

IMProVE

Inclusive Methods in Professional
Volunteering in Europe



CURRICULUM FOR TRAINING UNIT ON INCLUSIVE VOLUNTEERING FOR VOLUNTEER COORDINATORS



Manual for working with volunteers with intellectual disabilities
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VOLUNTEERING IS FOR EVERYONE!

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INCLUSIVE VOLUNTEERING

1 PRESENTATION OF VOLUNTEERING, INCLUSIVE VOLUNTEERING, EMPOWERMENT, IMPROVE CONCEPT (VOLUNTEER – INCLUSION BUDDY)

1.1 Volunteering, volunteer, inclusive volunteering

Volunteering is an activity carried out for the benefit of others, nature or animals without claims to financial remuneration or reward.

A Volunteer is anyone who, of their own good will, in their free time and without the right to financial reward, performs activities for the benefit of other people or organizations. Basically anyone can become a volunteer, because each of us knows something that can provide to others.

Inclusive volunteering is performed by people who are at risk of social exclusion or are already socially excluded. Volunteering serves them here as a tool of inclusion, as it provides this group of volunteers with the opportunity to:

- participate in social events,
- help others, i.e. having a sense of personal contribution,
- realize your potential,
- make contacts,
- learn something new.

1.2 Empowerment

And thanks to this, the ability to touch one's own strength, to strengthen confidence in one's own potential, independence and abilities - to achieve empowerment.

Empowerment is the process of building the independence, power, confidence and other necessary means to effect change and create a path to a better future.

It also involves changes in the social and political framework at all levels: to be able to gain power, the individual needs to have access to rights and resources and to be treated equally and fairly. Empowerment as a process ends when individuals feel free and able to express their own ideas, make their own decisions, and overall are able to shape their lives and the social and political conditions in which they live. The process of empowerment leads to the discovery and use of the abilities and resources of all people involved.

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

Greater involvement of people with disabilities or mental illness (e.g. in the community, taking political and economic activities or personal responsibility for better education, work and social inclusion, as well as adopting an individual lifestyle) will empower these people and enable them to remain in control and implement their own lives.

EMPOWERMENT

As a result of "**EMPOWERMENT**", people with disabilities or mental health issues will gain:

a) on a personal level

They want and have the ability to shape their own lives: Thanks to opportunities and greater freedom, people identify their situation and possibilities, are in contact with others and have the power to act, make decisions and solve problems. They also feel positive, have self-confidence and self-esteem.

b) in a group

People with disabilities or mental illness can work together in groups, organizations and networks to increase their influence.

c) at the societal level

Empowered people are not controlled, oppressed or marginalized. They participate in social processes at all levels and have realistic prospects for changing existing power structures. People with disabilities are generally visible and present, participate in public life and are socially connected and respected by other members of the community.

d) at the legal level

People with disabilities have the same formal legal certainty as everyone else and benefit from existing laws. They influence legislation and laws in their country.

e) at the political level

People with disabilities are active members in political groups, organizations and parties, their voice is heard, they influence and participate in political processes.

f) at the economic level

People with disabilities have access to employment and business, regular and decent income, equal pay, social security and economic literacy. Economic empowerment is achieved through decision-making power over money, reduced dependency, risk and stress, and influence over economic policy.



Our vision is that not only decision-makers but also ordinary people realize that people with disabilities or people with mental illness have potential, abilities, power and resources and that we all benefit from their integration, inclusion and active involvement in our society at all levels and benefit from their contribution to our community/society.

IMPROVE CONCEPT

1.3 The IMProVE concept of volunteering – Inclusion Buddy + volunteer with a disability

In the IMProVE 2.0 project, we mainly focus on volunteers with disabilities (with intellectual disabilities, physical disabilities or mental health issues). People with disabilities are often hindered by a mental barrier, the feeling that they cannot do something in various activities. The IMProVE project aims to make volunteering possible for everyone, and therefore in our concept, every volunteer with a disability has the opportunity to have support in the form of a healthy volunteer Inclusion Buddy.

Role of the Inclusion Buddy

The Inclusion Buddy accompanies a volunteer with any type of disability and limitation during his/her volunteer activities and supports his/her volunteer activities. An Inclusion Buddy is not only a contact person for a person with a disability, but also for a visiting organization in case of any ambiguities or difficulties. The activity of the Buddy is the support of both parties. He notices problems that may arise and helps to solve them (eg transport, means of communication, "translation service" in simple language, security). He monitors that everything is going well and intervenes only when necessary.

He is not there to do volunteer work with the volunteer, or even to do it for him. An Inclusion Buddy is a supportive colleague who helps a volunteer with a disability to gain self-confidence, and the ideal goal of this concept is that a volunteer with a disability will not need his Inclusion Buddy.

1.4 Coordinator

In the IMProVE project, we want to simplify the work of all stakeholders. Therefore, we try to make the situation as easy as possible for the person who will be in charge of the volunteer or the volunteer tandem in the organization. That is why the role of the coordinator is important.

- The coordinator in the receiving organization is primarily the one who assigns tasks to the volunteer, because he knows his organization and knows what is needed.
- Together with the volunteers, the coordinator organizes and agrees on the time of performing volunteer activities in the organization.
- It is assumed that in most cases he will give instructions for the tasks and will either demonstrate or teach the volunteer to perform the given activity (if it is not something that can be taught, the inclusion buddy will explain).
- The coordinator will solve problems with the volunteer if the volunteer cannot handle the situation himself, or the volunteer turns to the coordinator himself (depending on the nature of the problem).
- The coordinator contacts the volunteer organization if he suspects, for example, rude behavior between a volunteer with a disability and an inclusion buddy
- The coordinator can contact the volunteer center (or the sending organization) at any time in case of problems with the volunteer tandem.
- The coordinator communicates with the volunteer organization or with the volunteer tandem in a timely manner, if for some reason there is no regular volunteer activity in the organization.
- The coordinator mediates communication with other employees or members of the organization when necessary.

VOLUNTEER IN YOUR ORGANIZATION

2 VOLUNTEER IN YOUR ORGANIZATION

Recommendation:

- Clarify the REAL goals of the volunteer's activity in the organization - short-term and long-term and in a realistic time horizon.
- Focus on small steps.

Exercises – Volunteering in YOUR organization

Divided into pairs, coordinators brainstorm on the topic: What could a volunteer do in your organization?

One coordinator interviews the other about the running of his organization, gets a description of what the organization deals with, what the activities are in the organization and tries to see the possibilities in the other's organization. They write the options on post-it notes and then stick them to their organization flip board.

All participants can then comment on the individual activities seen from the eyes of someone from outside their own organization, whether they agree with the possibility, or on the contrary, they do not think at all that a volunteer could carry out such an activity in their organization. They can also express themselves when they see a barrier in the given activity and, together with the other participants, they can look for a way to break the barrier.

Motivation of volunteers

What drives volunteers to get involved? How to keep them interested?

- The volunteer should feel that he belongs in the organization.
- The volunteer feels that he is receiving trust from the organization.
- The volunteer should feel that he is building relationships in the organization.
- The volunteer feels that his work is beneficial to the organization.
- The volunteer feels that his activity is appreciated. (From time to time it is appropriate to appreciate the volunteer, give him feedback.)
- A volunteer should do most of the activities he enjoys or wants to do.
- A volunteer in an organization should not be given only unpopular work.

The Volunteer Center will also appreciate volunteers during a group volunteer meeting.



Exercise: Imagine yourself as a volunteer, how would you like to be appreciated?

FIRST ENCOUNTER

3 FIRST ENCOUNTER WITH POTENTIAL VOLUNTEER

When a prospective volunteer comes in we will find a suitable place where we can conduct the conversation. We inform interested parties where we are going and what will follow. Introduce yourself, your position in the organization.

What to ask a volunteer? - Recommended questions:

- Why our organization?
- How did you hear about us?
- Do you know someone who is a volunteer?
- What is your idea of what you would like to do?
- What are your options (e.g. time, material)?
- What are your limitations?
- Do you have any special needs?
- Do you already have any personal experience with volunteering?
- What are your motives and motivations for volunteering?
- Describe the activity the volunteer will perform.
- What else would the volunteer like to try in the organization?
- What can a volunteer do?

Important information:

- Present the possibilities in your organization.
- Describe the activity the volunteer will perform.
- Agree on a time frame.
- Transfer of mutual contacts.

Before you say good bye, think:

What hasn't been said yet? What would you like to ask?



RULES AND CONFLICT RESOLUTION

3.1 How to create the rules?

We recommend:

- stick to simple and understandable rules,
- don't go too deep and don't add rules that can be interpreted differently,
- work with concerns (e.g., are you worried something won't work? Avoid the problems created by the rule),
- generalize,
- remember other rules you know and get inspired,
- think about making the rules work equally for everyone.

3.2 Conflict resolution

In order to properly resolve the conflict, it is necessary to understand why the conflict arose and what is the cause of its emergence. This is followed by the proposal of many different solutions, until we arrive at one or more of the most suitable solutions that will eliminate the conflict, or a compromise will be reached. After the conflict is resolved, neither party should feel defeated. It is not advisable to solve the conflict in a time crunch, and it is necessary to choose a suitable place for the solution. We never resolve the conflict in front of those who are not involved. We must have a sincere effort to resolve the conflict and try to remain calm, maintain eye contact, and listen carefully to the other party's message during the resolution process. We share our opinions, feelings. Briefly, clearly, without any excuses, without lying and distorting the facts. If the other party starts raising their voice, cursing, behaving inappropriately, we will clearly express our feelings.

Negotiation is one of the most effective methods of conflict resolution. It aims to resolve the conflict, agree on other possible procedures for solving the situation or negotiate rules and sanctions. The purpose of negotiation is to satisfy the interests of the parties involved, often at the cost of compromise.



3.3 Volunteer code

- A volunteer is anyone who, of their own good will, in their free time and without the right to a financial reward, performs an activity for the benefit of other people.
- Virtually anyone can become a volunteer, because each of us has something to offer others.
- There are many reasons why people volunteer:
 - Helping motives include making the world a better place, helping other people, passing on one's experiences and giving the volunteer a sense of usefulness.
 - Learning motivations include gaining new experiences, skills, and contacts and many new or more.
- In any case, it is important that the volunteer's activities take place under the auspices of an organization that will provide the volunteer with the necessary background.

VOLUNTEER RIGHTS:

- The right to receive complete information about the mission and activities of the organization in which the volunteer wants to help.
- The right to receive complete information about the activity that the volunteer should perform, including its content and time content.
- The right to an activity that will fulfill the volunteer's expectations.
- Contact and cooperation with the volunteer coordinator or another person in charge of contact with volunteers in the given organization.
- Contact and cooperation with the person who assigns the activity to the volunteer and accepts it back from him.
- The right to education or training.
- The right to supervision (a meeting where the volunteer can share his feelings, experiences, problems and successes) - individually or in a group together with other volunteers.
- The right to say "no" if the activity does not suit the interests and abilities of the volunteer.
- The right to know whether the action taken was effective and to request feedback.
- The right to be morally rewarded for a job well done.
- The right to request the issuance of a "Certificate of completed long-term volunteer service" upon completion of long-term volunteer service. / Note - long-term volunteer service is longer than 3 months/;
- The right to tell and be heard by the receiving or sending organization if the volunteer is experiencing an ethical conflict.
- In case of unsatisfactory cooperation, the right to contact the volunteer center with a request to offer other voluntary activities.

VOLUNTEER CODE

DUTIES OF THE VOLUNTEER:

- The volunteer undertakes to perform the agreed activity personally, according to his abilities and knowledge.
- The volunteer is obliged to follow the instructions of the authorized representative of the organization.
- The volunteer undertakes to follow the principles of the organization and the safety regulations of the organization during his activities. If he deviates from these regulations, he is responsible for any damage caused.
- The volunteer maintains complete confidentiality regarding information obtained about clients (personal data, state of health, property conditions, etc.) or during his activities in the organization (information obtained from supervision and evaluation meetings, especially facts concerning other volunteers, information concerning entrusted documents and legal documents, information about cooperating organizations).
- Furthermore, he undertakes not to provide the media with any information about the "program or service" without agreement with volunteer center, except for general information and its goals.
- The volunteer participates in all the trainings and exercises necessary for the performance of his activities in the organization.
- He is reliable; fulfills the tasks to which he has committed himself and does not abuse the trust shown.
- He will ask for the help he needs in his activity.
- He knows and takes note of his limits (time, health, etc.).
- He identifies himself with the mission of the organization for which he performs the activity and represents it externally.
- He is a "team player".



INCLUSIVE VOLUNTEERING

4 TYPES OF DISABILITIES OF VOLUNTEERS

4.1 Specifics of intellectual disability in volunteering

Definition

Intellectual disability (learning disability) is a developmental disorder that affects all components of the personality (physical, mental and social). A decrease in mental abilities is further manifested in varying intensity. This is reflected in the quality of perception, thinking, imagination, memory, attention and speech abilities.

Useful tips

Intellectual disability is a spectrum, so there is no one-size-fits-all advice. Always try to get to know the person with an intellectual disability well and consider how you will deal with them accordingly. You may need to use simplified language. Simple language is short and simple sentences, avoiding too much information at once: A phrase should not contain more than one idea. It is also good not to use irony or abstract expressions. Ask questions in turn and give the person enough time to respond. Answer and try to be reassuring. It is possible that a volunteer with a disability will not be able to read, provide information in another way, such as an explanation.

Volunteering of people with intellectual disabilities

In the past, people with intellectual disabilities were often rejected for volunteering and employment. There were various reasons for rejecting people, mostly the reluctance of the organization to involve and cooperate with a person with an intellectual disability and the absence of mutual recognition on the part of the organization and society.

For this specific group of people, all the more emphasis is placed on the needs: recognition, autonomy, self-determination and social interaction, which, if fulfilled, lead to recognition of one's own value, increased self-confidence and a sense of equality.

In connection with the volunteer activities of people with intellectual disabilities, it often speaks of an increased need for support.

4.2 Specifics of visual disability in volunteering

Definition

Visual impairment is total blindness or partial vision loss greater than 3/10 as a result of congenital, progressive, hereditary, traumatic, viral causes, etc. We currently distinguish visual impairments into mild, moderate, severe and practical and total blindness.

Useful tips

When approaching a person who is blind or partially blind, introduce yourself, explain who you are and address them directly. Announce if you are moving away or leaving, otherwise the person could be talking to an empty space. If you want to help a blind or partially sighted person, ask if they want help - some may not need any help. Never grab or take control of someone. Always ask a blind or visually impaired person how they would like to be guided. Some people may prefer you to lead them by the hand, and some will prefer you take them by the arm.

INCLUSIVE VOLUNTEERING

Be prepared – if you do not have relevant information ready in available formats (audio, Braille, large print), you should be prepared to interpret the information.

People with congenital visual impairments may have difficulty understanding abstract concepts and ideas (which require visual representation).

Warn the disabled person of changes in terrain and explain loud noises. If there are stairs in front of you, point out whether they lead up or down. If you are approaching a door, pay attention to which way it opens and in which direction. Notice sliding or revolving doors.

Never push a visually impaired person into the back seat. Describe the place to sit (chair, low sofa...), place your hand on some part of the seat and point out which way the seat is facing.

When you give something to a visually impaired person, specify what it is and put the item directly in their hand (don't leave it on the table).

Keep in mind that a partially sighted person may find it difficult to orient themselves if the signs are not large enough, prominent and printed in contrasting colors, or if there is not enough light or if transparent doors are not sufficiently marked.

Volunteering of visually disabled people

There are less than a fifth of people with a severe form of visual impairment. More often we meet people who fall into milder degrees of visual impairment. Persons with a mild type of visual impairment can more easily compensate for their impairment through optical aids. However, in the volunteer activity of visually impaired people, it is important what compensatory mechanisms the given person has created, i.e. how the given disability is compensated. It is also important to find out if the visually impaired person uses any communication technology. Accordingly, you can agree with the volunteer on the transfer of information outside the time of volunteering.

Spatial orientation and independent movement in space is a frequent difficulty for the visually impaired, which in volunteer work can represent problems associated with transport, but also independent movement in an unfamiliar environment.

4.3 Specifics of hearing disability in volunteering

Definition

Hearing disability is partial or total hearing loss greater than 25 decibels due to congenital, viral, traumatic or toxic damage. People born with hearing loss are often native sign language speakers. Sign language is very different from spoken language, it has its own grammar, vocabulary and idioms.

People who have lost their hearing during life use reading, written messages, basic signs. These people have learned to control spoken language.

Useful tips

It is best to ask how the person prefers to communicate rather than guessing.

People with mild hearing loss can do without a hearing aid, but they depend on certain conditions for communication: good acoustics, no background noise, good lighting and clear speech. They may find it difficult to participate in a group discussion.

People with severe hearing loss may benefit from supporting signs and written information when available.

INCLUSIVE VOLUNTEERING

A light touch on the shoulder or a hand gesture may be needed to get the hearing impaired person's attention.

When speaking, do not shout, but use a normal tone of voice. It is more difficult to read lips when someone is shouting. The message isn't clearer either, just louder.

Speak slowly and look at the person, change the words if the hearing impaired person does not understand you. Use gestures and body language to make yourself understood better.

Keep your face in the light and don't put your hands over your mouth.

You can write short notes if it makes the conversation easier.

Be aware of the presence of a hearing-impaired person if communication is only in audio form. A person with a hearing impairment will also have difficulty watching a video tutorial without subtitles or sign interpretation.

Volunteering of the hearing impaired

With the help of certain compensatory mechanisms, deaf people can communicate in normal spoken language and use the same communication channels as a group of people without disabilities. As volunteers, these people can participate in the same way as people without disabilities. It depends on the intensity of auditory perception.

A group of deaf people uses sign language, which, however, is grammatically different from the national language (e.g. Czech) and is considered a cultural minority with its own customs, history, art and humor.

Thanks to this, this group has two limitations: hearing impairment and belonging to a different cultural minority. Both of these factors are reflected in communication.

Therefore, in the volunteering activities of people with hearing impairments, it is first and foremost important to adapt the communicated information to the person in question. In this direction, there is an assumption that if an appropriate method of communication is found with a volunteer with a hearing impairment, the hearing impairment does not represent a significant limitation for the volunteer activity itself.

4.4 Specifics of physical disability in volunteering

Definition

There are a large number of physical disabilities that arise from congenital, traumatic or progressive diseases.

Neuromuscular disorders: spinal cord injury (paraplegia), spinal cord injury (paraplegia, tetraplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, heart disease, cystic dystrophy, cystic disease.

Fibrosis, paralysis, cerebral palsy and the effects of stroke – these medical conditions can reduce mobility. Compensatory aids of various types (devices, prostheses, orthopedic aids, wheelchairs) can correct mobility.

Useful tips

People with walking difficulties:

- If possible, offer a place to sit.
- Offer to help with coats, bags and more.
- People with aids may have trouble using their hands when standing.
- Many disabilities can make holding and grasping difficult or impossible. Limb weakness can affect balance.

INCLUSIVE VOLUNTEERING

People with wheelchairs:

-Look directly at the person in the wheelchair. During a longer conversation, kneel at his level to ensure a more comfortable conversation.

-Do not lean on the wheelchair or manipulate it without permission. The wheelchair is a part of its user and it is considered disrespectful to even place a foot on its wheels.

-Choose the position of the wheelchair so that its user does not have a wall or other obstacle in front of him/her.

In general: speak in a normal tone of voice, offer to help open doors, pick up dropped items. Ask if the person with a physical disability needs to give anything.

Don't treat a person with a disability as incompetent. It's better to always ask before doing something yourself. Please wait for a response so that you can help according to the instructions. A person with a disability will know best how he needs help.

Consider that some people with disabilities may find it difficult or impossible to manipulate objects, turn pages, or write with a pen or pencil.

Volunteering of people with physical disabilities

It is necessary to realize and identify barriers that may appear in volunteering. This primarily concerns the accessibility of buildings, offices, the width of doors, parking options, the accessibility of toilets or rest rooms or the door opening system.

However, psychological barriers on the part of the organization's employees, originating from fear of the unknown, patronage, hypersensitivity, generalization, prejudice or discomfort, can also be a barrier in volunteering.

But both types of barriers can be worked with, both on the side of volunteers and in the receiving organization.

4.5 Specifics of mental health issues in volunteering

Definition

These are mental illnesses that significantly interfere with the functioning of a person's active life, such as learning, work, communication, etc. Mental illnesses include depression, schizophrenia, anxiety disorders, eating disorders, addictions, bipolar-affective disorder.

Useful tips

It may be necessary to break the instructions into small parts to make them easy to understand. Be specific and don't take any expressions that are self-evident. Be careful not to invade his/her personal space. It might make some people anxious. Try not to be evasive so as not to encourage the person to turn to someone else. Sometimes it can be helpful to set some boundaries, such as "I only have 5 minutes to talk to you" or "I can't talk to you if you're so upset." Try to be reassuring and accommodating.

Volunteering of people with mental health issues

Because there is a wide range of mental illnesses, it is not easy to specify the volunteering of these people. Their activity can be affected by the disease, but also by their medication.

Our experience with volunteers with mental health issues so far is that it is necessary to tolerate a certain irregularity, because it happens that a volunteer with mental illness needs to rest from time to time, even for several weeks (depending on the diagnosis) due to illness.

It is good to take breaks during the activities, it is better to ask the volunteers about the need for rest. A volunteer with a mental illness may have difficulty concentrating.

BOUNDARIES

5 BOUNDARIES

Boundaries, practicing boundaries

For a graceful long-term cooperation with a volunteer, it is good to set rules and set boundaries right from the start. Healthy boundaries are what work long-term in all relationships, they help us to be in harmony with both ourselves and others.

Since inclusive volunteering takes into account the fact that potential volunteers are socially excluded or are at risk of being excluded, it is possible that these volunteers will have a greater desire for contact and their own insecurity in understanding relationships, so it is good to be clear and understandable in communication.

But that doesn't mean you shouldn't be helpful, respectful and conduct communication in a friendly spirit.

**We recommend that you determine in advance:
How do I want to spend my time with the volunteer?
How much time?
What do I want the volunteer to know about me?
How do I want to be addressed?**

5.1 Boundaries Exercises - Exercise with rope

Invite a participant to stand in the middle of the room. Suggest that he/her get into body (e.g. stretch, breathe or jump, becoming aware of their posture and spine, their whole body) and stretch the rope around them in a circle at a distance of about 2m at regular distance. When the circle is ready, ask the other participants to move gradually closer to the participant in the middle, pushing the boundaries of his/her circle - the rope. The participant can react to the gradual approach with his/her voice or body language according to his/her feelings. When none of the participants move anymore (they have been stopped by the participant in the middle of the circle), the exercise ends. The participants then share their feelings, the participant in the middle can share his/her feelings such as:

- what it was like to say stop to the others
- how I felt when they were approaching me
- if I felt any signals my body.



BOUNDARIES

Boundaries exercise - Consider the situations

Divide the participants into small groups. Cut the individual situations into small cards and shuffle them. Each group should receive a copy of each situation and categorize the situations as part of the activity: crossing personal boundary, professional boundary, any boundary or just to categorize as situation to solve (some may overlap, but professional boundary always comes first before personal boundary). After the activity, discuss and compare, then introduce the project rules and the importance of boundaries.

For each of the situations below, decide whether it could lead to a violation of a personal boundary, a professional boundary, one of the boundaries, or none of these.

Volunteer touching your hand	Inclusion Buddy yelling at volunteer	Volunteer asking coordinator's personal phone number	Inclusion Buddy or volunteer coming late regularly
Volunteer yelling at Inclusion Buddy	Volunteer touching belly of pregnant coordinator, client or Inclusion Buddy	Volunteer asking coordinator to borrow money	Volunteer showing his/her bump on the leg
Volunteer borrowing things without permission in the organisation	Volunteer drinking beer while volunteering in your organization	Volunteer jumps in while you're on the phone	Volunteer bringing flowers to you
Volunteer taking his friend to the volunteer activity	Volunteer adding you as a friend on facebook	Volunteer or Inclusion Buddy asking about your age	Volunteer requesting to see you outside of his/her activity in the organization
Volunteer checking in your organisation to find out where you live	Volunteer calling your work number 5 times a day	Volunteer or Inclusion Buddy doing work you didn't arrange	Volunteer request you to conceal of his criminal act
Volunteer sending you messages daily	Volunteer inviting you to his/her birthday	Volunteer asks you for a ride home	Volunteer asking about your sexuality

SIMPLIFIED LANGUAGE

6 SIMPLIFIED LANGUAGE, SIMPLIFIED COMMUNICATION

- The most important thing is to meet at eye level and be considerate and respectful. Always treat volunteers like adults.
- Make it clear at the beginning how the participants want to be addressed. Please don't talk to volunteers with disabilities like to the children, but use the same rules as everyone else.

Simplified language means understandable, straightforward speech suitable even for people with limited comprehension. We must be able to communicate even complex professional information in understandable language. In simplified language, we must be able to convey the information that the addressees need in order to find their way around the issue and know what to do. The recipients of the information that we convey in simple language can be people with mental disabilities, people with dementia, foreigners with lower knowledge of English, some dyslexics, people with ADHD, some socially excluded people and others.

- Simplified language is NOT easy, but on the contrary, it can sometimes be very difficult to reduce our thoughts to what is really important and then describe it in simple words. Simple language needs practice!
- Create a good conversational atmosphere where participants feel valued, recognized and comfortable.
- Be compassionate, but meet others at eye level as adults. Respect, recognition and reverence are very important.
- Active listening is important, this is the only way you can find out what your counterpart wants, but also understands.
- Use more gestures, facial expressions and body language and use pictures, symbols, pictograms to convey the content figuratively and thus comprehensibly.
- Speak slowly and clearly.
- Repeat the content often, using different words and examples if possible.
- Use everyday expressions and avoid foreign and technical expressions, compound words, phrases or complicated and longer sentences.
- State only one idea in one sentence, as a rule, one sentence should consist of no more than 15 words.
- Bring patience and give yourself, but especially the volunteers, plenty of time

1) Use simple words!

x Wrong: approve, reply-repeat

-> Correct: allow, answer

2) Use words that accurately describe something.

x Wrong: public local transport

-> Correct: bus and train

3) Use familiar words. Avoid technical terms and foreign words.

x Wrong: workshop, accept

-> Correct: working group, agree

SIMPLIFIED LANGUAGE

4) Explain difficult words and announce difficult words in advance.

x Wrong: occupational rehabilitation

-> Correct: "Mr. Smith worked on a construction site. He had a bad accident and can no longer walk. He is sitting in a wheelchair. Now he's learning another profession, during which he can sit in a wheelchair. A hard word for this is "occupational rehabilitation".

5) Always use the same words for the same things. For example: You are talking about medicine or about the team.

x Wrong: Do not interchange words like tablet and pill or team, task force, colleagues and group.

-> Correct: Use one word at a time.

For example: tablet or team.

6) Use short words.

x Wrong: omnibus

-> Correct: bus

7) If this is not possible, separate long words with a dash. Then it is possible to read the words better (rather in German)

x Wrong: Bundesgleichstellungsgesetz (Federal Equality Act)

-> Correct: Bundes-Gleichstellungs-Gesetz (Federal Equality Act)

8) Avoid abbreviations

x Wrong: e.g.

-> Correct: for example

9) Use verbs and avoid nouns (rather in German)

x Wrong: choice, call

-> Correct: to vote, to call

10) Use active words, do not use passive expressions

x Wrong: We will be granted permission tomorrow. Questions will be asked through teacher.

-> Correct: We will get permission tomorrow. Teacher he asks me.

11) Avoid conditionals. those are sentences with the words should, could, must, would

x Wrong: It could be done tomorrow.

-> Correct: It might be possible tomorrow.

12) Use positive language. Avoid the negative language, that is: do not use the word NO. This word is often overlooked.

x Wrong: I didn't forbid you.

-> Correct: I let you.

13) Avoid phrases and figurative language

x Wrong: These are the crow's parents.

-> Correct: They are bad parents.

SIPLIFIED LANGUAGE, PR

14) Write short sentences. Make only one statement in each sentence. Break up long sentences.

x Wrong: If you tell me what you wish, or you want from me, I can help you further.

-> Correct: I can help you. Please, tell me: what do you wish

15) Use simple sentence construction.

x Wrong: We will go on holiday together.

-> Correct: We are going on holiday together

16) Address people/readers personally.

x Wrong: Tomorrow is the election.

-> Correct: You can vote tomorrow.

17) If in your language you distinguish addresses according to the importance or nature of your relationship, do not address a person with mental retardation as a child, unless you mutually agree on a friendly address. (e.g. Spanish language usted - tú)

Exercise: Divide the participants into pairs and have them translate the same text (newspaper article...) into simple language. Then read your newly created texts out loud together.

7 PUBLIC RELATIONS

As it is certainly important to build good PR, you can convey to the world and within your organization the information that you are inclusive.

How to do it?

1. Make sure your volunteers agree to publish their personal data or photo for your PR. If they have signed a volunteer contract, they probably also signed GDPR consent as part of it.
2. What message do you want to convey? What do you want to talk about?
3. What are the basic principles of your organization? What is your image?
4. What do you want to achieve, what should the report on an inclusive approach bring to you in your organization?
5. Focus only on media that your target audience actually uses



TRAINING SCHEME

8 RECOMMENDED TRAINING SCHEME

2 day training (each block 3 hours)

basic recommendations and information for 1st day 1st half

time	topic	target	tools, materials
Training sheme for training for volunteers coordinators, day one, 3 hours			
20 minutes	Welcome, introduction of participats	Getting to know each other, role of participants in organizations	Icebreaker: let the participants choose from different postcards, introduce themselves and describe why they chose a particular postcard
20 minutes	Expectations, fears, motivations	Find out motivations, expectations and concerns for a better direction of training	Flipchart, markers
20 minutes	Presentation of volunteering, inclusive volunteering, empowerment	To get overview of topics connected with inclusive volunteering and empowerment as a target	Presentation, discussion with participants
20 minutes	Introduction IMProVE project and its concept	To explain how whole concept IMProVE work	Presentation, Collection of good examples
10 minutes	Break		

TRAINING SCHEME

2 day training (each block 3 hours)

basic recommendations and information for 1st day 2nd half

time	topic	target	tools, materials
Training sheme for training for volunteers coordinators, day one, 3 hours			
20 minutes	Introduction of role of Inclusion Buddy and Coordinator	To know well, whats my role of the coordinator	Presentation, discussion
30 minutes	Volunteer in your organization	Exercise: to find possible working opportunities in coordinators organizations	Working in groups, flipchart papers, markers
30 minutes	First meeting with volunteer, motivation of volunteers, needs of volunteers	To know needs, possibilities, experieces of volunteer To know how to keep long-time volunteer's motivation	Presentation, discussion with participants
10 minutes	Feedback from participants, summary of training farewel	To get know how the expectations were met	Dixit cards

TRAINING SCHEME

2 day training (each block 3 hours)

basic recommendations and information for 2nd day 1st half

time	topic	target	tools, materials
Training sheme for training for volunteers coordinators, day two, 3 hours			
20 minutes	Welcome round, how are you?	Tune into each other	Icebreaker - Aliens have landed, explain them by simple picture, how was your time from last training. Papers, pencils...
20 minutes	How to create rules and why	To explain why rules are necessary and creation rules	Brainstorming - reating rules Flipchart, markers
20 minutes	Conflict resolution	To know some basic steps, when the conflict arise	Presentation, discussion
20 minutes	Volunteer code	To get know volunteer rights and duties	Presentation, discussion
10 minutes	Break		

TRAINING SCHEME

2 day training (each block 3 hours)

basic recommendations and information for 2nd day 2nd half

time	topic	target	tools, materials
Training sheme for training for volunteers coordinators, day two, 3 hours			
20 minutes	Introduction dissabilities	Disability overview, useful tips and sight into volunteering with disability	Presentation or flipchart, discussion with participants
20 minutes	Boundaries, boundaries exercices	To know, why do we need boundaries and to leave participats to notice of their own boundaries	Charts with situations crossing boundaries, scissors, rope
30 minutes	Simplified language	Introduction of simplified language, tips and exercise	Work in groups Newspapers, or web article, papers, pen
10 minutes	Public relations	Recommendation how to promote inclusive volunteering in your organization	Presentation, discussion
10 minutes	Handover of certificates, farewell, feedback	Completion of training	Feedback by choosing and commenting postcards or Dixit cards