Volunteer Management of Vulnerable Youth
Participants' Book

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Introduction

Many young people in Europe belong to vulnerable groups and have fewer options for active involvement in the community or society they live. These young people with fewer opportunities can suffer for many reasons – they can be physically, mentally, socially or geographically disadvantaged, often unemployed, they can suffer a social exclusion and have no or fewer opportunities to enter the labour market. They can feel useless by seeing only a narrow life perspective, can have low self-confidence, and no potential for self-development.

On the other side, there are volunteer organizations who fight with volunteer management and retention and don´t realize there are groups of young people who can get involved in volunteering and contribute to the community. There are fears on the side of vulnerable young people to be volunteers as well as prejudices, environmental and management obstacles, even unconscious, on the side of a volunteer organization for managing the vulnerable volunteers.

This training will provide you with the expertise of volunteer management of young people with fewer opportunities and identify the risks, challenges, and readiness of the organizations for involving young volunteers with fewer opportunities.

What are your expectations from the training?

Training objectives

After the training, you will be able to:
- Identify the young vulnerable groups in the community
- Identify prejudices and myths about the target groups
- Describe the target groups – challenges, issues and everyday life of unemployed young people, young people with physical handicaps, and young people with psychological challenges
- Identify the rules and principles of effective communication towards the target groups
- Identify the possible sources of conflict and difficulties when working with volunteers from vulnerable groups
- Describe the possibilities for preventing and solving the conflicts with the target groups
- Identify the organisation´s strength and opportunities for volunteer management of vulnerable youth
- Identify the organisation´s benefits of involving young people from vulnerable groups

- Identify the readiness of organizations to work with vulnerable young volunteers from identified target groups
- Identify the specifics of volunteer management of the target groups
- Identify the suitable volunteer positions for the target groups
- Identify an action plan for involvement of young vulnerable groups into volunteering

Volunteering, Volunteer Management, and the Vulnerable Group's Identification

Let´s start with definitions and steps of volunteer management
<u>What is VOLUNTEERING?</u>

<u>What are the steps of volunteer management?</u>
Planning and preparation of the organization
Recruitment of the volunteers
Selection of the volunteers
Orientation and training
Supervision of volunteers
Motivating the volunteers
Recognizing the volunteers
Monitoring the volunteer activity
Evaluating the volunteers and the volunteering program

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What vulnerable groups of young people are in the community where I live/work?

What do I know about them?

In(Equality)Street Exercise

Who was I?/ What was my role? Why was I in this position?

How did I feel after this exercise?

How did I feel in the group?

Description, Everyday life, Prejudices, Myths, and Effective Communication with the Target Groups

UNEMPLOYED YOUTH

Author: Alžbeta Brozmanová Gregorová

1. Description of the target group

Unemployed people are a very heterogeneous target group – their common characteristic is that they have no paid job. A job is a source of income and life-standard but also of a position within society, independence, a space for self-fulfilment, experience, development of skills and abilities but also space for the creation of new social contacts and relationships. If the situation of unemployment takes longer, it threatens all above mentioned functions and causes various problems which manifest in the economic, social, and psychological area (in mental and physical health).

People perceive the situation of unemployment individually. For some people the loss of financial stability may also lead

to a family crisis, in other cases, it may initiate mental problems. The following issues are identified as those most often related to unemployment:

- loss of regular income and decrease of life standard
- loss of working habits and qualification
- loss of social status
- loss of social security
- social isolation
- customization to a parasitizing way of life
- the decrease of employability
- lack of self-esteem and self-confidence
- mental issues (depressions, fear, anxiety)
- health issues
- family problems, etc.

Unemployment of young people and long-term unemployment have very negative effects. An unemployed young person does not have a chance to get into the world of adults, cannot use his/her qualification and develop his abilities and skills, he/she does not have a chance to develop working habits and get experience with the integration of work into his/her life.

Unemployment makes his/her adaptation to work more challenging, and thus his/her employability deteriorates. There are several consequences of very long-term unemployment such as the development of unemployability, permanent social dependence on unemployment benefits and other types of support.

2. Everyday life of the target group

The daily life of unemployed people is to a significant degree influenced by the phase in which they currently are but also by many other factors such as age, the need for care of a household/family, the strategy for solving the situation of joblessness, etc.

The course of unemployment and its influence on the mental health of a person has its inevitable process. According to the Harrison´s Model (in Kuchař, Vaska, 2014), it is possible to differentiate between following phases of unemployment (see the picture):

1. phase – shock (the first week): the initial reaction of a person – the unemployed person is refusing the fact he/she has lost his/her job and experience the fear of future and mental unbalance.

2. phase – optimism (three months): the unemployed person mobilizes himself/herself, is active, lives in a constant search for a new job and believes in future.

3. phase (six months) – pessimism: the unemployed person is demotivated by repetitive failures in search for a job. He/she loses motivation; there is a decrease of activity that would lead to finding a new job; this phase is characterized by the loss of self-esteem and self-confidence and new negative feelings (that can in some cases result in suicidal tendency) take over.

4. phase – fatalism: in a subjective way, the unemployed person starts to feel better, gets used to the situation, however, loses any interest in the search for a job; the apathy toward society is

on the increase. His/her intellectual capacity decreases, he/she accepts the role of an unemployed person and in the worst-case scenario, the overall demoralization and the disintegration of personality can happen.

It is not possible to unify above mentioned phases and periods to all people who lost their job, but while working with jobless volunteers, it is suitable to identify them and support unemployed volunteers to prevent the onset of the last phase. Everyday life of unemployed people is often marked by disorganization. A job or a study is influencing the content of our daily activities. The daily routine is ruined if a person loses a job or – in the case of graduates – does not even find the first one.

The need for activity is not met in the case of these people, and that often leads to apathy. They also lack the stimulation, self-realization, and opportunities for learning and development.

3. Prejudices/Myths about Unemployed People

Prejudices and stereotypes in the relationship with the unemployed people are related to their social role. As Kuchař and Vaska (2014) state, jobless people are often perceived by other people as those who are responsible for their situation and some of them see them as second-rate citizens. They are often seen as idlers or good-for-nothing, as those who need to be supported by others. Unemployment is seen rather as the failure of an individual than of society. Jobless people who are not meeting their requirements towards proper authorities are often accused of lack of

cooperation, passive approach, and resignation. The most frequent stereotypes in the way the unemployed people are seen:

- they are responsible for their situation
- the position of a jobless person is a voluntary one; there are enough job opportunities out there – if they want to work, they can find a job
- they are satisfied with their situation
- they have a problematic relationship to employment
- they are not reliable, loyal; they have no perspective
- their working habits are insufficient

In the case of young unemployed, there are also other negative attitudes toward them: people often think they count on their parents, they do not want to work, and they are fine with the situation.

4. Effective communication approaches with the target group

There are no particular communication strategies or techniques for the communication with unemployed people. It is more important to think about own stereotypes and prejudices towards this group of individuals and respect above mentioned characteristics related to the experience and consequences of unemployment for any person.

The lack of self-confidence and self-esteem is often the result of such a situation, and that is why encouragement, positive motivation, and constructive feedback or appreciation should be essential elements of effective cooperation and communication.

5. Specifics of Volunteer Management of the target group

Working with an unemployed volunteer is, from the management perspective, not different than the work with any other type of volunteer.

But before we start to work with unemployed volunteers we need to ask few fundamental questions to find out what are their specifics:

• What is the level of motivation of unemployed volunteers? Can it be higher or lower than one of other volunteers while having a job or studying?

• Do the unemployed people have more or less time they can spend in volunteering than employed individuals or students?

• Are the expectations of an unemployed volunteer different than those of an employee or a student volunteer?

• What are the current working habits of the unemployed volunteer and will they have any effect on his work? (This question can be, but not necessarily related to the length of the unemployment period of the volunteer.)

• Is there any difference in what an unemployed or an employee/student are trying to achieve by volunteering? Can the goals be different; and if yes, to what extent?

Although it may seem that an unemployed volunteer would be more motivated, have more free time, similar expectations, and lost working habits; it is not necessarily true. There is no universal definition and/or set of attributes that are typical for all unemployed volunteers. A coordinator who will work with

unemployed volunteers in a volunteer center or an organization should not forget that there are individual differences and capabilities which are unique for each volunteer. He/she should choose such a form of communication and cooperation with each that will respect their personality and individuality.

a) suitable volunteer opportunities (e.g. types, length),

Various volunteering opportunities can be suitable for unemployed people. The advantages of involving this group into volunteering are that they can spend more time in such an activity and they can also work during mornings. Activities that require contact with other people might be more suitable for unemployed volunteers than tasks done individually because after the loss of a job people often face a lack of social contacts and in some cases even social isolation. At the same time, it is necessary for the volunteer organization to be aware and ready that there is a high probability the volunteer will stop volunteering if he/she finds a job.

b) suitable environment, preparation of staff and other volunteers for involvement of this target groups

If your organization makes the decision to work with unemployed volunteers, it is important to know what are your goals and reasons why you want to use this opportunity. One of the fundamental motives is to provide the volunteer opportunity to all individuals. Another reason is to help the unemployed to maintain, develop or to restore their work habits and to show them that the society can utilize their skills. Volunteering is beneficial for all involved parties. An unemployed volunteer can demonstrate,

expand and utilize their potential and skills for individuals or organizations that need their help. The group of unemployed can be very diverse. You can have one volunteer that can be managed very easily, but in the same group, you can have another volunteer that may face various issues. We recommend you evaluate your internal capacity if you are thinking about starting to work with this target group.

c) recruitment (where to look for the target group), who to involve, what partners

The labor office (job centre) is one of the best institutions to be able to acquire relevant contacts for unemployed volunteers. To be able to achieve the goal – to involve unemployed people as the target group into volunteering – it is necessary that the volunteer centers/organizations will engage in close cooperation with the labor office or a similar organization providing consultancy for unemployed people in their geographical area. It is crucial that the employees of the labor offices and similar organizations identify potential volunteers and connect them with the volunteer center/organization. The labor office employees should emphasize the benefits of volunteering and the impact it can have on the increased chances of unemployed people to improve their position in the labor market. It would be ideal, if labor office employees would – during their consultations with job applicants – offer the volunteering as an alternative activity which, despite not being paid, can help a long-term unemployed person to gain new skills and experience. In the case that a good candidate for volunteering is identified, they can connect him/her with a volunteer center/organization

or provide him/her with handout/leaflet and explain him/her what will be the next steps.

d) support and recognition

Unemployed volunteers have their goals when volunteering in an organization. They want to help, but they also want: to gain new skills and knowledge, to learn how to communicate better with other people, to be able to express their opinion clearly or just to be helpful. Volunteering can help them to set up short as well as long-term personal goals which provide them something to look forward to, a positive attitude, and a chance to see the results of their work.

The additional positive experience that a volunteer can gain and spread further in his environment is reached when he/she has good relationships with the new team and gets the support from the management of the organization. Within volunteering, he/she can also make new contacts that can potentially help him to find a regular job. In some cases, organizations allow volunteers (not only unemployed) to take requalification courses and become part-time or even full-time employees.

An unemployed volunteer is often looking for something new and is more willing to try something he/she would not dare as an employee bound by a contract. Volunteering is for him/her a unique opportunity to "taste" something never done before and to decide whether or not to focus on this area in the future.

Unemployed volunteers can have the vast knowledge or subject matter experience from his/her previous jobs/education that

the organization can use. It is, therefore, excellent if the organization is asking the opinion of a volunteer. This way the volunteer receives more than the feeling of satisfaction. An additional bonus is that the organization can receive from volunteers, valuable feedback and input. Feedback from unemployed volunteers can provide answers to questions that the organization employees are reluctant to answer because it may jeopardize their position or job in the organization.

Fruitful cooperation between an unemployed volunteer and an organization contributes not only to increased publicity and positive PR but also to the support for the concept of volunteering of unemployed people, to the elimination of stereotypes about unemployed people, and last but not least, to new cooperation opportunities.

Barriers in involving unemployed people into volunteering

There are some barriers that create obstacles in engaging unemployed in volunteering. They include for example:
• other motivation of the volunteer for volunteering,
• the necessity of more precise and thorough selection of applicants – it requires more time and effort from the coordinator,
• more extensive preparation/training of volunteers,
• higher risk for volunteer coordinator that he/she would be more directive in the management with unemployed volunteers,
• increased need for self-reflection of obtained skills and competencies – focus on personal growth,
• differences in the interpretation of volunteering in the context of individual legal regulations

Despite all the benefits mentioned above, we need to emphasize that although one can grow, learn, and acquire new experience through volunteering, it is not a 100% recipe for a successful job search. We see it more as a tool to increase the possibility to get employed. Even the best volunteer coordinator can't guarantee for any unemployed person that he/she will find and get a job because of the volunteering experience. We would like to ask you if you decide to involve unemployed individuals as volunteers in your organization, that you communicate this to them very clearly.

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YOUTH WITH PSYCHOLOGICAL CHALLENGES

Authors: Jelena Kamenko, Nikoleta Poljak

Nowadays, more and more young people have a diagnosable mental health disorder. These disorders can range from depression, anxiety to personality and behavioural disorders.

In the next few pages, we describe specifics of work with youth facing with some of these emotional or behavioural problems. We call them psychological challenges that are developed as a reaction to the life circumstances and issues during the process of growing up that could be overcome by own personal capacities, along or with expert social or psychological support. Young people with these kinds of emotional problems (depression, anxiety, phobias, fears, but also low self-esteem, lack of self-respect, identity and integrity issues, etc.) need our special attention and support to be adequately managed. It is important to stress out that we do not take in consideration work with youth who deal with psychiatric problems since it needs a different approach that includes cooperation between medical and public institutions and families.

In the process of work with volunteers with psychological challenges, the role of the volunteer coordinator does not lie in solving problems of these volunteers. The solution of these difficulties is the competence of professionals in helping professions such as social workers, psychologists, and psychiatrists.

1. Description of the target group

One in four people in the world will be affected by mental or neurological disorders at some point in their lives. Around 450 million people currently suffer from such conditions, placing mental disorders among the leading causes of ill-health and disability worldwide. (WHO, The world health report 2001 – Mental Health: New Understanding, New Hope)

According to a systematic review of data and statistics from community studies in European Union (EU) countries, Iceland, Norway and Switzerland: 27% of the adult population (here defined as aged 18–65) had experienced at least one of a series of mental disorders in the past year (this included problems arising from substance use, psychoses, depression, anxiety, and eating disorders). If anxiety and all forms of depression are included, nearly 4 out of 15 people are affected. (WHO Europe, 2016)

Psychological analysis of these issues sees the problems in unfinished processes of developing personal identity and integrity of a young person. The roots of different emotional problems could be found in the biological and psychological characteristic of each of us regarding our emotional capacities to fight with life problems. Besides that, important factors are family life (e.g. poverty, abuse, neglect, parental stress, inconsistent expectations and rules, confusion, and turmoil over extended periods of time, divorce and other emotional upset at home, addictions etc.) and school factors (consistency of rules, expectations, and consequences across the

school, positive school climate, cultural sensitivity, well-utilized space and lack of overcrowding etc.). (Furst, 1994)

Today, depression and anxiety are most common psychological challenges young people face. All emotions that follow depression and anxiety are a normal reaction to difficult personal life moments. All people feel them at some point in their lives. However, for some people, a disposition to depression and anxiety emotionally may get to a point where it interferes with their daily lives and negatively affecting performance at work or school. (Furst, 1994)

Depression may include more irritability than sadness, as well as hostility. Youth experiencing depression may also be hypersensitive and complain of headaches or stomach aches (according to HelpGuide.org). In addition to these signs and generalized symptoms, they also experience feelings of worthlessness, loneliness or helplessness; problems concentrating; extreme fatigue or disinterest; frequent crying or even thoughts of suicide and preoccupation with death.

Anxiety disorders can include phobias, panic disorder, social anxiety, post-traumatic stress disorder (PTSD) or obsessive-compulsive disorder. An estimated 10 percent of young people suffer from any of the above (HelpGuide.org). These versions of anxiety problems can be very similar. Obsessive-compulsive disorder in adolescents is also marked by continual thoughts of the same image or impulse. Traumatic events in a child's life can trigger PTSD symptoms, just as **extreme fears** of people, places, or things can signal **phobias**. Young people with anxiety may appear

withdrawn, highly uneasy, or fearful. They may also seem overly emotional, unresponsive or unrestrained. Those people feel very insecure; have problems with making eye contact, etc.

Youth with psychological challenges are faced with a low level of self-confidence. They lack faith in their competencies. More severe is a lack of self-esteem. They usually have issues with accepting some parts of themselves that they dislike or like less.

Young people with psychological challenges are a very heterogeneous group because individual psychological problems can manifest differently and can influence the quality of life of such a person in many ways. The daily lives of some of them can be no different from the lifestyle of other young people while for others, these problems can limit their personal, social, and professional life quite considerably.

2. Prejudices/Myths about the mentioned group

There are several prejudices about this group. Labelling this group with unpleasant terms such as ""psycho," "lunatic," "crazy," etc. is one of the most common situations. Also, thoughts about these groups as "evil ones" or "deprived" are quite common. People usually use this term to stigmatize others who suffer from any mental or psychological disorders. Using such broad terms demeans not only the uniqueness of the psychological issue but also the value of each person with such a problem.

There are also some people who are very insensitive when it comes to depression, especially. They tend to believe that depression is just an excuse to avoid responsibility and maturity.

One of the subconscious prejudices against this group is that they are not functioning at an optimal level; therefore, they are more likely to be unreliable.

3. Effective communication approaches with the target group

Bear in your mind that not everyone will be willing to disclose their problems. It might take some time until they feel safe in your environment to share their problems with you.

If you think that some of your potential volunteers experience any psychological challenges, as a volunteer coordinator, you can ask everyone at the recruitment stage the following questions:

- Is there anything that you feel we should know as an organization to make sure you have the best experience of volunteering?
- Do you have any extra support needs that we should be aware of?

In general, communication with these people should be based on individual approach because their communication skills can differ substantially.

Some of them might have difficulties with concentration and could be distracted by background noise, or would need more time to process and understand the information received, or would wander from the topic. Therefore, be patient, concise and prepare yourself for listening carefully, focusing on one topic at a time, repeating things if necessary.

Always check out what the person thinks or feels, do not guess.

4. Specifics of Volunteer Management of the target group

When it comes to volunteer management of youth with psychological challenges, there are some certain specifics that need to be taken into consideration. These things depend on the specifics of every individual and, as a consequence, have some specifics when it comes to placing volunteers on the right volunteer positions and providing support to them.

Although most of them could function in various circumstances, hiding the problems they are faced with, there are some situations not pleasant for them, and that should be avoided to create the optimal volunteer experience and environment for volunteering.

You should be sure when involving this target group into volunteering that they will not unconsciously harm themselves, your beneficiaries, and colleagues/organization. Don´t put them in situations which can be easily handled by volunteers with no psychological challenges but not by young people with these difficulties.

a) suitable volunteer opportunities (e.g., types, length)

Matching volunteering positions to volunteers with psychological challenges is subjective as people's resources and skills are different as those of other volunteers. In that sense, they can get involved in various types of voluntary activities, but of course, this will depend on the individual's vulnerability.

Mostly, it should be taken into consideration that you don't give tasks to volunteer that will make them feel insecure, such as interaction with too many people or too demanding tasks.

However, there are some potential challenges that may determine their suitability for the role:

• They can have good and bad days, which may mean that their needs are changing and their dependability can be a challenge.
• It may be challenging for some people with psychological challenges to perform long and monotonous activities. A solution might be to divide the work into shorter periods with breaks and to mix different types of activities.
• Start with more simple tasks and build up at a pace that suits the volunteer to ensure that they succeed in the role.
• If you are considering linking people with psychological challenges with other vulnerable service users, think it through as such tasks may require a lot of emotional resilience, and it may be necessary to check with each volunteer to see if it is something they are prepared to take on.

b) suitable environment, staff, and other volunteers preparation for the involvement of this target groups (if needed)

When involving volunteers from this group, it is important that staff and other volunteers in the organization are aware that someone is facing psychological challenges. Otherwise, they will be seen as different and their behavior may be labeled as strange and out of place, which can lead to people making bad comments and jokes.

Make sure to introduce to others with the problems volunteer has and that his/her adaptation to new conditions and environment may be stressful for a volunteer. So, prepare your colleagues to give enough time and space to the volunteer and remind them not to behave over protective. Educate staff and other volunteers about accepting the needs of a new volunteer with psychological challenges. If they need some time and space to make connections with others in the organization, try to understand it, because they face a low level of self-esteem and self-confidence.

It can be challenging to create a safe environment where you can speak openly about the vulnerability of people with psychological problems because there may be situations in which the volunteer is uncomfortable with the company of other people or is too tired or not in the mood to communicate with others. However, always ensure that volunteers understand their tasks, rights, and responsibilities.

c) recruitment (where to look for the target group), who to involve, what partners

To recruit volunteers from this group it may be useful to have a personal dialogue, where you can be direct in the communication about their individual opportunities and benefits of being a volunteer in your organization.

The most direct way to recruit people with psychological challenges is to connect with people or organizations, clubs, and institutions who are working directly with that target group.

There are many different needs to take into account, and it is, therefore, important to have an individual approach to each volunteer and their abilities and skills. It is crucial that the expectations of the organization and the volunteer are clear from the start so that the match between the organizations' needs and the individual interests creates the best conditions for positive experiences and progression for both parties.

Here are some of the guidelines that volunteer coordinator should think of and have it in his/her mind during the interview with volunteers from this group:

• What is the individual's vulnerability and what is the challenge?
• How would the individual like to work around those challenges?
• How can the organization accommodate those challenges?
• What kind of social relations are the volunteers comfortable and uncomfortable with?
• What does the volunteer expect to learn or get better at?

- What communication methods or styles suit the volunteer?
- What type of issues might arise during the volunteering (e.g. tiredness, lack of interest, problems with concentration, etc.) and what are the ways of dealing with them?
- Who is the contact for the volunteer should problems arise?

d) support and recognition

Volunteering brings these young people in interaction with others. Through such contacts, they get feedback that they are good in something; they help them create a positive image about themselves. It also brings development of their identities, gives them direction and orientation on further steps and contributes to their professional and personal growth. Doing something useful is vital for youth facing psychological challenges; therefore, support and recognition are extremely important for this group, especially taking into account their needs.

In the beginning, it could be useful if a volunteer is accompanied by another person with whom they have a close and trusting relationship. This type of support would help prevent feelings of insecurity. Respect them if they do not turn up for an activity, or they need a break. Usually, they are faced with low energy levels, or their sleep can be disrupted and therefore their volunteer engagement could suffer. Make sure to talk about those situations at the beginning and make them aware when they need to get in touch in advance to cancel their volunteering shift.

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YOUTH WITH DISABILITIES

Authors: Ioana Bere, Nicoleta Olga Chiș Racolța

1. Description of the target group

Disability can be something a person is born with, an acquired problem, or a consequence of disease. According to its way of manifesting, impairments can be split into three main categories, as following:

•   **Visual impairment** or vision loss is a decreased ability to see to the degree that causes problems, not fixable by usual means, such as glasses. The term blindness is used for complete or nearly complete vision loss.

- **Hearing loss** is a partial or total inability to hear. Deaf and hard of hearing people have a rich culture and benefit from learning sign language for communication purposes. Individuals who are only partly deaf can sometimes make use of hearing aids to improve their hearing ability.

- **Mobility impairment** includes physical defects, including upper or lower limb loss or impairment, poor manual dexterity, and damage to one or more organs of the body.

2. Everyday life of the target group

People with disabilities are from all walks of life, have different backgrounds, education, and social status. The way to which each is affected is highly unique and can be an entirely different experience from one person to the other. Support, rehabilitation, social benefits system, are some of the factors that make coping with a disability easier.

Still, there are some common aspects that define elements of the daily life of visually impaired, deaf and mobility impaired persons, generated by the specifics of each condition.

Visually impaired persons - a common misconception is that blind persons cannot see anything at all. This is, of course, true for some, while many have some perception of light and shadow, see everything in a vague blur, have tunnel vision, or lack central vision. There are many different eye conditions and they all produce a different form of vision distortion.

Daily tasks that seeing people take for granted can become difficult challenges. From getting dressed in the morning to cooking breakfast, a blind person must organize his life meticulously to live independently, to always be able to know where everything is, without seeing much or nearly anything.

Transportation and getting around can be a serious challenge in the life of a blind individual. Whether they use a cane, a seeing-eye dog or other sight tools, using public transportation and going for a simple walk can become a chore.

Taking frequent and simple trips around the community can help visually impaired people feel more comfortable with getting around town. Visual impairment may cause people difficulties with normal daily activities such as driving, reading, socializing, and walking. Knowing the environment (up to the level in which they know the position of each object in a closed space) they are moving in or having someone that they completely trust to guide them when being in a new area, represents a crucial factor for them.

Hearing loss – being able to hear, makes it possible to detect and recognize important environmental sounds, to identify the source and location of the sound and most important to perceive and understand spoken language. Because so, deafness often means that one can't understand anyone out of the community of deaf people in their country due to the different "language" spoken.

It is important to distinguish between persons who have experienced an early severe hearing loss, and never had the

chance to learn to speak and individuals that have acquired the impairment later in life.

Communication access is the highest issue for individuals with hearing loss, and it refers to their challenges in receiving and understanding signals presented directly. Their daily life is mostly affected by it, and it generates big limitations, in particular for those that have acquired the loss at a very early age, in terms of interacting with persons outside of the deaf community.

Still, it is crucial to know that generally, individuals with hearing loss can perform as well as any other people, when having access to an adequate education, and within their community, they can socialize without any problems through the sign language.

Persons suffering from hearing loss usually manage to adapt their daily life to their conditions but are faced with significant challenges when having to interact with individuals outside of the community (local community, authorities, etc.) when they always need the support of a sign language interpreter.

Due to the characteristics of their language, deaf persons are very direct in their communication; they don't use shades or any ambiguous ways to express.

Mobility impairment – dealing with mobility impairment is very individual, and it is also dependent on one's support system. It is also dependent on how the disability was acquired; if the person was born with it or if he/she has acquired it later during life. In the first case, people have it easier to accept but they still might face greater challenges than the second category.

Persons with physical and mobility impairments may need assistance with mobility, transfers, and ambulation. They may have a limited range of motion and be reluctant to attempt movement. Mobility impairments can impact people in several ways, visible within every small daily task that involves moving around. Individuals with a mobility impairment may take a longer time to get from one place to another due to the lack of space accessibility, to enter buildings, or manoeuvre in small spaces. In some cases, physical barriers may inhibit entry into a building or room and therefore mobility impaired persons become dependent on others to facilitate their access to different spaces.

3. Effective communication approaches with the target group
One of the most important aspects that apply to all categories, when communicating, is to try to address to them as casual as possible without expressing unwarranted pity.

According to Salto-Youth Inclusion Resource Center specifically for each category, you can have in mind:

Tips and tricks when interacting with visually impaired persons
• Provide orientation points in the working and living spaces - do a tour of the area (by touch) you will be working/sleeping in.

• Read out loud/mention all the things you show or do, e.g. when you write something on a flipchart when you stick signs on the wall, etc.

• It is possible to prepare three-dimensional flipcharts with things in different texture stuck on it, e.g. different texture tape, thick

paint, etc. so that blind persons can come and feel it - this should not replace, but add to the verbal information.

• In the beginning when meeting blind people or people with a visual impairment, identify yourself when speaking, till they start recognizing the voices. In group discussions, make clear who you are talking to.

• Give verbal indications of how discussions or activities are proceeding, e.g. say aloud who has raised their hand to speak, summaries what you see on people's face (agreement, incomprehension).

• Give information about what is happening, give points for orientation (e.g. if people are changing position, if people are sitting on the floor, if people have closed their eyes, etc.). Tell blind people when you are leaving!

• Don't use 'here" and "there' but describe these places according to the orientation points the blind persons know or go to these locations and say 'here.'

• Ask out loud if people want to add or ask things (because often we do this with a questioning face expression only).

• Provide all written materials before the activity either in a large print format so that they can read it (with a magnifying glass if needed) or in electronic format to read it with a braille reader. Alternatively, you can ask a local organization for people who are blind or partially-sighted to print your texts in braille.

• Use touch/hands more in your activities - allow for presentations that can be heard or felt, e.g. theater, living statues, clay or other constructions.

• Use colors to reinforce directional guidance for people who are partially-sighted (to the different rooms, to the exit, to working groups)

• Exercises with blindfolds can be useful to integrate the Blind (mostly they are more efficient at these activities than seeing participants). However, some blind participants can be sensitive to these activities, as they will not be able to take off the blindfold at the end of the game. Also one could reflect on the fact that the sudden change in seeing or not would be just as confusing for the sighted person with a blindfold, as it would be for a blind person who would all of a sudden see again for an hour.

• If there is a visual interpreter, who explains what is happening, who reads what is written etc. allow time for this translation (talking) and for possible questions or comments. You should regularly check if people with visual impairment need more time.

•Blind people focus on sounds, so avoid exercises activities in places where there is lots of background noise (streets, machines, etc.) or loud music in the background. Make sure people speak loud and clear enough.

• The most common color blindness is the inability to distinguish red and green. Do not use these two colors to put contrast in a drawing or text.

• If you use a flipchart or blackboard, write big and thick enough, so that people with a visual impairment (and others) can see it clearly. Use contrasting colors (black on white or white on black. Red and green are most difficult to see from a distance).

• Avoid putting obstacles in the way. One type of obstacle is the kind that sticks out above ground level (they cannot be felt by using a cane) e.g. bunk beds, tables with inner legs instead of those on the corners, things sticking out from the wall, passageways under stairs. Other obstacles are the ones below waist-height (they cannot be felt when feeling the way with their hands) e.g. boxes on the floor, small fences or steps.

• Do inform blind participants or people with visual impairments of a change in the setup of the room, e.g. if you rearranged chairs for a session if you created a little stage for a theater play, etc.

• Do not grab or push a visually impaired person in the direction you think they want to go - ask first if they need assistance and how they wish to be guided. Most blind people will take your arm or elbow. This way they can walk half a step behind you and gain information about levels etc. Give information about how and where you are moving (e.g. number of steps, going outside, passing orientation point X, etc.)

• If a blind participant is assisted by a guide dog, make sure the other participants don't distract and start playing with it - unless they have asked the owner. Also provide pee and drink breaks for the dog.

• If you help blind people with their meals, you can use the clock to indicate where the different food is located on the plate, e.g. 3 o'clock is to the right, and 9 o'clock is to the left.

• Always make sure that there is one person 'in charge' of a blind person or a person with a visual impairment, to avoid this person getting lost or bumping into someone or something, especially outside of the known environment, e.g. in a new town, outside, while traveling.

• Be clear about roles - who is the interpreter - who helps when and for what (not). The team cannot be expected to help all the time, but they can ask some of the participants to assist (e.g. with an exercise)

Tips and tricks when interacting with persons with hearing impairment
• Sometimes funny mistakes many people make is to start shouting louder at deaf individuals when they don't understand. Instead repeat more clearly what you said before (if the deaf person lip-reads), use other words and gestures or allow time for other ways of communication (writing, etc.)

• Clearly, if the deaf or hard-of-hearing people can lip-read, you will need to speak facing these persons so they can see your lips. Pronounce words clearly and articulately but without overdoing it. Do not obscure your mouth movements with your hands, chewing gum, a cigarette, etc.

• However, it is not easy to lip-read a foreign language! Also, it is more complicated to read lips of a non-native speaker speaking

the language of the lip-reader because the pronunciation or accent (the use of the lips) can be different. Rephrase or explain rather than repeating the same sentence.

• People with hearing impairments need to concentrate on the gestures, expressions, and lips of others so well planned lighting and distance are necessary - make sure the background of the speaker is not distracting.

• If you choose to work with a sign language interpreter (between voice and sign language), make sure that you leave enough time for interpreting and possible questions after that. Speak in logical blocks, take a pause and when the signing is finished ask your questions to which participants can react. Talk directly to the person, not the interpreter.

• Ask regularly if the interpreter has enough time and asks pro-actively if the participant has a question or something to add. You could learn the basic sign language for "do you understand?" or "is it clear?" and use this regularly.

• Note that sign language is different in different countries! This means that it usually does not work to have sign language as a communication tool for the communication among people with hearing impairments from different countries (even though some basics can be the same).

• Gain deaf people's attention before starting to say (lip) something - i.e. you can tap the person(s) gently on the shoulder or arm, wait till the person turns to you, make a visible gesture or flash the lights of the working room.

• Agree with the group on visual ways to start and end a session or activity, e.g. after a break, rounding off working groups. You could switch the lights on & off, use different color lights, etc. it is important is to keep deaf people within visual distance, so that it is easier for you to attract their attention, e.g. for rounding off an exercise and for calling them back again

• The opposite of working with the blind, where it is important to say everything you write, with the deaf you need to write or visualize everything you say (e.g. provide handouts, write on the board or flipcharts)

• To make yourself understood, you could act out exercises or provide an example (e.g. of energizers, games, flipcharts coming from group work).

• When having group discussions, agree on a sign for the deaf participants which they can use to indicate they want to contribute. Some deaf or hard-of-hearing persons have speech disorders which can make it difficult to understand them - do not feel embarrassed to ask them to repeat. If you don't understand them, say so, and revert to alternative ways of communication (writing, sign language with translation)

• It is useful to carry around a pen and paper if you are with deaf or hard of hearing people and you don't know their sign language. It comes in handy for communicating.

• Some waves (e.g. mobile phones) could interfere with the assistive hearing devices used by the participants that are hard-of-hearing. Make sure they are switched off - the cell phones of course.

• The deaf or hearing impaired can participate at a party or in a dance - they can feel the beat (add a bit of extra bass) or dance to the light show based on the music (according to rhythm). No need to scrap the disco night from your program.

• Be clear about roles - who is the personal assistant - who helps when and for what (not). The team cannot be a personal assistant, but they can ask some of the participants to help (e.g. with an exercise).

Tips and tricks when interacting with persons with mobility impairment
• It is best to discuss openly with the participants in question how they would feel most comfortable participating in activities. Some would prefer not to take part in methods which comprise a lot of activity, whereas other people like to participate as much as possible, maybe in a way adapted to them. It is up to the youth worker (or the participant) to suggest adaptations.

• Foresee more time for moving between areas (breaks, dinners, doing activities outside), give the person with reduced mobility indications beforehand on where the next sessions will be, so that they can start moving on time. Do not move around excessively between areas (get a venue where the working rooms and accommodation are close to each other)

• Place sign-up lists (e.g. for working groups) or flipcharts to write on at a lower level, within reach of people in wheelchairs

• Place the materials within reach (pens, paper, paint, sticky tape, etc.) and not in inaccessible places (in a box under a table, on the top shelf, etc.)

• Do activities where people are sitting down or are at the same height (or where everybody is at a different height). When talking to people in a wheelchair, put yourself at eye level for longer conversations or do not lose eye-contact when you are talking standing up.

• Do not lean, step or sit on people's wheelchairs. They are considered by many individuals in a wheelchair as part of their body (so they are not the place to hang your shopping bags or coats, put your glass on their desktop or to transport things you don't want to carry - unless they agree).

• Make sure people ask/know how they should behave with the persons using a wheelchair (this can vary). Some want to be

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pushed (because it is very tiring) others make a point of moving independently.

• Always ask where the person wants to move - instead of just pushing them 'somewhere.' Do offer assistance (e.g. opening the doors, pushing the wheelchair, etc.) but wait until your offer is accepted.

• When taking hurdles or little steps or moving downhill always go with the big wheels first (backward), tilting the wheelchair a bit. Ask where you can pull, push or lift the wheelchair (some parts come off easily - so best not to grab those to lift a person)

• Individuals with a mobility disability do not like to be carried like a bag of potatoes. Provide ramps and accessible vehicles where the person can enter using the wheelchair. Lifting people with a disability in a wrong way could lead to injuries (for both the person carrying and the one being carried), so if you are likely to be lifting one of your participants, make sure you learn how to.

• If the person using a wheelchair needs to change from the wheelchair to a more comfortable/different seating position (e.g. to prevent aches), you might need to provide comfortable chairs (with arms), or pillows to increase sitting comfort.

• Have chair(s) for people with difficulties walking or standing, when your activity involves extended periods of standing. Rent some special wheelchair(s) or have alternative transportation for

long distances. It is best of course to have a solution where the group (or at least part of the team sticks together).

• Foresee alternatives when doing activities with people with hand/body movement restrictions. For example, instead of lifting your hand, you could ask everybody to lift their heads - instead of pointing to someone, you could nod or blink. It's good to use this alternative for the whole group to not stigmatize the persons with a disability as the odd-ones-out.

• Make sure that passageways are uncluttered. Do not leave material/cables/decoration/sharp objects (thumb tacks, etc.) lying around on the floor in spots where people need to step over or pass in a wheelchair.

• Be clear about roles - who is the personal assistant - who helps when and for what (not). The team cannot be a personal assistant, but they can ask some of the participants to help (e.g. with an exercise).

If there are no particular communication strategies when it comes to the interaction with mobility impaired persons, we cannot say the same thing for blind or deaf persons.

Within the communication with a blind person, it is important to let him or her know where you are, when you have entered the room and when you are leaving it. Besides this when communicating with blind persons it crucial to accurately describe them the actions/facts that they can't see (ex: one meter from

you, on your left, there is a sleeping cat on the floor), so that they can create their image of the surrounding space.

4. Specifics of volunteer management of the target group

Working with volunteers with a disability will require some significant adjustments in almost every step of the volunteer management process as following:

Preparation of the organization – during this phase, it is crucial to make a detailed SWOT analysis in which to include a sophisticated analysis of strengths, weaknesses, opportunities and threats in relation with involving volunteers with disabilities.

An important part of the preparation also refers to ensure that volunteer coordinator understands the specifics of working with this target group. Besides the volunteer coordinator itself, the entire team must be trained in understanding the specifics of the target group.

Another important aspect is preparing the volunteer positions and defining the volunteers' tasks, concerning their possible strengths and limitation. Preparing the space, ensuring accessibility for various types of a disability must also be taken into consideration at this point.

Recruitment of volunteers – a relevant aspect related to this phase refers to define precise volunteer positions that are adapted to the specific needs of the addressed target group. Also, using the proper channels, to make sure you reach the target group is vital.

Selection of volunteers – a face to face interview or discussion is highly recommended both for the team to better understand the specific needs of the volunteer but also for the volunteer to have the chance to address all his/her needs. In such a way, they will feel more secure and committed to his/her volunteer role.

The volunteer's task must be introduced in details, and the job description must be adapted to the individual capacities of the volunteers.

Orientation and training – the orientation period is when working with disabled volunteers, crucial, as getting familiar with the space, the team and working habits are important for the volunteers.

A detailed introduction to space must be done for volunteers with visual impairment.

Introducing each member of the staff is also critical, and more than that explaining their role about the volunteers. It will make the volunteer feel more secure; he/she will understand better the structure of your organization.

Extra training about skills needed to perform the tasks must be provided to the volunteers at the beginning of their service.

Supervision of volunteers – understood more as a lot of support than control, supervision must be provided constantly for volunteers with disabilities. The frequency of the meetings with the volunteers must be very high in the beginning until the things start to work, and still often even afterward.

a) suitable volunteer opportunities (e.g. types, length)

Volunteers with disabilities have some constraints regarding the type of activities that they can be involved in. However, as mention above, each embraces his/her disability in a different way, and therefore we have to be open and not create new limits on them.

Still, in general, volunteers with a disability are more likely to adapt better to activities that take place in a safe environment (office, school, etc.). These spaces can be better adapted to their specific needs regarding accessibility and possible equipment needed.

For volunteers with visual impairment – depending on the level of independence of the volunteer, activities that don't require moving into new spaces and working with visuals, can be proper for this target group. For activities that involve working on computers, special software must be installed.

For volunteers with hearing impairment – individual tasks are easier to perform, as communication is a challenge when not being among other persons with the same disability. Also, all kinds of physical tasks are very well carried out by them.

For volunteers with a mobility disability – we recommend activities that don't require a lot of movement, which might become difficult. Any intellectual activity can be performed without problems. Interaction with beneficiaries in spaces that are accessible is not an issue either.

For all three types of target groups, tasks that involve beneficiaries with a similar disability as theirs might fit very well, as it will be easier for them to relate to the recipients, to communicate with them and to adapt to their needs.

b) suitable environment, preparation of staff and other volunteers for involvement of this target groups (if needed)

The working environment, when working with volunteers with a disability, must be extra safe and adapted to their individual needs both from the perspective of the space itself (accessible rooms, well organizes furniture and materials, etc.), but also from the viewpoint of the staff (attitude and abilities to communicate with them).

Preparation of staff is crucial to ensure successful volunteering services for young people with disabilities. All the staff members, regardless whether they work directly with these volunteers or not, must be aware of the presence of the volunteers in the organization, of their schedule, and specific needs.

When working with volunteers with hearing impairment, there should be at least one person in the group able to understand sign language, to facilitate the induction period of the volunteers and also the supervision meetings. The group of youth with disabilities can be very diverse. You can have one volunteer that can be managed very easily, but in the same group, you can have another volunteer that may face various issues. We recommend you evaluate your internal capacity if you are thinking about starting to work with this target group.

c) support and recognition (if special)

Support and recognition are vital when working with volunteers with a disability. It is important to be aware that for them feeling useful, safe, and independent is crucial.

Through constant support, volunteers can slowly gain their independence in the organization and feel more and more useful. Regular meetings with them are very important, and sometimes in the first activity performed, continuous supervision might ensure the safe environment they need.

Another important aspect that drives volunteers with disabilities to get involved is the possibility to interact with others, including the staff members. Regular meetings can create better connections between the volunteers and employees.

It is clear that at least in the beginning, volunteers with disabilities require extra support, until getting used to the entire context of the organization.

Therefore, in this phase, we need to relate to them both as "beneficiaries"- for whom we generate programs and "volunteers" – who support us in implementing our programs, aiming clearly to help them become independent enough so that we don't have to see them as "beneficiaries."

d) barriers in involving people with disabilities into volunteering

There are some barriers that create obstacles in involving people with a disability, according to CDC Disability, for example:

- Space accessibility issues (particularly for persons with a mobility disability)
- Lack of expertise in communication with people with disabilities among the staff members
- Lack of adapted devices and software's (especially for visually and hearing impaired persons).
- A more time-consuming volunteer management process
- Lower level of independence of volunteers, especially in the beginning
- Higher limitation of tasks that can be taken over by the volunteers

References:

https://www.mencap.org.uk/get-involved/volunteering
https://volunteeringmatters.org.uk/pillars/disabled-people/
http://www.livestrong.com/article/321684-daily-living-activities-for-a-blind-person/
http://www.euroblind.org/resources/information/
http://www.cdc.gov/
www.wikipedia.org

Sources of conflicts and difficulties

What can be the sources of conflicts and difficulties when working with youth from vulnerable groups?

E.G.:

     Poor communication
     Different values
     Different interests
     Personality clashes
     Poor performance
     Time limitations
     Incompatible goals
     Task interdependence

Readiness of organizations for volunteer management of vulnerable youth

What does it mean for my organization to involve young volunteers from vulnerable groups? Are we ready to involve young volunteers from vulnerable groups? Use SWOT analyses for readiness of your organization to manage young volunteers from vulnerable groups:

What are the weaknesses of the organization?

What are the strengths?

What are the opportunities?

What are the threats?

Volunteer Management of vulnerable youth in your organisation

What activities are suitable for volunteers from vulnerable groups in your organization? Consider their time, possibilities, habits, limitations, capacity. Who will be they working with? When are they going to volunteer, how frequently and for how many hours?

What will volunteers from vulnerable groups need to be involved into volunteering (space, any tools, etc.)?

What will you do to prepare your colleagues and volunteers for the involvement of young volunteers from vulnerable groups?

Where will you recruit these volunteers? Where will you promote volunteer opportunities for young people from vulnerable groups?

What kind of questions and issues should you not forget when selecting volunteers from vulnerable groups?

What tools will you use for monitoring and recognizing the skills enhanced in volunteering?

Homework

Please, prepare an analysis of your organisation´s readiness for the involvement of vulnerable young people into volunteering and an action plan for involvement of this target group into volunteering. It should be a separate document.

Information about Competent in Volunteering, Competent in Life (CIVCIL) Project

This training is part of the international project CIVCIL run by partners in three European countries from March 2015 to February 2017.
Aims and activities of the projects:
- to include young people from vulnerable groups in Croatia, Romania, and Slovakia to various volunteering activities and thus, integrate them into society,
- to recognize competencies and skills acquired through volunteering and to increase the employability of young people, and
- to inform about tools for recognition and validation of skills and competencies gained through volunteering already existing within Europe.
- to train 36 volunteer coordinators in all partner countries who will be then prepared to coordinate young volunteers from vulnerable groups,
- to develop training materials and tailored training for volunteer managers/coordinators working with young people from vulnerable groups,
- to create a website www.civcil.eu providing information about already existing tools for recognition and validation of competences acquired through volunteering in Europe, and
- to create or to improve the online tools for recognition and validation of competences gained through volunteering in partner countries.
More information available on **www.civcil.eu**

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