

Recognising Skills Gifts and Potential
– Contribution through Volunteering
Jemma Mindham Volunteering
Matters

Volunteering Matters

- Leading UK volunteering in policy and practice for **52 years**

Vision of a society where everyone can participate to build strong and inclusive communities

Mission: by investing in people through volunteering we can reduce inequalities and isolation to build stronger, more inclusive communities

Our work helps to **empower disabled people** to lead independent lives, **offers security and stability to families and children at risk of neglect**, **helps young people find their direction in life** and enables **older people** to share knowledge and experience across generations

Drivers

“To enable disabled people to fulfil their potential and have opportunities to play a full role in society...”

- Children and Families Act 2014 – Preparation for Adulthood
- Care Act 2014
- Disability and Health Employment Strategy

Preparing for Adulthood

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- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood

5 key messages → 4 Pathways → Prepared for adulthood

Employment

Independent living

Community Inclusion

Health



0 - 5 - 10 - 15 - 20 - 25

Our Work

- Department of Health Strategic Partner
- Disability Action Alliance – Volunteer Charter
- Youth Social Action in Health and Social Care Toolkit
- Inspiring Young Disabled People - DWP

Influenced by:

Volunteering Matters Supported Volunteering

Supported Volunteering

Disabled people participating as active and equal citizens in their local communities: as volunteers, neighbours and family members with civic and social responsibilities.

Training

Supported and
Independent
Volunteering

Social Inclusion

Supported
Employment

Supported Volunteering

- Asset based approach to improving community engagement, individual health and wellbeing, and commissioning
- Enables individuals with a range of support needs to contribute to their communities through volunteering with the support of trained mentors from the local community
- Enables them to be trained to increase their skills and enhance their ability to contribute
- Breaks down barriers and builds relationships through using community volunteers as support mentors

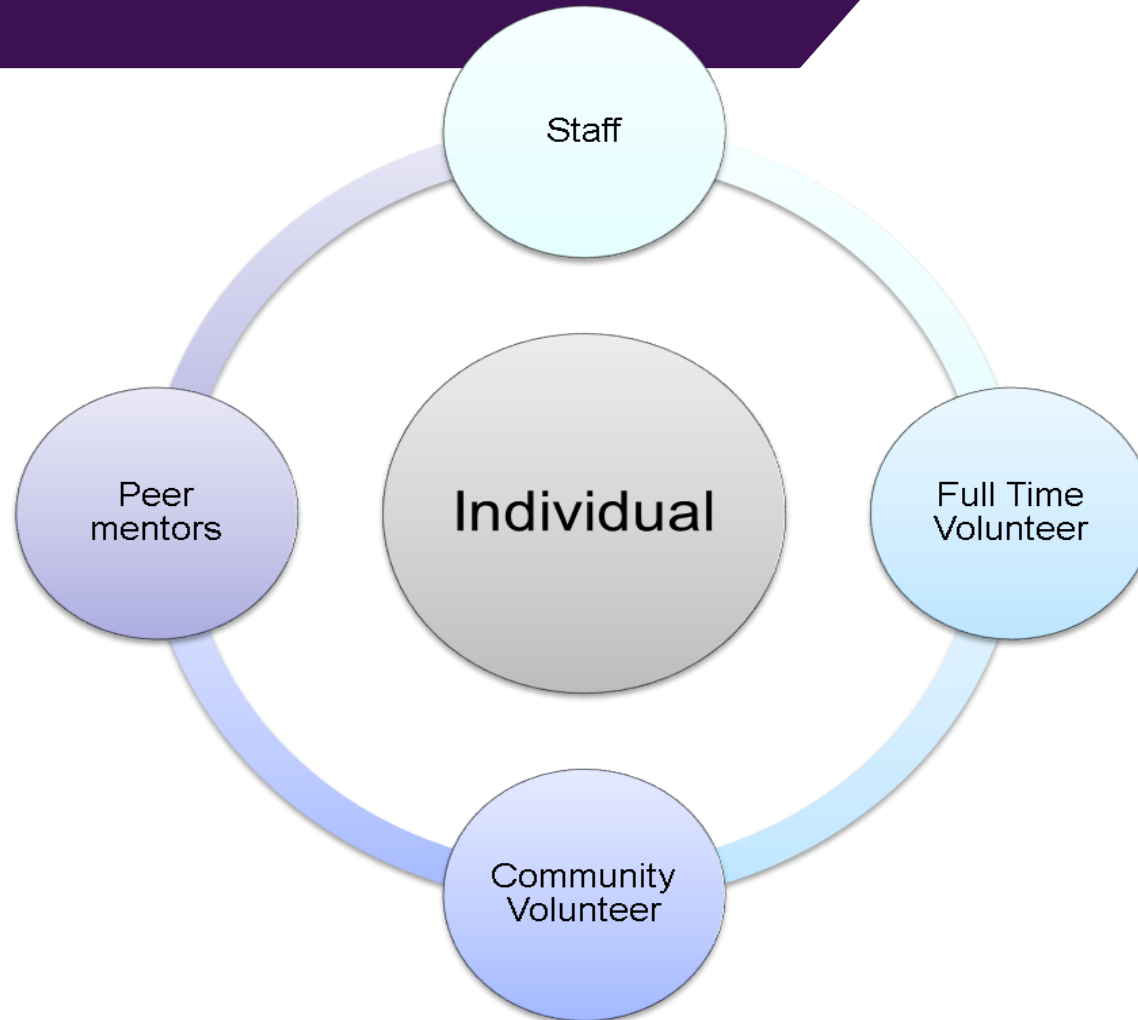
How does it work?

Assessment (of skills, support needs, likes and dislikes, aims setting)

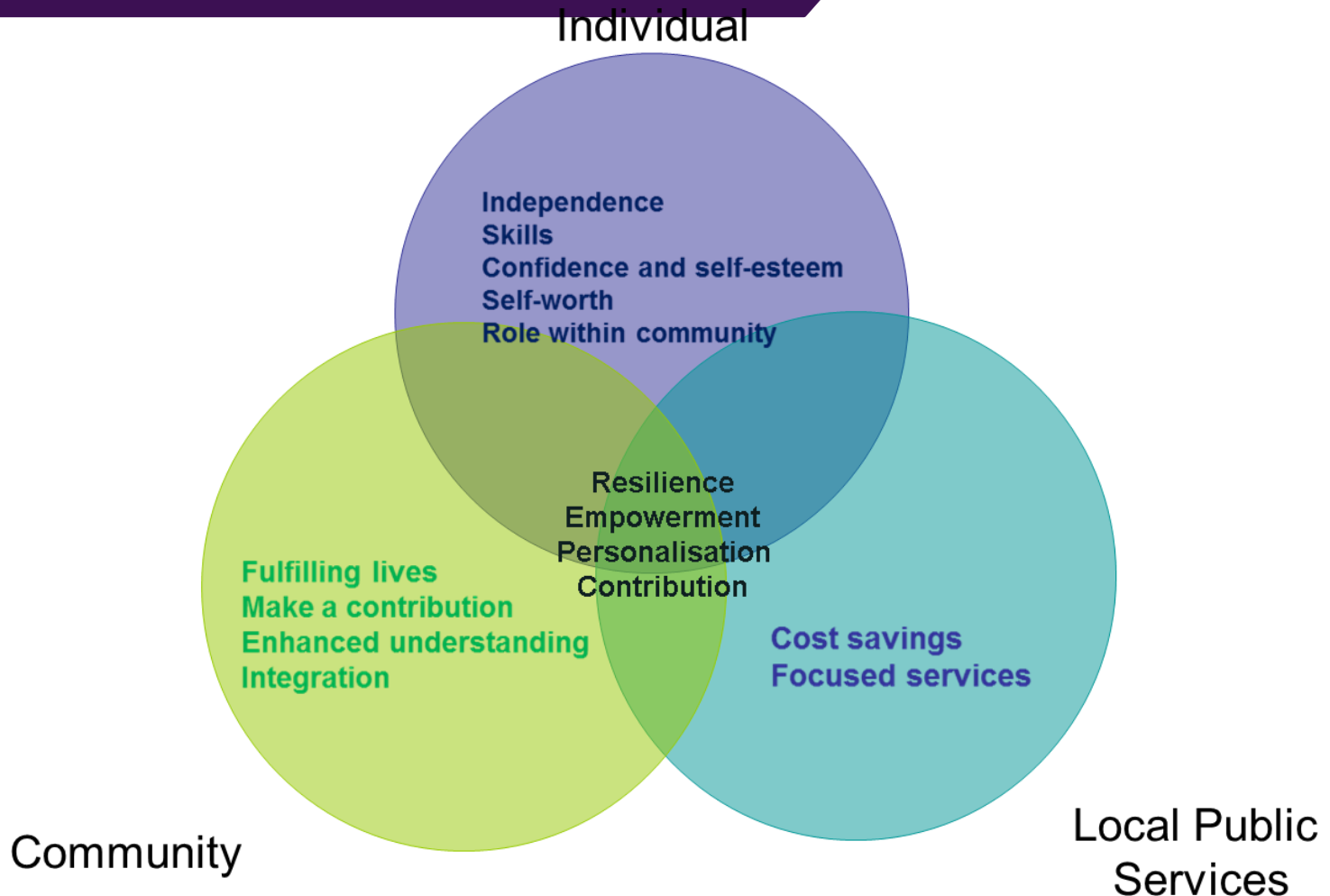
Match to a volunteer mentor and a community volunteering placement – progressing through:

- 1) Mentor Support (building skills and self-esteem);
- 2) Supported Volunteering (volunteering placement with their volunteer mentor);
- 3) Independent Volunteering (accessing volunteering independently).

Support Structure



Outcomes



Outcomes

Self-reported outcomes 12-13:

93% increased independence

65% more in control

600 disabled people supported to volunteer

Supported Volunteering for Young People – Respect Us

90 young people with learning disabilities (years 9 and 10)
Group volunteering in the community

Independent Evaluation:

Individual supported volunteering should be available
The importance and benefit of a high level of support
The importance of practical 'real life' projects
Students should be able to continue volunteering

'It is important that young people with special educational needs are out and about in the community and are seen to be able to do a day's work or a project and to see it from start to finish....' Teacher

Supported Volunteering for Young People - Futures

- To enable young people with learning disabilities to develop a pathway through Transition , accessing mainstream opportunities , playing an active part in their communities, making informed choices about their future
- 32 young people supported by 15 volunteer mentors

Percentage of young people reporting increased confidence	60%
Percentage of young people reporting increased self-esteem	60%
Percentage of young people who experienced more choice	83%

Consultations with Young People

75 individuals across Norfolk:

- 44 young people
- 25 educational professionals
- 6 carers/parents

What volunteering have you done/have your young people done?

Why have you/they volunteered?

What are the barriers to volunteering?

What support do you/they need to volunteer?

Would you/they access the Futures programme?

Responses

- 90% of the young people had volunteered/were volunteering
- 100% of the educational professionals supported this programme and felt it would bring value to both the young person's life and their experience through transition
- 100% of the young people would access this programme
- Several were able to describe a barrier, including parents, travel and transport, lack of confidence and lack of accessibility (completing forms, process, prejudices)
- 100% were able to describe a benefit of volunteering to them
- Everyone was able to give a personal support need, but added that they would only want it for a time limited period

What they said...

“We know we are like everyone else, but we have to prove it (through volunteering)”

“It makes me feel proud of myself when I am helping others”


“Makes me feel more confident in myself”

Conclusion

- More than just disability – complex range of needs
- Age range is key: 15 – 24
- NEET risk
- Diversity of mentors, including peer
- Area of need = work experience
- Engage with young people early – passion, energy, open to new experiences
- Support is key

Chris' Story





When CSV staff first met 17 year old CR in 2013, he was a shy young man who avoided eye contact and answered questions with one-word answers. CSV was working with disabled students at CR's school to develop volunteering and community activities with them.

The first group activity that the students developed was a Coffee Morning for residents of a nearby sheltered housing complex - CR was a quiet member of the group who struggled to choose how he would contribute. However, after a couple of months of planning together, CR, along with a couple of others, came up with the idea of performing the current dance craze 'Gangnam Style'. With encouragement, CR agreed to perform the dance on the day of the Coffee Morning - this went down an absolute storm with the residents and CR and the other students received many complements and much praise. The school has continued this link and hold Coffee Mornings for the same group of residents every half term. Following the success of his dancing, CR then put himself forward to model as James Bond in the student organised charity fashion show! Several other students needed a great deal of encouragement to take part on the day but by now CR had not only gained enough confidence to take part himself but also to encourage other, less confident students! CR was happy at this point to start to consider his own individual aims, and expressed an interest in working in a Café in the future. CSV matched CR to a volunteer mentor, and he has just started a volunteering placement in the Olive Branch Community Café in King's Lynn. He is accompanied to his weekly sessions by his mentor, who provides support to both CR and the café in setting and completing tasks and gaining independence in these. CR's mentor also supports him to catch the bus back to his home afterwards, teaching him the crucial skills which will give him more independence and enable him to make informed choices about what he does after education. This has been demonstrated by CR's successful completion of this schooling a year early, and progression to study at the local College where he aims to join a Hospitality course.

Seminars

London: <https://www.eventbrite.co.uk/e/contribution-through-volunteering-for-young-people-london-tickets-17744414020>

Birmingham: <https://www.eventbrite.co.uk/e/contribution-through-volunteering-for-young-people-birmingham-tickets-17744622644>

Newcastle: <https://www.eventbrite.co.uk/e/contribution-through-volunteering-for-young-people-newcastle-tickets-17744662764>

For more information

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