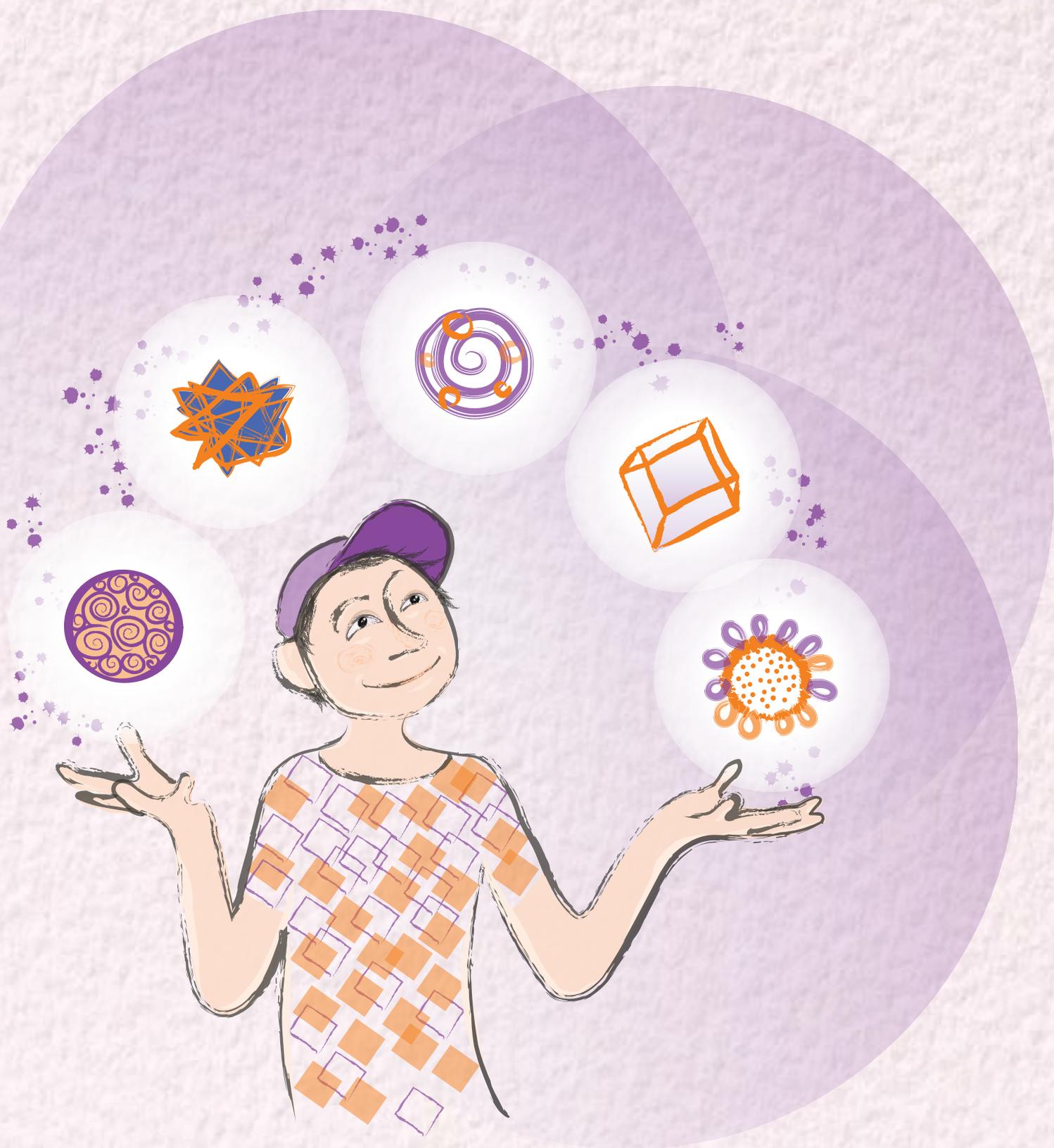


# Volunteer management of vulnerable youth Trainers' Book





# **Volunteer Management of Vulnerable Youth – Trainers’ 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.

## **Training objectives**

- 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

## Training units and learning outcomes

Module/Unit:	Time	Learning Outcomes After the completing of the module/unit a volunteer coordinator should be able to:
Volunteering, volunteer management and the vulnerable group's identification	90 minutes (2 hours)	<ul style="list-style-type: none"> <li>- Explain the definition of volunteering</li> <li>- Identify steps of volunteer management</li> <li>- Identify the target groups in the community</li> <li>- Identify his/her expectations, prejudices and views on a particular target group</li> </ul>
Unemployed youth, young people with disabilities, and young people with psychological issues  Description, Everyday life, Prejudices, Myths, and Effective Communication with the Target Groups	135 minutes (3 hours)	<ul style="list-style-type: none"> <li>- Describe the target groups - challenges, issues and everyday life</li> <li>- Identify prejudices and myths about the target groups</li> <li>- Identify the rules and principles of effective communication towards the target groups</li> </ul>
Sources of conflicts and difficulties	45 min. (1 hour)	<ul style="list-style-type: none"> <li>- Identify the possible sources of conflict and difficulties when working with volunteers from vulnerable groups</li> <li>- Describe the possibilities for preventing and solving the conflicts with the target groups</li> </ul>
Readiness of organisations for volunteer management of vulnerable youth	45 min. (1 hour)	<ul style="list-style-type: none"> <li>- Identify the organisation's strength and opportunities for volunteer management of vulnerable youth</li> <li>- Identify the organisation's benefits of involving young people from vulnerable groups</li> </ul>
Volunteer management of vulnerable youth and training evaluation	135 min. (3 hours)	<ul style="list-style-type: none"> <li>- Identify the specifics of volunteer management of the target groups</li> <li>- Identify the suitable volunteer positions for the target groups</li> </ul>
Analyses of the organisation's readiness for involvement of vulnerable young people into volunteering and action plan for involvement of this target group into volunteering	225 minutes (5 hours)	<ul style="list-style-type: none"> <li>- 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</li> </ul>

**Unit 1 - Volunteering, Volunteer Management, and the Vulnerable Group's Identification**

**90 minutes**

**Main activities** - Introduction; Trainers and Group Presentation; Clarifying the concept of Volunteering and revising the Volunteer Management steps; Experiential application; Identifying vulnerable groups and reasons why they are vulnerable.

<b>Introduction</b>	Brief introduction of the topic
<b>Trainers and Group Presentation</b>	Introductions of the trainers and participants. Each trainer will present him/herself in few minutes, pointing out significant milestones in his/her career, especially about the topic of the training. Afterward, each participant is invited to tell his/her name, the organization/institution represented and their role in it.
<b>Aim</b> - Present general professional information about the trainers and the participants involved.	

<b>Expectations and Objectives of the day</b>	Participants will shortly present their expectations of the training. The trainer will briefly present the training objectives.
<b>Aim:</b> Introduce the training objectives to the participants.	

**Handout 1 – Training objectives**

- 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



<p><b>Clarifying the concept of volunteering and revising the volunteer management steps</b></p>	<p>As an introduction to the topic, the trainers will initiate the discussion on what is volunteering, what are its key features. Based the answers received from the participants the trainers will underline the following elements:</p> <ul style="list-style-type: none"> <li>- activity based on personal initiative (voluntary basis/free will)</li> <li>- activity without involving any financial remuneration</li> <li>- activity for the benefit of the community</li> </ul> <p>The trainers will give some examples of activities in which only two out of the three most important criteria are respected, underlining the importance of each single characteristic. Afterward, together with the participants, the trainer will rewind the nine basic steps in “<b>Volunteer Management,</b>” making sure that everyone has a common general understanding on volunteer management aspects.</p>
<p><b>Aim:</b> Agreeing on a general definition of “volunteering,” pointing out its main characteristic and rewind the Volunteer Management steps</p>	

## Handout 2 - Volunteer Management Steps

1. Preparation of the organization
2. Recruitment of the volunteers
3. Selection of the volunteers
4. Orientation and training
5. Supervision of volunteers
6. Motivating the volunteers
7. Recognizing the volunteers
8. Monitoring the volunteer activity
9. Evaluating the volunteers and the volunteering program

<p><b>Experiential application 1</b> In(Equality)Street</p>	<p>Each participant receives a note in which he has the description of one person representing a vulnerable group. Participants are asked to try to imagine how the life of this person looks like and to get in their role. The group is asked to align in one row. The trainer starts reading a set of affirmations. The persons for which the affirmations are true (having in mind their new role) are asked to make one step ahead for each affirmation. The gaps between the participants will appear.</p>
<p><b>Aim:</b> Develop participants’ sensitivity about the challenges faced by youth coming from various vulnerable groups. Create the setting for the participants to put themselves in the shoes of persons confronted with different challenges.</p>	

**Debrief:** It will be focused on taking over the perspective of a person coming from a vulnerable group, for the participants to become more aware of the specific situations that these groups are confronted with in their daily life.

The debrief process will be facilitated by the trainers, using the **ORID focused conversation method**, and will follow four stages, about the addressed questions.

**1. Objective questions**

- What did we just do? What was the task? What has happened after reading the affirmations? When did you do steps forward? When were you stopped in the same place?

**2. Reflective questions**

- Do you think the presented stories could be real? How did you feel in your role? How did you feel being ahead/left in the back? What was your high/low point during the experience?

**Interpretive questions**

- What was the most meaningful aspect of this experience? What can you conclude from this experience? Did you learn anything new about yourself in this experience? Did you learn anything new about the group?

**3. Decisional questions**

- Is there something you have learned in this experience that you will take with you further? What will you do differently as a result of this experience?

## Handout 3 – 4 In(Equality)street

### In(Equality)street roles - 3

1. You are 29 years old, and you are in jail for the felony of theft repeatedly committed (telephones, bicycles). Your father is an alcoholic, and you have not gone to school since you were 13 years-old. You do not have any qualification, and you have not finished school. When you come out of prison, you would like to get a job and have a place of your own.

2. You are 22 years old; you are living in a placement center. Your parents died in the civil war. People say you look like you were 14 years-old. Sometimes you do not understand some things: how trains are functioning, how to use mobile phones, but you are in love with a colleague from the center and you are happy with her. You create wooden tables and chairs to save money and get married.

3. You are 25 years old, and you are a miner; your whole family worked in mining. You are married, but you are working far from home most of the time. You had unprotected sex with a prostitute and then you discovered that you have AIDS. You did not tell your wife yet. You are afraid she would be sick too.

4. You are 29 years old, and you are a qualified physics teacher at a high school. You are married; you have two children, and you live with your wife in a rented apartment. Your wife has a little flower shop. You like your job and have many innovative initiatives in your profession.

5. You are 21 years old, and you use heroin for two years. Your friends use heroin too. It is very hard to get the money for heroin. You work for a software company, and you missed a few days because you had fun with your friends. You were fired. Your family does not know about your problem and has high expectations for you.

6. You are a 16 years-old girl, and you have a sister who is 19 years-old. At school you are ordinary, but no one is interested in your results, you do not know if you will go to a university. Your parents fight often, and they prefer to stay at work more time, so you spent very little time together, as a family. You feel neglected. Your older sister studies at the University and has her life. All the hopes of your family are in your sister.

7. You are 24 years old, and you live with your mother who has Parkinson disease. Your father died two years ago in a road accident. Although you try to go regularly to university, you fail to reach to all courses. For this reason, you had to repeat one year. Doctors say your mother has no chance to get better.

8. You are 26 years old; you do not have brothers and sisters. You cannot use your legs because you had an accident. You live with your mother who does not have enough money to support you in your passions. You never find a job. The few people who visit you are extremely busy. You have a few friends who just got married.

9. You are 17 years old girls, and you are a single mother (you have a child). You live with your parents who control you and blame you (especially your mother). Your boyfriend left you when he found out about the child. You cannot go to school anymore, and your parents do not leave you to work.

10. You are a 19 years-old young man. You live in a refugee camp for two years; your family remained in your home country. You speak three languages fluently. You take care of the animals from the farm near to the Camp. You hope your legal situation will be clarified soon and be able to help your family.

11. You are 28 years old, and you are different. You have schizophrenia, but most of the times you are well because you take medication. You are permanently afraid to do a new episode and get back to the hospital. The only one who supports you is your sister, who understands your terrible disease. People are afraid of you; they consider you a monster.

12. You are 22 years old, and soon you will graduate the faculty you did not attend so frequently, but you always found solutions to pass the exams. Your parents are very wealthy and are influential people in the community. You have everything you need, and everyone knows that you did not always deserve what you have. Your principle in life is "the end justifies the means."

13. You are 18 years old. Your parents have promised you to an older man, but you are in love with someone else. You know your parents will never accept him. You cannot change your destiny, and this marriage means the end of your happiness. Sometimes you think that life has no meaning. You cannot trust anyone. You are still going to school, but you cannot concentrate, and things are not going too well.

14. You are 19 years old, and you are a young prostitute who manages to support yourself. You do not like the fact that the "manager" is treating your very ugly and sometimes hits you. Sometimes you can afford to go out with your friends in town. For two years you did not contact your family. When you were little, you wanted to become a teacher.

15. You are a 12 years-old boy, and you live with your aunt and her family. Your mother died three years ago, and your dad works in Dubai for a long time. He visits you from time to time. Your aunt is always grumpy. Your father sends you money occasionally, but your aunt says it is not enough and she does not give you enough food always. You miss your father, and you plan to go too in Dubai and when you grow up.

### **(In)Quality Street Questions - 4**

1. Do you or does your parent(s) earn more the national average wage?
2. Do you think you will progress in life without being discriminated against?
3. Would you feel safe walking home by yourself in the dark at night?
4. Are you literate – can you read a newspaper and fill in an application form?
5. I decide everything for my own.
6. It is easy for me to do my daily tasks.
7. Is it easy for you to use public transport?
8. I am a strong support of my family.
9. I can meet my friends whenever I want.
10. I can freely express all your religious customs and habits.
11. I can give up your job in case you do not like it anymore because I will quickly find a new job opportunity.
12. I can openly talk and with your mother and get her support whenever I need it.
13. I can go out to the cinema together with my partner.
14. I can buy a performant phone if I wish to.
15. I can afford a healthy and sufficient nutrition.

### **Handout 5 - ORID focused conversation method**

The ORID (Objective, Reflective, Interpretive, Decisional) method is a form of a structured conversation led by a facilitator. The method was developed by the Institute for Cultural Affairs as a means to analyze facts and feelings, to ask about implications and to make decisions intelligently. It is a method of escaping the morass of maniacal meetings. When done by a facilitator with some experience in the use of the method, participants are often unaware that they are taking part in a structured conversation. It is as if someone has sat down with the group and started an informal discussion.

#### A structured process

Using ORID as a way to structure questions in a process creates a dynamic forward movement towards a point of decision. Here's how to use it:

The facilitator takes the group through a series of questions which lead to a decision-making stage. For each of the questions, a scribe writes the most important points on a blackboard.

#### STRATEGIC QUESTIONS

##### O — Objective Questions

The O questions identify facts relevant to the topic.

The key question is: what do we know about this?

If it is an event or occurrence that is the subject of the ORID, then the group recalls the event and distils facts from it. The facilitator will have to be alert to pull people back from discussing what they think about the topic and their feelings about it at this stage — that comes next. All we want now are the facts. Beware of comments starting with 'I think... ', 'I feel... 'It's my opinion... '. What we want is statement starting with terms like 'I saw... ', 'I heard... ', 'I know... ', 'There is evidence for... ', 'It's on the record that... '. These are documented but not analyzed.

## R — Reflective questions

The R questions are about how people feel about the topic. They are about subjective perceptions. The key issue is: how do we feel about this?

Feelings might be positive or apprehensive and might be emotional.

The R questions allow participants to express their gut feelings although these might have no objective facts to support them. Nonetheless, they are part of a comprehensive assessment of the topic in question and should not be ignored. Fears and concerns may come to the surface during this phase.

The phase is one of identifying feelings and not of analyzing them.

## I — Interpretive questions

These questions have to do with meaning.

The fundamental question of the interpretive stage is this: what does it mean for me/you/the organization etc.?

The discussion should be based on information derived during the objective and reflective questioning. Such a discussion allows the topic to be put into perspective and participants can thus explore the impact of the issue on the individual or organization.

Interpretive questions might include 'What if...?' questions as well as 'What would it mean...?', 'What would that do...?' and so on.

This phase can also be marked as the analytical phase.

## D — Decisional questions

Based on information coming from the three previous stages of questioning, this is the stage at which a decision is produced.

The fundamental question at the decisional stage is: What are we going to do?

The facilitator might set the scene for this critical question by recapping the findings of the previous three steps.

The focus of discussion in the decisional stage concentrates on the future. What would be the best course of action? What would be achievable, positive outcomes? What is realistic given the limitation of our resources?

<p><b>Alternative          Experiential          application –          In(Equality street) 2</b></p>	<p>All participants stand in a row.          Each participant chooses one paper with the description of his/her role.          The trainer provides participants with following instruction:          “Imagine you are in the position written on your piece of paper. If you answer the question I ask with 'yes,' move one step forward”.</p>
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**Aim:** Develop participants’ sensitivity about the challenges faced by youth coming from various vulnerable groups. Create the setting for the participants to put themselves in the shoes of persons confronted with different challenges. Think about prejudices and perception they feel for people with disabilities and real barriers people with disabilities or disadvantages need to fight with in their lives and the fact that they are not in the same starting position as the rest of us. Bring them think how do participants of helping professions differ in their attitudes – Do they see opportunities or rather limits? What is important to see if we want to work with people with disabilities or disadvantages?

**Debrief:**

1. Divide participants into three groups according to how they were standing and do the following analysis in groups. Participants should answer these questions:
  - How do I feel after this exercise?
  - Why am I in this position? What is my role?
  - Question for the group: Why do you think we all ended up in this group and what were the roles in other groups?
2. Reflection for the whole group:
  - How did I feel in this particular group?
  - What was my role in this group?
  - Why did we end up in this group?

Reflection can be focused on these three levels:

- prejudices and perception they feel for people with disabilities
- real barriers people with disabilities or disadvantages need to fight within their lives and the fact that they are not in the same starting position as the rest of us
- How do participants helping professions differ in their attitudes – Do they see opportunities or rather limits? What is important to see if we want to work with people with disabilities or disadvantages?

## **Handout 6 – 7 In(Equality)street 2**

### **In(Equality)street roles - 6**

- 19 years old prostitute
- 25 years old migrant
- 30 years old doctor undergoing treatment for depression at a psychiatric ward
- 28 years old single mother of two children with hepatitis
- 29 years old nurse infected with HIV
- 30 years old gay with a job in an administrative
- 24 years old unemployed Roma
- 19 years old woman in a wheelchair
- 30 years old homeless man
- 18 years old active user of marihuana
- 25 years old former user of crystal meth
- 21 years old blind university student
- 15 years old Roma living in a separated Roma settlement
- 22 years old man abstinent
- 18 years old student who attempted to commit a suicide
- 27 years old man with an intellectual disability
- 22 years old orphan who lived in an orphanage for all his life
- 16 years old student of a secondary school
- 23 years old unemployed graduate of a high school who never worked

### **(In)Quality Street Questions - 7**

1. I can donate my blood
2. I can run for a Member of Parliament
3. I can visit local indoor swimming pool
4. I can become a teacher
5. I can kiss my partner publicly
6. I can get a housing loan
7. I can get a driving license
8. I can have children
9. I can travel abroad alone
10. I can go shopping to a shopping mall
11. I can participate in the European Volunteer Service
12. I can visit my family
13. I can meet my friends whenever I want
14. I can buy nutritious and healthy food
15. I can freely express my opinion on things that concern me
16. I can go to cinema
17. I can go to doctor anytime I need to
18. I can adopt a Roma child
19. I can marry anyone I want
20. I can drink anytime I want

**Unit 2 - Unemployed Youth, Young People with Disabilities and with Psychological issues.**  
 Description, Everyday life, Prejudices, Myths, and Effective Communication with the Target Groups - **135 minutes**

**Key activities** - In their shoes; “Guest” moment; Efficient communication – a way to respond to the needs of vulnerable groups.

<p><b>In their shoes</b></p>	<p>The trainer will come back to the three general vulnerable groups that will be approached during the training and present the following activity. Remaining in the groups formed during the previous exercise, the participants will work together on identifying some characteristics related to one of the following vulnerable groups:</p> <ul style="list-style-type: none"> <li>- Unemployed youth</li> <li>- Young people with physical disabilities</li> <li>- Young people suffering from depression/mental issues</li> </ul> <p>In their groups the participants will reflect and gather the following information:</p> <ol style="list-style-type: none"> <li>1. Description of the target group’s strengths and weaknesses</li> <li>2. Everyday life of target group</li> <li>3. Prejudices/Myths about the mentioned group</li> <li>4. Effective communication approaches with the target group</li> </ol> <p>Each group will present to the group their outcomes. The trainers will draw general conclusions related to the specific needs of vulnerable groups, common to all vulnerable categories – the main ideas can be taken from the presentations done by the participants and completed by the trainers.</p>
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**Aim:** Identifying the characteristics of the vulnerable groups approached during the training (everyday life, prejudices that they are confronted with, emotional vulnerabilities) and as well to point out the potential benefits of involving them in volunteering activities.

<p><b>“Guest moment”</b></p>	<p>If possible, a person working directly with vulnerable volunteers from the specific groups will be invited to present particularities of the work with this group.</p> <p>The presentation will consist of general aspects related to the vulnerable group, real stories involving volunteers from the vulnerable groups but also one experiential activity aimed to raise awareness among the participants about the specific needs of the volunteers representing the vulnerable group.</p> <p>The guest will also present tips (what to do and what not to do) regarding the management of volunteers from vulnerable groups. After the presentation, there will be a Q&amp;A (questions and answers) with the guest.</p>
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<p><b>Alternative to “Guest moment”</b></p>	<p>In case there will be no guest participating in the training, the game “In their shoes” will be expanded. Split in the three groups according to the group represented, the participants will be given materials (all the handouts) and will be asked to gather as many information as possible about the profile of the specific vulnerable groups:</p> <ul style="list-style-type: none"> <li>- Unemployed youth</li> <li>- Young people with physical disabilities</li> <li>- Young people suffering from depression/mental issues</li> </ul> <p>They will still reflect on the following aspects:</p> <ol style="list-style-type: none"> <li>1. Description of the target group/strengths and weaknesses</li> <li>2. Everyday life of target group</li> <li>3. Prejudices/Myths about the mentioned group</li> <li>4. Effective communication approaches with the target group</li> </ol> <p>And will as well take out as many relevant elements as possible from the handouts provided by the trainers.</p> <p>Each group will work on presenting the results of their research in one of the following ways:</p> <ul style="list-style-type: none"> <li>- Theatre sketch</li> <li>- Talk show</li> <li>- Interview with the beneficiary and his/her family.</li> </ul> <p>The participants will be asked to try to point out the most relevant characteristics of each particular target group.</p> <p>After each presentation, the group will discuss about the message sent and elements that must be acknowledged when working with a specific target group.</p>
<p><b>Aim:</b> Getting the chance to understand deeper the challenges a volunteer coming from a vulnerable group is confronted with, and as well get an image on how to approach these groups from the perspective of the volunteer manager.</p>	

## **Handout 8 (also included in participants’ book): Unemployed Young People as a Target Group for Involvement into Volunteering**

Author: Alžbeta Brozmanová Gregorová

### **a) 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.

#### **b) 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.

### **c) 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

### **d) 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.

### **e) 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:

- a. 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?
- b. Do the unemployed people have more or less time they can spend in volunteering than employed individuals or students?

- c. Are the expectations of an unemployed volunteer different than those of an employee or a student volunteer?
- d. 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.)
- e. 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.

**f) 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.

**g) 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.

**h) 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.

### **1) 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.

## **j) 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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## **Handout 9 (also included in participants' book): Youth with psychological challenges as a target group**

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 behavioral 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.

### **a) 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 low level of self-confidence. They lack faith in their own competencies. More serious 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.

### **b) 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 kind of mental or psychological disorders. Using such broad terms not only demeans the uniqueness of the psychological issue but also the value of each person with such an issue.

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.

### **c) 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 organisation 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 greatly.

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.

### **d) 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.

#### **e) Suitable volunteer opportunities (eg 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 different 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 at the role.
- If you are considering linking people with psychological challenges with other vulnerable service users, think it through as such roles 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.

#### **f) Suitable environment, staff and other volunteers preparation for 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 behaviour may possibly be labelled 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 volunteer. So, prepare your colleagues to give enough time and space to a volunteer and remind them not to behave over protective.

Educate staff and other volunteers about accepting the needs of new volunteer with psychological challenges. If they need some time and space to make connections with others in organization, try to understand it, because they face low level of self-esteem and self-confidence.



At 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 will have to get in touch in advance to cancel their volunteering shift.

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## Handout 10 (also included in participants' book): Youth with Disabilities

Authors: Ioana Bere, Nicoleta Olga Chiş Racolţa

### 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 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**

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**

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 physical 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](http://www.wikipedia.org)

Efficient communication – a way to respond to the needs of vulnerable groups.	Conclusions from the participants regarding skills and attitudes needed for efficient communication and management of volunteers.
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**Aim:** Pointing out elements that can facilitate an efficient communication between volunteers coming from vulnerable groups and volunteer coordinators.

<b>Unit 3</b> - Sources of conflicts and difficulties	<b>45 minutes</b>
<b>Key activities</b> - Source of difficulties + barriers in working with vulnerable volunteers	

Source of difficulties + barriers in working with vulnerable volunteers	The trainers will ask participants about any experience or ideas they have about possible difficulties and conflicts with vulnerable volunteers. Then they will list and present frontally sources of conflicts and will ask the participants to give one example for each source, pointing out cases involving volunteers coming from vulnerable groups.
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**Aim** – Raise awareness of the sources and point out situations that might occur when dealing with volunteers coming from vulnerable groups and discuss the barriers that the organizations are confronted with in their attempt to involve vulnerable volunteers

## Handout 11 – Sources of conflict

1. Poor communication
2. Different values
3. Different interests
4. Personality clashes
5. Poor performance
6. Time limitations
7. Incompatible goals
8. Task interdependence

Practical exercises	<p>Case studies with difficulties in managing volunteers: In pairs of two, the participants will receive in groups on case for which they will have to think and discuss in which volunteer management step is the intervention placed.</p> <p>The results are presented for the group, the other participants and the trainers can bring more input.</p>
<p><b>Aim</b> - present concrete situations related to the volunteer managements' approach. Identify and underline that some elements are approached in the same way.</p>	

## Handout 12 – Case studies

1. Karl, a volunteer representing a vulnerable group, is regularly using inappropriate vocabulary when addressing both to his fellow volunteers and also to the beneficiaries. Until now, there have not been strong conflicts, but you can notice that many time people around him feel uncomfortable. What do you do? How do you approach him?
2. Ana, a volunteer with a physical disability (she has problems with her leg) is always being late for the activity that she is responsible for (the painting club). She is saying sorry every time, but doesn't consider her behaviour as being a real problem. What do you do as Ana's coordinator?
3. Tina has a strong visual impairment. She is volunteering in your organization for a long time. She has always worked together with one staff member (John), that can't take part in one of the activities planned, (cooking event) that Tina has responsibilities in. Tina gets very stressed and refuses to carry out the activity she is responsible for – presenting the recipe for the participants. What will you do?

**Unit 4 - Readiness of organisations for volunteer management of vulnerable youth**

**45 minutes**

**Main activities –** Readiness of an organization; Saying No to a volunteer

Readiness of organization	Split in two or three groups (according the number of participants), the participants will work on identifying what the opportunities and strengths are and what are the threats and weaknesses of organization (e.g. by using SWOT analysis) when involving young volunteers from vulnerable groups into volunteering. Each group will do a 5 minutes theater presentation or another type of presentation to underline the outcomes of their process.
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**Aim –** Identifying and pointing out the opportunities, strengths and threats and weaknesses of involving volunteers with fewer opportunities in the organization's activities.

Practical exercise	Say <b>no</b> when you are not ready – Through a role play, 3 participants will present a concrete situation in which one organization can't involve a volunteer coming from a vulnerable group into their activities due to the lack of capacity of the organization to handle all the challenges connected to the involvement of the volunteer. After the presentation, the whole group will discuss what they saw in the play and extract the aspects important to know when telling a volunteer from vulnerable groups that he/she is not selected for the program.
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**Aim –** underline the importance of understanding the limits of the host organization regarding involving volunteers with fewer opportunities and accepting the fact that you can only do good when you are ready. Also, pointing out some ways in which to say “no” to volunteers.

**Unit 5 - Volunteer Management of Vulnerable Youth**

**135 minutes**

**Key activities –** Adapting volunteer management steps to vulnerable groups; Practical exercises

Adapting volunteer management steps to vulnerable groups	The group will be split into five smaller groups. Each group will receive the task to write down the aspects/elements related to volunteer management that need to be adopted when working with volunteers coming from vulnerable groups. <b>Group 1: Preparation of the organization for involving vulnerable groups</b> (analyze of the capacity of the organization to engage vulnerable volunteers, the motivation of the organization). <b>Group 2: Recruitment of vulnerable volunteers</b> (sources of recruitment, methods, message, channel, etc.). <b>Group 3: Selection of vulnerable volunteers</b> (the importance of adapting the volunteers' job description). <b>Group 4: Support for the volunteers - orientation, supervision and monitoring vulnerable volunteers</b> (constant support, specific elements, covering both the organizational need and the volunteers need). <b>Group 5: Motivation of the volunteers</b> (must be constant, specific, adapted to the volunteer's needs, using both group and individual strategies). Participants will present the outcomes in the big group. The other participants and the trainers will add comments if needed.
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**Aim:** Pointing out an aspect that needs to be approached differently when dealing with volunteers coming from vulnerable groups.

Evaluation of the training		30 min.	
<b>Main activities</b> – Evaluation of the training			
Non-formal evaluation:  Aim: Verbally expressing what are the things that each participant is taking home at the end of the training course.	Evaluation game with Dixit cards.  56 Dixit cards are put on the floor in the middle of the room. Each participant is asked to take a card that visually expresses what is he/she taking home at the end of the training. Each participant will share the picture and its description with the group.		10 min.
Formal evaluation  <b>Aim:</b> Ensuring the general evaluation of the training on aspects such as (content, methods, tools, utility, facilitators, environment, etc.).	Evaluation through a questionnaire that participants need to fill in.	Evaluation forms	10 min.
Close-up  Aim: Finalize the learning process with a recognition moment.	Handing out the diplomas and closing up.	Diplomas	10 min.

<b>UNIT 6:</b> Analysis of the organisation's readiness for involvement of vulnerable young people into volunteering and action plan for involvement of this target group into volunteering		225 min.	
Main task: Analysis of the organisation's readiness for involvement of vulnerable young people into volunteering and action plan for involvement of this target group into volunteering		225 min.	
Analysis of the organisation's readiness for involvement of vulnerable young people into volunteering and action plan for involvement of this target group into volunteering	After the training participants have to write two documents: <ul style="list-style-type: none"> <li>• an analysis of the organisation's readiness for the involvement of vulnerable young people into volunteering</li> <li>• and an action plan for involvement of this target group into volunteering</li> </ul> Documents have to be sent to the trainers latest by 30 days after the training.		180 min.
Evaluation of the analysis and action plan	Evaluation of the papers by trainers.	Documents received from participants latest on...	45 min.

## **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 project:

- 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](http://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](http://www.civcil.eu).



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# CIVCIL

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