**Citizen Engagement for Recovery
Volunteering in Solidarity
#CERVIS**

Project No. 101051597
(Revealing European Values In Volunteering in Europe - REVIVE Project No. 101051131)

**Co-funded by
the European Union**

Building Inclusive Bridges Through Inclusive Volunteering

A guide to facilitating inclusive volunteering

Training Manual on Inclusion and Diversity in Volunteering

Index:

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Introduction

Volunteering is an important part of community life, with volunteers all across Europe spending time and energy making a difference in their communities. The Centre for European Volunteering (CEV) & (your organisation) believes that volunteering should be for all, and that there is a role for anyone who would like to get involved and support their local community or organisations. Inclusive volunteering aims to ensure everyone can contribute to volunteering in a supportive and democratic environment based on equal opportunities.

Creating truly inclusive volunteering requires searching beyond simply diversifying our volunteer teams; we must ensure they represent the communities they engage within. It is not enough to state that we are inclusive, or that we are committing to adapting our practices to support specific inclusion-related needs case-by-case. Instead, many cases require a full review and a restructuring of our organisation's programmes, strategies and structures. This allows us to proactively ensure that we fully embrace true diversity and inclusivity in our organisations.

Volunteering has a large potential for promoting the inclusion of people from all backgrounds and situations, including the most marginalised and vulnerable groups in society. Oftentimes, volunteer-involving organisations are reluctant to cooperate with volunteers coming from marginalised groups or backgrounds, such as those with disabilities or newcomers. This is often because they are not sure whether they would be able to coordinate them well enough to ensure that they reach their potential in terms of positive social impact. In some instances, people from these marginalised groups are not even aware that they can get involved in volunteering.

Across Europe, perhaps one of the most striking disparities lies between organisations' claims of inclusivity and the on-the-ground reality. It appears that in the daily practice of volunteer management, there are few organisations fully capable of actively involving volunteers from a range of diverse backgrounds and/or marginalised groups.

This training module is designed to be used as a capacity-building tool to support volunteer managers and volunteer coordinators' development of open and accessible volunteering opportunities. The aim of this module is to facilitate the development of skills and knowledge in relation to understanding inclusive volunteering (awareness), feeling empowered to follow-up on the issues covered (motivation) and being able to contribute to improving inclusiveness in the organisations where individuals work and/or volunteer (skills).

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Purpose of the Manual & Aim of the Training Module

As part of the Citizen Engagement for Recovering - Volunteering Solidarity (CERVIS) project, co-financed by the European Union, this manual will assist and strengthen volunteer-involving organisations' (VIOs) and initiatives, with the knowledge and understanding of inclusive volunteering. This promotes the action and development of a more diverse, just, and inclusive environment where volunteering thrives. The goal is to encourage everyone who manages and/or coordinates volunteers to embrace the opportunities offered through developing inclusive approaches to diverse groups' talents as volunteers, achieved by providing a welcoming and inclusive environment in your not-for-profit organisations and initiatives. The manual provides "food for thought" and tools to support organisations in creating a space for learning and discussion on the topic of inclusive volunteering. Each activity has been kept open and flexible in order to allow each organisation/ initiative to adapt according to their own context and needs.

Creating inclusive volunteering opportunities requires commitment at all levels of the organisation towards sustainability efforts. We therefore hope you will encourage Board Members, Executive Directors, Coordinators & Managers of Volunteers, staff members, and volunteers to read this manual and become actively involved in creating and sustaining an inclusive volunteering environment. Through this process, you will be able to explore your role in changing the existing volunteering model, expanding the range of volunteering opportunities you offer, as well as building the capacity for personal, professional, and institutional inclusive transformation. The process covers general aspects of inclusive volunteering, providing useful challenges to help you reflect on your organisation's current context. This is further supported by tips that encourage you to think about the coherence between the mission and values of your organisation and the type of volunteering opportunities you offer or intend to offer.

This manual includes 5 thematic modules (gender equity, newcomers/migrants, LGBTQIA+, minorities, and disability). You are not required to address all 5 thematic areas, but you may choose to focus on some of them, depending on the scope of your organisation's activities and your societal context.

1. Learning Objectives

1. **An introduction to inclusiveness** and what it means for the EU context, for individual member states, and for specific volunteering fields and sectors.
2. **Exploration of inclusive volunteering** and how volunteer managers and coordinators can add this perspective to their activities, increasing their focus on democracy, equality, and inclusion.
3. **Raising awareness** about concepts, techniques and methodologies of inclusive volunteering.

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2. Learning Outcomes

1. Participants will be able to **identify** the main components and processes contributing to "Inclusive Volunteering".
2. Participants will be able to **demonstrate** deeper knowledge and understanding of "Inclusive Volunteering" and its connection to the EU's values.
3. Participants will **acquire** skills in identifying barriers to inclusiveness and demonstrate proficiencies in creating inclusive volunteering opportunities for particular identified groups.
4. Participants will **understand** why these skills will be useful to them, and **show commitment** to following-up and sharing their new knowledge about inclusive volunteering in the organisations and initiatives that they are involved with.

3. Training Session Agenda & Learning Resources

14:00– 14:05	**Welcome, Introduction and Context** *The trainers will introduce themselves and explain why they are delivering this session and in what context i.e. CEV CERVIS project co-funded by the CERV programme. The trainer will describe the physical or online training space and explain any key features.*
14:05– 14:35	**Getting to know each other - Group building/ Icebreaker exercise** NFE technique to get to know each other e.g. portrait painting exercise.
14:35 - 15:00	**Motivations and Expectations** Exercise to explore motivation to presence in the training session and expectations on the outcomes. e.g. laundry line exercise.
15:00-15:15	**Coffee Break**
15:15– 15:20	**Present the agenda and objectives of the training** Clearly highlight which expectations will not be met at this time, or perhaps adjust the course and programme where possible to include some of the expectations.
15:20 - 15:30	**Agree and establish group rules - Create a safe space for discussion**
15:30 - 16:15	**Introduction to Inclusive Volunteering** Theoretical content to get everyone on the same level - what are we talking about? Include key definitions and concepts adapted for national contexts, giving regard to cultural and legal bases for volunteering. Find the slides **here.**

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16:15 - 17:15	**Inclusive Volunteering - going deeper** Self reflection, experiential learning, role play etc. and other NFE methods to focus on one or more of the thematic modules depending on the priority and interests of the group. Find the slides **here.** ● **Module I: Inclusivity and gender equality** ● **Module II: Inclusivity and newcomers/migrants** ● **Module III: Inclusivity and LGBTQIA+ communities** ● **Module IV: Inclusivity and minorities** ● **Module V: Inclusivity and disabilities** ● **Module VI: Inclusivity and Age** ● **Module VII: Geographically / Socially Isolated**
17:15 - 17:30	**Personal action plans** - may include the following: ● Organisational readiness (attitudes, willingness, commitment) ● Gathering/equalising knowledge ● Programme Policies and Guidelines ● Volunteer Intake Forms ● Volunteer Management Procedures ● Delineation of Roles and Responsibilities ● Staff Training and Support Needs ● Resources needed Look over your volunteer profiles every June and December to ensure that your volunteers reflect your community demographics.
17:30– 18.00	**Evaluation of the training session (EU system) / Validation of Learning** **Wrap-up and Conclusions** EU Survey: https://ec.europa.eu/eusurvey/runner/CERV_2021-2027 **Note:** The survey link should be shared with all the participants. Please make sure you provide them with the details to include in the first part of it. **Reference of the project** (project number): 101051597 **Type of activity:** Training **Title of the event**: **Dates:** **Duration of the event in days**: **Physically or online event**: **Place of the event**:

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Annex 1: Evaluation

Why is it important to evaluate?

It is important to evaluate the work done together by addressing aspects such as:

- Teamwork
- Comfortable environment creation that allows openness and sharing
- Knowledge acquired
- New paths that the organisation can follow and undertake

Ways to evaluate

Evaluation can be conducted in different ways, from physical exercises to brainstorming activities. Below can be found some exercises/tools/activities that can be useful in self-evaluating. These materials must coincide with the participants' proactiveness and abilities, so that inclusion within the organisation is guaranteed.

- Self-assessment questionnaire via Google Form or other online tools.
- Use of Dixit Cards: all participants pick a Dixit card that best represents what the experience has been like for them. Then, by calling one after the other, they present the reasons why they picked that particular card.
- Evaluation Web: by using a string, participants sit/stand in a circle. One participant takes the string roll and passes it around their wrist while saying what the experience has been like for them. They then throw the string roll to another participant that does the same. The process continues until all participants have expressed their feelings and ideas. The result is an "evaluation web" that represents the fact that the experience wouldn't have been possible without the contribution of all participants. At the same time, this is a reflection of how society should work, showing how they have created a safe environment for sharing and exchanging thoughts together.
- The 4Ds graphic: participants are all standing on a line. At the left is the 'positive' response end while at the right the 'negative' one. After every evaluation question from the trainers/discussion moderator is asked, participants move towards the left or the right according to what their answer is. The further they go from the central line, the better or worse is their feeling towards the topic of the question. Each participant can also share the reasons behind that positioning.

The questions

Questions in the evaluation shouldn't relate only to the training experience, but should also allow participants to do an internal analysis within their organisation and the environment surrounding it (the community, the society, the country level). For example:

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- Has the analysis conducted been useful in developing an understanding of how we can better improve our work on inclusion?
- Have we been able to reflect with open and inclusive approaches?
- For the lacking aspects or issues we have been able to identify, could we provide a plan for a short/ mid/ long term solution?
- Do I feel that I have been heard and involved in the discussion?
- What improvements can we do within our organisation in terms of inclusivity (by addressing the modules topics you have touched)?

Annex 2 Validation

Certificate of participation
Self assessment of learning outcomes?
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Bibliography

https://codeofgoodpractice.com/wp-content/uploads/2019/05/Volunteer-Ireland-Inclusive-Volunteering.pdf

https://secureservercdn.net/160.153.138.105/9g5.599.myftpupload.com/wp-content/uploads/2020/11/Eurogames_ENG_ITA.pdf

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