Erasmus+

IMProVE
Inclusive Methods in Professional
Volunteering in Europe

Volunteering for all – material for the training of the inclusion buddies

Content

Training concept for Inclusion buddies

Module A: introduction “Inclusive Volunteering”

1. Introduction and expectations

Min	Title	Description	Material
	1.1. Welcome and introduction round	Welcome by trainer team Short introduction of trainer team Short introduction round by participants	– Name badges

	1.2. Expectation query	Questions for the participants:
		– What are your expectations?
		– What do you want to give?
		– What do you want to get back?
		– Why are you here?
		
		With few participants: questions hang on the pin board, participants write their expectations individually on small pieces of paper, then read them out loud and pin them on the pin board.
		
		With more participants: questions are written individually on large sheets of paper distributed on tables; participants move from table to table in small groups and write down their thoughts; results are later shared in the group
			if there are few participants:
			
			– small pieces of paper
			– pens
			– pin board with questions
			
			if there are more participants:
			
			– questions on individual large sheets
			– of paper
			– pens
			– tables
			– pin board

	1.3. Short feedback	Trainer addresses these expectations and may ask questions if there is any ambiguity. aim: create clarity for the participants – Which expectations can be met? – Which expectations are more likely to be unfulfillable? – Which expectations do not fit us/to the project?	

2. Why and when is my volunteering meaningful and important?

Min	Title	Description	Material
	Why and when is volunteering meaningful and important?	participants should brainstorm individually and answer the following questions for themselves: – Why is it important to accompany PWD into volunteering? – Have you ever had contact and/or experience with PWD? If so, where? – Have you ever done volunteer work? – Do you have any experience in working with people with impairments/mental illnesses or inclusion? This will be followed by a discussion or exchange in small groups (depending on the size of the group). guiding questions: – Who would like to tell about their experiences? – Were the experiences and situations rather negative or positive? – Why do you think it is important to enable PWD to do volunteer work? – If you have volunteered, have these experiences changed or influenced you? **aim:** to make participants aware of why it is important and meaningful to involve people with disabilities in volunteering in society.	– Paper for notes – Write questions on flipchart

3. Empowerment

Min	Title	Description	Material
	3.1. Collection of ideas “Understanding empowerment”	What does empowerment actually mean? → Participants should brainstorm together; the leader collects the ideas on a flipchart. facilitation questions: – What do you associate with empowerment? – What does empowerment mean to you? – What do you think: What does empowerment mean for people with disabilities?	– flipchart
	3.2. Definition Empowerment	trainer introduces definition of empowerment	– Annex 3.2. PowerPoint-presentation or flipchart with definition of empowerment
	3.3. Empowerment: Exercise	trainer shows film of PWD reporting empowerment trainer describes situations that show empowerment or paternalism participants are asked to vote with red and green cards and decide if it is empowerment or not trainer offers opportunity for discussion about the situations discussed – Why do you think this way? – Would you have acted the same way or differently? – What can be done differently?	– Annex 3.3.1. Film „Down Syndrom“ – Annex 3.3.2. Empowerment-Situations – red and green cards

4. Expectations of the inclusion buddies

Min	Title	Description	Material
	4.1. What do we expect of the inclusion buddies	trainer presents the expectations, responsibilities and goals of the position trainer puts each important issue individually on the flipchart and explains what is meant by the issues **aim:** Participants should become clear and aware of what the coordinating organization (=we) expect from them in terms of tasks, attitude and requirements	– flipchart – Annex 4.1.1. job description Inclusion buddy – Annex 4.1.2. Individual sheets with bullet points – Annex 4.1.3. Volunteer agreement
	4.2. What can inclusion buddies expect from us?	trainer presents what the coordinating organization can offer to the buddies same principle as 4.1: leader puts each important issue on the flipchart and explains what is meant by the issues **aim:** Participants should become clear and aware of what the buddies can expect from the coordinating organization (=we) in terms of support	– flipchart – Annex 4.2. Individual sheets with bullet points – Volunteer agreement (Annex 4.1.3.)

5. Organizational matters

Min	Title	Description	Material
	Organizational matters	**aim:** Participants should get the best possible insight into organizational matters in order to be able to decide in a timely manner whether this position is really suitable for them – General conditions of the project – Legal aspects of volunteering – Insurance and finances – Agreement between the coordinating organization and the volunteer – Rights of the volunteer	– flipchart – Annex 5. Individual sheets with bullet points about organizational matters

Module B: Better understanding the living environments of people with disabilities and impairments

6. Basic knowledge about the types of disabilities

Min	Title	Description	Material
	6.1. types of disabilities	leadership gives overview of the diversity of disabilities using three concrete examples (mental, physical disability, learning disability), the basic knowledge about these types of disabilities should become clear: How do I deal with this person? What do I have to consider? most important: talk to the PWD about his/her disability, they know best	– Annex 6.1.1. handout on most common types of disability including brief description – Annex 6.1.2. list of links and literature for reading about the different impairments
	6.2. medical background information	handbook or videos about disabilities with concrete examples raise awareness: every person is individual and different	– Annex 6.2. videos and stories of affected people
	6.3. dealing with emergency situations	discussion: What can happen? How do I react in an emergency? brief discussion on basic care and support in emergency situations: What do I need to know so that I can support the PWD well? Are there individual emergency plans? → Keep it short, as potential emergency situations do not affect all Buddies equally and no fears arise **aim:** to bring in relaxation, to calm down my role as a Buddy: to find out individually if there are certain restrictions, what measures are normally taken by the people affected, who do I can call in an emergency? anything important that I should know as a Buddy (e.g. asthma inhaler, epilepsy...)	– Annex 6.3. example of an individual emergency information sheet

7. The right wording: What can I say or address in what way?

Min	Title	Description	Material
	7.1. clarify terminology, appropriate wording	Short introductory text to draw attention to the problem that there are so many different terms The leader asks the people which terms they know. Whenever a term is mentioned, he/she puts it on the floor or pins it on the flipchart. Then the participants are asked to classify the terms: Which is good? Which is not that good? Which does not work at all? The leader makes it clear that we use the term "people with disabilities and impairments and mental illnesses" externally	– Annex 7.1. list of terms and printed A4 slips of paper with the corresponding terms – possibly flipchart
	7.2. How do PWDs wish to be called?	Participants consider how to address the topic with the PWDs and practice using concrete situations to get to know each other **aim:** to give participants confidence in dealing with the different terms and to make them aware that it is necessary to discuss with the PWD which term should be used when talking about or with him/her	– Annex 7.2.1. small interview guide for the 1st meeting – Annex 7.2.2. mini-scripts for getting-to-know-you situations with PWD with different disabilities or impairments

Module C: Communicating and working well together

8. communication skills

Min	Title	Description	Material
	8.1. basics of good communication	input: basics of communication a) difference between verbal and non-verbal communication (gestures, facial expressions, voice) b) 4 sides of a message c) direct communication - indirect communication d) practical tips role play: participants act out different contexts and situations in which communication has to take place between different actors (volunteers - outreach centre - caregivers - inclusion buddy) **aim:** participants should also take on other perspectives, perceive different interests and try to coordinate these with each other	– Annex 8.1.1. ppt or flipchart "verbal-non-verbal communication” – Annex 8.1.2. ppt or flipchart "4 sides of a message" – Annex 8.1.3. handout tips for good communication – Annex 8.1.4. role play with different situations
	8.2. active listening	input "Active listening techniques" according to Carl R. Rogers exercise "Active listening”: Pairs are formed and sit opposite each other so that they can maintain eye contact. Now one of them begins to say something (order slips are distributed beforehand). The task of the other person is to repeat exactly what the first person has said. They should not repeat every word, but use their own words to convey the meaning as accurately as possible. Start with the sentence: "You say that ..." or "You mean that ...". Participants can also try out the other techniques. After 10 minutes, they switch. After the exercise, the group discusses how the participants felt about the exercise	– Annex 8.2.1. Handout "Active Listening Techniques" and phrase "Active Listening Attitudes". – Annex 8.2.2. assignment sheet for active listening exercise

	8.3. Simple language is not easy	introduction: explain basic rules for Simple and Easy Language and briefly explain the difference between Easy and Simple Language exercise: short texts are to be translated into Simple Language additional material will be provided	– Annex 8.3.1. printout of the most important rules for Easy Language – Annex 8.3.2. exercise on translating texts

Modul D: Boundaries and freedoms within my volunteering

9. me - you - we - voluntary vs. full-time: How do we deal with boundaries?

Min	Title	Description	Material
	9.1. sensing and setting boundaries	Short information input on the topic of personal boundaries: – 2 exercises on the topic of "feeling boundaries" (draw a circle around a person with a rope and make it smaller and smaller using examples of where PWDs are restricted or a constellation exercise where you stand opposite each other and the other person slowly approaches you: say stop when it becomes uncomfortable) followed by discussion: What boundaries did I feel? ➔ boundaries are perceived differently and the need for boundaries is different ➔ explanation of boundaries using a flipchart picture – Discussion: Why are boundaries important? Exercise "Fulfill orders": participants are given small "assignments" which they are to implement in cooperation with the other participants. This is followed by a discussion: – Did I reach my limits or the limits of others? – How did I feel about it? – What should I do if my own limits have been exceeded? – What do I do when I feel I am reaching the limits of others? – How do I behave when boundaries are crossed? Input: variations of saying no	– Annex 9.1.1. ppt or flipchart image "Boundaries – Rope – Annex 9.1.2. exercise to boundaries – Annex 9.1.3. printout options for saying no

	9.2. duty to report vs. duty of confidentiality	leader explains both terms and makes it clear that, for example, reports to other people about certain situations can only be made if there is danger or the PWD agrees	– Annex 9.2. handout on definition of reporting duty vs. confidentiality
	9.3. presenting borderline situations	The group is divided into 3 working groups – group 1: protecting personal boundaries – group 2: protecting my buddy's boundaries – group 3: the boundaries of volunteering Each group is given a piece of paper with possible boundary violations. They choose a situation and act it out as a small role play. The other participants have to "guess" where the boundary crossings took place. Guiding questions: – Would you have reacted in the same way? – Would you have done something differently? – How can the situation be improved? – Can the situation be prevented? In a 2nd round, the group presents their solution approach on how to avoid crossing a line. In a final discussion, the other participants can assess whether this was a realistic solution or whether they can come up with other solutions. **aim:** to get very practical solutions for dealing with different issues, e.g. dealing with time and punctuality, dealing with unwanted physical contact, dealing with invitations, dealing with additional requests (e.g. more personal contact, friendship), desire for intimacy/sexual needs, etc. The participants can also share their experiences with each other	– Annex 9.3. paper with situations of border crossing

10. Freedoms in my voluntary work: How can I make the togetherness and my voluntary work beautiful?

Min	Title	Description	Material
	10.1. our first meeting	Participants are divided into small groups and asked to consider: How can I make my first meeting with my partner particularly pleasant? small groups present their ideas to the whole group leader can give a few additional tips (if necessary)	– pens, paper – Annex 7.2.1. small discussion guide for the 1st meeting
	10.2. reflection and conclusion	A short exercise to conclude and also for (your own) reflection Option 1: The facilitator asks questions to the participants, who place themselves on a plus or minus sign, depending on how they feel Possible questions: – Would I like to give my time to someone else? – Am I willing to become an inclusion buddy? – Am I willing to be an inclusion buddy for people with psychological/mental/physical disabilities? – How useful was this training for you? Option 2: A jar of "gemstones" and nuts is placed in the center of the room. All participants take gems for things that they found good or that helped them, and nuts for things that are not yet completely clear or that still need to be "cracked".	– Plus and minus sign – Gemstones and nuts

3. Empowerment

a) Annex 3.2.: What is empowerment? A short definition in the context of inclusion

Approach of Empowerment

When we talk about the empowerment of people with disabilities or mental health issues, it is important to understand the deeper meaning of “Empowerment”.

The concept of Empowerment considers **individuals being able to do things by themselves and for themselves**. It attempts to **strengthen their confidence in their own potential and capabilities and self-reliance**.

But the concept of empowerment includes more than the personal aspect of self-determination and self-efficacy of the individual. It also includes **changes in the social and political framework at all levels**: to be able to acquire power, the individual needs to have access to rights and resources and to be treated equally and fairly. Consequently, empowerment as a process ends when individuals feel that they are free and able to express their own ideas, make decisions, and in general **are able to shape their lives and the social and political circumstances they live in**.

The process of empowerment leads to the discovery and utilisation of abilities and resources of all people involved.

Effective empowerment implies that people with disabilities are provided with rights and resources at all social levels enabling them to take responsibility for enhancing their social integration.

A more intensive involvement of pwd, (e.g. in the community, assuming political and economic activities or personal responsibility for a better education, work and social inclusion, as well as the adoption of an individual life design), will strengthen pwd, enabling them to remain in control of and diversify their own lives.

As a result „emPowered“ pwds will have the power:

a) at an individual level

They wish and have the possibility to shape their own lives: Having opportunities and greater freedom, pwds identify their situation and options, are in contact with others, and have the power to act, make decisions and solve problems. They also feel positive about themselves, have self-confidence and self-respect.

b) as a group

pwds can work together in groups, organisations and networks and therefore increase their influence.

c) at a social level

Empowered pwds are not dominated, oppressed, or marginalized. They are participating in societal processes at all levels, and have a realistic prospect of changing existing power structures. pwds in general are visible and present, participate in public life and existing networks and are respected by other members of the community.

d) at a legal level

pwds have formal legal security the same as everybody else and make use of existing laws. They have influence on legislation and rights within their country.

e) at a political level

pwds are active members in political groups, organisations and parties, have their voice heard, they influence and participate in political processes.

f) at an economic level

pwds have access to jobs and businesses, regular and decent income, equal pay, social security, and economic literacy. Economic empowerment is achieved through decision-making power in reference to money, the reduction of dependence, risks and stress, and the influence on economic policies.

It is our vision that not only decision-makers, but also ordinary people realize, that pwds are full of potential, abilities, strengths and resources, and that we all profit from integrating, including and involving them actively in our society at all levels and benefit from their contribution to our community /society.

b) Annex 3.3.2.: Empowerment situations

situation 1:

As an inclusion buddy, I mainly use WhatsApp to communicate with Toni, a person with disabilities. As Toni has reading and writing difficulties, the easiest way to communicate is via WhatsApp voice note or to talk on the phone. Me as an inclusion buddy used to text more, but Toni always needed help from caregivers or his parents to understand and respond. Through voice notes, I can communicate directly with Toni.
→ empowerment, because a simple solution has been found that allows Toni to communicate on his own.

situation 2:

Mia is a wheelchair user. We use public transport to get to her voluntary work place. She manages to get on and off the bus on her own, but it takes her a long time. Since it makes me uncomfortable to make the other people on the bus wait for such a long time, I help Mia without being asked and push her so that it goes faster.
→ no empowerment; maybe if you ask and agree beforehand.

situation 3:

Laura, a person with mental illness, has difficulties organising appointments on her own and remembering meetings that have been arranged. As an inclusion buddy, I make all the appointments and meetings with her bosses at her workplace without involving Laura, as she can't remember them anyway. I simply remind her on the day of the meeting.
→ rather no empowerment, as Laura is supposed to learn how to organise herself better and not just be reminded of everything

situation 4:

Simon, a blind young man, has difficulties getting to unfamiliar places on his own. As an inclusion buddy, I accompany him and thus give him confidence to explore the way and the place. I also help him find clues for orientation so that he can soon walk the way on his own.
→ empowerment

situation 5:

Julian has a mental illness. Some days it is difficult for him to get out of the house and do his voluntary work. He would prefer to be alone and do nothing. After some time, I as a buddy have found ways to motivate and support him so that he doesn't fall into a hole and can do his work, which he actually enjoys.
→ empowerment, as Julian is motivated to go to work

situation 6:

Emilia, a young woman with an intellectual disability, volunteers once a week in a large old people's home and plays board games with various residents who cannot leave their rooms. Since Emilia cannot read, she has difficulties reading the name tags on the door and thus visiting the people. Especially when Emilia goes to the kitchen to get drinks for the residents, it is difficult for her to find her way back to the right room. As an inclusion buddy, I always go along and accompany Emilia to the kitchen so that she is not alone and can find her way back to the right room.
→ rather no empowerment, as Emilia is not supported in doing things on her own, but is simply always accompanied.
→ better: inclusion buddy sticks a flower or something similar on the door of each room so that Emilia knows which room she has to go back to. The inclusion buddy stays in the room.

4. Expectations of the inclusion buddies

a) Annex 4.1.1. Job description Inclusion buddies

Job description for volunteer position as an „Inclusion buddy"

For potential volunteers:

"You want to support people with disabilities and restrictions to be active members of our community? You want to enable them to volunteer themselves? You want to break down the barriers for people with disabilities?

Then become an "Inclusion-Buddy"!

What does an "Inclusion-Buddy" do?

An "Inclusion-Buddy" accompanies a volunteer with any kind of disabilities & restrictions during his/her volunteer activities, and supports him/her in his/her volunteer work. The "Inclusion-Buddy" is not only the contact person for the person with disability but also for the organisation in case of questions and problems. Your job will be to support both sides. You spot difficulties, which might appear and help solving them (e.g. transport, communication means, "translation" service in Easy language, safe-guarding). You have an eye on whether everything is going well, and intervene only when necessary. It is important that you have a supportive role only; you are just the back-up for the person with disability. If the volunteer and the organisation get along well and neither of them needs you anymore, you have done a great job – empowering people with disabilities to volunteer themselves!

What do we need from you?

1. Time – at least 3 hours a week and commitment for a longer period of time (e.g. 3 months/ one year) → longer term commitment
2. participating in a preparatory training course
3. problem solving abilities
4. ability to cope with stress
5. empathy
6. inclusive attitude
7. good communication skills
8. reliability and responsibility
9. longer-term commitment

What can you expect from us?

1. Training and coaching
2. Supervision and a reliable contact person
3. Good team atmosphere and being embedded in the team
4. Reimbursement of expenses

5. Insurance
6. Being invited to further education programmes, team meetings and gatherings etc.
7. Gaining new experiences (e.g. get out of own comfort zone and bubble)
8. Acquire new competences and knowledge

Got interested?

Then contact us!

b) Annex 4.1.2. Individual sheets with bullet points about the role and tasks of buddies

- Commitment
- Accepting boundaries
- Responsibility
- Respect
- Orientation towards potential
- Trust
- Accept framework
- 1:1, individual
- As long as both sides need or want it
- Creative and open
- Communication and coordination
- Accompaniment and support
- Being a contact person

c) Annex 4.1.3. Volunteer agreement

Declaration of participation in the Improve-Project

Name:____________________ Given name:____________________

Date of birth:_____________________

Professional background:____

Phone:________________________ Mobile:___________________________________

E-Mail:____

Address:____

Other relevant information (e.g. previous knowledge, what kind of support you could provide…)

____

☐ I volunteer as an inclusion buddy, supporting people with impairments or mental illness to volunteer.

☐ I agree to a personal preliminary meeting with the project coordinators

☐ I will provide current police clearance certificate

☐ I will participate in the offered training series "Inclusion Buddies" and regularly in project related coordination exchange meetings

☐ I will keep in touch with the association "Gemeinsam leben & lernen in Europa e.V." during my volunteer work as an inclusion buddy

☐ All activities beyond accompanying my tandem partner to his volunteer assignments are not part of my responsibilities as a volunteer inclusion buddy and are therefore my own responsibility.

Preferred Location: ____

____ km drive per use would be fine for me

Information on possible days/times of operation:

____

____

Place, Date, signature

Gemeinsam Leben & Lernen in Europa e.V.
Leopoldstr. 9
94032 Passau

Declaration of commitment by volunteers

I hereby commit myself to,

- Contribute to creating or maintaining an environment that is safe, supportive and encouraging for vulnerable persons, where they are listened to and respected as individuals, within the framework of the project "Improve: Inclusive Methods in Professional Volunteering in Europe".

- Never abuse the power or influence over the welfare and life of a vulnerable person given to me by my position.

- Never sexually, physically or emotionally abuse a vulnerable person. Specifically, I agree to never engage in sexual activity with or on or in front of a vulnerable person. Erroneous assumptions about the person's actual age or mental capacity will not be considered an excuse.

- Never to ask for a favor that could be considered abusive or exploitative of vulnerable persons.

- to refrain from any form of threat, discrimination, physical or verbal abuse, intimidation or unequal treatment.

- to follow the action orientation of Living & Learning Together in Europe for the prevention of border violating behaviors in all fields of work of the same, especially the respective applicable guidelines for complaint management.

- to keep myself regularly informed about the guidelines for complaint management that apply to my field of work

- to respond within 48 hours to all reports of suspicions or even just suspicions or to actual violations of boundaries or boundaries that have been crossed in accordance with the guidelines for complaint management. Contact the managing director Perdita Wingerter (Tel. 0851-2132740, wingerter@gemeinsam-in-europa.de) or, in case of representation, the chairman Uwe Gegenfurtner (uwe@gegenfurtner.eu).

- To treat all vulnerable persons with respect and to take careful note of their reaction to my tone and demeanor.

- I specifically agree to refrain from the following when in contact with vulnerable persons:

  - to hold, caress, kiss, squeeze or touch vulnerable persons in an inappropriate or culturally insensitive manner; that is, also to refrain from physical contact with vulnerable or at-risk persons beyond what is necessary in the context of the volunteer activity.
  - not to engage in sexual relations with persons in need of protection (abstinence requirement)

- in contact with vulnerable persons, not to make any acts of a sexual nature, as well as sexual innuendos or ambiguous acts towards a vulnerable person, even in jest.
- not discriminate against, treat differently, or give preferential treatment to any vulnerable person
- not hit or otherwise physically assault or abuse a vulnerable person
- to assist, without being asked, a vulnerable person with intimate personal hygiene that he or she can manage on his or her own.

- I know that the current regulations on complaint management applicable in my volunteer work are a part of this declaration of commitment to be followed by me.

- I know that the association "Living & Learning Together in Europe" expects me to adhere to the standards of conduct described herein at all times.

- I also know that if I fail to comply with the described standards for volunteers, I will be subject to legal consequences or that volunteers must immediately terminate their employment with the association.

_____________________ _____________________

Place / Date Signature

Declaration of confidentiality

Each Inclusion Buddy must maintain absolute secrecy about everything that becomes known to her/him in connection with the performance of her/his volunteer work as an Inclusion Buddy.

The obligation to maintain secrecy also applies to the period after leaving the company.

Read and acknowledged:

Place, date ___________________________

Name, given Name in capital letters: __________________________________

____

Signature

Image rights declaration

Gemeinsam Leben & Lernen in Europa e.V.
Leopoldstr. 9
94032 Passau

Declaration of consent

(To be filled in by photographed person in block letters)

Given name, Family

name:____

address:____

city code, city:____

I agree that the photos taken of me in connection with the project "Improve - Inclusive Methods in Professional volunteering in Europe" together with information about my person can be used by the association "Gemeinsam Leben und Lernen in Europa e.V." for the following purposes:

☐ Project-related press and public relations work.

☐ Brochures of the institution

There is no right to publication. No fee will be paid. Commercial use is excluded.

_______________   ____

Date   *Signature of the person being photographed*

____

Signature of legal guardian

Declaration "Gemeinsam leben & lernen in Europa e.V.: The images, films and quotes are used exclusively for the above projects. Rights beyond this are only granted with your agreement and permission. Of course we handle this data responsibly and do **not** pass it on to third parties. We need this data exclusively for the project and to be able to contact you. We take into account all relevant provisions of German and European data protection law.

d) Annex 4.2. Individual sheets with key points about expectations of the buddies

- time
- problem solving skills
- stress management skills
- empathy
- integrative attitude
- good communication skills
- reliability and sense of responsibility
- participation in the training

5. Organisational matters

Annex 5. Individual sheets with key points on organisational matters

- procedure and responsibility
- organisation by GLL and contact person
- contractual matters and insurance cover
- volunteer agreement
- personal interview
- police clearance certificate
- certificate of good conduct

6. Basic knowledge about the types of disabilities

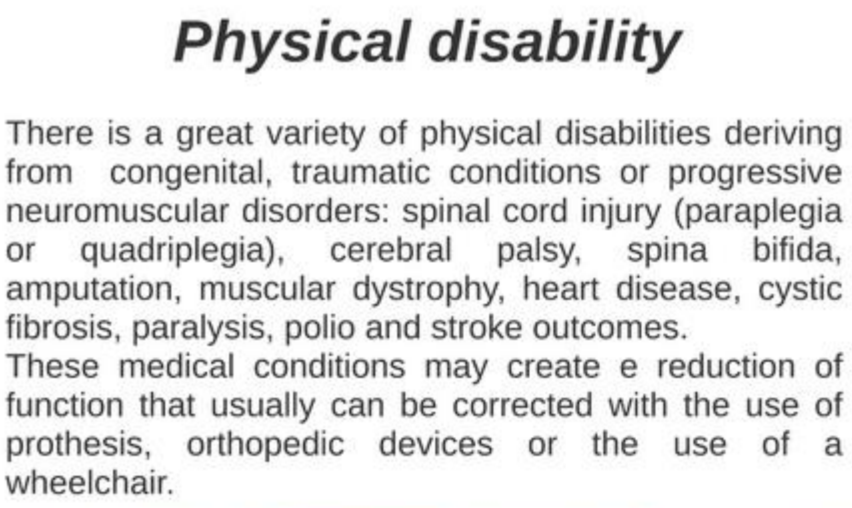
a) Annex 6.1.1. Handout on most common types of disability

Handout „Most common types of disability”

Definition of Disability

from the UN Convention on the rights of persons with disabilities

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.



Physical disability

There is a great variety of physical disabilities deriving from congenital, traumatic conditions or progressive neuromuscular disorders: spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, heart disease, cystic fibrosis, paralysis, polio and stroke outcomes.

These medical conditions may create e reduction of function that usually can be corrected with the use of prothesis, orthopedic devices or the use of a wheelchair.

Useful hints:

- Speak using a normal tor
- Offer to help opening hea that might have fallen o wants help to reach a accessible level
- Do no give for granted th specific action, it is alway and to wait for the answe that the person will give y knows which is the safe perform that action.
- Remind that some people with mobility impairments may find difficult or may be unabled to manipulate objects, to turn pages, to write using a pen or a pencil

People with walking difficulties

- Whenever possible, offer a seat
- Offer help with coats, bags or other belongings
- People who have walking aids may find it difficult to use their hands when they stand up
- Many diseases can make holding and grabbing difficult or impossible. Weakness in limbs makes it difficult to move and maintain balance

wheelchair users

- Look directly at the wheelchair user. For long conversations, kneel down to the height of the wheelchair user or bring a chair in order to allow for a more comfortable conversation
- Do not lean on or push the wheelchair without asking first: the wheelchair is like an extension of the person's body , even to put you foot on the wheel may be considered not respectful
- Do not position the wheelchair so that the person is facing a wall or other obstruction.

Sensory disability - deaf people / people with hearing impairments

Total loss (deafness) or partial loss of the hearing sense greater than 25 decibels , due to congenital, infectious, traumatic, toxic causes.

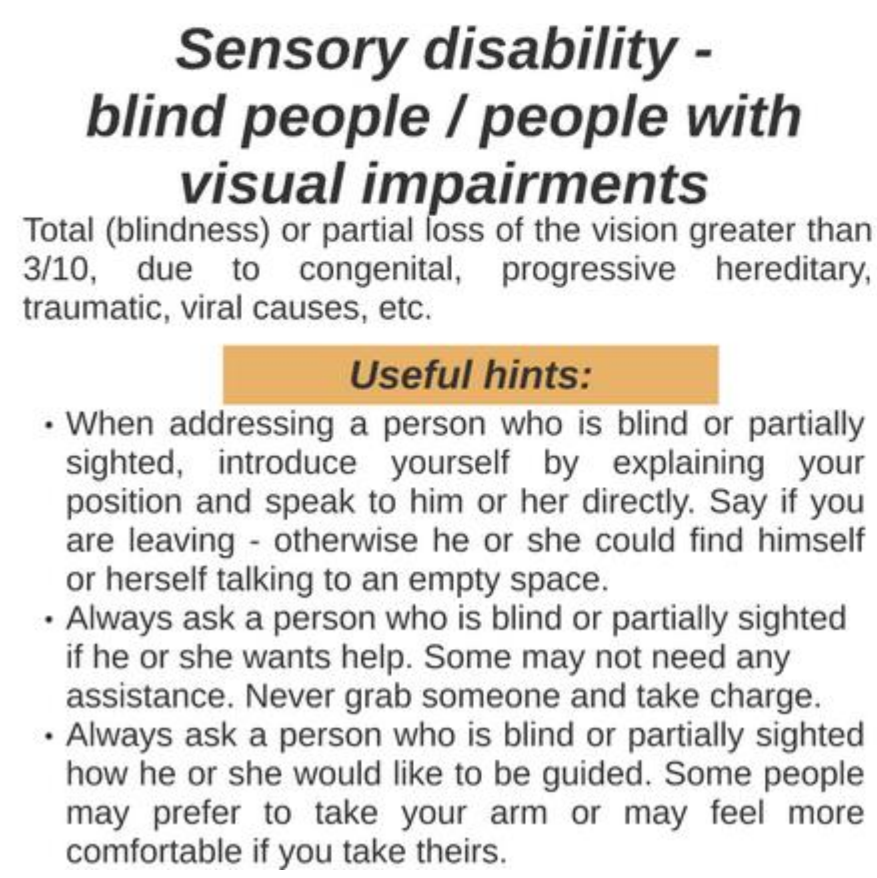
People who have been deaf since birth or childhood often use sign language as their mother tongue. Sometimes their literacy skills may have been affected – it is difficult to learn to write and read a language which you have never heard spoken, and, in addition, is not your mother tongue. Sign language is completely different from a spoken language and has its own grammar, lexicon and idioms. Spoken language is

People who have become deafened at a later stage in life more often use lip or speech reading, written messages or basic signs when communicating. Those

Useful hints:

- The best thing is to ask how an individual prefers to communicate rather than guessing.
- People with a slight hearing loss can often manage without a hearing aid, but they are dependent on certain conditions for communication: good acoustics, no background noise, good lighting and clear speech. It may be difficult for them to participate in a group discussion.
- People who have a severe hearing loss and those who have lost their hearing as adults can benefit from supportive signs and information in written form if such information is available.
- You may need to attract the attention of a person who has reduced hearing by lightly touching his or her shoulder or indicating with your hand.
- Do not shout when speaking, but use a normal speaking tone. This is important as it is more difficult to lip-read when a person is shouting, nor does it make the message clearer, just louder. Speak rather slowly, looking at the person, and use other words if the person has difficulties understanding what you mean. Use signs and body movements to make yourself understood.

- Face the light and keep your hands away from your mouth.
- You can also write down shorter messages if this makes the conversation easier.
- Be aware that people who are hard of hearing will have difficulties if important information is c
  In the same way, a pers
  difficulties following import
  subtitling and/or sign langua



Sensory disability - blind people / people with visual impairments

Total (blindness) or partial loss of the vision greater than 3/10, due to congenital, progressive hereditary, traumatic, viral causes, etc.

Useful hints:

- When addressing a person who is blind or partially sighted, introduce yourself by explaining your position and speak to him or her directly. Say if you are leaving - otherwise he or she could find himself or herself talking to an empty space.
- Always ask a person who is blind or partially sighted if he or she wants help. Some may not need any assistance. Never grab someone and take charge.
- Always ask a person who is blind or partially sighted how he or she would like to be guided. Some people may prefer to take your arm or may feel more comfortable if you take theirs.

- Warn about changes in ground surface and gaps, and explain loud noises which may alarm a person who is blind or partially sighted. If there are steps, let the person know if they go up or down. When approaching a door, say which way it is opening and on which side. Also, say if it is a revolving or a sliding door.
- Never back a person who is blind or partially sighted into a seat. Describe the seat to him or her (e.g. dining chair, low sofa) and place their hand on the back, arm or seat of the chair, whichever seems best. Also tell the person which way the chair is facing.
- When handing something over to a person who is blind or partially sighted, specify what it is and place it in the hand – do not simply leave it on the counter or desk.
- Be aware that a person who is partially sighted may find it difficult to get around independently when, e.g. signs are not in large, clear and well contrasted print, lighting is not adequate, or transparent doors not clearly marked with contrasting colored strips.

- If all relevant information are not provided accessible formats (audio information, information in Braille for those who read it, large print, or websites that are accessible for blind people), you should be prepared to communicate this information in an accessible way.
- Persons with congenital blindness may find difficult to understand abstract concepts/idea

Cognitive disability

It is characterized by mental retardation, which can be mild, moderate or severe; it cause the person's inability to address and resolve problems, although very simple, or quickly adapt to some changes.

They may have been originated by causes of various nature:
1) conditions present from birth ex. Trisomy 21 (a genetic condition) or autism;
2) brain damage and dementia ex. learning disabilities and Alzheimer.

Useful hints:

- Use concrete expressions and do not give any concept for granted.
- Use short and simple words, avoiding directional terms (right/left)
- Avoid to give to many information at once: a phrase shouldn't contain more than one idea

- Ask questions one by one and give to the person enough time to answer, trying to be reassuring.
- Consider that the person may find difficult to read information: it could be useful to explain them in an accessible format or to privide them in easy language
- Consider that the people with learning disability often have difficulties in coordinating, time management, attention deficit disorder, reduction of processing speed, emotional maturity and memory and may have difficulties in tolerating changes.

Mental disability

It referes to those psychiatric diseases that interferes in a significant manner with the functioning of the person in the main life activities as learning, work, communication etc. The most common types of mental disability are anxiety disorders, mood disorders and psychoses.

Useful hints:

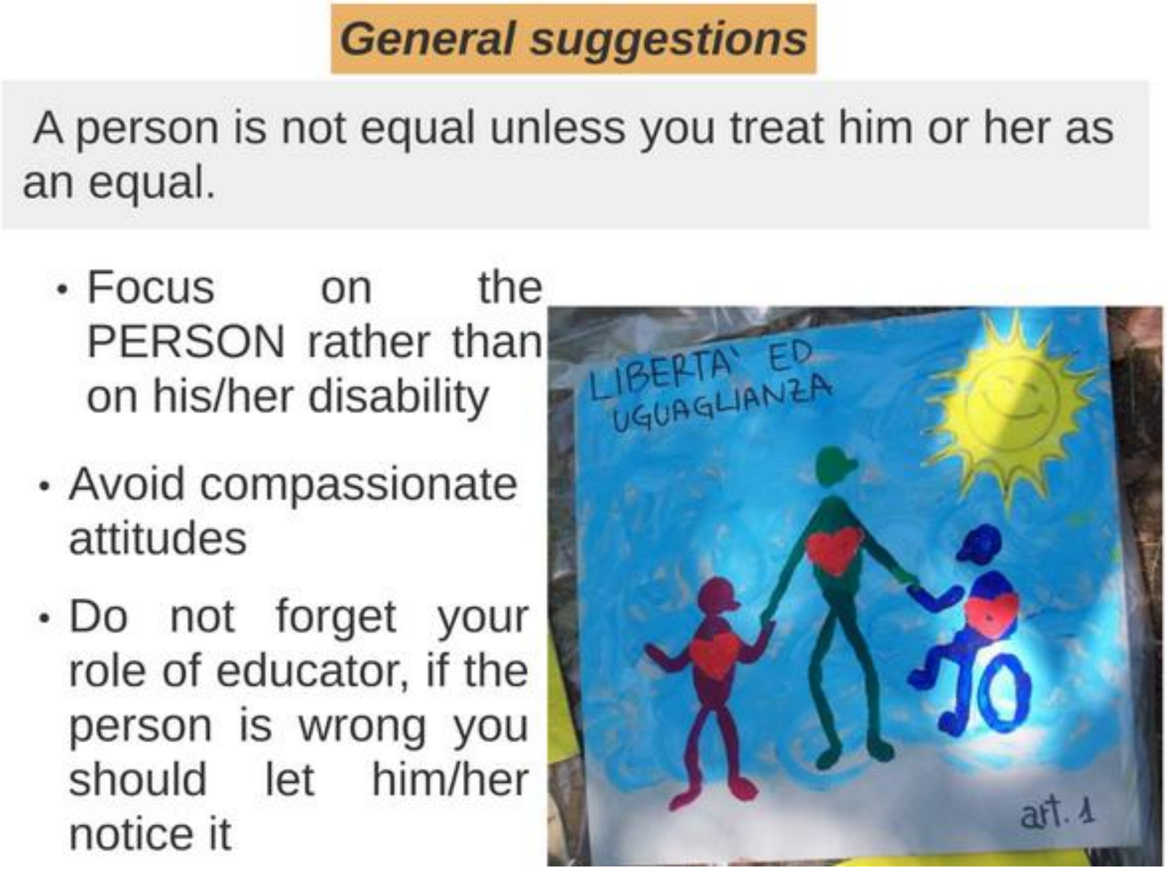
- Instructions should be broken down in small tasks to be easily understandable.
- Use concrete expressions and do not give any concept for granted.
- Be sure to not invade his/her personal space (in some people it could cause anxiety).
- Try to not to be evasive and to not invite the person to turn to someone else.
- Sometimes it could be necessary to establish some limits: ex. "I have just 5 minutes to talk with you" or "if you are so excited I cannot talk with you".
- Try to be welcoming and reassuring.

Language disorders

Sometimes people with cognitive or mental disabilities may have also language disorders.

Useful hints:

- Do not give for granted that the person has also a learning disability.
- Be patient, repeat what you understood and if you don't understand something tell it to the person.
- Do not try to complete the phrases if the person is speaking slowly.
- If the person has to much difficulty in speaking, it can be useful to ask questions that requires a short answer.



General suggestions

A person is not equal unless you treat him or her as an equal.

- Focus on the PERSON rather than on his/her disability
- Avoid compassionate attitudes
- Do not forget your role of educator, if the person is wrong you should let him/her notice it

b) Annex 6.1.2. List of links and literature about the different impairments

Further links on different disabilities and impairments

- https://www.kofa.de/mitarbeiter-finden/zielgruppen/menschen-mit-behinderung/beschaeftigung-gestalten/behinderungsformen/
- https://leidmedien.de/begriffe/
- https://userpages.uni-koblenz.de/~luetjen/ws19/mi_14/Verschiedene%20Behinderungsformen%20und%20Krankheitsbilder.pdf
- https://www.enableme.de/de/behinderungen
- https://www.futura-berlin.de/rat-und-tat/krankheitsbilder.html
- https://www.rehadat-gutepraxis.de/praxisbeispiele/nach-behinderungsarten/
- https://www.inklusion-als-menschenrecht.de/

c) Annex 6.2. Stories about PWD

I am just a normal teenager

Franziska Heiß, 13, lives with the very rare disease FOP

My name is Franziska Heiß and I was born in Linz, Austria in 1997. I have a disease called FOP. This stands for Fibrodysplasia Ossificans Progressiva. The disease causes my muscles to gradually turn into bone. Injuries or overexertion cause this to happen even faster, which means that I am not allowed playing sports or participating in gym classes at school. I attend the Akademisches Gymnasium in Linz.

I am quite limited in my movement. Therefore, I cannot participate in many activities, whether they are from school or with friends. It was hard for me to realise this at the beginning. But you get used to it, because you have no other choice. I spent the first eleven years of my childhood like most other children. I was very content, which I am very happy about. I attended a kindergarten in the centre of Linz and then went to the Römerberg primary schools. Now I am thirteen, and about two years ago doctors diagnosed me with FOP.

In the past, when I was still allowed to do it, I never really liked doing sports. But as is so often the case, the forbidden usually becomes interesting. So in the beginning I had a phase in which I got upset about everything that wasn't possible. Nevertheless, I think everyone understood me. I always try to appear as normal as possible, because I can't stand getting help or being pitied. My family and friends still treat me the way they used to, which I think is indescribably great of them.

Apart from my physical limitation, I am a normal teenager who has strengths and weaknesses and experiences ups and downs. I see my illness as a challenge, not a disability. I don't like that word and I don't think it applies to me.

"It would be nice if there was a little helpfulness"

Pascal Felix, 16, attends the ninth grade of a mainstream secondary school

My name is Pascal Felix and I am 16 years old. I was born with a physical disability. My hands and legs have limited mobility. But this is not a paralysis that affects the whole body. So it is still bearable, especially as I have never known normal walking from the beginning. If you used to be able to walk and suddenly you can't due to an accident, I imagine it's very bad.

I am an only child. I find that very nice. I spend a lot of time with my family. For example, we go shopping together, go swimming or do many other things. Despite my physical limitations, I attend a mainstream school, currently ninth grade. During my school day, a community service worker accompanies and supports me when I change classrooms and in other situations that I cannot handle on my own.

When you are in a mainstream school, everyone has to make concessions. For example, the teachers give me more time for class work. For longer I need the laptop to write on. It would be nice if there was a little helpfulness in class and that my classmates accept the exceptions that are made for me in some places. I would be happy if they helped me when I don't have a civilian assistant, for example by taking me to school in the morning in my wheelchair. Unfortunately that is difficult in my class. I think that's unfortunate.

At the primary school I went to, this was not an issue at all. My classmates were always helpful. In my current class, some of them see it quite different. They say I just don't feel like it and that I'm lazy. Thank God I manage to ignore these accusations to some extent. But I find it sad. The work experience I do every Tuesday is helping me to get back on my feet a little bit. My colleagues are very happy with me.

Since I can't walk like the other young people, I also have other hobbies. Many boys like to play football. I can't keep up with that sport. But that's not a bad thing for me. Everyone has to go their own way in life, because everyone knows best their own strengths and weaknesses. My hobbies are computer work, swimming, cycling and I like to do sports in the gym with support. These hobbies I can do to my satisfaction. I am happy the way I live. When I have satisfactorily completed my schooling, I look forward to my dream job: businessman for dialogue marketing. In this profession I can bring my favourite hobbies into this job.

With a strong friend, anything works

Thoughts and experiences when travelling by public transport by Simon Schmidt

As a wheelchair user and because of my eyes, I cannot get a driving licence. About two years ago, I had to think about how I could get from one place to another without a car. Public transport gives me a very important sense of freedom. One boring Tuesday afternoon, my sister suggested I take the bus from Nehren to Mössingen. I agreed and was immediately enthusiastic. Without needing a driver, we were in the city within minutes. The getting in and out of the bus was no problem, because most of the vehicles have ramps, or at least the buses can be lowered so that you can get on and off comfortably, albeit with assistance. The fact that the whole thing is free of charge for me as a wheelchair user made the whole thing even more attractive. Unfortunately, I soon discovered that not everything worked smoothly. For example, if you want to go from Gomaringen to Reutlingen by bus, it's usually a coach with high steps and a narrow aisle inside that I can't really find any space.

I read the following text on the railway website when I first wanted to travel to Ansbach with my sister. "In Germany, almost all long-distance stations in Germany have lifts or ramps as mobile boarding aids, while local passenger transport has boarding aids such lifts, automatic ramps and manual bridges are already integrated into many trains to enable you to use smaller and medium-sized stations as well." When I discovered this, I thought: Wonderful! I'll give them a call right away! I should have known that it wasn't all that simple. When it came to finding out which train would fit, it became more difficult. "You can't take that one, the wheelchair spaces are already gone". "I would also have the train that leaves at seven in the morning". "On this one the staff in Ansbach have their lunch break". But then it went on. I was supposed to be at the service point in Stuttgart a quarter of an hour before departure. We were able to buy our tickets at the ticket machine. Happy and satisfied - getting on the lift and the conductors accepted my disabled pass - we arrived. Things got strange on the return journey. Then we didn't get into one of the "normal" carriages either, but to thebicycles. There was no toilet there either. Nevertheless, it was great for me to be able to travel long distances without my parents or any adult at all to visit our relatives near Ansbach. My conclusion: on the "official route" for passengers with reduced mobility one gets on only very slowly. The best thing to do is to rely on your fellow people who help you out of the train and back in again. With a strong friend everything works.

Whoever says I'm disabled, disables me

Ina Rebenschütz, 39, loves her flat, her drums and her independence

I, Ina Rebenschütz, was born as the third child of a family in the Esslingen district in 1971 of a family in the Esslingen district. So I am now 39 years young. After kindergarten, I spent a year at the Rohräcker School in Esslingen, a special school, because I was not ready to start school. After that year, I went to primary school and then to secondary school. After school, I did a voluntary social year (FSJ), during which the first signs of anxiety appeared in me. This was followed by my first stay in a psychiatric clinic. After the FSJ, I was supposed to do a placement in a country home for disabled people in the Swabian Alb. It failed completely. I was so sedated with psychotropic drugs that this was not possible. Instead, I went through hell in this home for four and a half years because a fellow resident harassed me day after day. I still suffer from the consequences to this day.

I am single, which is good because I have a lot to do with myself. My hobbies include painting, writing, playing the drums, children's church and cycling. I live alone in a small rented flat and love my independence. After all, I don't have my parents forever. Part of my disability is that it takes me a little longer than other people from time to time. That's not always easy. Often you are supposed to be the way people think you should be - you have to be healthy.

Anyone who says I am disabled is hindering me in what I do. For the future, I wish for more understanding for all people, no matter what disability they have. It is a difficult step for many healthy people to approach sick people or people with disabilities. But if they dare to take this step, they will see and feel that these people are basically "normal". Like everyone.

The wheelchair, these are my legs

Erdinc Koc, 35, had to manage for six months without a suitable electric wheelchair without a suitable electric wheelchair for six months - largely confined to his flat

16 April-23 April: "Without a wheelchair - sick": This is the beginning of my story. My electric wheelchair is broken, the electronics no longer work. The wheelchair - these are my legs that enable me to lead an independent life. Without it, I can't go to work or even leave my apartment in Albstadt. I have to call in sick without being sick. The wheelchair will be repaired quickly, I was told at the medical supply store. A few days at the most. I don't have a spare wheelchair.

26 April-7 May: Without a wheelchair - holiday: The wheelchair doesn't come. I remain optimistic and inform my employer, take a holiday. I organise friends to do my shopping for me and run errands for me. After all, I can't get out of my flat. I am used to taking care of my own affairs. My wheelchair is being repaired after all and will arrive on 8 June.

9 June: I can finally go back to work. On the same day, the wheelchair breaks down at work. My personal manager then calls the employment office in my presence to emphasise the need for a second wheelchair. They say: Yes, sure, we'll find a solution.

10 June-6 August: Sick again - without a wheelchair: The technician actually comes in the middle of June and decides to have the wheelchair repaired again. Oh yes, there was also the appointment with the employment office. At this appointment I was told that the employment agency would not cover the costs of a second wheelchair. Because I also use the wheelchair privately. Of course, my disability only lasts from 6 am to 6 pm. According to the employment agency the health insurance company is responsible for my request. That is the point at which I get my lawyer involved. I get a temporary wheelchair for the time, which is much too big for me. In the following days I fall out of the wheelchair onto the street several times while trying to reach the company about four kilometres away. The wheelchair is not adapted to my height and disability. I find out from the health insurance company that my old wheelchair has been disposed of - it's too expensive to repair. Now I have to wait until the beginning of October to get my new adapted wheelchair.

Mid-October: The new wheelchair is finally delivered. I can go back to work again! Finally! What I don't want to experience ever again is that my wheelchair is broken and that I am completely cut off from an independent life and working life.

Could I want more?

Berta Schweikert, born in 1923, tells of her childhood and youth with a disability

It must have been 1927 or 1928. I am sitting between my grandfather and grandmother on the little bench in the courtyard, just over four years old. The children were playing tag in the street, shouting and yelling. I just had to be with them! But I already fell down at the next corner of the house. Grandmother bandaged my bleeding forehead and mother scolded me: "Why are you doing this? You know you can't jump like that!" Then I cried out: "Mum, why can't I do that? Why?" Mother gave me no answer. About a year later I got it. The public health officer had examined the school-age children and found out, that there was something wrong with my hip joints. During the autumn holidays my mother took me to the clinic, where I was in a traction bandage for weeks until an attempt could be made to set the joint under general anaesthetic. Afterwards, I was allowed to go home in a hard cast for a few weeks. I had to keep the pain, though, and I still can't get rid of it, but I can deal with it now. At the beginning I limped very badly, but it gotten better over the years. Of course I couldn't run and jump like other children, which is why I couldn't take part in many things. During these years, I was sometimes laughed at and teased by the others.

My mother wanted me to earn my own living later on. My walking disability caused me a lot of trouble in my first position. I had to walk to the office one kilometre through the village four times a day. That cost me a lot of strength. Through my mother I had already come to the Evangelical Fellowship as a child and joined its youth group. So I had good friends and experienced a lot of wonderful things in camps at home and abroad. My firm faith in God gave me strength even in difficult situations. During the years I was often able to experience the help of my friends, especially during the war years, whenever I could not cope with something because of my disability. My mother's wish came true. I was able to practise my profession for 45 years and even help her in her old age. So far, my pension and my savings are enough for my small assisted living flat. I have been at home for eleven years now. For the most part I am still allowed to be independent, and I can go shopping with my little electric wheelchair and I am very courteously in the supermarket and in the other shops. So even at my advanced age of 87, it is easier to endure discomfort. Could I want more?

d) Annex 6.3. Example of an individual emergency information sheet

Epilepsie-Notfall-Ausweis

Name
Straße
PLZ/Ort
Behandelnder Arzt:
Name
Telefon
Mobil
Im Notfall bitte informieren:
Name
Telefon
Mobil

Bitte hier Passfoto einkleben!

Hier heraustrennen und immer mitführen!

ratiopharm GmbH, 89070 Ulm, www.ratiopharm.de

Art.Nr. 194 548

Behandlungskalender

Epilepsie

Mit Notfall-Ausweis!

ratiopharm
Gute Preise. Gute Besserung.

Erste Hilfe

- Bewahren Sie Ruhe
- Beobachten Sie den Anfall genau, das Anfallsgeschehen ist wichtig für die Einordnung des Krampfanfalles
- Beengende Kleidungsstücke im Halsbereich lösen
- Vermeiden Sie Verletzungsgefahr
- Bringen Sie die Person in die stabile Seitenlage, da bei Anfällen oft der Speichelfluss erhöht ist
- Rufen Sie einen Arzt oder Krankenwagen, wenn mehrere Anfälle hintereinander auftreten, ohne dass der Patient dabei zu Bewusstsein kommt, der Anfall länger als 10 Minuten dauert oder Verletzungen auftreten

Hinweise zur Vermeidung von Anfällen

- Regelmäßige Einnahme der vom Arzt verordneten Medikamente, möglichst zur gleichen Tageszeit
- Setzen Sie niemals ohne Rücksprache mit dem behandelnden Arzt Ihre Medikamente ab oder ändern die verordnete Dosierung
- Dokumentieren Sie das Anfallsgeschehen in Ihrem Anfallskalender für die weitere Therapie
- Entwickeln Sie einen geregelten Schlaf-Wach-Rhythmus

Tipps und Hilfemaßnahmen

Erste Hilfe Maßnahmen

ratiopharm
Gute Preise. Gute Besserung.

7. The right wording: What can I say or address in what way?

a) Annex 7.1. List of terms and printed slips of paper with the corresponding terms

- Currently most common and politically correct: person with disability
- Popularly used but legally unclear:
  - Person with impairment
  - Person with a handicap
- More precise term for the diagnosis:
  - Autism
  - Spastic
  - Down syndrome
  - Trisomy 21 or other
  - Person with schizophrenia
- Terms used as swear words:
  - Downie
  - Spastic
  - Cripple
  - Psycho etc.

b) Annex 7.2.1. Small interview guide for the 1st meeting (Inclusion Buddy with PwD)

1. Questions for the PWD:
   - What restrictions do you have specifically?
   - For how long have you had these restrictions? (How did they arise?)
   - In which situations do you need support? How can I best support you without patronizing you?
   - How do family/friends deal with the situation? How do they support you?
   - What negative experiences have you had concerning other people dealing with your disability? Is there any behavior you don’t like at all?
   - How do you talk about your situation? What words do you use? (disability, limitation, handicap)
   - How do you want me to talk about it?
   - Is there crucial information I need to know as your IB?

2. Questions for the IB:
   - What experiences have you had so far in dealing with people with disabilities?
   - Are there still uncertainties for you in dealing with PWD?

3. Questions about voluntary work (to both):
   - Why do you want to do volunteer? What do you expect from your voluntary work?
   - Which tasks do you want to take on in your voluntary work? Which ones not?

c) Annex 7.2.2. Mini-scripts for getting-to-know-you situations

1st option: create a profile of each other

Description:
Each participant receives a profile with different questions to be answered in the discussion:

Name:
Eye colour/haircolour: (so that participants have to look at each other's faces)
Place of birth/residence:
Hobbies:
Favourite song:
Favourite tv-show:
What is the name of my disability and what would I like it to be called:
Did I have a nickname as a child and if so, what was it?
Do you still like your nickname?

2nd option: interview

Description:
The participants go into a team of 2. TN A is the interviewer and gets five minutes to get to know TN B as well as possible.
The interviewer conducts the interview, but the interviewee can give more information. After five minutes there is a change. After that, each person introduces his/her interviewee for one minute. You can use similar questions as in option 1 and add more.

3rd option: slip of paper-game

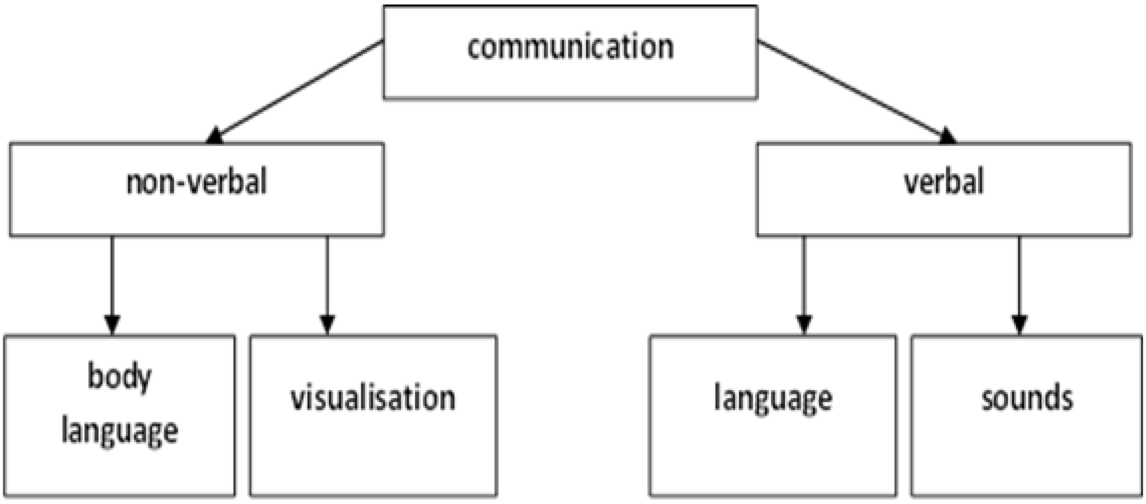
Description:
Write one question each on small pieces of paper and fold them together. Put the slips of paper in a basket, box or similar. The interlocutors take turns to draw a piece of paper and answer the question. In this way, the interlocutors learn very different things about each other and start a conversation.

Possible questions could be:

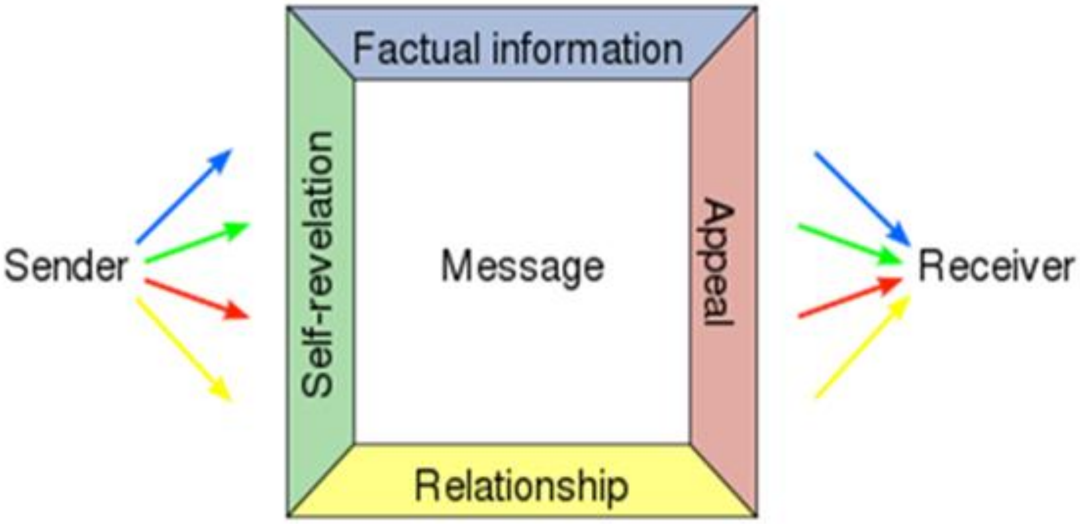
What is your favourite food?
Do you have a nickname? What is it?
Who is your favourite musician?
What places have you lived in?
Where were you born?
How would you like to talk about your disability? (Even an inclusion buddy can't do certain things)
What is your favourite colour?
What is your favourite childhood memory?
Mountains or sea? Why?
What are your hobbies?
Do you have pets? If so, what are their names?
Do you have a motto in life? If yes, which one?
Summer or winter? Why?
What was your greatest adventure?

8. Communication skills

a) Annex 8.1.1. Verbal and non-verbal communication



b) Annex 8.1.2. 4 sides of a message



c) Annex 8.1.3. Handout tips for good communication

Basics of Communication

Without communication we would not be able to manage our daily life. Verbal communication is an important part of our social relationships. Through communication we transfer information and knowledge and interact with others. How we speak or in what situation we communicate can influence how we are seen and noticed by other, but also how the things we have said are understood and noticed by our listeners. And how we communicate influences the effect we achieve.

Communication is a difficult process:

Finding the right words to express what you mean is difficult.

Saying something does not mean you say, what you mean or intend what you express.

Saying something does not mean the other person understands.

Understanding the words, you have said, does not mean the other person understands their meaning or you intention.

Understanding the meaning of what you have said, does not mean accepting what was said.

Accepting does not mean doing/implementing/acting …

Usually we are not aware of these difficulties; we only notice it in certain situations - like if:

- we fail to express what we want to say
- we don’t understand what the other person is saying (e.g. he/she is speaking in a different language or accent, or he/she is not speaking clearly, we misinterpret some words or non-verbal language).

Warm up- Exercise 1: “Understanding the difficulties to communicate well”

The workshop begins by placing people into pairs either sitting or standing back-to-back. The pairs need to speak the same language so that they are able to understand the instructions given. One person will be given a picture (see attachment 1) and the other person will be given some paper, a pen/pencil and a clipboard.

- The exercise begins with the person holding the picture describing the picture. The person with the paper and pen/pencil then draws the picture based on the description. The person drawing is not allowed to see the picture or be influenced by anything (such as body language) other than the spoken instructions from the person holding the picture.
- Once the pairs have finished drawing and describing the picture they will then be allowed to compare the 2 pictures. Each pair will be given a few minutes to discuss the pictures and the process identifying what they found difficult and what they found easy.
- The pictures will then be put onto the wall to slowly form a collage of communication.
- This is then followed by a facilitated group discussion to reflect on the activity and communication more widely. This will then be linked into the importance of communication when either managing or undertaking activities alongside volunteers.

Exercise 2: “What makes communication difficult”

Feedback amongst participants concerning the topic “communication”

All participants are given a card with a typical ‘problem’ concerning communication. The problems are all different and could include, for example, mumbling, eye contact and using complex language.

Each person will then role play a short speech ensuring that the communication problem on the card is used within the speech.

Once a person has delivered their speech other participants are asked to identify the problem.

The results of the feedback round could be as follows:

Voice: mumbling, unclear, speaking too fast or too quiet

- Body language: too little eye contact, body language does not fit to spoken content
- rhetoric: no self-confidence or persuasiveness, stick too much to one’s notes, no clear or illogical structure, too much foreign words, too long sentences, sounds like “ahh”, “em”

Introduction to communication

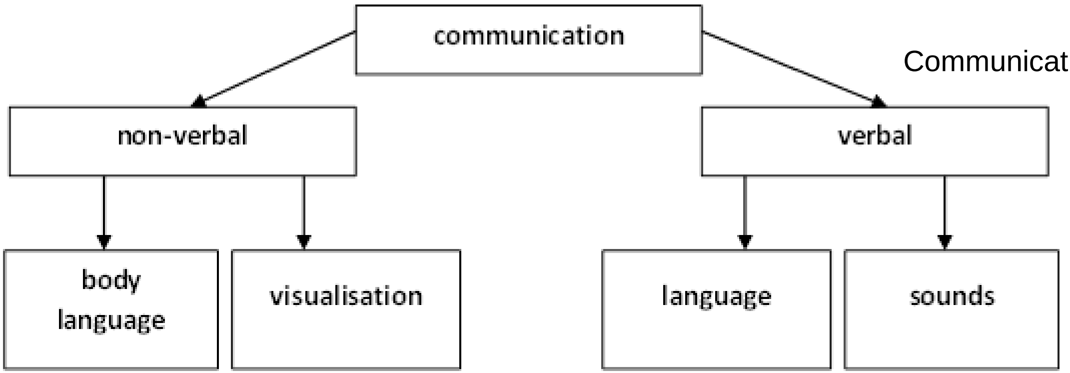
When talking about communication, most of us think about the content of spoken language. However, body language (gestures, mimic, movement) and the sound of one’s voice (=non-verbal communication) have considerable influence on situations and how others “understand” or “misunderstand” what we like to communicate.

Body signals are convincing, although the speaker often does not realise that his or her body is talking as well. The general principle is: “Your body is never lying”.

According to scientific research by the US psychologist Albert Mehrabian (1967), a successful speech takes 35% of its effectiveness from the sound of one’s voice, 58% from one’s body language and only 7% from the actual spoken content. These results show that an effective speech is not only determined by “what” is said but also “how” something is conveyed/understood/interpretated.

So communication is more than just words, its “results and effects” depend on

- ➢ how you say it – especially the tone of your voice
- ➢ why you say something – What is your real intention?
- ➢ when you say it, e.g. which time during the day, during an argument, in a friendly atmosphere, in a business conversation
- ➢ in which setting and role you are in (e.g. private situation, work place, at the doctors …)
- ➢ what you don’t say – it gives also an indication, what you want (or people think you want) to say
- ➢ on your body language – including your facial expressions, gestures and posture
- ➢ your voice and intonation

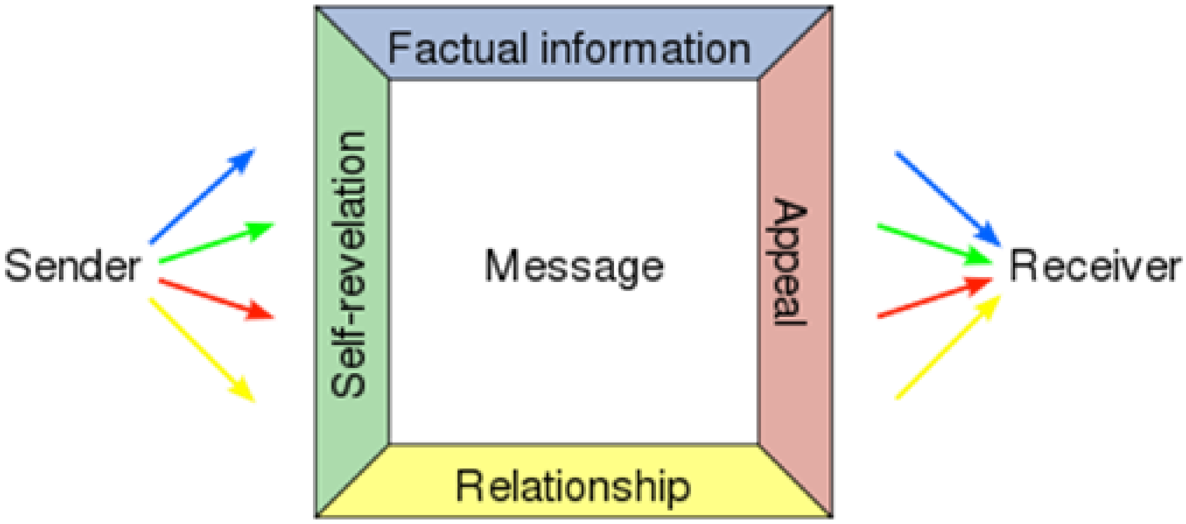


Communication consists of verbal and non-verbal communication:

Four-sides model of communication – Schulz von Thun

The four-sides model is a communication model by Friedemann Schulz von Thun. According to this model every message has four facets though not the same emphasis might be put on each. The four sides of the message are fact, self-revealing, relationship, and appeal.

Also other scientist has theories about the different layers of communication: According to Paul Watzlawick every communication has content and a relationship aspect. Karl Bühler stated that every information contains something about the matter, the sender and the receiver.



The four sides of a message:

a) The matter layer (Factual information) ➔ What I inform about

On the matter layer the sender of the news gives data, fact and statements. It is the task of the sender to send this information clearly and understandably.
The receiver proves with the Matter ear, whether the matter message fulfils the criteria of truth (true/untrue) or relevance (relevant/irrelevant) and the completeness (satisfying/ something has to be added).

In a long-term team the matter layer is clear and needs only a few words.

b) The self-revealing layer ➔ What I reveal about myself

In all news there is information about the sender. On the layer of the self-revealing or self-disclosure the sender reveals himself. This message consists of conscious intended self-expression as well as unintended self-revealing, which is not conscious to the sender. Thus, all news becomes information about the personality of the sender. The self-revealing ear of the receiver perceives which information about the sender is hidden in the message.

c) The relationship layer ➔ What I think about you and how we get along

The relationship layer expresses how the sender gets along with the receiver and what he thinks about him. Depending on how he talks to him (way of formulation, body language, intonation ...) he expresses esteem, respect, friendliness, disinterest, contempt or something else.

Depending which message the receiver hears with relationship ear he feels either depressed accepted or patronised. A good communication is distinguished by communication from mutual appreciation.

d) The appeal ➔ What I want you to do with the information

Who states something, will also affect something. This appeal-message should make the receiver do something or leave something undone. The attempt to influence someone can be less or more open (advice) or hidden (manipulation).

On the Appeal ear the receiver asks himself: "What should I do, think or feel now?"

To showcase the 4 sides of a message, here is an example how communication can be understood differently:

Example:

Two people are eating a home-cooked meal together.
The one who did not cook says: "There is something green in the soup."

Sender:

Matter layer: There is something green.
Self-revealing layer: I don't know what it is.
Relationship layer: You should know what it is.
Appeal layer: Tell me what it is!

Receiver:

Matter layer: There is something green.
Self-revealing layer: You do not know what the green item is, and that makes you feel uncomfortable.
Relationship layer: You think my cooking is questionable.
Appeal layer: I should only cook what you know in the future!

The other answers: "If you don't like the taste, you can cook yourself."

So why can communication go wrong?

Here you find the most common reason for bad communication:

- Not listening or paying attention to the person you are talking to and loving the sound of your own voice too much
- Not addressing the concerns of the other person, e.g. not taking their feelings or concerns into account; not admitting that they might be right, using the word “but” …
- Using a level of language the other person is not familiar with (e.g. academical language, technical language, using acronyms or “professional” language, or the language of your own bubble, C+ level) or using difficult language
- Giving unwanted solutions or advice
- Judging the other person or having prejudices or thinking in stereotypes

So, how to communicate well? How to improve your communication skills?

- Listening: To become a good communicator, it is important to be a good listener. And to be a good listener you need to practice “Active listening” (see next chapter)
- Being empathetic: Try to understand the other person, their feelings and put yourself in their shoes. Change the perspective.
- Non-verbal communication/Body language: It is important to practice good body language, use eye contact, utilize hand gestures, facial expressions, and watch the tone of the voice when communicating with others.
- Show interest in the other: ask questions and are willing to listen to the answers. There are open questions (What? How?), closed questions (When? Where? Who? Which? How many/much? How often?) or visionary questions (What are your dreams? What would you like to achieve?)
- Short and clear: A lot of times less is more. Be clear, articulate and come straight to the point. Use simple language.
- Conciseness: Convey your message in as few words as possible. Do not use filler words and get straight to the point.
- Clarifying and summarising: to ensure you understood the other person correctly, reflect and summarise what they have said in your own words and check if you understood correctly.
- Confidence. Be confident in what you say and in your communication interactions with others.
- Open-mindedness. In situations where you disagree with what someone else has to say, whether it be with an employer, a co-worker, or a friend, it is important to communicate on eye level, try to identify common ground, and don’t mock or patronize
- Build trust and be trustworthy: Do not tell anything that could harm the other person. The other person should be able to rely on your discretion.
- Provide feedback in a good way! (see our “Rules of feedback”)

What is active listening?

If you listen actively, you are not just listening to the words that are spoken. It is much more: you like to understand the "meaning" of what the other person is trying to say. To do so, you demonstrate your undivided attention, encourage the other person to continue speaking, and you can build rapport and understanding between you and the speaker.

How to become an active listener?

1. Pay close attention

Paying attention to what an individual is saying requires you give the speaker your undivided attention. Let the speaker know that you are listening by using acknowledgments that help add proof that you are truly listening.

- Stop any mental chatter
- Don't start preparing your response or rebuttal while the other person is talking
- Make sure your environment doesn't distract you
- Notice the speaker's body language and tone of voice – what are the non-verbal messages telling you?
- If you are in a group, avoid side conversations

2. Demonstrate physically that you are listening

Attentive body language signals that you are listening to the speaker.

- Look the speaker in the eyes
- Lean forward slightly to convey interest
- Nod your head from time to time
- Match your facial expressions with the information being given to you
- Remain open and relaxed rather than closed and tense

3. Check for understanding

Our personal experiences, our perceptions, and our feelings influence the way that we hear. This means that it is possible for information to get mistranslated or misinterpreted causing us to hear a message that was not intended. To avoid confusion, before responding, it is good practice to check for understanding using these tools.

- Use reflecting and paraphrasing to ensure you have understood the speaker's message correctly. Try using phrases such as, *"If I am hearing you correctly, you're saying…"*–
- Ask follow up questions to help clarify the speaker's meaning. Try, *"Can you tell me more*

about…?” or, *“What did you mean when you said…?”*

- Summarise what you have heard occasionally

4. Respond Appropriately

When you are actively listening, you are showing your respect for the speaker as well as gaining the information that you need to form your response once the speaker has finished communicating their message. Once you have received and clarified the message, it is now time to form your reply.

When expressing your thoughts:

- Be honest and open – when it comes to communication, honesty truly is the best policy
- Be respectful – whilst it is important to be honest, remain professional and fair while sharing your opinions
- Be thorough – refer back to specific points the speaker made

5. Don’t interrupt!

Following these tips involves making small interjections to ensure the speaker knows you are listening and understanding their message, not interrupting in order to speak yourself. Interrupting the speaker does nothing but limit your chance of understanding by causing them to become frustrated and possibly forget or accidentally exclude important information.

Constructive feedback

Feedback is:

- a way of learning and not criticism,
- voluntary and for the benefit of the speaker
- less about "What?" than about "How?”

If feedback is given in a good way, it is a chance to assess one’s strengths and weaknesses better and will improve the working environment or relationship.

But giving feedback in a good way, some rules should be followed:

- Describe, do not rate
- Focuse on behaviour
- Formulate concrete observations

- act promptly (and don’t give feedback on long passed moments)
- talk to the participant personally
- formulate “I”-messages
- criticise constructively
- formulate politely and appreciatively
- do not forget positive aspects
- balancing pros and cons

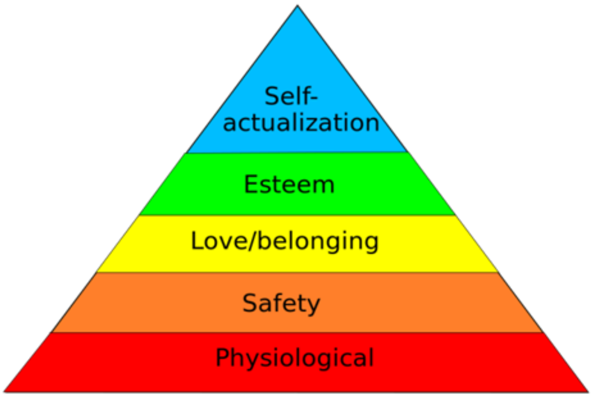
But there are also rules for receiving feedback

- do not interrupt the person speaking
- do not justify what you have said or done
- rethink your speech critically
- be thankful for the other perspective and the honesty of the other person, only this way you can understand why things were not going well, and now you have the chance of improvement.

Understand the needs of others

If you are building a relationship, check out, which needs are essential and on which level each of you are.

Understanding Maslow's “Hierarchy of needs” can be very helpful:



The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met – with the exception of the most fundamental (physiological) need – there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire the secondary or higher level needs.

- **Physiological needs**

  Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements.

- **Safety needs**

  With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behaviour. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. – people may (re-)experience post-traumatic stress disorder or trans-generational trauma. In the absence of economic safety – due to economic crisis and lack of work opportunities – these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, etc. This level is more likely to be found in children because they generally have a greater need to feel safe.

  Safety and Security needs include:

  - Personal security
  - Financial security
  - Health and well-being
  - Safety net against accidents/illness and their adverse impacts
  -

- **Love and belonging**

  After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy – due to hospitalism, neglect, shunning, ostracism, etc. – can impact the individual's ability to form and maintain emotionally significant relationships in general, such as friendship, intimacy or family.

  According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organisations, sports teams, and gangs. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved – both sexually and non-sexually – by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element.

  This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

- **Esteem**

  All humans have a need for feeling respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect.

Maslow states that while he originally thought the needs of humans had strict guidelines, the "hierarchies are interrelated rather than sharply separated". This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related.

➢ **Self-actualisation**
"What a man can be, he must be." This quotation forms the basis of the perceived need for self-actualisation. This level of need refers to what a person's full potential is and the realisation of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions.

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5. Basic requirements for a good speech

5.1 Self-confidence

- Say “YES” to yourself

Enter a talk or speech with a positive attitude.

The keyword is: "self-fulfilling prophecy” – if you think that you will not convince your audience, you probably will not.

- Develop mental strength and focus on your strengths

Imagine situations you easily managed to convince. Try to remember what made these situations successful. Think about things you are good at (i.e. arguing well, telling stories vividly, including the audience), and emphasise these.

- Relax and enter a speech or a presentation with a good mood

Have a good time the evening before your speech, smile and breathe deeply.

- Accept your restlessness and nervousness

But beware! Never state that you are excited, the audience will notice anyway. Otherwise you indicate the audience that you are not prepared and they will not listen to you before you have even started properly.

- Everyone, also you, is allowed to make mistakes

But it is important to keep cool when making mistakes: "To err is human"

- Relativise the real importance of the communication situation

"Learning to speak in front of people is like learning to swim. The best teacher is practice, the biggest obstacle is fear."

5.2 Human power of persuasion

- Expertise

For more see "good preparation". It was repeatedly stressed that security regarding the content plays a very important role.

- Enthusiasm for the subject

"What you’d like to ignite in others must burn within yourself!" (Augustine)

- Rhetorical presentation - comprehensibility

Simplicity of language, short sentences, empathy (put yourself in the position of the listener), work with pictures / examples that fit the lives of the listeners

- Naturalness, credibility and authenticity

5.3 Self-representation

- Appearance

  Suitable for the situation and for yourself, but choose a style you still feel comfortable with (i.e.: avoid new shoes that don't really fit).

- Good overall condition and secure standing

Be free and viewable for the audience. Don't focus on a particular object, person or piece of furniture. When talking to a person, show him or her both shoulders, speak frontally to him or her

- Eye contact

  "Circling eye contact"- If you have difficulties to look around the room, try to

have eye contact with a person you know and who agrees with you – at least at the beginning. But try to look at all, only then will they feel addressed by your words.

- Good accordance of form and content. Shortness and conciseness, structure and order to adapt to the world of the audience

5.4 Good preparation

- Define your interests and goals.
- Analyse the actual and the desired situation.
- Think about the different aspects of the topic; distinguish between optional, debit and discretionary content.
- Prepare- which target group am I addressing? How can I reach them best? What interests do they have? Develop good arguments, design and weigh the contents so that they fit to the target group.
- Generally: Less is more! Have fewer arguments, but good and illustrative examples, which stress your points
- Think in advance about possible objections and difficult blockages and consider strategies how to deal with them
- Set your course of action (Organisational plan or meta-plan collage)

Structure your speech clearly and organise your thoughts in a logical way

A clear thread must run through your speech. At the beginning, mention the points you would like to treat during your speech (i.e. 1 .... 2... 3... 4...). Thus you provide a rough script of your speech. You can also structure your speech with time limits (i.e.: "Now I will talk five minutes about XYZ."). But then absolutely stick to your set limits!

Make cheat sheets as reminders, even for short speeches!

As a result, you will be forced to restructure your thoughts and to reconsider your arguments. As a benefit is provides additional security. Two principles are to be kept in mind:

Only note down keywords, not complete sentences! Only your final sentence should be written down completely.

Don't hide your cheat sheet (this often leads to difficulties in finding and reading it!). Use enough paper and write your keyword big enough.

Do not try to hide or cover up uncertainties

This is "wasted energy"! Uncertainties often lead to fixations. Accept your fear and try to apply strategies to overcome these uncertainties. Focus on your strengths!

7. Questioning techniques

"The open question"

The question word is usually set at the beginning of the open question. The answer cannot be "Yes" or "No". It should mostly be answered in the entire sentence.

Examples: "Where are we going to have breakfast today morning?"

"How did you like the movie?"

"The closed question"

For the closed question, the verb (helping verb) is set at the beginning of the sentence. The answer can solely be "Yes", "No" or "Maybe".

Examples: "Would you like some ice cream?"

"Did you like the movie?"

It is very useful to ask an open question in order to receive a specific answer. Only at the end of the conversation you may choose to ask the closed question against the non-stop speakers and waverers.

Types of questions

Now you see the differences between the open question and the closed question. Beyond that, there are ten different types of questions which are differentiated from each other and those can help you to manage your communication in various situations.

1. “The information question”

. Such a question normally begins with “How”, “When”, “Where”, “Who” or “How much”.

Example: “When will your house be finished?”

2. „The alternative question“

By using alternative question, you give your conversational partner two positive options.

Examples: “Should I pick you up at 06.00 or 07.00 pm?”

“Would you like a cup of coffee with milk or with cream?”

3. „The suggestive question“

By using suggestive question, you as a questioner attempt to influence your conversational partner for your own interest. Commonly the key words for this kind of question are those words such as “but”, “well”, “too”, “definitely” or “certainly”.

Example: “Don’t you agree…..?”

4. “The Yes-way-street”

You may use this question technique whenever you would like to receive the “Yes- answer”. In order to reach that, you have to ask several Yes-questions until you ultimately receive a suggestive assessment. This technique is particularly recommendable to use at the end of the conversation.

Examples: “Do you like to watch movies?”

“Do you usually like to go to the cinema?”

“Do you prefer going out with another person instead of going out alone?”

This then sets up the conversation and inevitable question of going to the cinema together this evening.

5. “The rhetorical question“

“In the field of rhetorical questions, you must ask the question and answer this question right away yourself. This kind of question is often used in presentations because you can indirectly force the listeners to follow you. Your listeners cannot do differently than being inwardly occupied with your question.”

6. “The counter question“

You use counter questions in order to answer your conversational partners’ questions. The advantage of this technique is to save time through using the counter question. This is very advisable, especially, whenever you spontaneously do not know the answer or would like to ask a provocative question in return. Through this kind of question you can at least push the problem temporarily to your conversational partner instead of having it on your back.

Example: “What do you mean?”

“How should I understand your question?”

7. “The motivational question”

With a motivation question, you can persuade your conversational partner to come out of their shell and begin to participate in the conversation.

Example: “How have you managed to have such excellent results in your exam?”

8. „The provocative question“

Caution, you may attack your conversational partner with the provocative question directly. You should use this kind of question in specific circumstances. One thing you have to bear in mind: You make no new friends with this kind of question technique!

Example: “ Why is your roommate much better than you in the exams?”

9. “The control question“

You can check an agreement between you and your conversational partner by asking a control question. This question technique is very important: The earlier it exposes, that things are not ultimately clarified, the better you can still handle the situation. Otherwise, the results will only come out unsatisfactorily.

Example: “Is there any question left unanswered?”

10. “The trick question”

You may learn something more which you cannot ask directly through the use of trick question because asking directly may not gain a response

Example: “When did you graduate?” (So you can discreetly find out how old someone is).

8. Feedback

“I did not know what I said before I heard the answer of the opposite person.”

(Paul Watzlawick)

8.1 Definition

Feedback is:

- a way of learning and not criticism,
- voluntary and for the benefit of the speaker
- less about "What?" than about "How?”

(==> Conflict-Free Communication)

8.2 Aims

- a chance to assess one’s strengths and weaknesses better

- for better working environment

8.3 Rules for giving feedback

- Describing not rating
- Focusing on behaviour
- Formulating concrete observations
- acting promptly
- talking to the participant personally
- formulating I-messages
- criticising constructively
- formulate politely and appreciatively
- do not forget positive aspects
- balancing pros and cons

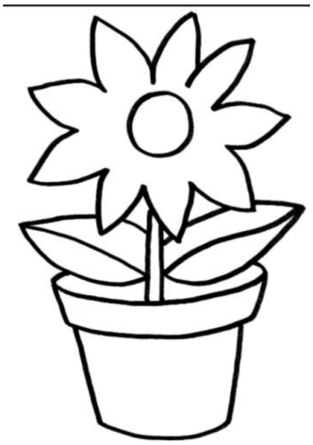
8.4 Rules for receiving feedback

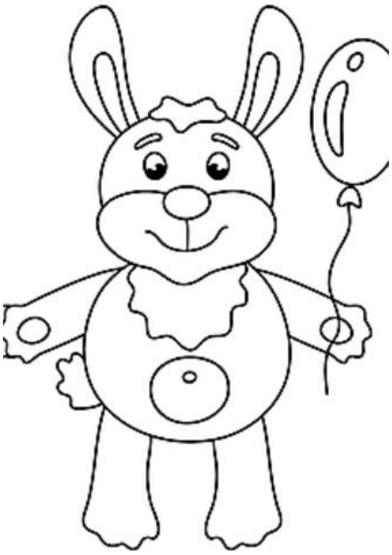
- do not interrupt the person speaking
- do not justify your speech
- rethink your speech critically
- be thankful

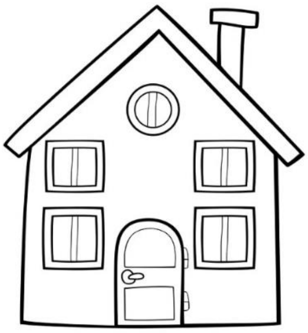
Exercise 2:

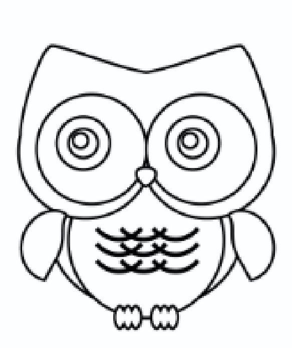
Build tandems (groups of two) and let them train the feedback-rules by giving each other feedback.

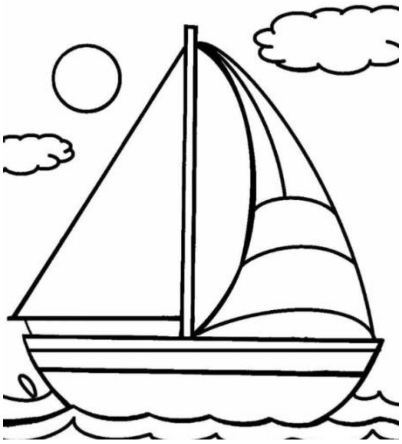
ATTACHMENT 1 “Unterstanding the difficulties to communicate well”

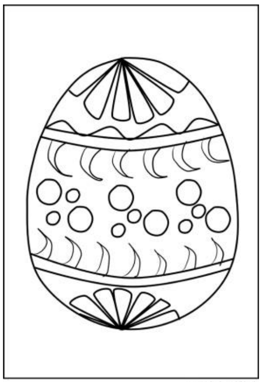












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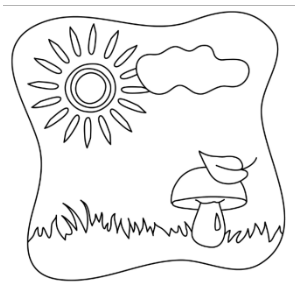


d) Annex 8.1.4. Role play with different situations

Sit once opposite each other so that you can keep eye contact with each other.

Now one of you starts to say something. It is not so important what you say. Please do not choose "sensitive" topics for this exercise. So please don't say everything you've always wanted to say to your partner in this exercise, and please also avoid reproaches, attacks or criticism. It is really only about practicing active listening - nothing more.

The point now is to say something at all. Talk about the weather, your new coat or the dog.

At the beginning, limit yourself to one long sentence or two or three short ones.

The other person's task is to repeat exactly what the first person said before. Do not repeat every word, but use your own words to reproduce the meaning as accurately as possible in your own words.

Start with the sentence: "You say that ..." or "You mean that ...". After about 10 minutes, switch.

In any case, after the exercise you should talk briefly about how you each felt about this exercise. Try to really see the whole thing as an exercise.

e) Annex 8.2.1. Active listening techniques and active listening attitudes

Active listening is a communication technique according to which the receiver of a message tries to understand the message as it was (presumably) intended to reach them.
The receiver puts himself in the sender's position and tries to find out what the sender is "really" talking about (intention).
The sender is "really" concerned with (intention). In case of ambiguity, the active listener asks questions and repeats the perceived information to check its accuracy. The basic idea of this technique goes back to Carl R. Rogers.

Active Listening Techniques according to Carl R. Rogers

Paraphrasing	The statement is repeated in the listener's own words.
Verbalising	The feelings of the other person are mirrored e.g. "She was annoyed by that."
Enquiries	e.g. "After you said this, Kadigha didn't react?"
Summarising	Summarise what you have heard in a few words (briefly).
Clarify unclear	e.g. "You said 'immediately' - was that the same day?"
Continue	e.g. "And then?"
Weighing up	e.g. "Was the harassment worse than running away?"

Attitudes of active listening:

- Putting yourself in the other person's shoes,

- turn physically towards the other person (posture, gestures, facial expressions),

- Putting oneself on the back burner,
- concentrate completely on the other person,
- being interested in the other person as a human being,
- want to recognise the other person's motives and feelings
- affirm and respect the other person as a human being,
- show a positive attitude towards him/her.

Example:

A.: "You can never be on time. You don't care about me at all."

B.: "You were looking forward to a nice evening with me?"

A.: "Yes. Yes, I was."

B.: "I'm really sorry it got late. How can I appease your displeasure? Would you like to go for a walk? Or drink a bottle of wine?" In this example

In this example, the empathetic communication technique of active listening can be used before it arises.

f) Annex 8.2.2. Assignment sheet for active listening exercise

Please read carefully. Then listen actively to your communication partner and try to apply at least 3 of these advices.

1. Pay close attention

Paying attention to what an individual is saying requires you give the speaker your undivided attention. Let the speaker know that you are listening by using acknowledgments that help add proof that you are truly listening.

- Stop any mental chatter
- Don’t start preparing your response or rebuttal while the other person is talking
- Make sure your environment doesn’t distract you
- Notice the speaker’s body language and tone of voice – what are the non-verbal messages telling you?
- If you are in a group, avoid side conversations

2. Demonstrate physically that you are listening

Attentive body language signals that you are listening to the speaker.

- Look the speaker in the eyes
- Lean forward slightly to convey interest
- Nod your head from time to time
- Match your facial expressions with the information being given to you
- Remain open and relaxed rather than closed and tense

3. Check for understanding

Our personal experiences, our perceptions, and our feelings influence the way that we hear. This means that it is possible for information to get mistranslated or misinterpreted causing us to hear a message that was not intended. To avoid confusion, before responding, it is good practice to check for understanding using these tools.

- Use reflecting and paraphrasing to ensure you have understood the speaker's message correctly. Try using phrases such as, *"If I am hearing you correctly, you're saying…"*–
- Ask follow up questions to help clarify the speaker's meaning. Try, *"Can you tell me more about…?"* or, *"What did you mean when you said…?"*
- Summarise what you have heard occasionally

4. Respond Appropriately

When you are actively listening, you are showing your respect for the speaker as well as gaining the information that you need to form your response once the speaker has finished communicating their message. Once you have received and clarified the message, it is now time to form your reply.

When expressing your thoughts:

- Be honest and open – when it comes to communication, honesty truly is the best policy
- Be respectful – whilst it is important to be honest, remain professional and fair while sharing your opinions
- Be thorough – refer back to specific points the speaker made

5. Don't interrupt!

Following these tips involves making small interjections to ensure the speaker knows you are listening and understanding their message, not interrupting in order to speak yourself. Interrupting the speaker does nothing but limit your chance of understanding by causing them to become frustrated and possibly forget or accidentally exclude important information.

g) Annex 8.3.1. printout of the most important rules for Easy Language

- English: **IO1_Annex 10.3.1._rules_easy language_englisch.pdf**
- Italian: **IO1_Annex 10.3.1._Regeln_leichte Sprache_italienisch.pdf**
- Czech: **IO1_Annex 10.3.1._Regeln_leichte Sprache_tschechisch.pdf**

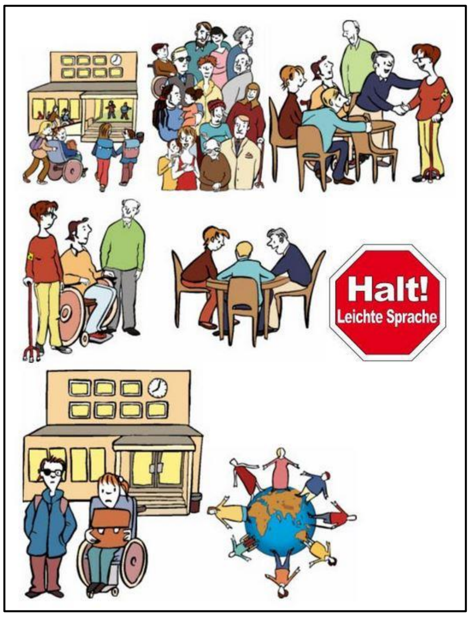
h) Annex 8.3.2. Exercise on translating texts

Excercise: Difficult Language – Easy Language

The following is an exercise to try out what it is like to write or say things in Easy Language using the Easy Language guides.

1. Read the original text "**Right to Health**" and see how it has been translated into Easy Language in the example.
2. Now read the text "**Right to education**" and think about how the right to education can be expressed in a simpler way.
    - ✓ You have a table to fill in. On the left-hand side you can write your simpler text.
    - ✓ On the right-hand side, you can stick the appropriate pictures, which you can cut out below.
    - ✓ If the pictures are not enough, you can draw your own pictures.
3. When you have finished, exchange your charts.

Pictures to illustrate your translation "Right to Education“



Right to Health

States Parties recognize the right of persons with disabilities to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure that persons with disabilities have access to gender-sensitive health services, including health rehabilitation. In particular

a) Parties shall make available to persons with disabilities free or affordable health care of the same range, quality and standard as that provided to other persons, including sexual and reproductive health services and public health programmes available to the general population;

(b) States Parties shall provide the health services needed by persons with disabilities specifically because of their disabilities, as appropriate, including early detection and early intervention, as well as services designed to minimize or prevent further disability, including in children and older persons;

c) States Parties shall provide these health services as close to the community as possible, including in rural areas;

d) States Parties shall impose on health care professionals the obligation to provide persons with disabilities with care of equal quality to that provided to other persons, including on the basis of free informed consent, by raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities, including through training and the adoption of ethical standards for public and private health care; and

e) States Parties shall prohibit discrimination against persons with disabilities in health insurance and life insurance, to the extent that such insurance is permitted under national law; such insurance shall be offered on fair and reasonable terms and conditions;

f) Prevent the discriminatory withholding of health care or services or of food and liquids on the basis of disability.

The Right to Health translated into Easy Language:

Health There must be good doctors for people with disabilities as well.	
Health Doctors and hospitals must also be good for disabled people.	
That means: There must be a lift and a wheelchair toilet for poeple in wheelchairs.	
Blind people must be able to find their way around the hospital.	
Doctors must explain everything important in Easy Language.	

Right to Education

(1) States Parties recognize the right of persons with disabilities to education. In order to realize this right without discrimination and on the basis of equality of opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning with the aim of,
(a) To develop to the full human potential and awareness of human dignity and self-worth, and to strengthen respect for human rights, fundamental freedoms and human diversity;
(b) To enable persons with disabilities to develop fully their personalities, talents and creativity, as well as their mental and physical capacities;
(c) To enable persons with disabilities to participate effectively in a free society.

(2) In realizing this right, States Parties shall ensure that
(a) Persons with disabilities are not excluded on the basis of disability from the general education system and that children with disabilities are not excluded on the basis of disability from free and compulsory primary education or from attending secondary schools;
(b) Persons with disabilities have access to inclusive, quality and free primary and secondary education on an equal basis with others in the community in which they live;
(c) reasonable accommodation is made to meet the needs of individuals;
(d) persons with disabilities are provided with the necessary support within the mainstream education system to facilitate their successful effective education;
(e) In accordance with the goal of full inclusion, effective individualized supports are provided in an environment that allows for the best possible educational and social development.

(3) States Parties shall enable persons with disabilities to acquire life skills and social competencies to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures; inter alia, they shall
(a) Facilitate encourage the learning of braille, alternative writing, augmentative and alternative forms, means and formats of communication, the acquisition of orientation and mobility skills, and peer support and mentoring by other persons with disabilities;
(b) facilitate the learning of sign language and the promotion of the linguistic identity of deaf persons;
(c) ensure that blind, deaf or deaf-blind persons, in particular children, are provided with education in the languages and forms of communication and with the means of communication most appropriate to the individual and in an environment which permits the best possible educational and social development.

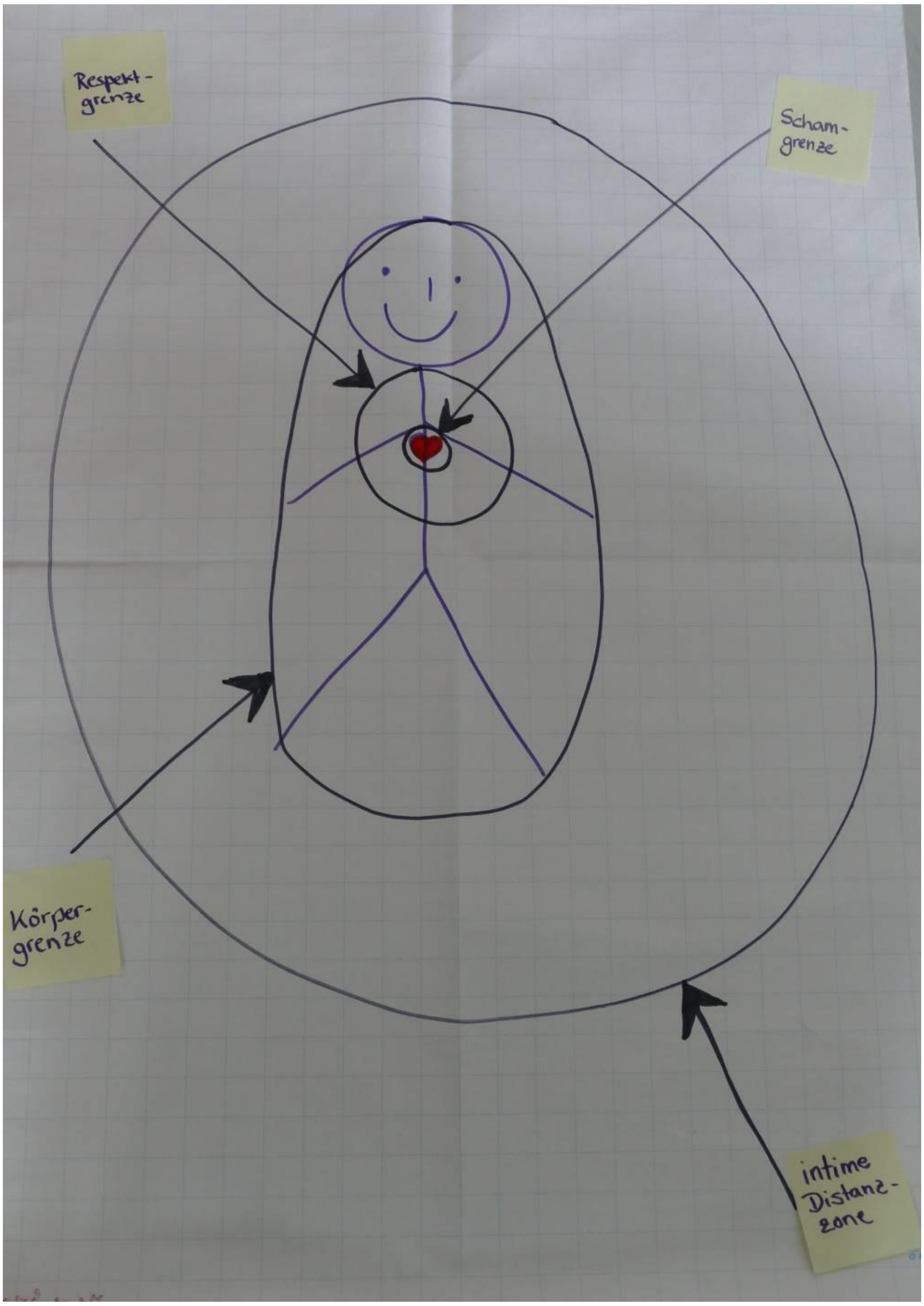
(4) In order to contribute to the realization of this right, States Parties shall take appropriate measures to recruit teachers, including those with disabilities, trained in sign language or Braille, and to train professionals and staff at all levels of education. Such training shall include disability awareness raising and the use of appropriate augmentative and alternative forms, means and formats of communication, as well as educational practices and materials to assist persons with disabilities.

(5) States Parties shall ensure that persons with disabilities have access, without discrimination and on an equal basis with others, to general tertiary education, higher education, vocational training, adult education and lifelong learning. To this end, States Parties shall ensure that reasonable accommodation is provided for persons with disabilities.

Right to Education translated into Easy Language:

9. Me - you - we - voluntary vs. full-time: How do we deal with boundaries?

a) Annex 9.1.1. Image ‘boundaries’ (powerpoint is on trello)



b) Annex 9.1.2. Exercise on boundaries

For each of the questions below, decide whether, if asked by the PWD, it could lead to a violation of a personal boundary, a professional boundary, either boundary or neither boundary.

Can I hold your hand?	Do you have any children?	What’s your phone number?	Can I borrow some money to buy some dinner?
I have a headache – can I have a pain killer?	Are you pregnant?	Can we go to see an 18 cert movie?	Can you look at this lump on my leg?
Can I borrow your CD?	Can you buy me a football?	Can I tell you something?	Do you like me?
Can I bring my friend with me next time?	Can I add you on Facebook?	How old are you?	Can I see you twice a week?
Where do you live?	What are your children called?	Can I have another coke?	You won’t tell, will you?
Can I have your email address?	Would you like to come to my birthday party?	Will you come up to my room?	Are you gay?

c) Annex 9.1.3. Printout options for saying no

How to say no

IMProVE
Inclusive Methods in Professional Volunteering in Europe

NO!

NO – not me!

NO – not now!

NO – not this way!

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d) Annex 9.2. Handout on definition of reporting duty vs. confidentially

Handout "Duty to report vs. duty of confidentiality"

1. What do the terms mean?

- Duty to report: obligation to submit regular reports on the activities of the cared-for person(s) (written and/or verbal) and the obligation to report certain facts to responsible bodies
- Duty of confidentiality
  - Prohibition of disclosure of private secrets
  - Legal obligation for certain professions not to disclose secrets to third parties
  - Obligation to remain silent about matters entrusted to them

2. Where is the boundary?

- It is not easy to see the boundary → agree from the beginning which situations are reportable and which are not (e.g. every suspicion should be discussed with the coordinator and further action will be discussed together)
- Relationship between inclusion buddy and volunteer is an informal support relationship → depends on both parties what they keep confidential and what they report
- Boundary is also related to what people with disabilities need support for
- For example: Inclusion buddy reports only relevant things or situations he/she could not handle to the responsible persons in weekly meetings, but does not share anything private

3. How do I deal with situations where I am unsure?

- Don't keep quiet, but talk to someone about it (e.g. contact person in the association or in the coordinating organisation)
- Involve other inclusion buddies or volunteers and ask for their opinions (What would you do in my place?) → find a solution together and exchange ideas
- Consult staff and/or social service providers who know this area well and can give tips and help in specific situations
- In principle: rely on your own feelings! (Would I want other people to know about the situation? Does the person with a disability agree that I tell his/her story?)
- Duty to report always applies when people are in danger!

e) Annex 9.3. Paper with situations of border crossing

1. **Crossing boundaries of inclusion buddies:**

Situation 1:
PWD is playing a board game with residents of the retirement home. IB is sitting next to them, simply watching. A nurse comes into the room and seems very stressed. When she sees the IB, she immediately asks her/him if she/he has nothing to do at the moment since she urgently needs help in the next room where an elderly lady needs to be fed. The IB hesitates for a moment, then gets up and follows the nurse into the next room.

Situation 2:
PWD asks the new IB for her/his mobile phone number. The IB refuses at first because he was advised against doing that in the training. After some time, PWD asks for the number again and as the IB finds PWD very friendly and nice, he/she gives his/her number to PWD after all. The next few days he/she gets a lot of messages from the PWD, which are not only about volunteering. At the next meeting between PWD and IB there is an argument because IB was so stressed by the many messages and was not able to ignore the messages or to read and answer only when she/he felt like doing that.

2. **Crossing boundaries of PWD**

Situation 1:
PWD has finished his voluntary work and IB and PWD are just about to leave the facility. On the hallway, they meet the head of the facility who asks if everything went well. PWD is just about to answer when the IB interrupts him and answers the question instead. The facility manager then wants to make an appointment with the PWD for a talk. Before the PWD can answer, the IB already suggests a date without asking the PWD.

Situation 2:
PWD is of doing a task that has been assigned to him/her. As he/she is doing this task for the first time, he/she has problems at first and it takes her/him a while. The facility manager comes by very regularly and in short intervals and notices that the PWD is having difficulty making progress. The management rolls his/her eyes and is visibly annoyed. At first, she/he tries not to let on, but then speaks to the PWD very irritably and in a derogatory tone and instructs him/her to take on another task instead.

3. Crossing boundaries of voluntary work

Situation 1:

IB brings PWD back home after the voluntary work. The mother receives them at the front door and starts a conversation with the IB. The IB is visibly in a hurry and tries to wrap up the conversation. The mother complains about her stressful week and the amount of appointments she has to attend due to the PWD. After a short break, she asks the IB if he could perhaps go to the doctor with the PWD next week exceptionally, since she herself is not available that day. The IB hesitates, then takes a look at his calendar. After a moment's thought, he agrees. The mother is visibly relieved and asks again whether it would be possible for the IB to take the PWD there in his own car.

Situation 2:

PWD has been working in a home for the elderly for a long time and until now everything went smoothly. But recently the management has changed and the PWD's tasks have changed unexpectedly. Suddenly, he/she is only supposed to do tasks he/she doesn't like, for example cleaning and taking out the rubbish. He/she misses the contact with the residents and talks to the IB about how useless he/she feels now.