

## Taster session IO1 „Training of inclusion buddies“

Min	Title	Description	Material
2	Welcome and introduction round	Welcome by trainer team Short introduction of trainer team	– Name badges
3	Why and when is volunteering meaningful and important for pwd?	Perdita shares the story why the position of an inclusion buddy was created	– Picture of Margot and the first group
5	3.3. Empowerment: Exercise	Perdita describes or shows with the support of Franz and His 3 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 <ul style="list-style-type: none"> <li>– Why do you think this way?</li> <li>– Would you have acted the same way or differently?</li> <li>– What can be done differently?</li> </ul>	– Annex 3.3.2. Empowerment-Situations – red and green cards
5	My role as an inclusion buddy	Franz shares his experiences as an inclusion buddy for His and for Sebastian, His shares his insights, what kind of support he needs, what he doesn't  Perdita goes through the job description of inclusion buddies	– Annex 3.3.1. Film „Down Syndrom“ – Annex 3.3.2. Empowerment-Situations – red and green cards
3	Training of inclusion buddy	Perdita goes through the session plan for training of inclusion buddies	– handouts

## Taster session IO2 " Do you want another volunteer on your team?"

Min	Title	Description	Materials, tools
5	Introducing, brainstorming, looking for different activities in NGOs	At the beginning, the coordinator divides participants into groups of 3-4 participants, and ask them to introduce their organisations to each other in the group, what is the scope of their work and the activity or activities that a volunteer with a disability could do in their organisation. They list the activities of their organisation on the paper. After this round participants brainstorm with each other suggesting what else a volunteer could do in their organisation. They might add something to each other's ideas that the organization's staff would not have thought of.	– Papers, markers
5	View from someone outside your organization and overcoming the barriers	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.	–
3	Offering volunteering positions and activities	Coordinator invites the volunteers with disabilities present to the table, participants do a small intake interview with them, and offer them activities they can now do in their organization. If the volunteer	– Papers, markers

		<p>nods to their offer of activities (is able and willing to do them), they tick the activities off on their list of activities for the organisation. They can now see how many activities a volunteer with a disability could provide in their organisation, freeing up the organisation for other activities.</p> <p>Participants can interview all the volunteers present in turn and offer them activities in the organisation enriched by those they have devised in the group with each other.</p>	
2	Feedback by volunteers	<p>Now volunteers are welcome to give feedback on how they felt when interviewed and offered activities. Participants may think, if the volunteers help will be valuable for their organization.</p>	

### Taster session IO3 "Preparing for caregivers and for caretakers for volunteering for PWD"




Min	Title	Description	Materials, tools
7	Introducing	Getting to know you (where you're from, what target group you represent). Getting to know volunteering (professional, personal). The aim is to feel different, unique. Participants stand in front of each other. On the floor, a sheet of paper with a question for each pair (e.g. "would you like to be president", "where would you like to go", etc.) Then each person answers and the facilitator claps his/her hands and the pairs change. It is important to hear and remember what everyone says. Afterwards, everyone gets in a circle and says what they remember and what they heard.	<ul style="list-style-type: none"> <li>– Sticky paper and marker to write down names</li> </ul>
3	How to support inclusive volunteering?	Support Enabling Inclusion	<ul style="list-style-type: none"> <li>– Video on parental support for PWD volunteering</li> </ul>
7	Barriers, challenges and ways to overcome.	Pair work "Bombikè" (hold this symbol and give the answers until the bell rings). Participants stand facing each other in two rows. Response time is limited: 1 participant says a barrier why a person with a disability cannot volunteer Participant 2 denies that a person with a disability can volunteer.	
3	Questions - Answers	Susiję su tikslinė grupe.	<ul style="list-style-type: none"> <li>– Handouts (pens)</li> </ul>
	Evaluation of the activity	3 klausimų anketa, naudojant QR kodą.	<ul style="list-style-type: none"> <li>– Phone</li> </ul>

## Taster session IO4 „Training of volunteers with disability”

Min	Title	Description	Material
1	Welcome and introduction round	Welcome and introduction of the trainer, quick introduction round of the participants (saying their name and how they feel or their favourite colour/ animal etc)	– Name badges
3	Intro to the session	<ul style="list-style-type: none"> <li>• <b>EVERY PERSON CAN VOLUNTEER – this is the starting point of our project and methodology.</b> See these photos, they are people with disability who had the chance to volunteer thanks to the ImproVE 2 methodology: they do very different tasks in very different organizations accordingly to what they like and their abilities, look here is ... (showing examples of people with disability volunteering from the photobook and then letting the photo to pass around, while starting to talk about another volunteer with disability).</li> <li>• When a person with disability decide to start a volunteering activity, he/she is asked to fill this <b>easy-to-understand questionnaire</b> with contact and background info, but also this section where they can indicate the area where they want to volunteer, they can choose ... (reading the list of areas, then passing around the questionnaire, while starting to talk about the next point)</li> <li>• As any other volunteer, our volunteers with disability need to be trained a little bit before to approach volunteering, so during the project we created and tested a <b>3 day training course to prepare people with disability to be volunteers.</b> Now we are going to show you some of the tools and activities that compose the training, to give you a taste of it.</li> </ul>	<ul style="list-style-type: none"> <li>- Some printouts from the photobook</li> <li>- Some printouts of the easy-to-read questionnaire</li> </ul>
6	Awareness about volunteering	Show the boardgame, explain the rules in easy-to-understand language and distribute them to the participants and play the	– Annex 1 Boardgame about volunteering

		game, allowing to each participant to roll the dice but using the same pawn (to make it shorter).	– Pawn and dice
2	Time management	<p>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.  The participants should sit with their eyes closed and silently open the eyes and get up from the chair when she/he thinks a minute has passed. The facilitator takes note of the time when everyone opens the eyes.  When everybody opens the eyes, the facilitator shares the time when the first and the last person opened their eyes: it demonstrates that everyone perceives time differently and 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.</p>	- A white board could be useful to take note of the time when people open the eyes (so that everyone can be aware of it)
1	Training of volunteers with disability	<p>These are only two of the activities that compose the training: it addresses the following topics:</p> <p>Day 1: Introduction and self-exploration</p> <ul style="list-style-type: none"> <li>- Introduction of participants</li> <li>- Introduction of IMProVE</li> <li>- Awareness about volunteering</li> </ul> <p>Day 2: Development of soft skills</p> <ul style="list-style-type: none"> <li>- Emotional management in helping relationships</li> <li>- Efficient communication and conflict management</li> </ul> <p>Day 3: Planning and organization</p> <ul style="list-style-type: none"> <li>- Time management</li> <li>- Organizational skills</li> <li>- Self-evaluation of past working / volunteering experiences</li> </ul>	–

		<p>- Recruitment and welcoming process</p> <p>The used method is learning by doing, so non formal activities and exercises are proposed to small groups of participants, and each of them is followed by a group discussion to make the learning outcomes arise from the participants themselves.</p> <p>The training offers different activities or adaptations on a same topic, so the facilitator can choose the best one accordingly to the abilities of the participants.</p>	
2		<p>Open question round: do you have any question or curiosity about the training? Do you think it can be effective?</p>	

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	