year over time


How does SFA's outreach strategies compare to other nonprofits?

Global Outreach:



Indigo is a nonprofit organization that aims to bridge the gap between volunteers and grassroots charities working in the EU to support marginalized groups, such as refugees and migrants. They prioritize the concept of “responsible volunteering,” which prioritizes the needs of the community being served above the needs of volunteers. A majority of the outreach performed by Indigo is through Instagram, Facebook, LinkedIn, and Google ads. Indigo and ESC are examples of programs that support more passive recruitment strategies such as Irida.

Local Outreach:



The Young Men's Christian Association (YMCA) is a nonprofit organization whose goal is to empower young people and strengthen the community. The YMCA is funded by the government and former beneficiaries. In an interview, the director of the YMCA youth group explained that the YMCA's outreach strategies are primarily through social media and email, where they try to attract former beneficiaries to volunteer. Additionally, when they want to get more staff, they offer jobs to volunteers who have been at the organization the longest. To encourage volunteering, the YMCA holds events for their volunteers to make them feel appreciated.

Passive Outreach:



Irida is a nonprofit whose goal is to empower women and help them fulfill their goals and aspirations. The organization has partnerships with 22 organizations in Greece and 6 organizations abroad. Irida receives most of its funding through these partnerships. An interview with a staff member at Irida revealed that the organization does not have anything in place for recruiting volunteers - they reach out to local volunteer groups and other networks depending on their current needs. Irida also receives volunteers through the ESC program.

From these examples, Drasi Gia To Kati Allo currently follows recruitment strategies similar to the YMCA. While still accepting new volunteers whom the ESC placed, SFA still actively outreaches through its social media and seminar events for recruitment. Since SFA is a more localized movement and organization, there is no need to spend time and resources on global outreach like Indigo's method. SFA is also similar to the YMCA in that they celebrate their volunteers and their staff through fun events and promotions. By creating a close-knit community, volunteers and staff can feel appreciated to promote better workplace energy, and potentially raise retention rates. The only difference between the two organizations is visibility and public knowledge. Naturally, the YMCA has an advantage over SFA due to its globally recognized name and its well-rounded facilities.

Chapter 07: Conclusions

Bridging the Gap:

Next Steps and Recommendations

1 Utilize Volunteers More Effectively:

After reviewing the current volunteer experience and interaction with staff, it is evident from numerous responses that staff believe they cannot fully rely on volunteers to assist the association, while on the other hand, volunteers believe the organization is not utilizing them as volunteers to the fullest extent. We believe SFA could benefit from distributing the staff's high expectations and responsibilities to willing and qualified volunteers who are currently overlooked. This can be solved by assigning volunteers to staff and their respective teams. Currently, SFA delegates each staff member to a consistent team of participants whom they create workshops for, as not every workshop is done together in a large group. By associating volunteers with these teams, and creating a clear volunteer hierarchy, the volunteer may be delegated more responsibilities in line with their staff members' needs resulting in better volunteer-staff relations.

2 Consistent and Effective use of Social Media:

The team's findings suggest that SFA could benefit from posting promotional posts advertising SFA's public events more regularly and consistently, then later posting candid images from the events highlighting the participants, volunteers, and staff members. In the last 8 years, posts that have followed this style have been more successful in garnering likes and comments. Additionally, using hashtags to highlight the main goals of SFA and posting about partnerships with other organizations could result in more engagement, expanding SFA's online engagement to include the sponsor's audience. One final suggestion is simply to make posts more consistent and professional on LinkedIn to connect and recruit their current target audience of individuals in the field of special education for jobs or internships at Drasi Gia To Kati Allo. LinkedIn also provides a way for Drasi Gia to Kati Allo to connect with other non-profit organizations from a business perspective, with the potential to lead to further sponsors or collaborative efforts in the future.

3 Enhance training techniques:

For almost two decades, non-profit organizations have been utilizing online training courses at volunteers' convenience (Lysakowski, 2005). Many non-profit organizations introduce people to the organization through training to gain people's interest and persuade them to volunteer (Renz et al., 2024). Tactics like uploading training videos to the website could enhance the knowledge and skills of volunteers and allow them to complete the training at their leisure. This would also benefit staff members, since training volunteers takes time that could be spent helping participants.

4 Develop Partnerships with other nonprofits:

Due to the external factors that contribute to low volunteer rates across all of Greece, our team recommends creating more connections with organizations outside of the disabled community to attract a wider variety of people from different backgrounds. We recommend reaching out to hospitals to attract volunteers since those who work in the medical field know the personal-on-one interaction. Other organizations we would recommend are the YMCA and Indigo. The YMCA would help spread awareness about SFA to their current public support network. Indigo is a nonprofit organization similar to the European Solidarity Corps, which could aid in providing more long-term, consistent volunteers. Connecting with other nonprofit organizations allows Drasi Gia To Kati Allo to spread its name informing more people about the organization as well as recruiting volunteers.

5 Determine new avenues of funding:

The cost of living in Greece has increased by 20% (Trading Economics, 2024), yet there has been no increase in funding indicated to SFA. A boost in financial support from sponsors or the European Union has the potential to cultivate a more vibrant and productive atmosphere for both staff and volunteers by updating areas such as the couch area or adding new puzzles and games. Enhancing funding could substantially uplift the morale within the organization by increasing staff pay potentially removing the need for a second job and consequently raising energy levels within the organization. Our team recommends beginning the process by appealing current European Union funding and requesting any possible additional funding to help combat the high inflationary times. This recommendation can also be applied to partnerships with other organizations through grants and donations.

Δράση για το κάτι άλλο



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Appendices

Appendix A: Consent Forms

Survey Consent

We are a group of students from Worcester Polytechnic Institute in Worcester, Massachusetts, USA, working on a collaborative project to determine effective strategies to improve volunteer participation for our sponsor, Movement for Change. This survey will take approximately 5 minutes to complete. Your participation is completely voluntary and you may withdraw at any moment. Please note that your answers will remain anonymous: No names or identifying information will appear on the questionnaires, project reports, or publications. Your participation is greatly appreciated. Should you have any questions or concerns, we can be reached at gr-Thess-Volunteers-D24@wpi.edu or through our advisors Melissa Butler, mbutler@wpi.edu, or Michael Butler, mbutler1@wpi.edu. For more information about this research or the rights of research participants, please contact irb@wpi.edu.

Interview Consent

We are students from Worcester Polytechnic Institute, Massachusetts, USA working with Movement for Change to determine effective strategies to improve volunteer participation in the organization. We are conducting interviews to better understand the organization of Movement for Change, as well as understand the internal and external factors that drive the motivation to Volunteer. This interview will take approximately 30 minutes. Your participation is completely voluntary, and you may stop the interview at any time or refuse to answer any question that we ask. This interview is confidential - no names or identifying information will appear in any project reports or publications unless you agree to have your name published. With your permission, we will be recording this interview and using the recording for transcription purposes. Should you have any questions or concerns upon completion of this interview, we can be reached at gr-Thess-Volunteers-D24@wpi.edu or through our advisors Melissa Butler, mbutler@wpi.edu, or Michael Butler, mbutler1@wpi.edu. For more information about this research or the rights of research participants, please contact Ruth McKeogh, irb@wpi.edu.

[if asking for permission verbally before the start of the interview]

Do you consent to this interview?

Do you consent to having this interview recorded?

[If asking for written permission]

By typing your name below, this will be an electronic signature stating that you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

_____ Date: _____

Study Participant Signature

_____ Date: _____

Signature of Person who explained this study

Appendix B: Research Instruments

Observation Guides

Site location:	Date:	Start time:	End time:
Area of Observation	Research Topic		
Workshops	Volunteer Responsibilities		
<i>What are the volunteer demographics?</i>			
<i>What are the volunteer responsibilities?</i>			
<i>How engaging are these responsibilities? (Busy work? A lot of face-to-face interaction?)</i>			
<i>How happy do the volunteers appear to be?</i>			
<i>What are the personalities of the volunteers? How kind?</i>			

Site location:	Date:	Start time:	End time:
Area of Observation	Research Topic		
Anywhere in organization	Volunteer Relations		
<i>Where is observation occurring?</i>			
<i>Describe volunteers' interactions with each other (frequency of interactions, reasons for interactions, etc.)</i>			
<i>How engaged are they with the participants during workshops?</i>			
<i>Describe their body language (do they show cooperation with others, do they seem happy to be working with others, etc.)</i>			
<i>What is the demeanor of conversations like between volunteers and participants?</i>			

Site location:	Date:	Start time:	End time:
Area of Observation	Research Topic		
Anywhere in the organization	Volunteer-staff interactions		
<i>Observed participants (volunteers, staff, etc.)</i>			
<i>What is the tone of language used during volunteer-staff interactions?</i>			
<i>Where and when do interactions occur? (during workshops, in the office, over text)</i>			
<i>What is the demeanor of the volunteers toward the staff? Do they seem willing and eager to assist the staff?</i>			
<i>What is the demeanor of the staff toward the volunteers? Do they treat volunteers with respect and encourage them?</i>			

Survey Questions

Survey Questions for General Population

Demographic Questions

1. How old are you?
 - a. Under 18
 - b. 18-29
 - c. 30-39
 - d. 40-49
 - e. 50-64
 - f. 65+
3. What is your gender?
 - a. Male
 - b. Female
 - c. Non-binary
 - d. Prefer not to say/other
4. What is your level of education?
 - a. Less than high school
 - b. High school
 - c. Some higher education
 - d. Higher education
5. What is your marital status?
 - a. Married
 - b. Widowed
 - c. Divorced
 - d. Single
 - e. Separated
 - f. Prefer not to say
6. What is your level of employment?
 - a. Part-time
 - b. Full-time
 - c. Unemployed
 - d. Retired
 - e. Unable to work

Volunteering Questions

7. Have you volunteered in the past 6 months?
 - yes/no
8. If you volunteer, how did you hear about it?
 - Flyers
 - Friend/Family
 - Online/social media - what online platform?
 - Universities - what university?
 - Other:
 - I do not volunteer
9. What words come to mind when you think of volunteering?
10. If you don't volunteer, would you consider volunteering if you were contacted directly?
 - yes/no
 - I volunteer
11. If you don't volunteer, which of the following are the reasons why? Check all that apply
 - a. Lack of time
 - b. Lack of interest
 - c. Unsure where to volunteer
 - d. Volunteering is too much of a commitment
 - e. Lack of money in volunteering
 - f. Volunteering doesn't help people
 - g. Other:
 - h. I volunteer

12. If you used to volunteer, which of the following are the reasons why you stopped? Check all that apply
 - a. Lack of time
 - b. Lack of interest
 - c. Unsure where to volunteer
 - d. Volunteering is too much of a commitment
 - e. Lack of money in volunteering
 - f. Volunteering doesn't help people
 - g. Other:
 - h. I did not volunteer
13. If you volunteer, what are your incentives for volunteering? Check all that apply
 - a. It's enjoyable
 - b. I feel like I make a difference
 - c. My family/friends volunteer there
 - d. I'm personally invested in the cause

Questions about Disability

14. Would you consider volunteering with individuals with disabilities?
 - a. Yes/No
 - b. I volunteer with individuals with disabilities
 - c. I do not want to volunteer
15. Do you know anyone with a disability?
 - a. Friend
 - b. Family member
 - c. Coworker
 - d. Neighbor
 - e. I have a disability
 - f. I do not know anybody with a disability
16. How do you define disability?
 - a. Physical
 - b. Mental
 - c. Intellectual
 - d. Sensory
 - e. Other

Survey Questions for Volunteers at SFA

Survey Questions for Current Volunteers at SFA

Demographic Questions

(same as general population)

Volunteering Questions

1. How did you hear about Movement for Change?
 - a. Friend
 - b. Family Member
 - c. Social media
 - d. School/Info session
2. How long have you volunteered at Movement for Change?
 - a. Less than a year
 - b. 1-2 years
 - c. 2-4 years
 - d. 4+ years
3. Which of the following made you want to volunteer at Movement for Change? Check all that apply
 - a. I want to help people with disabilities
 - b. I have family/friends who volunteer
 - c. I know people affected by disabilities
 - d. I want to give back to my community
 - e. I want to gain skills and experience
 - f. Other:
4. On average, how many hours do you volunteer a week?
 - a. Less than 2 hours
 - b. 2-4 hours
 - c. 4-8 hours
 - d. 8-12 hours
 - e. 12+ hours
5. On average, how many hours a week are you available to volunteer?
 - a. Less than 2 hours
 - b. 2-4 hours
 - c. 4-8 hours
 - d. 8-12 hours
 - e. 12+ hours
6. In a few words, describe your role as a volunteer at the organization
7. How professional would you say the relationship between staff and volunteers is at Movement for Change?
 - a. Very professional
 - b. Professional
 - c. Somewhat professional
 - d. Neither professional nor unprofessional
 - e. Somewhat unprofessional
 - f. Unprofessional
 - g. Very unprofessional
8. How, if at all, do you think the relationship between staff and volunteers at Movement for Change could improve?
9. How engaged are you with the workshops and activities as a volunteer at the organization?
 - a. Very engaged
 - b. Engaged
 - c. Somewhat engaged
 - d. Indifferent
 - e. Somewhat disengaged
 - f. Disengaged
 - g. Very disengaged
10. How, if at all, do you think the workshops and activities at Movement for Change could improve?
11. How satisfied are you with your role and responsibilities as a volunteer at the organization?
 - a. Very satisfied
 - b. Satisfied
 - c. Somewhat satisfied
 - d. Indifferent
 - e. Somewhat dissatisfied
 - f. Dissatisfied
 - g. Very dissatisfied
12. What do you enjoy most about the organization?
13. What is one area of improvement that could enhance the experience of volunteers at the organization?
14. How do you feel volunteering at Movement for Change has affected you?
 - a. Greater knowledge and acceptance of disabilities
 - b. Feel happy, healthy, and morally fulfilled
 - c. Gaining work experience
 - d. Connecting to the community
 - e. Has lead to other opportunities
 - f. Other:
15. What is your perspective on the recruitment of volunteers at the organization?
16. How, if at all, do you think Movement for Change could improve their recruitment of volunteers?
17. What are barriers that may discourage people from volunteering at Movement for Change? Select all that apply.
 - a. Medical exams
 - b. Time commitment
 - c. Cost
 - d. Location
 - e. Vulnerable population
 - f. Other:

Further questions

(same as the general population)

Interview Questions

Interview Questions with Staff

1. How long have you worked at Drasi Gia to Kati Allo?
2. What made you want to work at Drasi Gia to Kati Allo?
 - a. Follow up: Do you have previous experience with disability?
3. How did you hear about this job opportunity?
4. Did you volunteer before working for Drasi Gia to Kati Allo? If yes, what changed as you went from a volunteer to a staff member?
5. What challenges have you faced working at Drasi Gia to Kati Allo?
 - a. Follow up: Is there anything about Drasi Gia to Kati Allo that you would change?
6. Describe your roles and responsibilities at the organization. What does a typical day at Drasi Gia to Kati Allo look like for you?
7. How would you describe the relationship between you and other staff?
8. How would you describe the relationship between you and the volunteers?
9. How do the volunteers help with the workshops and activities? Do they have assigned roles/tasks per session?
10. How is the collaboration between other staff and volunteers?
11. How have you personally grown through working at Drasi Gia to Kati Allo?
12. How does Drasi Gia to Kati Allo recruit volunteers? Are these measures effective? How many current volunteers were recruited through these measures?
13. What do you enjoy most about the organizations.

Interview Questions with Volunteers

1. How long have you volunteered at Drasi Gia to Kati Allo?
2. What made you want to volunteer at Drasi Gia to Kati Allo?
 - a. Follow up: Do you have previous experience with disability?
 - b. Follow up: Do you have previous experience with volunteer work? What organizations have you volunteered for?
3. How did you hear about Drasi Gia to Kati Allo?
4. Describe the process of becoming a volunteer.
5. Could you see yourself becoming a full-time employee at Drasi Gia to Kati Allo?
6. Describe your roles and responsibilities at the organization. What does a typical day at Drasi Gia to Kati Allo look like for you?
 - a. Follow up: Do your tasks change per session or do you do the same workshops/activities?
7. How would you describe the relationship between you and staff?
8. How would you describe the relationship between you and other volunteers?
9. How is the collaboration between other volunteers and staff?
10. What is the relationship between you and the participants?
11. What challenges have you faced volunteering at Drasi Gia to Kati Allo?
 - a. Follow up: Is there anything about Drasi Gia to Kati Allo that you would change?
12. How, if at all, do you think Drasi Gia to Kati Allo could improve their recruitment of volunteers?
13. How, if at all, do you think the relationship between staff and volunteers at Drasi Gia to Kati Allo could improve?
14. How, if at all, do you think Drasi Gia to Kati Allo could improve the workshops?
15. What do you enjoy most about the organization?

Interview Questions with Nonprofit Organizations

1. What are the goals/aims of your organization?
2. How many volunteers do you have at your organization and what are their hours and roles/responsibilities?
3. What are the demographics of your volunteers?
 - a. Follow up: how are your volunteers personally invested in your organization?
4. How do volunteers hear about your organization? Is it through social media/flyers/website/word of mouth etc?
5. What are your most effective methods of recruiting and maintaining volunteers?
 - a. Follow up: what challenges do you face in recruiting and maintaining volunteers?
6. How did COVID-19 affect the number of volunteers at this organization?
 - a. Follow-up: has it been harder to recruit and maintain volunteers after COVID-19? If so, how?
 - b. (If they lost volunteers from COVID-19): Follow up: what steps have you taken to recover?
7. Are there any health tests or background checks that volunteers have to go through before becoming volunteers?

Interview Questions with the General Public

1. Do you currently volunteer?
 - a. NO: Have you volunteered in the past?
 - b. YES: Where do you volunteer/How long?
2. How did you hear about volunteering?
3. What is your opinion on volunteering?
4. In your opinion, do you think volunteering is a popular extracurricular in today's society?
 - a. Follow up: How does it differ by generation?
 - b. Follow up: Do you think past generations have affected the current volunteer rates?
5. What is your experience with disabled individuals?
6. Would you say that Greece has a general view or stigma of the disabled community? What is that view?