



Civil Rights Training for Volunteers

A Guide to Strengthen Extension Programs

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Civil Rights Training

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Civil Rights Training

All University of Idaho Extension program participants making decisions or carrying out actions on behalf of an Extension program are responsible to make sure the program is inclusive for everyone.



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Certified, screened or enrolled volunteers working in Extension programs are responsible to follow University of Idaho policies.



The following slides help participants indentify potential barriers to program inclusiveness.



Barriers to Civil Rights Laws

- Language
- Culture
- Economics
- Access
- Special Communication Needs



Barriers (continued)

- Other
 - Distance and location
 - Underserved audiences
 - Learning abilities
 - Special needs

Language Barriers

- Language barriers should not limit program participation.
 - Do your best to provide participation opportunities that are not specific to one audience.



Cultural Barriers

- Scheduling events to conflict with major religious or ethnic holidays or events.
- Staging activities or events in potentially uncomfortable locations, such as churches, bars, or private clubs, or in locations where groups were previously rejected.
- Program activities that include food or activities that are insensitive to religious or cultural dietary or behavioral restrictions.



Economic Barriers

- Economic barriers are those conditions that limit or exclude participation of disadvantaged, alienated, racial, minority, and ethnic groups.
 - For example: programs, activities, and events conducted involving high cost in which members are asked to participate.
- Programs, **meetings**, tours, activities, and events conducted based upon high levels of income and affluence.
- Program activities conducted which require extensive purchases of equipment or supplies.

Access Barriers



Access barriers to facilities may be significant barriers to program participants. Facilities used to deliver Extension programs need to be accessible to people in wheelchairs.

- Where wheelchair access cannot be provided permanently, individuals must be advised on-site about how to gain access.

(e.g. a sign located at the entrance to a stairway, providing instructions of how to call for immediate assistance).

Special Communication Needs

- Make sure to provide the opportunity for those that are hearing or vision impaired to participate in the program.



Other Barriers

- Programs intended to target limited-resource audiences may not succeed if participants are required to drive to the event. Locating programs in close proximity (walking distance) may be needed to attract persons with limited means.
- Similarly, families with small children, single-parents, two-earner households, or other underserved audiences may be unable to participate in Extension events at certain times of day or certain days of the week.

Other Barriers

- Learning situations where subject matter content is too complex limits our effectiveness to meet the needs and solve problems of some clientele.
- Programs need to be planned in anticipation of special needs, and delivered to maximize access and minimize barriers to participation.



4-H Specific Issues

- The purpose of 4-H is to provide positive youth development to meet the needs of young people to experience belonging, mastery, independence, and generosity—the 4-H Essential Elements—and to foster educational opportunities tied to the Land Grant University knowledge base.
- All program participants making decisions or carrying out actions on behalf of the 4-H program should keep this goal in mind at all times.



4-H Specific Issues

- Educational programs provide—through youth and volunteer development—knowledge transfer, life skill development, and attitudes for positive development.
- Participation in the 4-H Youth Development program by members, volunteers and parents is a *privilege*, not a right.
- Individuals who violate the 4-H Code of Conduct or whose conduct is deemed detrimental to the best interests of the program by Extension personnel or their appointed representatives may be subject to exclusion from future involvement.

A thought for diversity

*We could learn from
crayons. Some are sharp,
some dull, some pretty,
some have weird names,
and all are different colors...
but they all live in the same
box.*

