

IMProVE

Inclusive Methods in Professional
Volunteering in Europe



TRAINING COURSE

FOR VOLUNTEERS

WITH

DISABILITIES



**Manual to organize volunteering training course for volunteers with
disabilities 2023**



Co-funded by
the European Union



dobrovolnické
centrum







Gemeinsam leben & lernen
in Europa e.V.

ASSOCIAZIONE
UNIAMOCI ONLUS



JAUNULIŲ DIENOS CENTRAS

Project Title	IMProVE 2:0 – Inclusive Method in Professional Volunteering in Europe	
Lead partner organisation	Dobrovolnické centrum, z.s. Czech Republic	
Partners	Jaunuolių dienos centras (JDC) Lithuania	
	ASSOCIAZIONE UNIAMOCI ONLUS Italy	
	Gemeinsam leben und lernen in Europa e.V. Germany	



**Co-funded by
 the European Union**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

VOLUNTEERING IS FOR EVERYONE!

Content

1. General suggestions	1
• 2. Day 1: Introduction and self-exploration	4
• Introduction of participants	
• Introduction of IMProVE	
• Awareness about volunteering	
3. Day 2: Development of soft skills	10
• Emotional management in helping relationships	
• Efficient communication and conflict management	
4. Day 3: Planning and organization	15
• Time management	
• Organizational skills	
• Self-evaluation of past working / volunteering experiences	
• Recruitment and welcoming process	
5. Final evaluation of the course's activities	20
• Net-work for evaluation	
• Connecting the dot	
<hr/>	
Annex 1 - "Let's volunteer" - boardgame about volunteering	21
Annex 2 - Table of self-evaluation	25
Annex 3 - My skills checklist	26
Annex 4 - My skills portfolio	27
Annex 5 - Template for attendance certificate	34

The pictographic symbols used in this publication are the property of the Government of Aragón and have been created by Sergio Palao for ARASAAC (<http://www.arasaac.org>), that distributes them under Creative Commons License BY-NC-SA.

GUIDELINES FOR THE COORDINATOR

TRAINING COURSE'S ACTIVITIES

GENERAL SUGGESTIONS

When you organize a training course, you have to follow some simple rules as:

- to choose a quiet room with enough light and windows
- to include a break schedule between the activities listening to the participants' needs (ex: they could need more breaks)
- to inform your participants of your training rules, for example:
 1. Do not use your phone during the course, with some agreed before exceptions
 2. Do not judge people and their opinions with offensive comments
 3. Respect the other and try to actively listen to the other participants' stories

The length of this training course is of 3 days and the duration of the single meeting is 2 hours each.



If the group of people with disability is composed by people with physical disability (people on a wheelchair, people using crutches, people with motor difficulties), you have to make sure that:

- the info session venue is accessible (without relevant architectural barriers)
- Do not prepare the space with too many chairs because some of the participants will not need them
- Have a sufficient number of volunteers (preferably 1 each two participants) that can provide support to the participants to move in the venue, take a seat, write, take objects from the floor, open doors etc. when and if the participants need it.



If the group of people with disability is composed by people with learning and intellectual disability, you have to make sure that:

- All the information is provided in easy to read and to understand language (both when you deliver documents and when you speak)
- Repeat instruction and main concepts several times
- Have a sufficient number of volunteers that can support the participants to actively participate to the interactive activities (preferably 1 for each sub-group for the activities in small groups and 1 volunteer each 3-4 participants in general)



If the group of participants involve people with mental health issues (ex. anxiety disorders, mood disorders and psychoses), you must make sure that:

- instructions are broken down in small tasks to be easily understandable
- only concrete expressions are used and no concepts are given for granted
- the participant's personal space is respected (in some people it could cause anxiety).
- some limits are fixed: ex. "I have just 5 minutes to talk with you" or


GUIDELINES FOR THE COORDINATOR

TRAINING COURSE'S ACTIVITIES

GENERAL SUGGESTIONS

"if you are so excited I cannot talk with you".

- the facilitator and support staff are welcoming and reassuring.

 If the group of participants involve **people with autism spectrum disorder**, you must make sure that:

- it is not assumed that this person has limited cognitive skills, s/he may understand every word you say, but may have difficulty responding verbally - try to investigate the cognitive level before to start the activity by asking some questions or asking about it to the person who is accompanying him/her to the event (if any)
- a literal, clear, and concise language is used, avoiding the use of slang, nuance, and sarcasm: these forms of communication may be confusing and not easily understood by a person on the autism spectrum
- little more time is given to them to absorb and process information before giving you their response
- They have the possibility to stay in a calm place for a bit if they feel too stressed by the situation (you may notice it by the increase of motor or vocal stereotypies).



If the group of people with disability is composed by **blind people**, you have to make sure that:

- There are no obstacles (es. hairs or tables) in the walking path
- Before to start, give some informations to the participants about the features of the venue where you are hosting the training course, where the facilities are located, who is in the room
- All the informations are provided using the voice but when speaking, abstract words are not used
- Have a sufficient number of volunteers that can guide the participants to their seat, to the facilities (if needed), to take objects, open doors etc., to write the participants contributions during the group activities (at least 1 volunteer each 3-4 participants in general).



If the group of people with disability is composed by **deaf people**, you have to make sure that:

- You should invite a sign language interpreter the make the communication easier

- Speak slowly and with a normal tone of voice, be sure that you are in a well lighted position, your mouth is well visible and you are close to your audience to facilitate the lip reading
- The informations are provided in a written format too
- You could even use a software for the real time transcription of what is said, connected with a projector, or more simply, you could invite a volunteer to type in real time what is said and to project it on a screen. You can use, for example <https://webcaptioner.com/captioner>, an application for Windows, aimed at instant transcription of the spoken word on the screen.
- Be flexible: some deaf people communicate through sign language, some others use lip reading and they can speak, some others prefer the written communication - be prepared to adapt the facilitation of the session to the needs of the participants.

Warning! It is possible that you are going to host a mixed group or that some disabilities weren't notified to you in advance, so you should be flexible in the management and find creative ways to adapt the activities, thanks to the support of volunteers.

Consider that each person with disability is different from the other and there are different levels of functioning even within the same kind of disability that can impact their ability to participate to the activities (this is particularly relevant for people with learning and intellectual disability and even for people with autism spectrum disorder); the tips and adaptations suggested here are general and cannot be specific for every participant.

GUIDELINES FOR THE COORDINATOR

TRAINING COURSE'S DAY 1

2. Introduction and self-exploration

2.1 INTRODUCE THE TRAINING RULES

When you start your training course about volunteering, you have to give some information to your participants.

You should tell them that they will work in a safe place, without judgment and enough protection of their privacy.

You can give them some concrete instructions about:

the timeline of
the course
(including the
breaks)

the topics of
the course

what it is not allowed
(ex: keep your
phones on during
the activities, do not
eat before the break,
be on time)

You can give participants accessibility cards. Accessibility cards are one of the tools suggested by Inclusion Europe to handle easy to understand seminars and meetings. You have to prepare green, yellow and red cards. Each participant receives one green, one yellow and one red card.

Participants share their green card when they agree with what you say. They raise it to show that they understand and follow you.

Participants raise the yellow card to tell you that you are talking too fast. Or that they are confused.

Participants raise the red card to tell you they don't understand what you are saying or to ask a question.

Accessibility cards can be a good way to make sure everyone understands what you are saying and they give to participants a lot of power.



If you work with participants with visual impairment, you can use vocal signal:
STOP! - If they don't understand or they are not comfortable with the topic;
GO! - If everyone agrees and follows you.

2.2 INTRODUCTION OF PARTICIPANTS

o The game of greetings (inspired to creative theater)



o Walk and say Hi (level: simple)

Facilitator says to participants to walk freely in the space and then facilitator stimulates people to greet each other in different ways, both verbal or non-verbal.

Start with:

- Say Hi with your hand
- Say Hi with your arm
- Say Hi with your eyes
- Say Hi with your nose
- Say Hi with your hair

And then *

- Say Hi in an angry way
- Say Hi with happiness
- Say Hi with sadness
- Say Hi with surprise



If there are deaf people, they can do that using the face expression: for both the phases of the exercise, remind the participants to watch the wall to read how the instructions change; the facilitator should prepare in advance a presentation with the instructions.



If there are a few blind people, with the support of a volunteer they can be guided in participating to the activity, while if the group is composed mainly by blind people the facilitator can skip the first part of the exercise and do the second one, with the participants even sighted and changing the emotion by modulating the tone of voice and talking one by one.



If there are participants with autism spectrum disorder, it can happen that they have issues in recognizing emotions and making eye contact, so you could suggest to them just move in the space saying hello to whoever they meet in the way they prefer.

o Change your name (level: complex)



When you greet someone, you take the name of the other person, with whom you introduce yourself to the next one.


For example: Me, as Giulia, will say: “My name is Giulia” to Paolo who says his name, then I meet Giovanni and I say “My name is Paolo” and after that, I take the name of Giovanni. And so on.


If there are deaf people who are not able to use verbal communication, the whole group could do the exercise using gestures, so the facilitator should ask to each participant, at the beginning of the game, to make a gesture that represent themselves, so during the game, instead of exchanging their names they will exchange their gestures. It is also useful as an inclusive knowledge game, because deaf people usually have their own gesture-name.

o The cobweb

The group forms a circle and someone shows up saying their name, combining it with a food or to an activity he prefers. The speaker holds one end of a thread or ribbon in his hand and passes the skein to another who continues the game. After a while, an intertwining similar to a spider's web forms. Half of the group holds the wires and makes it move, while the other half of the group plays inside with on top and underpasses; then alternate in the role of internal group and external group.

The facilitator makes a conclusion telling the participants that as they can see they are a group, with interconnections, somebody can move in a direction, somebody in another, but they are still connected.

 In case of blind participants it is the facilitator who has the task to carry the skein from one person to another and in the following part of the game, if the group is mainly composed by blind people, they can be invited to try to slowly move while holding the yarn, to feel the net, otherwise, if there are just a few of blind participants, some volunteers can guide the participants and the facilitator can use the traditional activity.

 In case of deaf participants, the participants can be invited to say their name and a gesture that can represent themselves (instead of a food or an activity they like), or they can do the traditional game, if the deaf participants are invited to stay in a position where they can easily watch at the screen with the real time transcription of what is being said.

o Explore your values

Explore your values is an exercise for participants to explore what their most important values are. It is a good exercise to use to start reflection and dialogue around personal values, fears and desires.

Materials:
Post-its
Pens or Markers

Instructions

Step 1:

Hand out post-its to all participants.

Step 2:

Ask them to write down the four things in their life that they value the most, four desires and four fears, one on each post-it.

Step 3:

When everyone has their twelve post-its, ask the participants to spread them out in front of them so that they can see them clearly and have a good overview.

Step 4:

Tell the participants that they now have 30 seconds to pick the three post-its that are the least important to them, and throw them away. Be hard on the timings and don't give them more time even if it's needed. They have to use their feelings.

Step 5:

Repeat the last step, now giving them 20 seconds to throw away two more post-its.

Step 6:

And finally, repeat the last step, giving them 20 seconds to throw away two more. They should now have post-its left with their most important values, fears and desires.

Step 7:

Reflect in group on the following questions: What do I feel about the words I ended up with? Were they expected or did they surprise me?



In case of deaf participants, the facilitator has to write the tasks on the board, use the real time transcription or to speak very slowly to get the understanding easier. To give the signal of "time over", the facilitator can use different types of stimulation like a vibration or flashing lights.



In case of blind participants, the facilitator can conduct the same activity without writing anything but just starting a debate about that, volunteers can write down for the person and remind him/her what is on the post-it to facilitate the choice, or the game of free association can be played: this game is based on what comes to your mind without thinking too much. Participants stay in a circle. The facilitator starts saying a word related to values, fears and desires, the participant next to him has to say another word without thinking too much and so on.

In case of participants without intellectual disabilities,

you can also use this online version:

Personal Values Assessment (valuescentre.com).



It is easier to use and you can share a QR code of this website with the participants. They will do the questionnaire on their smartphones.

Don't forget to introduce a short debriefing after that, to share some results and thoughts of participants.

2.4 INTRODUCTION OF IMProVE 2.0

2.1.1. BRAINSTORMING ABOUT VOLUNTEERING



Brainstorming is a creative way to reflect about important topics. In this case, the topic will be “What volunteering actually means?”. The facilitator starts asking this question to the participants. Then they will have 3 minutes to say what it is for them. After 3 minutes, the facilitator connects the similar ideas and will explain the general definition of volunteering.

The most important rules in brainstorming are:

- Set a time limit
- Start with a question / problem
- Refrain from judging (even with your body language)
- Keep the doors open to strange ideas (it can be an access to creativity in your job)
- Focus on quantity rather than quality: it is important to collect as many ideas as possible and then you will select the better ones.
- Build the others' idea: the facilitator should “work” on a good association asking participants to expand the idea.
- Say “and” after an idea, rather than “but”: it is more encouraging.



In the case of participants with learning or intellectual disabilities or with autism spectrum disorder, you have to consider that sometimes it is hard for them to think voluntarily about important topics. Make it as simple as you can. Use simple words and encourage them with concrete examples. It is a good idea to share some post-its with quotes about volunteering in easy to understand language. It could be fun to choose the correct one and to stick it to the board.

Here some examples of easy to read and to understand quotes about volunteering that can be used:

- Volunteering is a voluntary activity: This means: You decide what to do, When to do, and How long and often you do it.
- Volunteering makes you happy.
- Volunteering makes you strong.
- Volunteers help other people
- Volunteers help animals.
- Volunteers help in nature, e.g. Parks, garden.
- Volunteers help in community kitchen
- Volunteers support communities and societies.
- Voluntary work is a choice!
- Wrong easy to read and to understand quotes can be:
- You will receive money for your volunteer work
- You have to volunteer
- Volunteering is an everyday task



In case of deaf participants, the facilitator has to write down on the board the starting question and the rules of brainstorming. He can give each participant a post-it and ask them to think for 5 minutes about volunteering, indicating in the post-it what is it for them and why. Then, every participant will stick their post-it and the facilitator will collect them for the main area, writing on the board the most important words.

About IMProVE 2.0

During the meeting you should introduce What is volunteering, IMProVE 2.0 with the promotional video, the photobook and the slideshows that you will find in the annexes.

General presentation about volunteering
in easy to understand language:



Slideshow "Presentation of Improve 2.0"



Video "Improve 2.0"

Photobook "Improve 2.0"

2.5 Awareness about volunteering

o Let's volunteer (boardgame)



Let's volunteer is a board game similar to the game of the goose. It is important because it raises awareness about not just volunteering but also about what kind of volunteer your participants want to be.

For this game, you will need dice and some pawns for your participants.

You will have to print the board and cards. You will also find the rules in an easy to understand language.

Instructions are very simple: the volunteer starts from a red box and if he wants to win, he has to arrive at the volunteering center.


He has to throw the dice, waiting for the number 6 to start "his journey".

In this process, he will have to solve some questions or situations, to express his most important skills, to say what is volunteering in 3 words for him.

The facilitator has to guide participants in this path: reading the text, explaining something unclear, remembering the rules, helping them when it is needed.

If you are guiding a group of deaf participants, the facilitator has to give them some pens and paper to write down their answers.

If you are supported by an assistant who knows sign language, you will ask for some help.

 If your participants are blind, you can propose to them the game, making sure that they have the right support and reading to them all the information collected in the boardgame.

You can find "Let's volunteer" game instructions, board and cards - Annex 1, pag. 21-24

o Rights and responsibilities of the volunteer



As a conclusion of the session, you can show and comment an easy to read and to understand presentation about the rights and responsibilities of a volunteer.

A good idea can be also to share the link with the participants (best choice for blind participants who could listen it when needed with the support of a screen reader) or to print it out and deliver it to the participants, as a reminder to keep for future reference.

Download the presentation here:

<https://www.slideshare.net/uniamocionlus/volunteers-rights-and-responsibilities>



GUIDELINES FOR THE COORDINATOR

TRAINING COURSE'S DAY 2

Day 2: Development of soft skills

o Emotional management in helping relationships

AIMS:

- to develop awareness about stress of the volunteer and coping skills
- learn how to be Involved and detached enough
- learn what empathy and assertiveness are

- *Problem solving activity “What would X Do”*



This problem solving activity stimulates teams to think of new ideas.

Instructions:

Split the group in teams of 3 or 4 people. Let every team pretend to be someone famous.


For example: You are the president of an important country. There is again a pandemic of COVID-19. What would you do as president?

Every team needs to address the issue as if they were a famous person. Which are the choices they would consider? How will they do this? It helps all to consider options they may not have initially thought of. They have just 10 minutes to think about it.

**You can also suggest problematic situations which could occur during the volunteering:

ex: 1. You are the new volunteer in this NGO who works with children. The coordinator is not paying attention to you but you don't know where to start. What would you do?

2. You started as a volunteer in the NGO suggested by the IMPROVE staff. They said you would work with old people and you thought you would like it. Now you have discovered you don't really like this place. What would you do?

 In case of deaf participants, you can prepare some cards with important issues, a post-it with their famous role and papers and pen to write their solutions. After 10 minutes they can share their paper with the facilitator.

- *Music and emotions*



This type of activity stimulates discussions about emotions.

The facilitator chooses some songs representing clearly different types of emotions . The group has to recognize which type of emotion stimulates that kind of song and why.

You can use this website <https://www.ocf.berkeley.edu/~acowen/music.html#> it is an interactive map in which you can find samples related to 13 dimensions of emotions, you can double click on the letter to discover the title's song)



Debriefing: Which emotions do you feel with this song? Why are you feeling this emotion? Is this music evocating something about your past? How do you handle this emotion?



In the case of deaf participants, you can use images as emotion's stimulation. The method is the same: the facilitator has to show some images to the group and ask debriefing questions about what kind of emotion it evokes and why.

o Efficient communication and conflict management

AIMS:

- learn how to recognize different communication styles
- develop active listening and interpersonal communication
- recognize what is a “negative” and a “positive” conflict
- learn how to say no
- negotiation

- *The interview*

The facilitator divides the team into pairs and entrust them with the task of interviewing each other –

Before starting the interview, collectively establish the strategies for doing the interview: set a time (10 minutes), prioritize some information such as name, hobbies, past jobs, education and in case of deaf participants the facilitator first prepares the questions by writing them on a piece of paper.

Ask participants to write down the answers during the interview.

Finally, invite the interviewer to describe the partner through the information obtained ("He likes to do ...", "He doesn't like ...", "His hobbies are ... ", " His favorite food is ... ").


- *Yes and no*

Aim: to face conflicts and to discuss about them

The facilitator says “YES” and everybody has to scream NO louder and louder. Then the facilitator has to “drive” the yes intensity until whispering yes and no.

After that, the facilitator split the group in pairs (A and B). A starts to fight without using words but only numbers and B has to answer in the same way. It starts with A who attacks and B who replicates.

After 5 minutes, the facilitator asks participants how and if they solve the conflict.

 In case of deaf participants the facilitator can propose an activity based on gestures: he starts with a welcoming gesture and the group has to answer with a gesture of closure. They keep going after the facilitator or the team steps back.


- *Yes and Picnic*



Materials:
posters/slides with sentence starters
timer

Instructions

Split the group in pairs. Participants will have 2 short conversations planning an imaginary event together. To start, each pair chooses an event to plan (birthday party, road trip, etc.). For each conversation, one person enthusiastically wants to do the activity, the others respond as instructed (1. 2. 3. 4.). Before the next conversation, encourage participants to forget the previous conversation. For conversations 1 and 2, switch roles for conversations so each person has the experience of what it is to repeatedly encounter a "No" and a "Yes, but" response. This will help them see the impact of these responses in isolation, as well as reveal the other person's default response to encountering this type of response.

 In case of deaf people, you and your partner can write down the discussion.

The “negative” partner has to say:

1. No...
2. Yes, but...
3. Yes, and... (back & forth)
4. Yes, what I like about that is ... and ... (back and forth)

Debriefing: how did you feel ? Did you reach a compromise? Why not?

- *Seven words*



Aim: to experiment the possibility of reaching an agreement without giving up our ideas.

Instructions:

The facilitator decides a topic (it could be peace, freedom, friendship, family and so on) and in 1 minute participants have to write down on a paper seven words about that topic that they think are the most important ones.

In the case of blind participants, they can just think about them or a volunteer can write them down as a reminder for the next part of the game.

After that, the facilitator divides the group in pairs and every pair has to find an agreement about their 7 words in 2 minutes. It means they have to decide which words to choose between their 14 words.

Then, the facilitator creates some quartets with the pairs, and in 5 minutes they have to decide 7 words between their 14 words.

The facilitator keeps going, until participants are divided just in two teams.

Now they will have to reach a global agreement to obtain 7 words good for everyone.

GUIDELINES FOR THE COORDINATOR

TRAINING COURSE'S DAY 3

Day 3: Planning and organization

o Time management

AIMS:

- learn how to organize your daily tasks
- learn how to deal with pressure
- to develop sense of time

- *Timer game* 

The tomato technique is probably the most famous methodology in time management development skills. It was developed by the Italian Francesco Cirillo and is at the same time very simple and effective.

In order to apply this technique we need a list of activities to be done in group and a kitchen timer (usually it is a timer with the form of a tomato or a cake), from which the technique takes its name. But you can also use a smartphone app, there are both for Android and iOS.

1) Create a list with tasks;

For ex: "Touch something blue"

"Find three things that everybody likes"

"Find three things that everybody hates"

"Write the date of everyone's birthday"

2) Split the group in little groups;

3) Give to them their list;

4) Set the timer to 10 minutes;

5) At the end of the 10 minutes activity there is a 5 minute break;*

6) Another timer is set to 10 minutes.

*Facilitator should suggest to participants to choose what they like mostly during the 5 minute break like "drink coffee, listen to their favorite song, close their eyes to relax".



In case of deaf participants, you will need some adaptations:

they cannot listen to the timer, so you have to find another way to alarm them. For example you can use a flashing light or you can simply turn off the light of the room when the time is over.


a volunteer per participant should facilitate the communication among the deaf participant and the rest of the group, to ensure his active participation.

- *The one minute game* 

All participants must close their eyes.

The facilitator must set a timer (without any type of sound) to keep track of the time.

Each participant with their eyes closed should sit down when she/he thinks a minute has passed.

 Other examples of tasks, in case you have participants with physical impairments can be that each of them should turn around (if they are on a wheelchair it is fine), or they have raise their hand (but ensure that everybody can raise the hand) or move any other part of the body when they think that one minute has passed.

5 minutes of debriefing: Participants are very unlikely to sit/ do the task at the same time. The key idea of this exercise is to demonstrate that everyone perceives time differently and can teach you that some activities may take a lot longer than you think. This makes everyone reflect on the use of their time and whether this is effective or not.

o Organizational skills

AIM:

- self-reflection on priorities

- *The jar exercise* 

For this game you need:

1. A large glass jar for each participant.
2. Different objects: anything is fine, for example stones, pebbles, sand, etc.

Remember to give to each participant the same amount of the objects.

Each participant must fill their jar with the chosen objects. The goal is to put all the objects inside the jar. The success of this game depends on which items you entered first. If, for example, you have decided to put sand first, it will be difficult to insert anything else.


5 minutes of debriefing: This container represents your life and objects are the things you try to juggle. This game teaches you to prioritize tasks. For example, stones represent something big and important, so they should be entered first.

- *The desert island game* 

It is a group game that requires a pen, a paper and a lot of imagination.

Each participant must imagine being abandoned on a desert island. Being able to choose only 3 things, what would he take with him?

Everyone has to write these 3 things on a piece of paper within 2 minutes and in 1 minute they get points for the most important thing and zero points for the unimportant ones.

 If the group is made of blind participants, the game can be facilitated as a focus group, instead of writing on paper, but if there are just a few of blind participants, the game can be facilitated in the traditional way and volunteers can write down for the participants; in case of deaf participants who are not using the verbal communication and if you don't have the sign language interpreter, they can write down their thoughts and the facilitator or a volunteer can read it aloud.

The goal of this game is to see if it is possible to set priorities: if in your life you do not follow the rules for managing time, choosing 3 things in 2 minutes could be difficult.

The situation that arises during this game could be quite similar to your working life, where you have, for example, 2 hours to complete important tasks and you need to set priorities to carry them out successfully. Practicing this exercise can help you recognize distractions and improve attention.


o Self-evaluation of past working / volunteering experiences

AIMS:

- Awareness about what participants' knowledges, skills and experiences
- Acquisition of specific skills and suggestions about the curriculum vitae

- *Table of self-evaluation* 

This table of self-evaluation is an easy and simple way to talk about past working and/or volunteering experiences. It allows the facilitator to know the level of confidence they have in work or volunteering experiences, what they have learned and if they are satisfied or not.

 In case of blind participants, the facilitator can divide the group into couples. They have to interview each other asking them "What did you do in practice?" - "What did you learn?" - "What can you improve?"

They will have 5 minutes. After that the facilitator will ask each couple to choose a leader to report what they had said.

You will find the test here - Annex 2 - Table of self-evaluation, pag.25

- **My skills checklist** 

My skills checklist in another easy way to explore how participants are in front of a working/volunteering situation.

It allows the facilitator to better know which are the limits and the strengths of any member of the group and to adapt the following sessions to their needs. It can be filled by anyone and in case of blind participants, the facilitator can read the checklist and ask participants to raise their hand if it is something about them or not.

You will find the test here - Annex 3 - My skills checklist, pag.26

- **MySkills Portfolio** 

To build a concrete portfolio is a good exercise for people with learning disabilities. Normal curricula are not so accessible for them.

For this game you need:

1. some binders
2. pictures of ordinary work tasks (in order with participants' preferences)
3. pictures of social and practical skills
4. pens and colours
5. papers

Facilitator cooperates with participants to create their own portfolio: each participant has to create a self-description with major information important for them. Then they add the pictures they prefer. add what they prefer between the pictures.

The facilitator can print one layout per participant, to be filled and complete with images

You will find the Portfolio here - Annex 4 - My skills portfolio, pag.27

o Recruitment and welcoming process


AIMS:

- Awareness about the recruitment process and welcoming process
- Knowledge about the duties and rights of a volunteer

- **Provide to the participants general info about the volunteers' recruitment and welcoming process**



Explain them that they can have a look to the pool of volunteer position on your



website, or you can do it together during an individual meeting, to choose the place where they would like to volunteer. Once chosen the hosting organization, and checked the correspondence between the volunteer's profile and the profile of the organization the volunteer is looking for, you will share with the chosen hosting organization their profile information (CV or portfolio) and you will look for an inclusion buddy that can support the volunteer.

Tell the participants that usually the volunteer coordinator at the volunteering place, wants to meet the volunteers before to decide if you can volunteer there.

Sometimes a volunteer can be asked to sign a **volunteer agreement**: volunteer agreements help organisations and volunteers to know what to expect from each other. They set out:

- what an organisation will offer its volunteers
- what it hopes for from them.

They do not represent a legal contract.

The volunteer agreements differ from organization to organization, but they usually contain the following information: the volunteer and the organization details, kind of services offered by the volunteer, contacts of the volunteer supervisor, emergency contacts, liability, terms (amount of time required), pay back volunteer expenses (if any), insurance cover for volunteers (if any), health and safety or confidentiality recommendations.

Usually the organizations who have volunteers has an insurance cover plan for their volunteers, but it may happen that they will ask to you - as a volunteer - to pay for your own insurance cover (adjust this part accordingly to the usual procedures in your Country).

Organisations need insurance to protect themselves and their volunteers from risk. Depending on the chosen insurance plan they can cover: injury or illness to a volunteer while they are volunteering, compensation to a third party following a claim for: causing accidental injury to the third party or causing accidental damage to the third party's property. If the insurance does not cover damages, and you damage any third party property, you may be asked for covering the costs of what you will damage (adjust this part accordingly to the usual procedures in your Country).

Final evaluation of the course's activities

- **Net-work for evaluation**



Materials: a ball of string, a flipchart paper divided in four spaces with one of the following questions in each space: What could you learn from the group? What will you take home from here? What could you contribute? What are your future plans?

Tell the participants to stand close in a circle. The facilitator asks the group, to give feedback one-by-one to the group answering to the questions in the flipchart paper in the middle of the circle.

The first person starts with a couple of sentences, holding a ball of string, then, after twisting the thread around the wrist throws the string ball to somebody. This way everybody has the opportunity to share his/her thoughts, and at the end a great net is weaved and gives the feeling of "being connected to each other".

The facilitator should remind the questions to the eventual visually impaired participants.

- **Connecting the dot**



Materials:

1. Large poster or roll of paper,
2. markers/pens,
3. highlighters.

Put the large empty poster for the group on the floor or on a large table and give one pen/marker to each participant. The pens/markers should all be of different colours.

1- Ask participants to write down words related to topics they learned about during the training (e.g., teamwork, tolerance, creativity...).

2. after 2-4 minutes, ask them to write down words about things they have experienced, such as activities, or things they tried (e.g., playing games, creating Cv/portfolio...).

3- after 2-4 minutes, ask them to write down words about things they actually learned (working in a team, being patient, solving problems...).

Note: You can reduce or increase the number of rounds to cover, e.g., "things that changed in you", "things you missed", etc. You can facilitate the process by helping the participants to remember different moments of the training sessions.

4 - Ask participants to connect different words (theirs or others') on the poster, creating a maze or drawing a line with their own highlighters. Each participant should select any words on the poster that they feel are relevant to their learning path, even if those words were written by someone else. They can connect them in any way they want, as long as they make sense to them.

5 - have a look together at the poster and make some comments on the common learnings for example, or about something interesting that emerged.

ANNEX 1 - LET'S VOLUNTEER!

Boardgame about volunteering

RULES:

You have to arrive to the volunteer center.
But the road is hard
and full of things you have to learn!
It works as a goose game.
If you want to play,
you have to throw the dice
and **you'll to get a 6
to be able to start.**
Move your pawn.



What you need:

- **dice**
- **pawns** as many as the participants are
- printouts of the **board** and the **cards**

"Volunteering icon" means
you have to throw a die again.
"Sleepy icon" means
you have to skip your turn.



"All together icon" means you have
to wait a companion to your inbox.
After that you will ask him a personal question.



"The three words" means you have
to find three words to describe what is volunteer.



"My competence" mean you have to find your skills
and to tell them to the group.



"The question icon" means you have to pick
a Question card and answer to a question.



"The exclamation point" means you have to pick
a Situation card that contain realistic situations
that can happen to every single volunteer.
You should solve the situation.

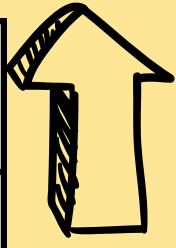


**You can recycle some old
pawns or re-use some old
small buttons or even plastic
caps.**



The board is a large yellow rectangle with a central blue square labeled "Volunteer center". The board is divided into four quadrants by this center and a vertical path. The quadrants contain various icons: a person in a sack, a lightbulb, a group of hands, a question mark, a bell, and a person sitting at a table. The vertical path contains a question mark, a "3" in a circle, and the text "Turn back to START". The board is surrounded by a border of icons, including a question mark, a "3" in a circle, hands, a lightbulb, a question mark, a person sitting at a table, and a person in a sack.

Throw a dice



START

LET'S VOLUNTEER

An illustration of three people in blue shirts working at a desk. One person is at a computer labeled "DONATION". The text "Volunteer center" is written below them.

Who can be a volunteer?

- a. Only youth**
- b. Employed people**
- c. Everyone**

How many hours a volunteer needs to be active in an organisation?

- a. For as long as it is required in the organisation.**
- b. 5 hours per week.**
- c. As many as the volunteer wants.**

Is it valid to write your volunteering experience in the CV?

- a. Yes.**
- b. No.**

Can volunteers earn money for volunteering?

- a. Yes.**
- b. No.**

Do volunteers need to be prepared/trained for the activity?

- a. Yes.**
- b. No.**

Is any formal education necessary for volunteering?

- a. Yes.**
- b. No.**

Can volunteering help you to travel?

- a. Yes.**
- b. No.**

Is it volunteer's right to say "No" to certain tasks?

- a. Yes.**
- b. No.**

Does organization have to set a contract with volunteer?

- a. Yes.**
- b. No.**

Can people with disabilities be volunteers?

- a. Yes**
- b. No**
- c. Maybe**

QUESTION CARDS

**It's raining and
the activity
cannot take
place outside as
planned**

**Your inclusion
buddy is sick.
But you want to
go anyway to the
volunteering
activities.**

**You forgot to
communicate an
important phone
- call to your
coordinator.**

**You start as
volunteer in this
new NGO and
you notice a
discriminatory
attitude.**

**You want to
involve students
from the local high
school to take part
in your activity**

**Your parents
thought that
your
organisation is a
sect and did not
let
you join the
activity**

**You want to
organise a
birthday party for
one of the
volunteers**

**You are new
and you want
to make some
new friends
between the
volunteers**

**You have some
urgent things to
do and you don't
have time for
volunteering**

**You are sick and
you can't go to the
association for the
volunteering
activities.**

SITUATION CARDS

ANNEX 2- Table of self-evaluation

Self-evaluation of past working/ volunteering experiences

Self-evaluation of past working / volunteering experiences

STAR RATING

How successful was I in achieving my desired result?



FEELING

How do I feel about my results?



WHAT DID I DO IN PRACTICE?

Tell us about what did you do in your past work / volunteering experience

WHAT DID I HAVE LEARNED?

Tell us about which new skills or knowledge did you acquire thanks to your job / volunteering

WHAT CAN I IMPROVE?

What are some specific strategies or activities I can undertake to improve particular skills for next time?

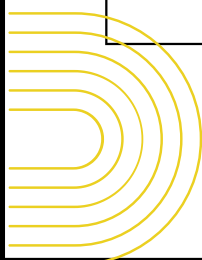
ANNEX 3- My Skills Checklist

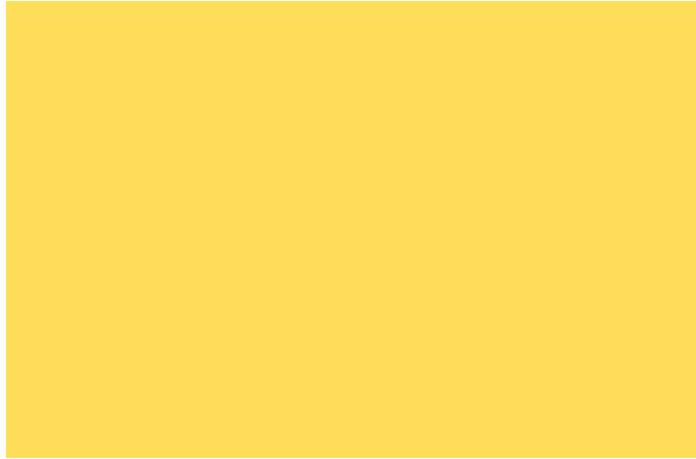
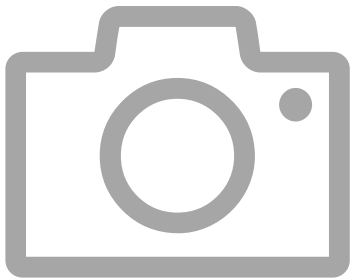
Self-evaluation about soft skills

MY SKILLS CHECKLIST

Read each statement below. Place a check mark in the box that best match your skills and attitudes.

I show up on time	
I don't call in sick unless I'm actually sick.	
I meet my deadlines.	
I take time to really listen to people needs.	
I remain calm and professional, even when people are not.	
I accept new tasks gladly.	
I can assess problems, and find solution	
I use good judgment and make sound decisions	
I look at situations from the other person's perspective.	
I adopt a "We're all in this together" attitude	
I remain flexible and unafraid to change plans if something is not working	
I act as the peacemaker when conflicts arise	





CONTACT



Email address:



Phone number:



Address:



Country of residence:

Something about myself:

Date of birth:

...../...../.....

Educational background:

- Primary school
- Highschool
- University
- University of applied sciences
- Intermediate vocational education

Country and city of birth:

.....

CERTIFICATE OF PARTICIPATION

Proudly Presented to:




In order to complete the training session
on inclusive volunteering

Place, Date

Name of the organization issuing the certificate



Co-funded by
the European Union

Project Title	IMProVE 2:0 – Inclusive Method in Professional Volunteering in Europe	
Lead partner organisation	Dobrovolnické centrum, z.s. Czech Republic	
Partners	Jaunuolių dienos centras (JDC) Lithuania	
	ASSOCIAZIONE UNIAMOCI ONLUS Italy	
	Gemeinsam leben und lernen in Europa e.V. Germany	