

Inclusive Voluntary Service– “weltwärts for everyone!”



Documentation of a Workshop for „weltwärts“ Partner Organizations

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I. Introduction

How can we make the volunteer service inclusive? Why do persons with a disability rarely go abroad with the German program weltwärts? What challenges do people with disability face when they want to do a volunteer service abroad? What kind of chances/ opportunities does an inclusive volunteer service entail? Are there any good practices or examples of inclusive volunteering already? And what do the volunteers with a disability report after they went abroad?

We discussed these and a lot more questions and topics with more than 20 representatives of weltwärts partner organizations.

We started our workshop with basic questions: “What is a volunteer service and why do young adults want to go abroad?”

We continued with the question “Is the volunteer program weltwärts inclusive? “ After these two presentations were held, bezev introduced its project “weltwärts everyone inclusive”.

The first workshop day ended after the workshop participants presented the work of their own organizations.

The second day started with the presentation “What is inclusion?” After talking about the concept, videos of volunteers with a disability were shown. Some volunteers explained why they went abroad, others why they would like to go abroad and one person explained why she decided not to go with weltwärts. We also presented four profiles of people with a disability that applied to go abroad. Their profiles were the basis for group discussions and peer counselling. The question was: “Can a person with these abilities and needs volunteer in your organization? Or project? If not, why? And if possible, how?” The results were presented at the workshop panel.

“Is our project a mission impossible?” we asked on the third day of our workshop. “Are the circumstances so discriminating that an inclusive volunteer service is not possible?” These were the main topics we talked about during our “fishbowl-discussion”.

In the afternoon we had an excursion to “Bamhani”, the base centre of the comprehensive work of the Ecumenical Sangam.

The last day of our workshop we discussed the challenges we face generally with volunteers and the needed pedagogical guidance. After the general presentation, we specified the theme for volunteers with a disability. What challenges do they face and what kind of pedagogical guidance do volunteers with a disability need?

Based on all discussed results during the workshop, we came up with guiding questions to be answered by all actors in the weltwärts program, in order to make the volunteer service inclusive. The group also formed concrete steps and responsibilities that come along with this.

On the last day we also talked about how to stay in contact and how to network.

Thanks to the great support of the Ecumenical Sangam and the Rainbow Guesthouse this workshop was a great success. We want to express our gratitude for this! The fruitful discussions among the participants and the comprehensive and diverse contents of the workshop are written down in this documentation. Thank you to all that have participated. The workshop was very enriching for the success of our common vision “voluntary services – inclusive for everyone!”.

II. Program

18/02/13	
Until 18.00	Arrival and Check-in
18.00	Welcome Greetings
19.00	Getting Together with Dinner
19/02/13	
09.00	Breakfast
10.00	Opening of Conference and Introduction of the Program
10.30	Introduction and Motivational Input: International Volunteering – Active Citizenship – International Mobility
11.00	Presentation and Workshop: (International) Volunteering – Everyone inclusive?!
12.00	Coffee Break
12.30	Presentation: Pilot Project for an Inclusive Voluntary Service “Weltwärts alle inklusive”
13.30	Break with Lunch (14.00)
15.00	Marketplace of Organizations
16.30	Summary and End of the Day
19.00	Getting Together with Dinner
20/02/13	
09.00	Breakfast
10.00	Review and Topics of the Day
10.15	Workshop-Panel: What is Inclusion all about?
11.30	Video Messages: Interviews with Volunteers with Disability
12.00	Coffee Break
12.30	Case Studies: Profiles of Volunteers with Disability

13.00	“Peer Counseling”: Is my Volunteer Post accessible for Volunteers with Disability? (Mutual exchange about potentials and possible barriers.)
13.30	Break with Lunch (14.00)
15.00	Continuation of “Peer Counseling”
16.00	Workshop-Panel: Summary and collection of guiding questions and Indices for all Aspects of a Voluntary Service
16.30	Summary and End of the Day
19.00	Getting Together with Dinner
21/02/13	
09.00	Breakfast
10.00	Review and Topics of the Day
10.15	“Fishbowl” Discussion: Inclusive Volunteering - Mission (im)possible?
12.15	Break with Lunch (13.00)
13.45	Excursion
19.00	Getting together with Dinner
22/02/13	
09.00	Breakfast
10.00	Review and Topics of the Day
10.15	Theory (presentation) and Practice (role play, discussion...): Challenges with Volunteers Pedagogical Guidance (Tutoring and Mentoring)
12.00	Coffee Break
12.30	Strategies for a Good Pedagogical Guidance
13.30	Break with Lunch (14.00)
15.00	Concrete Steps for Future Cooperation/ Networking
16.00	Summary and Evaluation
16.30	Farewell

III. Summary of Results

19.02./ 10.30/ Introduction and Motivational Input:

International Volunteering – Active Citizenship – International Mobility

Weltwärts is a volunteer service program. A volunteer service is a full time employment which is neither profit- nor training-oriented. It takes place outside school, mostly in non-profit ecologic, social, cultural or sporting sectors. The volunteer does not earn a wage. The volunteer service is not a classical employment. In Germany a percentage of 35% of all young adults between the age of 14 and 29 (2009, Freiwilligensurvey/ Bertelsmann Stiftung) are engaged in sports clubs, student parliaments, environmental organizations, the church, homework tutoring for children with learning difficulties, municipal youth councils (in political committees) etc. Concerning international volunteer services the following data is available: In 2010, altogether 103.214 young adults were interested in a volunteer service abroad. The number of volunteers actually sent abroad increased within seven years from 5.937 in 2004 to 10.159 in 2010.

Those young adults work for more or less one year within different programs (e.g. weltwärts, work camps etc.). The regulation of these programs differs depending on whether they are based on public or on private law.

In 2010, weltwärts sent almost 4000 volunteers for at least 6 months to Africa, Asia, Latin America or Eastern Europe (source: Arbeitskreis Lernen und Helfen in Übersee AKLUHE; Statistik Freiwilligendienste 2010). This is twice as much as in 2008, at the beginning of the program.

And besides: In 2010, 4.062 volunteers came to Germany (the so called „incoming“). The majority came from European countries, Caucasus and Central Asia (3.214 volunteers). 135 persons came from Middle and Latin America and the Caribbean.

What motivates young German adults to become a volunteer abroad?

I cite some sentences from the letters of application or from conversations:

“I want to engage in social pursuits. I want to do something good. I want to return something to society.”

„I want to paddle my own canoe, I want to test myself and develop my character and personality! “

“After school/ my studies I finally want to do something in practice!”

“In my future working area it is expected that I have spent a certain time abroad.”

The main issues are:

- Social engagement (Attention: helper's syndrom)
- Development of personality, search for identity
- Career planning

In a pedagogic perspective and a political claim the following aspects play a role as well:

- International understanding, experiencing and learning solidarity
- Developing personal relations, friendships and even weddings
- In the context of globalization and injustice: recognizing and assessing political connections; searching, finding and living alternatives
- Questioning the world construction: racism, power relations, “North-South”
- Making up one's own mind

And what advantages are there for the other parties involved in volunteer services?

- Places of assignment and partner organizations?
- Sending agencies?
- Direct target groups, e.g. deprived children and youth in Thailand, people with disabilities in Nepal?

(International) Volunteering – Everyone inclusive?!

(If you are interested in receiving the whole presentation, kindly let us know.)

During this workshop we would like to answer the following questions: Are (international) voluntary services inclusive? Or do they exclude persons with disabilities completely?!

There are some reports and studies about voluntary commitment. But there are very few data about the participation of persons with disabilities in voluntary services in Germany. Regarding international voluntary services even less data exists.

The voluntary commitment of Germans is constantly increasing, but the commitment of persons with disabilities is merely statistically recorded. It highly depends on gender, family and education status, job profile and age: The number of unemployed, people with a lower social and educational status and persons with a migratory background that are doing voluntary services is lower than the average.

Despite the increasing wishes to offer voluntary services for young people of both sexes, in different situations and with different educational qualifications, this aim could not be attained up to now.

Only few offers of voluntary services are focussed on a special target group. Thus, in 2009, 2% of the offers of voluntary services were explicitly addressed to people with disabilities. There are for example integrative offers, in which people with and without disabilities can assist people with disabilities in Germany (Mittenmang).

The weltwärts program is also criticized for its relatively homogenous group of volunteers: the majority are women (68%), especially persons with “Abitur” (A-Level) or another authorization for university (97%) and with a high social background.

But the aim of the weltwärts program is “to be open for a range of young adults as wide as possible”. A completion of compulsory basic secondary schooling combined with a professional training or another equivalent qualification are sufficient to participate in the weltwärts programs. Young adults with disabilities shall also have the possibility to participate, they shall be considered as target group and

addressed as such.

According to statistics, about 3% of all Germans between 19 and 45 years have a disability. But less than 1% of all weltwärts volunteers have had a disability up to now. Examples such as the one of Marlene, a deaf young woman whose profile we presented later at this workshop, are an exception. This discrepancy in proportion between the average of persons with disabilities in the whole society and their participation in the weltwärts program shows, that their access to this international voluntary service is also unequal.

What are the reasons for exclusion and the obstacles? (Now I will focus especially on the weltwärts programs)

Financial difficulties: Disabilities cause additional costs which are currently covered by volunteers with disabilities and their families. Within the weltwärts program there is no specific budget for extra costs. Right now the weltwärts secretary says, that it will check each additional cost of a volunteer with disability and decide individual, if and in which height it will reimburse to the volunteer or the sending organization.

Legal situation: Costs for participation and care are not covered by the state as “official assistance” during a stay of more than six weeks abroad. The social security code underlines, that there is no legal right to these allocations. Regarding international voluntary service, which is usually longer than six weeks, a lot of questions come up concerning financing of greater needs and necessary requirements due to disability. In our opinion, these questions have to be answered by the legislator, because, according to the Convention on the Rights of Persons with Disabilities, aid allocation systems have to ensure that all needs of persons with disabilities are covered regardless their place of residence.

Fully accessible information is missing: Persons with disabilities often don't know that they can do a voluntary service abroad and what is necessary to do so. This challenge has to be accepted mutually by sending organizations and advice centers.

Strict age limit: Due to health problems many persons with disabilities possibly need

more time to finish school and university. But a weltwärts voluntary service is only open up to the age of 28. Apart from that there are very few voluntary services for older people. But a lot of above 28-year-olds are already applying for a voluntary service with bezev.

Length of the assignment: A weltwärts assignment for 12 months is sometimes too long for a person with a disability. Voluntary services for 6 months are generally also possible in the weltwärts program, but sending and partner organizations normally offer assignments for 12 months because of different reasons.

Our conclusion

Participation as a human right valid for all is a common project that can only be realized commonly by persons with disabilities, the social system and its workers, the government (especially the German Ministry BMZ as cost bearer) as well as sending and partner organizations. The overall conditions have to be adapted to the needs. For a long time, persons with disabilities have been considered as recipients of charitable benefits. But the number of persons with disabilities working as volunteers in different fields of engagement is constantly increasing. The image of persons with disabilities is changing from aid recipients to helpers. It is necessary to promote this image change of people with disabilities – in the sense of an inclusive society.

Group Work and Discussion

The participants were divided into 3 groups. In each group there were about 5 persons.

The guiding questions to be discussed were:

1. Are there possibilities for persons with disabilities to work as a volunteer in your country?
2. Do people with disabilities work as a volunteer or employee in your organization?

The groups discussed the questions, presented the results to all the seminar participants and came to the following results:

1. Are there possibilities for persons with disabilities to work as a volunteer in your country?

- All groups agreed that they would accept volunteers with a disability. In general everyone who has the desire and who can help others (despite of her/his disability) can volunteer. Everyone is welcome to contribute her/his skills.
- Most of the participants said that there is a restriction. There are barriers due to non- accessibility of many places and services the volunteer might need to use.
- Most groups said the possibility to volunteer depends on the kind of disability the person has. Some participants said that for example persons with multiple disabilities or functional autism and mentally challenged persons could not volunteer.

2. Do people with disabilities work as a volunteer or employee in your organization?

- Many of the participants had experiences with employing a person with a disability as a volunteer. For example within the first two groups 5 out of 10 participants have had a volunteer with a disability in their organization before. The third group also emphasized that most participants have volunteers with a disability.
- Most of the participants had experiences with employing a person with a disability or as a staff member. In the first and second group 8 out of 10 representatives have had employees with a disability. The third group also reported that many participants have had employees with disability.

A short excursion within the topic of inclusion has been made. In some countries people with other features than disability have very limited access to voluntary services or work, too. For example in India people from other cultural backgrounds or different casts are not included within society in general and this special field in specific.

19.02./ 12.30/ Presentation:

Pilot Project for an Inclusive Voluntary Service

“weltwärts alle inklusive”

(If you are interested in receiving the whole presentation, kindly let us know.)

In order to enable more persons with disability to do a weltwärts voluntary service abroad, bezev has started a pilot project in the year 2012, which is called “weltwärts alle inklusive” (engl. worldwards for everyone). This workshop here is part of the pilot project.

Bezev is a registered sending organization for the weltwärts program. We want to enable persons with and without disabilities to take part in a voluntary service equally. Therefore we aim at exchange between partner projects of different German sending organizations and seek for exchange with different voluntary programs. Long-term goal is the development of a concept for an inclusive voluntary program.

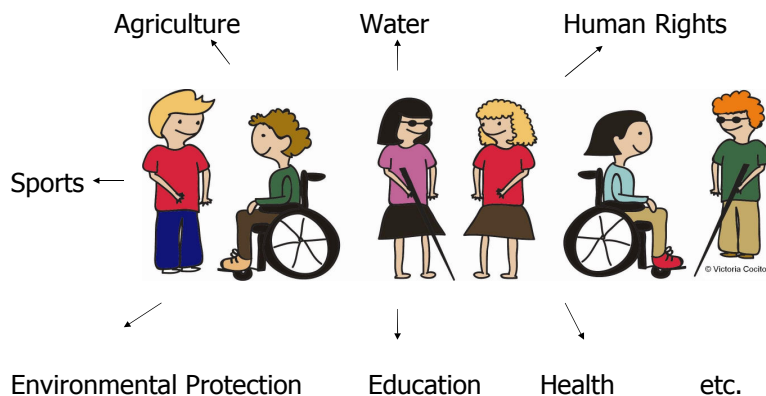
With the project “weltwärts alle inklusive” bezev wants to encourage young people with and without disabilities to take part in a voluntary program abroad. We search for project posts which fit the volunteers' individual skills and needs. As well bezev organizes the preparation for the commitment abroad and supports the volunteers pedagogically during their service. Additional, bezev is looking for solutions regarding greater needs and extra costs and work, for example if one volunteer needs personal assistance. All this is happening in cooperation between partner organizations or project posts and their German sending organizations.



Representatives of partner- or hosting organizations are a basic key for the success of the project. They are the experts for possible project posts, for existing barriers and for finding solutions within the project. Only with their agreement, it will be possible for volunteers with and without disabilities to take part in this project equally.

That is why we hope that we sensitized, encouraged and inspired one another at this workshop.

Special Projekt?!



Bezev does not want to create special and separate working places for volunteers with disabilities, but we want to talk about potentials and possible difficulties of an inclusive volunteer program so that partner-, hosting and sending organizations are involved in every step of the process.

Funded by:

weltwärts alle inklusive! wird gefördert von



- Foundation „Stiftung Wohlfahrtspflege NRW“
- German Federal Ministry for Economic Cooperation and Development (BMZ) and weltwärts- program

The financial support of the project comes from a German foundation (Stiftung Wohlfahrtspflege NRW) and the German Federal Ministry of Economic Cooperation

and Development (BMZ/ weltwärts-program). It is taking place from January 2012 to December 2014. In the year 2013 an essential aim is to send out an inclusive group of 10 people with disabilities and 15 without disabilities into projects of different sending organizations in all areas of work.

What has been done already within the pilot project?

4 “expert conversations” with sending organizations:

4 workshops with interested German sending organizations were held from January to March 2012. The participants were open minded but also showed scepticism regarding our plan. In general they showed willingness to talk to their partner organizations to find out if they are interested and open minded, too. So far, we already started close cooperation with some of those sending organizations and their hosting organizations. Together we worked out profiles of possible working places, so that in the future also applicants with disability are able to find a fitting project post. The sending organizations also showed gratitude, that bezev is able to focus on the topic „inclusion of volunteers with disability“, which is a task they often feel overtaxed by in their daily work. With its’ time and concentration on inclusion bezev is therefore able to support interested sending and partner organizations and share experiences and good practices with them that are helpful in the process.

3 workshops und various conversations with persons with disabilities:

Since the beginning of 2012 bezev has actively addresses the target group. We addressed important networks and media which people with disabilities use. We also started and deepened contacts to different Disabled Peoples Organizations, to universities and to schools where also people with disabilities study. To address the target group we created short video clips, presentations and accessible information materials. We would like to show you some of them later on. What came out to be one of the most important things was, to involve peers (in this case persons with disability who already did a voluntary service abroad).

During discussions with persons with disabilities it became obvious that a lot of them wish to go abroad but knowledge about the possibilities and conditions is missing. It

was obvious that they received little support so far in order to realize their stay abroad from official sides in Germany.

Right now the application phase has started. We are happy that more and more young adults with disability, interested to do a voluntary service, are contacting us. We would like to emphasize that the profile of all volunteers is important for our selection. Conditions are language skills and partially also technical knowledge as well as soft skills like intercultural sensibility and openness, responsibility, endurance, independence or the ability to deal with conflicts. Later at this workshop we will present you some of the applicants with disability who would like to take part in a project in an Asian country. For that reason we brought some written profiles of those volunteers.

1 international workshop in Essen (Germany) with all involved actors:

In June 2012 bezev has facilitated an international workshop in Germany. During three days an active and enriching exchange between sending organizations, partner organizations, politicians, persons with disability and further interested persons took place. We will still present you some of the central results and impressions of this workshop later. But to give you a short insight now: Partner organizations that participated in this workshop had surprisingly many experiences with volunteers with disabilities. They were very open to accept further volunteers with disabilities. In collaboration with persons with disabilities, other participating organizations and politicians we worked out important elements for an overall concept. Participating Disabled Peoples' Organizations offered their legal assistance and if necessary their help to sue for financing of the additional needs of volunteers with disabilities.

Exchange with political representatives: Not only at this international workshop but also accompanying to the whole project so far, we fostered exchange with politicians in Germany. There is an openness within different ministries to support the idea of inclusive volunteering also with financial and juridical support. But this is still a long process. The BMZ/ weltwärts program showed a willingness to finance additional needs for persons with disabilities within their voluntary service.

What will still follow?

Workshops with partner organisations in Asia, Africa and Latin-America:

Until spring 2013 different workshops with representatives of interested partner organizations took place. Bezev had the chance to think about inclusion in voluntary services at 6 different workshops with many weltwärts partner organizations of Asian, Latin-American and African countries.

Preparation and guidance of the Voluntary Service of an Inclusive Group:

Until summer 2013 we will prepare the voluntary service of the inclusive group of 10 volunteers with and 15 volunteers without disability. We also search for solutions and financial security in order to finance greater needs and higher costs within that process. The basic core of this project for sure is this exit and service of the young adults with and without disability in the summer. Their exit will be celebrated with an “kick-off” event. During their 6- to 24- month stay abroad bezev will support and accompany the project posts and partner organizations they are placed in.

Workshops for Mentors and Tutors?

If wished and needed by the participating partner organizations, seminars for mentors and tutors can be organized and facilitated by bezev. Because all participating actors in this project, especially the supervising and guiding persons within the projects should be prepared and sensitized in the best possible way. With these workshops they would be able to share their experiences, their sorrows and their ideas and good practices among each other.

Evaluation and Image Campaign:

At the end of 2014 finally a conference of evaluation and finalization of the pilot project will take place. This conference will be facilitated in Germany and inform the German society about the projects’ process. For this an image campaign with great placards and videos from the returned volunteers with disability will be started. These volunteers themselves, as role models, will be an integral part for multiplying the idea of inclusive volunteering among young adults with disability.

Conceptualisation:

In order to insure the sustainability of the project, all documentations and evaluations will be conceptualised. At the end of the pilot project bezev will publish a handbook and guiding manuals that can be used by all interested actors. The inclusive concept can also be helpful for other international voluntary programs.

Our conclusion

This all is, as you can see, a long and intensive process. We think, that through this process a change of roles can happen within the society: Persons with disability will not any more only be seen as “the needy”, but also as active citizens who are equally like others committed politically to society and to global common goods.

We would like to go this step together with you. Because now it is time to find out what the partner countries and projects think and what their framework conditions and their recommendations for action are. These aspects should be brought together with the individual needs of the volunteers with disability and their wishes for their voluntary service; aiming at a good match between needs and conditions of both.

Conclusion of the following Group-Discussion

- The German sending organizations need to be informed by their partner organizations about their will to accept volunteers with a disability. If not the sending organization might not think of that possibility.
- Inclusion of volunteers with a disability is not a “one-way-project”. Volunteers from abroad should also have the opportunity to come to Germany. The reverse program should be inclusive, too. And maybe some German sending organizations can apply for an accompanying measure in order to facilitate this.
- A helpful strategy in making the voluntary service inclusive is to involve “peers”. Peers in this case are other persons with disability that are/ have been in the same/ similar situation. If the organization already has experiences with employing people with a disability, those persons with disability can be peers for the volunteer who would like to go into the same project.

19.02./ 15.00/ Market Place of Organizations:
Presentation of Participating Organizations

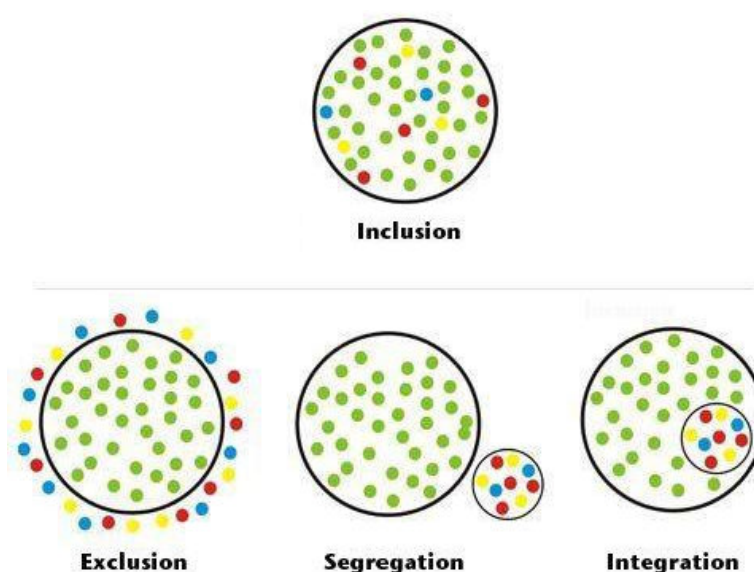


- Jabez Christian School, Philipines
- Asha Niketan Asansol, India
- Collective Campaign for Peace (COCAP), Nepal
- Chit Aree Welfare School, Thailand
- Volunteers for Peace Vietnam (VPV), Vietnam
- Vietnam and Friends, Vietnam
- Disabled Peoples' International Asia- Pacific (DPI-AP), Thailand
- Samarpan Village, India
- Gualandi Volunteer Service Programme. Inc, Philippines
- Action on Disability and Development (ADD), India
- Samuha India, India

What is Inclusion all about?

(If you are interested in receiving the whole presentation, kindly let us know.)

Inclusion has replaced the debate about integration of persons with disabilities in Germany. Today the debate is about inclusion in school, in free time and at work. In the following we want to introduce the subject and create a common base for discussion, because especially in the international context the different terms create additionally confusion.



(Ressource: <http://specialmommyx2.com/2013/01/25/inclusion/>)

What does inclusion mean?

The internationally valid term inclusion is based on an UN- Convention, the “Convention on the Rights of Persons with Disabilities”.

This convention, concluded in 2006, came into force on the 3rd of May, 2008, with the ratification of 20 states. Up to now it has been ratified by about 110 states, among them India on the 1st of October 2007, the Philippines on 15th April 2008, from Thailand on the 29th July 2008 and from Germany on the 26th of March, 2009.

What does the UN-Convention say?

In the UN-Convention the signatory states ensure to implement human rights, enable self-determination and support participation of persons with disabilities in all areas of human life. Thus, the UN-Convention aims at the target to enable every single person to fully develop his/ her capabilities and self esteem. Rights of people with disabilities are equal to those of other people, the right to freedom, independent life style and education. For example they have the right to participation in political and public life, to personal mobility and participation in international cooperation. These rights are, among many other rights, written down in the 50 articles of the UN- Convention and are therefore legally binding.

Inclusion is considered as a human right and as a model, which incorporates a special view on society: Heterogeneity and diversity are considered as “normal”. Therefore features that differ from majority (e.g. disability) must not lead to exclusion. Inclusion addresses to all minorities that were until now excluded from society e.g. with/ without disability, foreigner/ domestic person, men/ women. Instead of focussing on people’s deficits, the strength and capability of every single person are in the centre of interest and considered as a resource for a society of diversity. Inclusion requires from the whole society and its’ institutions to adapt to the “normal difference” of all people.

What has been done and what still has to be done?

Do we already have an inclusive society in Germany? Are people with disabilities already members of society with equal rights? Can they participate in all areas of human life?

No matter whether we look at the world of work or the education system in Germany, it is obvious that we have a system of help for persons with disabilities that is extremely separating. In this context we come back to the chart we showed at the beginning of the presentation. In Germany, children with disability are for example educated in special schools. There are almost no common schools for children with and without disabilities. This is separation! This violation of human rights in the

German educational system has already been criticized in 2007 by professor Vernor Munoz, the special correspondent for the implementation of the UN-Convention.

In order to better explain to you the German resistance towards the concept of inclusion, I want to present you a further fact: The term “inclusion” has been translated permanently in the wrong sense with the word “Integration” (engl. Integration), although the right translation would be “Inklusion” (engl. Inclusion). But this has large consequences since the engagement to the internationally binding concept of “inclusion” does not seem to be assured anymore. Instead of educating all children together right from the beginning (in the sense of inclusion), the German educational system is divided into several parts, leading to the separation of children with disabilities. Just for children with disabilities there are about 8 types of schools focussing on different special supports: Emotional and social development, hearing, seeing, learning, language skills, mental development, physical and motor development as well as severe disability. Parallel to this exists the regular educational system.



In order to promote „integration“, single special classes for children with disabilities are now established in regular schools. In some cases children with disabilities are also educated in regular classes with children without disabilities. In this case we talk about integration.



Integration



Integration

Special classes in regular schools or
integration of single children with
disabilities in regular classes

But one aspect is completely missing: “keeping in mind” children with disabilities in regular schools “right from the beginning”. Only then we can talk about inclusion.



Inclusion



Inclusion

“Thinking” children with disabilities in
regular schools “right from the beginning”

→ Common lessons

→ Inclusion does not require fewer
ressources but redistribution of existing
resources

The example of the school system runs through all other sectors of human life.
Especially at the job market people with disabilities are almost completely excluded.

On the one hand we consider it Germany’s duty to hold on to universal concepts
such as inclusion. On the other hand we consider it indispensable to exchange views

about this term at an international level. With this in mind we are very keen to listen to our exchange.

As said before, the wrong translation has been criticized many times and also at international level but nevertheless resistance is strong. And at this moment already, much criticism about inclusion and a slow intention of its implementation from different sides can be observed. Thus, it seems that the demand for common education and closure of special schools is considered as a possible cost-cutting measure by national politics. But inclusion does not require fewer resources but redistribution of existing resources and possibly more public financing at the beginning.

Moreover, the model of inclusion demands a shift of consciousness in all minds. This cannot be decreed by law or the engagement of few people. The current challenge is to get (with the help of the concept of inclusion) to a discourse about the question of how to deal with differences. Inclusion can only happen through common exchange and effort of politics, science and practice.

This discourse is currently e.g. taking place in the sector of international voluntary services, especially in the context of the pilot project “weltwärts alle inclusive”. We will elaborate on this issue in the following workshops.

Summary

Participation as a human right valid for all is a common project that can only be realized commonly by people with disabilities, assistance/ services for people with disabilities, government, community and civil society.

Inclusion cannot be attained overnight. But people with disabilities are less and little considered as persons in need receiving charitable benefits, but as clients or users of services they have a right to. It is necessary to promote this “image change” of people with disabilities from aid recipients to increasingly independent citizens with equal rights – in the sense of an inclusive society.

Discussion and Group Work

The participants were divided into six groups according to their national origins. In total there were 6 groups of different sizes with the participants from Thailand, Philippines, Nepal, Vietnam and India (2 groups from India: One group already worked with people with a disability and the second group did not have experience in working with disabled people.).

The guiding questions were:

- 1) What does Inclusion mean to you?
- 2) Are all areas of human life inclusive for persons with disabilities?
- 3) Did your country sign/ ratify the UN-Convention on the Rights of Persons with Disabilities? If this is the case, did it cause positive changes?

After an intensive discussion phase within those groups, the results were shared according to the situation in the specific countries. For question number one the results have been summed up as the understanding of the participants was similar.

1. What does Inclusion mean to you?

Inclusion means (active) participation in normal life. It is true consideration in society. And it's a process "from both sides". It promotes equality, fairness, tolerance, openness and independence of each individual within society. Persons, who want, should be included. So inclusion is a choice that can be made by everyone.

Aim is to receive full accessibility in all aspects, which means e.g. in all levels from government (private sector, politics, social work level), in social life, in work field, in health and education sector and in information support.

Base of inclusion is a way of thinking of society: Everyone is member of society. We are all humans. All humans want to live in dignity. Everyone wants to be accepted like he/ she is. Differentiation and categorization are not needed any more. Persons with disability can be proud of themselves.

2. Are all areas of human life inclusive for persons with disabilities?

Firstly a big challenge seen in almost every participating country is, that in reality children with a disability have not been registered sufficiently or not even at all. But without this registration they do not have access to the special services and

reservations. Especially persons in the rural areas are affected by this. So even if there are many policies for people with a disability (like e.g. in Thailand), in practice many cannot access these services due to the mentioned lack of registration.

Secondly situation for and attitude towards the persons with disability is changing slowly in all the participating countries. Persons with disability are therefore currently rather tolerated than included. They do not often come together with other members of the society.

Many countries gave a thorough insight with examples that we would like to add here.

India: People with a disability are not included in all sectors of life.

Within the field of education there are laws that forbid neglecting the applications of disabled children for a place at a regular school. But in reality Indian schools are neglecting children with disability. In the primary system some persons with disability may still access regular education, but not in the higher education sector. There are special offers, e.g. schools for different types of disabilities or special dorms for people with leprosy.

Social life in India is not inclusive, too. Current barriers are non-accessibility and non-acceptance of people with a disability within society. For example people with leprosy have been ostracized from the country.

Regarding livelihood there are possibilities to work, as about 3% of the jobs are reserved for persons with a physical disability; but the field of work is not accessible for people with mental disability.

As for health issues there are many exclusions, too. Only few hospitals have special helpers and techniques and special doctors are only available at special days.

Especially at the grassroot level, it is difficult to get rehabilitation.

Political life in general does not seem to be inclusive at all.

Philippines: The education sector is partly inclusive for persons with disability. In general they can receive regular school grades and educational assessment from regular teacher. Those teachers help to include the child in a regular class and they treat it as a regular learner. In public school two types of inclusion exist: full and

partial inclusion. Full inclusion happens, if a child with disability joins the regular class and gets the lessons by a regular teacher with support by a special education teacher. Partial inclusion means that in some regular schools there are regular sections and special sections. This means that the child with disability can go to regular class or to special class within this same school, depending on it's needs/abilities (and the children from the regular class can join the special class, too). But also in the Philippines there are only insufficient offers. And there is another problem: There is a training for special education teachers, but most of the teachers go abroad after getting trained. Now there is an agreement that they have to stay in the country for three years after getting trained.

The work of Non-Governmental-Organizations and within local/ public sector insures programs for persons with disabilities even if they are not funded by government. This impelled the implementation of the UN-Convention. E.g. now there is an PWD-ID (Persons with Disability – Identity Card) which allows them to get 20% discount on many public services.

Nepal: There are dormitories for blind people. At the airport there are separate seats. In some places you find special ramps. Competitions for disabled people exist (e.g. in the field of music). Persons with disability do not have to pay school fee or for using the bus. There is a law that in some companies people with disability have to be employed. There is a special insurance for disabled people. But there is still little acceptance for people with a disability in the society.

Thailand: Here the companies also have to employ people with a disability. If they are not able to employ, they have to pay compensation. Many companies prefer paying compensation. There is still discrepancy in the public transportation. E.g. the sky train is free with id-card but only a few stations have a lift; so you have to pay a taxi to go there. Persons with disability can receive a budget or pension.

Vietnam: Many people still think that persons with disability are dependent on special support and help all the time. There it is hard for most of them to get married and have children.

From the discussion we suppose that among these countries there are many similarities regarding the inclusion of persons with disability within society and the different sectors of life.

3. Did your country sign/ ratify the UN-Convention on the Rights of Persons with Disabilities? If this is the case, did it cause positive changes?

4 out of 5 participating countries have ratified the convention. The participants all said that things are changing positively. The government makes rules and policy according to the UN- convention. But all of the countries' representatives said, that there are laws, but they are all on paper. The law has only been implemented partially and insufficiently. Especially on the ground level there is a high need of execution of the states' acts. For example in India the states should pass a law for the implementation now.

Thailand explained, that since the ratification, the policy is changing and there is new legislation for people with a disability. E.g. juridical terms have changed from "rehabilitation act" to "empowerment of disability act".

In the Philippines one of the outputs of the ratification was the above mentioned Persons with disability – ID card.

So what was pointed out sadly and at the same time did not surprise anyone: Inclusion still exists on paper, not in practice! The sector for persons with disability does it's best to implement the UN-convention, but there are still many needs that are not reached. The Nepalese participants summed up their impression very suitable by saying: "Progress is in sight".

20.02./ 11.30/ Video Messages:

Interviews with Volunteers with Disability

Marlene Bayer, weltwärts voluntary service in Ghana

You find the video through the following link: "Video von Marlene"/
<http://www.bezev.de/freiwilligendienst.html>



Maren Freise, Erasmus in Finnland/ Interesse an weltwärts

You find the video through the following link: „Video von Maren“/
<http://www.bezev.de/anmeldungen/ifd-seminar.html>



Profiles of Volunteers with Disability &

Is my Volunteer Post accessible for Volunteers with Disability?

To analyze if the volunteer posts in the participating organizations are accessible for a volunteer with a disability, we prepared four profiles of volunteers with a disability. Three of the four really applied for a volunteer service abroad, one of the profiles was made up. The profiles showed details about the applying person, like: Occupational career, languages, experience/ skills, special skills in, disability, greater and special need, mobility, environment/ workplace, work that cannot be done because of the impairment and further factors that needs to be paid attention to.

The participants were divided in four groups. In each group there was one expert:

1. An expert that works with deaf people
2. An expert that works with blind people
3. An expert that works with mobility impaired people

The three experts stayed continuously at one table and played the role of a “peer counselor”. The participants first read the profiles of the volunteers and then analyzed their project posts with regards to the question if they could accept the volunteer.

When they had questions or a false idea about the ability, needs or the situation of a person with that kind of a disability, the peers answered the questions or intervened.

The experts/ peer counselors were a great help to correct our picture of what a person that is blind, deaf or physically disabled can do and what they cannot and what their special need is. They extended/ widened the knowledge of the group.

After the round tables were finished the results of the discussions were presented in the panel.

Results of the peer counseling / discussion

1. Profile: BLIND / LOW VISION:

Barriers:

- Some said without knowing any blind person: “it is not possible in our project”
- A service dog is a problem in some countries (where dogs are not accepted).
- Some would have no appropriate field of work for a blind person.

- There were open questions, like: Is there a need for assistance all the time? Does the partner organization need braille skills?
- Problem would be accessibility of some projects, e.g. because of steps and bumpy roads.

Project task:

- It is important that the volunteer has the right project task. Volunteers that are blind have to bring the right skills, like all the other volunteers.
- Some could imagine that the volunteer would do IT/Computer work, administrative office work or teaching.
- Not all but most of the organizations do not have the right computer for a blind person, so they asked if a volunteer could bring his/ her own computer.
- So there is knowledge which can be shared by organizations with experiences.

Mobility and Living Facilities:

In some organizations volunteers always work together and use the bus. So for a blind volunteer it would be possible to get help from the other volunteers. In some projects the volunteers are accommodated in dormitories and they would be together with other volunteers who could help them.

Ideas and Solutions from the peers (participants with experiences):

- Volunteers who are blind or are visually impaired have to know where things can be found. They have to know where everything is (e.g. furniture). After a short time they will be oriented and they can be very independent.
- Some blind persons like to use a stick to be oriented, but most don't have to.
- Tandem volunteers could be a solution in some projects.
- Application for a new project post/ formation of a new task for the blind volunteer could also help.
- Insurance for person and dog is needed.
- We should stop thinking in stereotypes because „normal“ volunteers sometimes face even more barriers than blind volunteers.

- Volunteers with disability often develop additional abilities in other fields/ functions (e.g. hearing very well instead of seeing).
- Invite former volunteers to preparation seminars.

Summary:

It was obvious that a lack of knowledge exists in “unexperienced” participant’s heads, about how blind people work and move around, what their needs and abilities are etc. This lack of knowledge first led to skepticism about what a blind volunteer could do. The people and the peers who did have experience with a blind person were able to convey that a blind person is a lot more independent than non-blind people use to think. They stressed that e.g. they do not need assistance all the time. They said that it could even be easier for a disabled/ blind person to volunteer in a foreign country than for a non-disabled person, because they might have made an experience about leaving their comfort zone in Germany already. After discussions 6 persons could imagine having a blind volunteer, 2 persons were not sure (maybe) and 3 persons could not imagine having a blind volunteer.

2. Profile: DEAF

Barriers:

The biggest barrier discussed about was “communication”. Most of the organizations did not have a staff member or someone in their surrounding with sign language knowledge. Even the projects with deaf people or other persons that can communicate in sign language said that in some areas there is a (local) sign language that differs from the one the volunteer knows. Some feared that the volunteer would be lonely, without any other person around that communicates through sign language. Some people feared that the volunteer would be more vulnerable in an environment in which they can not communicate directly.

Project task:

Most of the participants were impressed by the skills of the volunteer that had applied. There was a great consensus that a person with the needed skills would/

might be accepted. Therefore the focus lies on the skills of a volunteer and their matching with the requirements of the project posts.

Conclusion/ Solutions:

- Project posts that work with deaf people have no problems including a foreign deaf volunteer.
- Some representative suggested the communication would be through writing.
- The peer/ expert suggested that the organization should get connected to the deaf local community in their region or municipal. So there would be people that the volunteer could connect to.
- The expert also explained that even if the sign language is different, deaf people quickly find a way to communicate with each other.
- The expert advised that there should at least be one person, that knows how to communicate with signs. Ideal would be a mentor that knows how to sign.
- The question is if the volunteer would like to work in an environment where most of the colleagues do not know how to sign and the communication strategy would be writing.
- Deaf awareness: An organization that has experiences with deaf people could give an introduction into basic knowledge about the needs of a deaf person.
- There was a will to learn basic sign language of some very open and interested representatives.

Summary:

Most of the participants were impressed by the skills the volunteer had and rather focused on the ability than at the disability. Two people asked if the volunteer would be safe or would feel comfortable as the only person who knows the sign language. But all in all the representatives were willing to communicate through writing and were even willing to learn some basic sign language. The expert suggested that representatives should get connected to local deaf community before the volunteer starts the service. Nine persons could imagine having a deaf volunteer and one person could not. Another person said maybe.

3. Profile: PHYSICALLY CHALLENGED

Barriers:

- In the host countries there is a lack of modern technical support.
- Movement and accessibility would be a great problem in a lot of host countries.
- The expenses for transport could rise enormously because local transportation would not be possible in many cases.
- Would there be renovation cost if there are too many barriers and who would pay them?

Project Task:

- The volunteer should have passion, be committed and motivated.
- The project has to be accessible.
- The knowledge and skills of the volunteers need to be enhanced and utilized.

Solutions/ Conclusion

- Involving local peers (person with disability): A local peer could give the prospective volunteer information about accessibility.
- Pictures and videos should be made and send to the volunteer so he/ she could get an impression about the environment, working place and accommodation.
- Maybe a short term stay would be possible before a long- term stay in the host country.

Summary:

The inclusion of physical challenged volunteers seems to be the most difficult one to the participants. Environment, working place and accommodation are often not accessible according to most of the participants. Two persons could imagine having a physical challenged volunteer, 8 representatives said they could not and one said maybe.

21.02./ 10.15/ „fishbowl“ discussion:

Inclusive Volunteering - Mission (im)possible?

Fishbowl is a method that is used to reflect and discuss a topic.

There is a circle of 6 seats in the centre, where following representatives sit:

- 1) Representative of a partner organization (pro)
- 2) Representative of a partner organization (contra)
- 3) Representative of a sending organization (pro)
- 4) Representative of a sending organization (contra)
- 5) Volunteer
- 6) Free seat for a “switcher”/”jumper” (at the beginning for the moderator)

Around this inner circle the audience is seated. The watchers can join the inner circle if they also want to add something to the discussion. They replace one representative in the respective role. In order to do this the watcher knocks on the representative's chair, which means that the representative has to move out of the inner circle and becomes a part of the audience. Now the former watcher sits down on his/her chair and in the incircle and becomes a representative. The person in the incircle can also leave her/ his chair if she/ he can't think of further arguments.

If you are interested in receiving the role description cards, kindly let us know. To keep this documentation compact, we do not include them here.

Results of the discussion

In the following we mainly show citations from the participants that represented roles.

Sending organization (pro):

- The volunteers can bring in skills like knowledge, e.g. of sign language.
- First the question has to be answered what the necessities of the partner organization are, what they want exactly. Then the sending organization can send appropriate and skilled people.

Sending organization (contra):

- Disability is seen negatively in some countries. And hygiene standards in developing countries are not comparable to the German standards.

- It is too much responsibility!
- Only if the person fits very much to the project, we would think of sending her/ him.
- Do we have enough support/ knowledge in Germany to guide the volunteer during the stay abroad and the various problems they will face with their disability?
- We could think of sending a volunteer with disability if there is any person that knows something about their disability or has a disability him-/ herself and is there to guide the volunteer.
- Only if the volunteer is very strong he/ she can be a help and be a role model within the society he/she is sent to.
- The biggest fear is the fear of the unknown
- Our partner organizations are not ready to host volunteers with disability.

Partner organization (pro):

- Volunteers with disability are very helpful, because they can fulfill needed tasks.
- As we are working with persons with disability, we know that they are responsible.
- You can not decide for the person, if he/ she will not overcome/ face the challenge.
- The hosting organization should be very clear about what it can offer/ accept.
- Sending organizations should ensure that the chosen and selected volunteer is suitable for the project post. We need skilled volunteers.
- Volunteers with disability would be a great role model!

Partner organization (contra):

- We would get more problems than benefits.
- Those volunteers would not be that helpful, because they need a lot of support.
- There are no accessible buildings (e.g. bathroom/ stairway).
- We fear that the volunteer will feel isolated.
- We fear that the mentors will be overwhelmed, e.g. because they don't know sign language and how to fulfill the volunteers special needs.

- Resources are limited, so we can not pay for assistance and we have no one to look after them the whole time.

Both partner organizations: The sending organizations think they know what is good for us – but did they ask us?!

Mentor (pro):

- There are problems, but they can be solved (e.g. insure hygiene).
- German volunteers are all talented in any way, if they have a disability or not.
- Volunteers with disability have the same problems like other volunteers.
- Mentors need to be prepared.

Mentor (contra):

- The volunteers are only helpful if they have skills and if they have already volunteered in their own country.
- Mentors should question themselves if they have the knowledge to support the volunteer.
- How are the mentors prepared? Some would not be able to support the volunteers in social and mental/ psychic experiences and challenges.
- The disabled volunteer will become part of the organization and they look at you differently/ they will ask you a lot of questions.
- Volunteers with disability may be supportive within the community, but not as a role model; that's a too high expectation.
- Does the German sending organizations pay for a training for mentors to become more professional in guiding the volunteer?

Volunteer – physically disabled (pro):

- I want to do as much as possible because I want to help.
- I learn by observing.

Volunteer – physically disabled (pro, but uncertain):

- I fear the food, the cultural difference, but I want to learn and make experiences.
- I really want to do a volunteer service, but I need support. The partner needs to be ready to support me.

Reflection about the Fishbowl Discussion

Sending Organization (pro):

We repeated the arguments that have been discussed and mentioned before in the workshop.

Sending Organization (contra):

- It was hard to be in this position (as a partner organization that is in favor of the program). It was also hard to identify with the sending organization and act like the sending organization would in this situation.
- Note: For one representative the expressed concern became real.

Partner Organization (pro):

- There are many questions and it shows that a good preparation is very important.

Partner Organization (contra):

- It was good to be in this other position that is opposite from my own, because I have thought of a lot of problems already, but about many others I have not and it was good to make all aware of possible challenges that we might have to face.

Mentor (contra):

- Now I have additional uncertainty about what would be different with a volunteer with disability.
- The personality of the volunteers can grow and they can take all the experiences back to Germany.
- It is important, that the project is able to benefit of the volunteer.

Method reflection

- Eye-opener to know what the partner organization need, if they want to host volunteers with disability; now they can evaluate what they will need.
- The sending organization has a lot of responsibility. That became clear while/ throughout the discussion.
- The partners have to be really clear about what they can give and what they need.
- Helps to understand the topic well. Very useful to widen your own position. By playing a new role helps seeing the issue from different perspective.
- More time needed (note: we had 75 minutes for the discussion and 20 minutes for the preparation).
- One more role needed: Don't only include position of mentor but also the tutor who directly guides the volunteer.

21.02.13/ 13.45/ Excursion:

Bamhani

(Base Centre of Ecumenical Sangam)



<http://www.sangamonline.org/>



Challenges with Volunteers & Pedagogical Guidance
(Tutoring and Mentoring)

What happens when people leave their home countries and the culture they know? How do they feel? What happens when people are in a different environment and situation? When volunteers stay abroad for a while, it is important to know what phases they go through. With this knowledge, we can guide the volunteer pedagogically. I would like to introduce two concepts that explain what people face when they are abroad:

1. Comfort Zones

Most of the time persons live in their comfort zones. That means living in a(n) context/ environment that we know very well. We feel secure when we know how and why things work. Within their own comfort zones people don't have to take any risks. Some coaches believe that personal development only takes place outside of the comfort zones. The reason why people leave their comfort zones is sadness or happiness. Most of the time they leave their comfort zones because they are upset. Leaving the comfort zones can stress people. Some people even feel stressed when they travel. But not everyone gets stressed in the same way. In theory there are two types of stress. EU-Stress and Dis-Stress.

EU-stress: comes from "euphoric". It is positive stress. This kind of stress is motivating. It gives a person the energy to move forward and to act. The person feels like it can handle the challenges. And that gives the person energy.

Dis-Stress comes from "destructive stress". The person does not want to take responsibility for own made decisions and accuses other people for the situation he or she is in. When this kind of stress continues, the person starts choosing new strategies. It can lead to alcohol, drug abuse or excessive computer consume.

So how to widen your comfort zone successfully?

The person needs to make own decisions and take responsibility for own actions.

The attitude or approach should be: "I decide what I say and what I do. The situation does not decide for me".

With this approach people widen their own comfort zones. They learn more instruments for daily life and struggle.

At the beginning when a person is in a new situation, he or she needs the courage, not to be perfect. This takes time to experiment and practice. The person should not expect too much of her/himself and others should not either. In the first phase people or volunteers need time to get adjusted to a new situation or environment. In this phase consultation with a coach can be very helpful.

2. Culture Shock

Culture shock can be described as consisting of at least one of four distinct phases: Honeymoon, Negotiation, Adjustment, and Mastery.

Honeymoon Phase: in this phase the new environment seems very interesting and exciting. For example the food tastes really good, the people are friendly, the nature and architecture is very nice. Like the honeymoon this phase can eventually end after a while.

Negotiation Phase: This is the face were the differences in the new environment and culture are not seen as exciting anymore, they become frightening. After a while the person misses her/ his friends and family. The language barrier might becomes annoying. The person might get sick and also the body needs to adjust to the new environment. One symptom can also be that the person feels lonely.

Adjustment Phase: After a couple of month the person develops problem solving skills, gets used to the new culture and begins to understand her/ his environment.

Mastery Phase: In this phase the person feels completely comfortable in the host culture. That does not mean that they get assimilated completely. They can even keep their own culture. But they are also able to feel comfortable in the host country.

Challenges with Volunteers in Practice:

In practice sending and host organizations gained a lot of experience with guiding and working with volunteers. In the past years all faced different challenges with different volunteers.

A Summary of some Challenges: The following challenges have been found in exchange with the participants.

1. Food and water: Some volunteers need time to get used to food and water. At the beginning they get sick.
2. Lack of respect: Communication problems and a lack of trust
3. Working hours and task: (Sometimes) at the beginning of a volunteer service the volunteer and the host project do not have the same understanding of how many working hours would be appropriate and what amount of work should be done. Some volunteers are underchallenged and others are overchallenged.
4. Language: In a lot of situations volunteers have a communication problem. Their knowledge of the foreign language is not as good as it is of their mother tongue and after a while it becomes a problem that they can not express themselves the way they are used to.
5. Regulations: In some cases there is a different understanding about obeying rules. A lot of German Volunteers are used to live independently and by their own rules. The host families and host projects are (in some cases) not happy when the volunteer smokes, drinks and goes out for a long time at night.
6. Regulations: In some cases there is also a problem with the volunteers not doing their household.
7. Adjustment: It usual takes the volunteer half of the volunteer-service time to adjust and follow the rules.

Pedagogical Guidance

- A. Choosing the right volunteer (Pre-Selecting): Sending organizations usually have a lot of applications for the volunteer service. It is important to read the application carefully and to choose the right people for interviews.
- B. Choosing the right volunteer for the right project (Matching): The sending organization and the host project need to be in constant contact and exchange. The sending organization needs to know what the host projects needs and under which specific circumstances a volunteer would work. The more a sending organization knows about what is expected the better they can match the right volunteer to the right project.

- C. Peers: In a lot of cases it was helpful that former volunteers have contact with the prospect volunteers to consult them and to share their experiences with them. Peer consulting can also be non-productive, when e.g. former conflicts are conveyed on the prospect volunteer.
- D. Preparation seminar in Germany: Before volunteers attempt their service they participate in preparation seminars in Germany. These seminars are really important. In the preparation seminar volunteers learn e.g.: attitude, expectations, intercultural expertise, to abandon prejudice.
- E. The Sending organization guides the volunteer: The German sending organization stays in contact with the volunteer during the whole volunteer service. Regular contact and talks help the volunteer to speak about their feelings and problems.
- F. Mid-term Seminar: Volunteers participate in a mid-term seminar. It usually takes place in the host country. Here the volunteers reflect their previous service and develop perspectives for the rest of the service time.
- G. Mentor in the Host Country: There is a strong correlation between the satisfaction with the volunteer service and the work of the mentor. Volunteers that had a good mentor are a lot more happy and pleased with the volunteer service than volunteers that did not have a good mentor. The mentor should be someone who is not working in the host project. He/ She is a person that knows the culture of the host country very well and is able to guide and advise the volunteer.
- H. Tutor in the host country/ project: The tutor is the one who works directly with the volunteer in the project. Good and open communication, a regular check what the task in the project are, where the problems and challenges are, is important. Especially in the beginning the volunteer needs a very good introduction.
- I. From theory to practice: According to the theory about "Comfort Zones" and "Cultural Shock", it is important to give the Volunteer time to adjust him/ herself to the new environment. In the first phase the volunteer needs time to get into the new culture and (s)he should not be expected to accomplish everything very well.

Strategies for an Inclusive Volunteer Service

Out of everything that had been discussed before it seemed necessary to form some guiding questions in the form of general indices. The following general aspects that need to be considered and central questions that need to be answered show what all involved parties in the volunteer service should consider in order to make a voluntary service inclusive successfully. Therefore those questions have been made up by the workshop coordinators out of the former discussions of the workshop and out of former workshops with the same topic.

Guiding questions and Indices for all Aspects of a Voluntary Service

- Exists a common understanding of disability and inclusion as well as a common commitment regarding inclusive acting?
- Exist cooperation with Disabled People's Organizations and further experts for themselves?
- Do all involved parties act jointly?
- Exist guidelines for the entire process?

- Are all runs within the program organized in an inclusive way?
 - 1) Acquisition and selection of the volunteer
 - a) Application process
 - b) Matching process
 - 2) Organizational preparation of the service
 - a) Disability related greater needs and their funding
 - b) Flight, visa, toll
 - c) Medical preparation and emergency
 - d) Accommodation
 - 3) Guidance before, during and after the service
 - a) Pedagogical and (psycho-) social guidance during the service
 - b) Media and methods of communication and guidance
 - c) Guiding/ Accompanying seminars

Results of the discussion: “Who needs to consider what in order to make all runs within the program inclusive?”

An inclusive volunteer service requires good preparation of all involved actors (mainly sending organization, partner organization, German ministry, volunteer).

All steps within the program have to be made inclusive (acquisition and selection, organizational preparation and pedagogical guidance before, during & after).

Within this session the group discussed, who (which actor of the volunteer program) should consider what? In order to insure consideration of specific needs of volunteers with different disabilities, the big group divided into three smaller groups – again regarding to the different profiles of persons with disability (blind/ low vision, deaf and physically challenged). After an intensive discussion the groups presented the results in the plenary.

A reflection of the content shows, that:

- most findings have been made for the role the partner organization play in the process. We suppose that this shows, that the partner organizations see themselves as supporters in the process with high responsibilities.
- many results were not specifically valid for only one type of disability but transmittable to others or generalizable.

The following conclusion and model shows in contrast to the groups’ discussions the findings not ordered by disability but by actor. This form of documentation seemed good in order to insure that those findings and recommendations actually reach the respective actors of the program. We hope this makes it easy for each of them to consider their own “things to be done” in the best possible way.

1) All Actors need to consider...

...within the acquisition and selection process:

- Provide accessible material and information.
- Provide (mental) training for the mentors right from the beginning.
- People with a disability and non-disability should have the same chance.

- Accessible Information (e.g. short audio-visual clipping) about the life and work situation in the host country for the volunteer.

... and within the phase of organizational preparation:

- One solution or strategy could be to have tandems: A volunteer that is disabled in tandem with a volunteer that is not.
- There should be finances for extra costs: Calculation of the extra costs by partner and sending organization. Then the sending organization will inform the ministry about them. Some expenses can be shouldered by the partner organization.
- The partner informs the sending organization about available resources.
- Sensitize volunteers to show that they are privileged when they are receiving a lot of money (e.g. pocket money, funding for additional costs); in comparison to local persons (with disability).
- Additional time needed: Time for preparation (between application and sending out) differs between sending organizations. Some only have a short period (half year) that might be not long enough for getting prepared. All actors might need more time.
- The organizational phase has to start partly before the selection, in order to decide if it is possible or not for the volunteer with his/ her specific needs.
- In all steps should be peer involvement (person with similar disability) or involvement of persons who worked with person with similar disability.

2) The volunteers with disability need to...

...support the acquisition and selection process:

- Clarify: Which knowledge/ competencies will he/ she bring in?
- Clarify: Which expectations/ interests does she/ he have?
- Clarify: Any special support needed? How independent is he/ she?
- Provide sending organization knowledge about specific disability.
- Volunteer has to question him/ herself about his/ her own flexibility to leave the own comfort zone (regarding disability specific needs).

... cooperate within the phase of organizational preparation:

- Communication between project and volunteer about the preferred kind of accommodation
- Clarify: How and what will he/ she eat and cook independently?

...support the pedagogical guidance before, during & after:

- Provide regular reports (e.g. daily).
- The volunteer needs the ability to express his/ her emotions.
- Regular meetings (e.g. weekly) between volunteer and supervisor

3) The BMZ (German ministry) needs to...

...support the organizational preparation by insuring finances/ providing all funding (e.g. for specific needs, insurance).

4) Partner Organizations need to...

...play an active role within the acquisition and selection process:

- Share exact project description with the sending organization.
- Get clear what exact requirements and tasks the organization has.
- Encourage the volunteer to have a specific/own project (matching the abilities of him/ her).
- Compare projects' needs/ possibilities with assessment of sending organization regarding needs/ abilities of volunteer to see if there are positions available in the project that fit the specific volunteer.
- Clarify before selection, which facilities are needed.

...put energy in the organizational preparation phase:

- Have contact to family of volunteer for emergency (If this is regular practice).
- Organize appropriate airport pick-up.
- Food: Clarify how and what he/she will eat/ and cook independently.
- Help them connect with local Disabled People's Organization.
- Provide assistance: The PO needs to find out which person (supervisor, other volunteer, external assistance) can help.
- Accommodation should be accessible; volunteers should be able to choose and if possible they should also be able to change.

- Holiday arrangements should be accessible, too.

...play an active role in the pedagogical guidance before, during & after:

- Provide regular (daily) reports.
- Provide regular (weekly) meetings between volunteer and supervisor.
- Give specific and clear tasks to the volunteer.
- It would be helpful to have a mentor with disability.
- Final report from the partner should also be sent to the sending organization.
- After the voluntary service sending and partner organization should both, communicate together and have reflection on their own.
- Mentors should attend seminars on inclusion and get in contact with peers and Disabled Peoples Organizations or other persons with disability in the host country.

5) The Sending Organizations need to...

...adapt within the acquisition, application and selection/ matching process:

- Find project post matching with expectations of the volunteer.
- Asses health, energy and the specific volunteer's disability.
- Clarify before selection: Which facilities are needed?
- Assess skills of the person (experiences, education in the field of work) and share those with partners.

...put energy into the organizational preparation:

- Fund certain needs of the volunteer or support clarification of funding.
- Clarify with partner organization the specific health/ assistance system in the country.

...coordinate and facilitate pedagogical guidance before, during & after:

- Communicate clear and provide the volunteer detailed information about the culture of the host country (e.g. about perception of persons with disability in this country).
- Final report that the volunteer provides the sending organization should also be send to the partner organization (important for the partners for the next volunteers).

- After the voluntary service sending and partner organization should both, communicate together and have reflection on their own.

There were some results that refer to the **specific disabilities**. In order to make the volunteer service inclusive also the results of the peer counseling (see above) should be considered, regarding the needs of the applicants that are blind, deaf and physically disabled.

6) For deaf volunteers following specific adaptations could be made...

...in order to insure matching of volunteer post and volunteer: Sending Organization should consider how the volunteer interacts and communicates with other volunteers/ people (e.g. on selection seminar in a game).

...in order to have a good organizational preparation: The partner organization should provide a host family or dormitory.

...in order to provide inclusive pedagogical guidance before, during & after:

- Partner Organization: There must be at least one person (e.g. mentor, other volunteer, guidance person) who can communicate with the person very well.
- All involved actors should ensure sign language interpreter whenever needed.
- All involved actors should use different media and methods of communication: e.g. mobile phone, emails/ internet, everything written.

7) For physically challenged volunteers (especially wheelchair users) following special adaptation could be made...

...within the acquisition, application and selection process: The partner organization should provide information regarding accessibility in the project and its surrounding in advance (e.g. send the volunteer videos, documents and photos).

22.02.13/ 15.00/ Workshop:

Concrete Steps for Future Cooperation/ Networking

Local Network

Find and connect with Disabled Peoples Organizations in your own country/ region

Participants´ Network

All participants have started networking amongst each other, which may hopefully continue! Ideas were:

Bezev will open a contact list and add the category “experiences”, so that you can exchange afterwards.

All participants are encouraged to give feedback and add missing aspects, that have been missed in the discussion or forgotten in this documentation.

Every participant is welcome to share any manual, strategies and their experiences with all participants.

Bezev will start a drop box account for the participants of the conference only. There will be shared photos, the documentation, helpful documents and many more that is helpful in the process.

International Network

All partner organizations should inform their German sending organization that they are interested in volunteers with disability. Then this sending organization can have them in mind in case there is an applicant with disability.

In case bezev has applicants that might fit to one of the participant´s projects, we will contact the corresponding sending organization.

Info about the ASA program

<http://www.asa-programm.de/en>

Info about Mobility International USA (MIUSA)

<http://www.miusa.org/>

We would like to thank all the participants. We had a very fruitful workshop in Nagpur/ India. The results of the workshop are going to help us in making weltwärts inclusive for everyone!



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