



#IVS4Peace

Inclusive Voluntary Service for Peace

toolkit





1st Edition: March 2020.

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CCIVS

Coordinating Committee for
International Voluntary Service

Est. 1948



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Recommended for:

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Recommended for:

CC Camp Coordinators | **SO** Sending Organisations

CO Coordinating Organisations | **HO** Hosting Organisations

**Welcome to the
#IVS4Peace
toolkit**

Recommended for:



This toolkit is mainly designed for Sending Organisations, Coordinating Organisations, Hosting Organisations and Camp Coordinators involved in Workcamps within the International Voluntary Service movement. At the same time, we have realised that the organisation of a Workcamp has some or many similarities to other international volunteering and exchange projects so we hope that if you are involved in the organisation of international projects in a youth organisation, this toolkit can also be a good support for you.

Our intention is to provide you with some elements for reflection as well as concrete tools on how to make each step of the International Voluntary Service (IVS) process and projects inclusive for youth with fewer opportunities and, in particular, for migrants, asylum seekers, refugees and minority groups.

In the toolkit you will find background information on the [IVS4Peace project](#) - where this toolkit was created - and on the IVS movement and the general process we follow to develop our IVS projects.

After that, you will find some definitions on Social Inclusion and some concrete situations that our target groups may face. You should be aware of this when planning to involve these groups in your organisations.

And finally, we go step by step through the different phases of an IVS project, providing you with reflections and tools as you get ready to make your International Voluntary Service projects more inclusive.

As we have wanted to collect the whole IVS process in one place, maybe not all the chapters will be relevant for you. For example, if you are a placement officer in a Sending Organisation, you might want to look at different things than a Camp Coordinator will need to look at. Thinking on making your reading process easier, you will see that we have visually identified the sections more relevant to each profile.

Enjoy your reading!

The #IVS4Peace Steering Team



#IVS4Peace
project

Introduction

Recommended for:



IVS4Peace stands for Inclusive Voluntary Service for Peace.

The aim of the project was to promote the social inclusion process of young people in volunteering projects who have fewer opportunities such as migrants, asylum seekers, refugees and minority groups.

The objective was to improve and increase the capacity of organisations to look at their initiatives from an inclusive perspective and provide effective opportunities for the social inclusion of young people.

International Voluntary Service organisations have been working for a long time to ensure that inclusiveness exists in their initiatives.

The project started in 2018 by identifying, through an online questionnaire and a residential Laboratory, the practices that different IVS organisations were carrying on to ensure the Social Inclusion of the target group. Starting from the current situation, during the first year of the project, there was a first round of sharing and testing of the already existing processes to assess their impact on young people and local communities.

Then in 2019, the second year of the project, another residential Laboratory took place, for improving the initial processes and creating a connection among the different existing tools; following that, there was a second round of testing and assessing their impact.

Finally in 2020, the third and last year of the project aimed to expand the project partnership to the whole IVS movement by sharing a draft version of the toolkit. The final result of this process is to ensure that young people with fewer opportunities in general, and migrants, asylum seekers, refugees and minorities in particular, can equally access international volunteering projects. The result will be upscaled to other youth and social organisations through the creation of a handbook, a toolkit and a MOOC as well as to the institutions through policy recommendation.

Partnership

Recommended for:



The project was coordinated by CCIVS (representing the global network of IVS organisations) and included the following partners: the Alliance of European Voluntary Service Organisations (representing the European IVS organisations), Youth of European Nationalities - YEN (representing minority youth organisations) and four IVS grassroots organisations: Compagnons Bâisseurs Belgium - CBB, Egyesek Youth Association (Hungary), Elix (Greece) and Solidarités Jeunesses (France). Through the networks, we involve a broader scope of the IVS movement than the ones present in the project, as well as minority grassroots organisations. Through the IVS grassroots organisations, we involve Volunteers, Camp Coordinators, local communities and staff expert in volunteering and social inclusion.

Coordinating Organisation



Coordinating Committee for International Voluntary Service (CCIVS)

The Coordinating Committee for International Voluntary Service (CCIVS) is a non-governmental, non-profit making international organisation (INGO) working for the development and coordination of voluntary service worldwide.

CCIVS' main focus is the quest to achieve change in the minds of men and women by bringing together people of different backgrounds. It supports and develops projects based on the idea that working together on a concrete task is the most effective way of creating international friendship and understanding. The projects serve as a catalyst for dialogue as they provide an opportunity to work together according to each person's ability and to practice living together. In such situations, national and international Volunteers experience a new reality which can challenge their habits and convictions as well as those of the Local Community.

CCIVS actions include advocacy and networking, capacity building and training, UN cooperation projects, impact measurement and quality improvement. It also coordinates two international campaigns Raising Peace and IVS for Climate Justice.

Contribution to the project:

- Coordination of the project.
- Expertise in impact assessment processes.
- Expertise in Campaigning.

www.ccivs.org

Partner
Organisations



Alliance of European Voluntary Service Organisations (Alliance)

The Alliance of European Voluntary Service Organisations is an International Non-Governmental Youth Organisation and represents national IVS organisations that promote intercultural education, understanding and peace through voluntary service. The Alliance, founded in 1982, is presently made up of 53 full, associate and candidate member organisations, based in 31 different countries.

The Alliance's aim is to provide its members with capacity building, networking opportunities and with reference guidelines for the implementation of high quality Workcamps. With our work, we also bring the voice of national grassroots organisations toward European institutions and stakeholders, and we advocate for a stronger recognition of volunteering and youth work.

The Network structure is made up of 8 committees and working groups, where more than 90 Volunteers are involved every year.

Working Groups and Committees, besides promoting Alliance main principles, are also responsible for the implementation of the yearly Plan on Action of the network. Among their bodies, Alliance Access4All Working Group was the one mainly involved in the **IVS4Peace project** and contributed by sharing inclusion tools and procedures.

At the moment of the creation of this Toolkit, the Alliance has a representative in the Advisory Council on Youth of the Council of Europe.

Contribution to the project:

- Mapping of the inclusion tools already existing within the IVS movement
- Expertise in Social Inclusion practices in the IVS movement, providing the “Access for All Guidelines” developed by the Alliance working group on social inclusion.

www.alliance-network.eu

Youth of European Nationalities (YEN)

Youth of European Nationalities (YEN), German “Jugend Europäischer Volksgruppen” (JEV), is the largest network of youth organisations of autochthonous – ethnic, national and linguistic – minorities in Europe. Currently (as of December 2019) 42 member organisations from 19 countries are represented in YEN.

Under the slogan “Minority Rights are Human Rights”, YEN represents the interests of young members of national, ethnic and linguistic minorities. The focus of YEN's work is the preservation and development of the culture, language and rights of minorities. That is to be achieved through youth work and volunteering of young adults and young people. It is YEN's aim to achieve a higher level of tolerance for



#IVS4Peace project

different cultures within our society. YEN is against racism, discrimination and forced assimilation of any kind and, as a matter of principle, is opposed to violence in any form.

YEN is run and led by young people, for young people, and sees itself as a self-determined and self-organised youth organisation. YEN aims to foster the engagement of young people in minority (youth) organisations in Europe and therefore organises a diversified program every year. In addition to numerous engagements and exchanges with partners and other associations, the main work of YEN focuses on organising seminars and workshops.

YEN is a member of the Federal Union of European Nationalities (FUEN), a full member of the European Youth Forum (YF), has a consultant status in the Economic and Social Council of the United Nations (ECOSOC) and at the moment of the creation of this Toolkit has a representative in the Advisory Council on Youth of the Council of Europe.

Contribution to the project:

- Expertise in questions relating to youth from autochthonous, national and linguistic minorities.
- Expertise in advocacy.

www.yeni.org

Partner
organisation



Compagnons Bâisseurs Belgium (CBB)

The Association des Compagnons Bâisseurs (CBB) is a non-profit organisation recognized and financially supported as Youth Organisation by the Brussels-Wallonia Federation since 1978. It is member of the ALLIANCE of European Voluntary Service Organisations since 1997 and CCIVS networks. In Belgium, CBB is member of the federation of the pluralist and independent youth organisations.

All the actions of the organisation are based on the principles of non-formal education. Our projects aim to support the development of active citizens, capable of sense of responsibility, criticism and solidarity. They offer a space for interaction and expression of people from diverse origins and abilities, with the objectives to encourage their awareness on societal challenges (from local to global level), to raise new links of solidarity between them and between their communities, and to support their full participation in the society. In that sense, any project or activity encourages: the empowerment of free, autonomous and responsible individuals; the meetings beyond the differences, the practices of active citizenship and the promotion of volunteering and the informal and non-formal learning processes.

CBB mainly develops its action with 6 permanent programs of activities: international Workcamps, weekend Workcamps, MLTV and ESC, leisure time activities, leaders

trainings and youth exchanges.

CBB is a Youth Organisation and most of our public is aged between 16 and 25 years, even if there is not upper age limit to integrate our groups of Volunteers.

Our public is diverse. Around 30 nationalities are yearly represented in our projects. We also implement strategies to facilitate the participation of people from disadvantaged economic and social background as well as of people in situation of disability.

Since 2018, with the support of the federal agency in charge of migration policy (Fedasil) and European youth programs (Erasmus+, ESC), CBB is developing a scheme to enhance the social inclusion of asylum seekers in local communities through volunteering.

Contribution to the project:

- Extensive expertise in working with migrants, asylum seekers and refugees at a grassroots level.
- Involvement of Volunteers on Workcamps, follow-up activities and awareness-raising actions.
- Impact assessment on the Volunteers and the local communities.

www.compagnonsbattisseurs.be

Partner
organisation



Egyesek Youth Association, Hungary (Egyesek)

Egyesek Youth Association is a community of active youth and young professionals. The aim of our activities is that young people explore their own strengths and resources, using them consciously to fulfill their personal and professional life. To achieve this, we complete youth work activities, training courses and organisational development. Our target groups are youth (with a special focus on youth at risk), the experts working with youth as well as organisations and communities.

Egyesek is a member of the Executive Committee in CCIVS, and is also a member of the Alliance of European Voluntary Service Organisations.

Youth workers of Egyesek are committed to carrying out grass-root, outreach youth work in Nógrád county in cooperation with local stakeholders. Our mission is to transform the local youth's passion into a way to make their own living. Based on regular learning activities and voluntary actions, we contribute to the community development by enabling young people to create quality life, build strong relationships and liveable communities for themselves.

Contribution to the project:

- Extensive in working with youth with fewer opportunities and from rural areas



at a grassroots level.

- Involvement of Volunteers on Workcamps, follow-up activities and awareness-raising actions.
- Impact assessment on the Volunteers and the local communities.

www.egyesek.hu/en

Partner
organisation



Elix, Greece (Elix)

ELIX - Conservation Volunteers Greece - is a non-governmental not-for-profit organisation which promotes voluntary service and education since 1987. Our main goal is the personal development of individuals as citizens of the world through active participation. Social service, environmental protection, cultural heritage conservation and culture promotion are the main thematic fields of voluntary projects. ELIX organises Workcamps where participants learn traditional restoration craft and techniques, offer voluntary work to the hosting community, organise and participate in cultural and fun activities, and share ideas and cultures. ELIX organises training seminars for youth workers and young leaders and a lot of local activities addressed to Volunteers throughout the year. ELIX is active in the sector of non-formal education and offers opportunities to all citizens to participate in programmes in Greece and abroad.

Furthermore, an essential core value and scope of ELIX work is social inclusion, with a particular focus on children and young people. In particular, we have been implementing educational projects which benefit local children coming from families with economic difficulties, as well as children and young people with disabilities. By doing so, ELIX has developed significant know-how in providing recreational/educational creative activities for children from neighborhoods and families affected by the crisis, by providing non-formal education programs through music, theater, painting and games.

Since the moment when massive migration flows arrived in Greece and after considering the long duration of refugees' stay in our country, ELIX identified new urgent problems and needs which had to be answered. Since 2016, ELIX expanded the scope of work, by starting working towards social inclusion and empowerment of a new target group, that is, refugee children, young refugees and asylum seekers and their parents.

Contribution to the project:

- Extensive in working with migrants, asylum seekers and refugees at a grassroots level.
- Involvement of Volunteers on Workcamps, follow-up activities and awareness-

raising actions.

- Impact assessment on the Volunteers and the local communities.

www.elix.org.gr/en

Partner
organisation



Solidarités Jeunesses, France (SJ)

Solidarités Jeunesses (SJ) is a non-formal education movement which values voluntary commitment, strong political will and solidarity as its core principles. Our course of action is influenced by our ideal vision of society, in which progress is social, respect for human beings and the environment is a fundamental and shared value, and the freedom to choose, to dream, and to resist is innate and encouraged by all.

Solidarités Jeunesses' activities are organised for all, regardless of gender, social and cultural background, or nationality. Since its creation, SJ participates in the construction and maintenance of peace by promoting intercultural and international social connections in France and abroad. SJ works through participative pedagogy which supports initiative and personal commitment and combines the skills and intelligence of all our Volunteers and employees.

Solidarités Jeunesses is composed of one National Secretary based in Paris, seven Regional Delegations, and one partner association. Our delegations host Volunteers from France and from all around the world for short or long periods of time all year round. Furthermore, the delegations and partners host and provide assistance to young people with fewer opportunities, as part of their efforts for inclusion and solidarity.

Contribution to the project:

- Extensive expertise in working with diverse profiles of youth with fewer opportunities at a grassroots level.
- Involvement of Volunteers on Workcamps, follow-up activities and awareness-raising actions.
- Impact assessment on the Volunteers and the local communities.

www.solidaritesjeunesses.org

The IVS movement

Origins

Recommended for:



Camp
Coordinators



Sending
Organisations



Coordinating
Organisations



Hosting
Organisations

International Voluntary Service (IVS) aims to pursue peace in a world of mutual respect and understanding. It acts as a catalyst for change within individuals and society, helping break down prejudices and stereotypes. It strengthens local and global civil society and promotes active participation and shared learning. IVS gives people the chance to participate as active members of society working on tasks that are beneficial to communities. Through active participation in IVS projects, Volunteers learn that they are able to create change. Our impact research shows that they experience enhanced self-confidence and strengthened personal competences through this experience.

The IVS movement was born in 1920 when Pierre Ceresole, a pacifist antimilitarist and conscious objector, decided to organise a Workcamp in Esnes-en-Argonne, a village near Verdun in France, that had been greatly affected by World War I. This first camp gave start to Service Civil International which, little by little, started to expand all over the world and soon became a worldwide pacifist movement that intended to build peace through civil service, as opposed to military service, with an international dimension that allowed countries to mend relations.

After World War II, faced with the challenges of post-war reconstruction and an increasing number of Volunteer organisations, discussions occurred at UNESCO about ways to coordinate and encourage the efforts of volunteering. In April 1948, the International Workcamp Organisations Conference took place and the Coordinating Committee for International Camps (later CCIVS) was established and based at UNESCO headquarters in Paris which is where the office continues to be based today.

By the 1950s, the number of Volunteer organisations had increased all over the world, covering different themes, from de-colonisation to peace, from disarmament to health and human rights. In the early 1960s, CCIVS began to make contacts with youth organisations in the socialist countries of Eastern Europe and in the 1970s and 1980s it served as a crucial neutral platform that enabled Volunteer youth exchanges between the East and West to be organised. In 1971, CCIVS was also associated with the creation of United Nations' Volunteers. During the 1980s, the number of East-West projects across the "iron curtain" increased. In 1987, CCIVS was awarded the title "Messenger of Peace" by UN Secretary General, Perez



The IVS movement

de Cuellar. In the 1990s, North-South and Asia-Europe relationships became increasingly important. From then on, CCIVS became known as a place where people could improve interactions with one another and discuss how to develop and assess the International Voluntary Service movement.

At the turn of the 21st century, the IVS movement had to adapt again to imperialistic new world trends recognized by most industrialised nations: the new-born concept of terrorism, the continued and fast-paced destruction of the planet by man-made climate change, and the creation of new stereotypes worldwide. The ongoing wars and conflicts have led to global issues, which the IVS movement has sought to respond to through its programmes focusing on climate justice and freedom of movement as it works with refugees and migrants, other minority groups and people at risk of exclusion.

From the 2000s onwards, as the internet became a tool to communicate, share, cooperate and exchange through, everything moved 'faster' and Volunteers found it easier to identify volunteering opportunities without the involvement of any IVS organisations. This new situation has also led to the concerning rise of "Voluntourism" a business model for volunteering that usually has stronger marketing tools and outreach without necessarily having the values attributed to IVS (not for profit, grassroots-based, bottom-up approach, non-formal learning, etc). This situation has forced IVS organisations to reconsider their role and find new ways of responding to contemporary problems.

Today the IVS movement is more united than ever and together we continue to work for our ultimate goal: that of developing a peaceful world. In order to achieve this we are focusing on the following themes: human rights and peace, environmental respect and sustainability, active participation and social inclusion, poverty eradication, health promotion and cultural heritage and diversity. Through our work, we seek the attainment of the Sustainable Development Goals.



Main activities today

Recommended for:



The IVS movement has one main tool to achieve its purpose: Workcamps! Besides that, there are also other volunteering programmes such as Mid and Long Term Volunteering (MLTV) and European Voluntary Service, now European Solidarity Corps (EVS/ESC).

Workcamps are short-term international voluntary projects that seek to build a culture of peace among people from all over the world. It attempts to build relationships and solidarity by gathering a group of Volunteers from different countries into a Local Community to work on a service project.

MLTVs are **Mid and Long Term Volunteering** projects that are usually developed by one Volunteer (not in a group as it happens with Workcamps). The MLTV project allows the Volunteer to get deeply involved in the life of the organisation and the Local Community they are taking part and living in.

IVS organisations also have developed **European Voluntary Service (EVS)**, now called the **European Solidarity Corps (ESC)** projects, which are similar to MLTVs but follow the principles of the ESC programme and also receive funding from it.

Besides that, many IVS organisations also develop educational projects such as local and international **trainings** and **seminars** and also promote participation of young people through **youth exchanges** funded by the Erasmus+ programme.

Education goes hand in hand with all these IVS actions (mainly Workcamps and MLTV), as it is one of their core dimensions. In a more explicit way, most of the times IVS Volunteers have a preparatory training, or a training when they arrive, and some Workcamps have study sessions where educational workshops take place. In a more implicit way, living and working together during the IVS volunteering project is already a learning experience for the Volunteers, the Camp Coordinator, the Local Community, the Hosting and Sending Organisations, etc, and the IVS actions are organised in that way intentionally.

IVS process

What is a Workcamp?

Recommended for:



A **Workcamp** or a Volunteer Camp is a short-term international voluntary project that aims to build a culture of peace among people from diverse realities all over the world. A Workcamp seeks to create solidarity between people by gathering a group of Volunteers in one Local Community where they will live and work together on a project led by a local organisation. Groups of international Volunteers bring new ideas and experiences into the local communities, providing a stimulus for ongoing work.

The key actors

Actor	Description
SO Sending Organisation	This organisation is in charge of informing, placing and preparing the Volunteer before the Workcamp as well as welcoming them back after the camp to support their involvement in their original Local Community.
CO Coordinating Organisation	This organisation is in charge of coordinating the organisation of Workcamps in the hosting country by contacting different organisations in different local communities, assessing their needs, supporting them in organising the camp, placing the international Volunteers, and finding and preparing Camp Coordinators.
HO Hosting Organisation	This organisation is in charge of hosting the Workcamp, which means to prepare all the logistical arrangements for the project and the group of Volunteers as well as to define objectives and main activities that will be developed by the group of Volunteers to support the Local Community.
LC Local Community	The Local Community involves a diversity of actors in the place where the Workcamp takes place. It can be the neighbours, the institutions, etc. The Workcamp intends to bring positive change to that Local Community and, thus, they need to be involved with the Hosting Organisation.
CC Camp Coordinator	The person, usually a Volunteer as well, that coordinates the group of Volunteers and supports them in building relationships among themselves as a group and with the Hosting Organisation.
V Volunteer	The person who participates in the Workcamp.

The phases

Recommended for:



Looking at ourselves

In order to ensure a full and real inclusiveness in our projects, we need to look at our structures, general processes and at the practices related to specific projects.

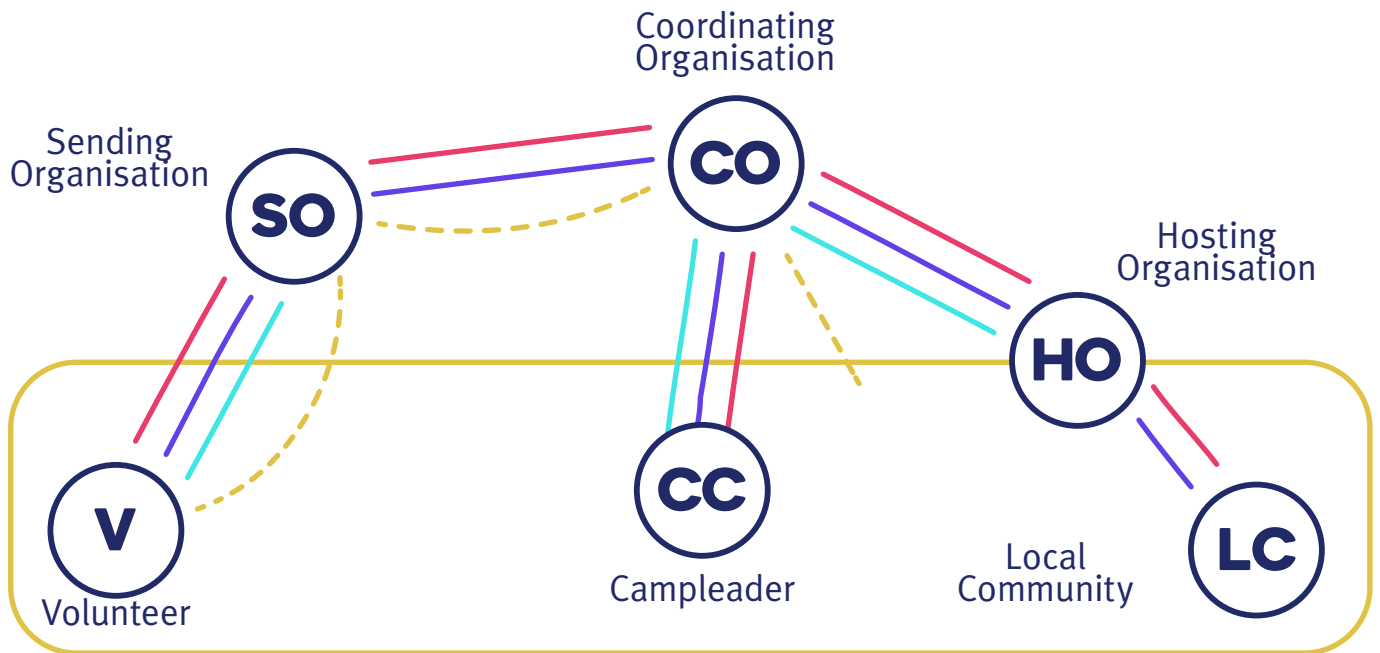
This part of the toolkit, which is not actually a phase but rather a general approach, encourages us to critically look at ourselves and identify the elements we need to address.

Outreach	Preparation	Workcamp	Follow-up
<p>During the outreach phase, the SO and the CO communicate about Workcamps. The SO reaches out to people interested in volunteering and the CO finds the HO and CC.</p>	<p>During the preparation phase, the SO prepares the Volunteers, the CO prepares the CC and the HO prepares the Workcamp logistics and activities. During this phase there is an intense process of communication between SO-CO and between CO-HO.</p>	<p>This is the implementation part of the Workcamp where the SO and the CO act only as a support in case of emergency and the HO is playing the major role together with the CC and the Volunteers.</p>	<p>During the follow-up phase, the SO welcomes the Volunteers back and supports them by processing their experience and helping them find their way back to their Local Community, ideally getting them active at the local level as well. The CO also processes with the CC and the HO takes time to process the experience with the Local Community and the CO.</p>

IVS process

The key actors in the IVS phases

- Outreach
- Preparation
- Workcamp
- Follow-up



Social inclusion

What do institutions understand by Social Inclusion?

Recommended for:



United Nations¹. Social inclusion is the process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to (public) services as well as enable citizen’s participation in the decision-making processes that affect their lives.

Social cohesion is a related concept that parallels that of social integration in many respects. A socially cohesive society is one where all groups have a sense of belonging, participation, inclusion, recognition and legitimacy. Such societies are not necessarily demographically homogenous. Rather, by respecting diversity, they harness the potential residing in their societal diversity (in terms of ideas, opinions, skills, etc.). Therefore, they are less prone to slip into destructive patterns of tension and conflict when different interests collide.

European Union². Social Inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in the economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. Social inclusion also ensures that vulnerable groups and persons have greater participation in decision making so they can access their fundamental rights.

Council of Europe³. Social Cohesion is a political concept considered essential for the fulfilment of human rights, democracy and the rule of law. It is “society’s ability to secure the long term well-being of all its members, including equitable access to available resources, respect for human dignity with due regard for diversity, personal and collective autonomy and responsible participation” (CoE, 2005: 23). This is a comprehensive instrument that: (i) defines the strategic concepts and approaches; (ii) provides practical tools for developing questions and indicators; (iii) enables the link between measurement and policy action.

¹Source: United Nations. [Website section on Social Inclusion.](#)

²Source: EU-CoE Youth Partnership. [Website section on Social Inclusion.](#)

³Source: EU-CoE Youth Partnership. [Website section on Social Inclusion.](#)

Social inclusion

EU-CoE Youth Partnership⁴. Inclusion is a term used widely in social and educational policy-making to express the idea that all people living in a given society (should) have access and participation to rights on equal terms. This means, on the one hand, that institutions, structures and measures should be designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation.

In the sphere of European youth work and non-formal education, inclusion is considered an all-embracing strategy and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered.

⁴ Source: EU-CoE Youth Partnership. [T-Kit 8: Social Inclusion](#).



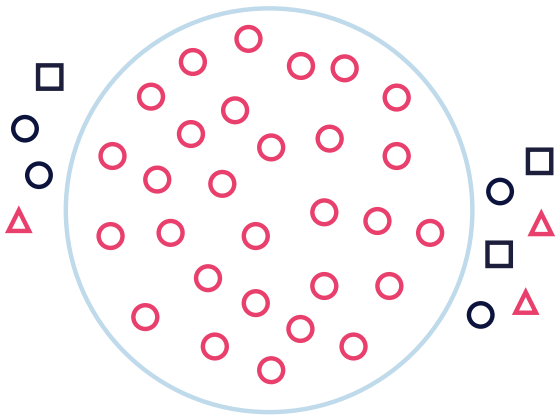
What does the IVS movement understand by Social Inclusion?

Recommended for:



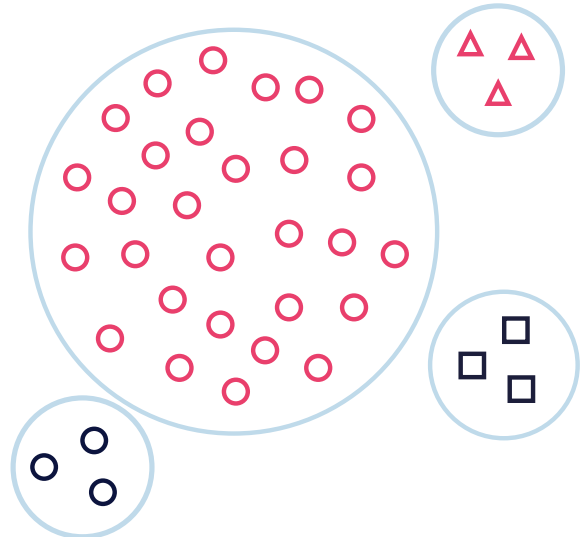
Exclusion

Occurs when individuals or collectives are directly or indirectly prevented from or denied access to any area of society.



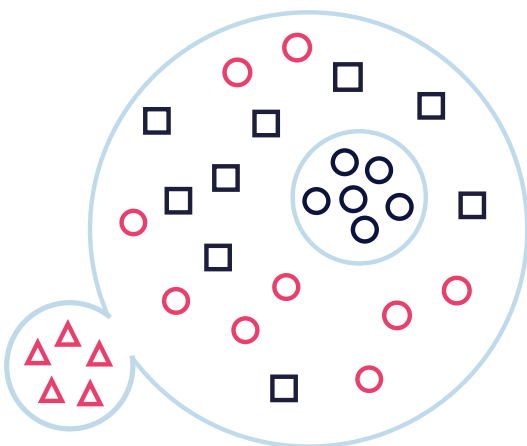
Segregation

Occurs when particular needs of individuals or collectives are treated separately from the rest of society.



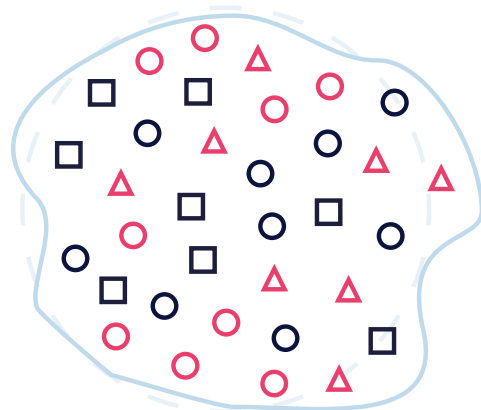
Integration

Occurs when individuals or collectives are part of society as long as they can adjust to the mainstream functioning system.



INCLUSION

Involves a process of systemic change where the transformation is looking at the current system as a whole and not only at that of those mostly suffering from exclusion.



The IVS movement as a whole

In 2011, the White Paper on International Voluntary Service⁴ defined Social Inclusion as a term similar to active participation and the full development of individuals in society.

IVS organisations have expressed concerns that certain groups of society have a difficult time accessing IVS projects at local and global levels due to the existing social, economical and geographical inequalities as well as the existing discriminations based on socioeconomic background, religion, culture, nationality, ethnicity, racialisation, age and gender.

The White Paper was created to be a guiding strategic document for the IVS movement. In the chapter about Social Inclusion and Active Participation, we find the following vision and strategic objectives:

Vision

A society which allows freedom of movement in which all members without distinction are empowered to exercise active citizenship.

Strategic Objectives

Access to all in IVS regardless of the socioeconomic situation, religion, culture, nationality, age and gender

Accessibility and freedom of movement are one of the highest priorities. Through IVS projects people from all continents and backgrounds can be empowered to raise awareness on the importance of active citizenship. There is a need to increase the quality and sustainability of the work of IVS organisations, develop communication channels and improve internal networking. To facilitate this process the following activities should be developed; an awareness raising campaign to establish contact and to promote IVS activities to all stakeholders, advocacy for the establishment of an international status for Volunteers, facilitating the creation of Volunteer building for members of IVS organisations on social inclusion, development of innovative projects focusing on special target groups, finding ways to increase motivation, and participation and long term involvement.

Achieve better visibility and support to be recognised as important factors in enhancing active citizenship

⁴Source: CCIVS (2011). White Paper on International Voluntary Service.



Social inclusion

It is important to know the impact of the work developed and to use it for local and global recognition. The lack of recognition, as well as human and financial resources prevents IVS organisations from advancing and involving people from different backgrounds and regions. Improved visibility, recognition and support in society and on an institutional level must be achieved. In order to attain this, all existing documents on work developed with people experiencing social exclusion must be reviewed and shared. The information should be used in order to further develop; capacity building for IVS organisations on social inclusion, the impact of IVS in relation to social inclusion, and active participation and mobility in society. Information about the impact of IVS needs to be shared with all stakeholders.

People involved in Social Inclusion within the IVS movement

During the **IVS4Peace project**, there were two Laboratories that gathered members of different IVS and youth organisations who are experts in Social Inclusion and working with the following: youth with fewer opportunities, migrants, asylum seekers, refugees and minorities. These were the main words mentioned by the participants of Laboratory I in 2018 when discussing their understandings of Social Inclusion:



Social Inclusion of whom?

Recommended for:



Camp
Coordinators



Sending
Organisations



Coordinating
Organisations



Hosting
Organisations

Within this toolkit, we intend to look at the Social Inclusion processes in IVS projects that can be applied when working with youth with fewer opportunities. Particularly, we are focusing on how to include youth who are migrants, asylum seekers, refugees or young people belonging to a minority group.

Youth with fewer opportunities⁵

The definition of young people with fewer opportunities is complex and the target group is defined by the **obstacles** they face. The term «fewer opportunities» means that certain young people have fewer possibilities than their peers. This can be for a variety of reasons:

1. **Social obstacles:** young people facing discrimination (because of gender, ethnicity, racialisation, religion, sexual orientation, disability or any other basis), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex) offenders, (ex) drug addicts, from difficult family backgrounds, etc.
2. **Economic obstacles:** young people with a low standard of living, low income, dependence on social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.
3. **Disability:** young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.
4. **Educational difficulties:** young people with learning difficulties, early school-leavers, low or non-qualified persons, young people that didn't find their way in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.
5. **Cultural differences:** young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.
6. **Health problems:** young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.
7. **Geographical obstacles:** young people from remote, rural or hilly areas, young people living on small islands or peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc.

Young people with fewer opportunities are young people who, largely due to their **personal situation**,

⁵Based on SALTO-Youth. [Website section on Social Inclusion.](#)



Social inclusion

face different and/or more difficult obstacles in their lives than other young people.

In many cases, individuals may **fit into several of the categories** described above at the same time. This compounds their difficulties still further.

Obviously, an individual should **not automatically** be included in the “fewer-opportunity” group simply on the basis of one or two characteristics. For instance it would be a mistake to include young people in the fewer-opportunity group just because they come from an immigrant background. Similarly, it is incorrect to presume all single parents or all young people with disabilities automatically have fewer opportunities.

Although the examples given here are just the tip of the iceberg, they do show the complex nature of the difficulties facing young people belonging to this specific group of fewer opportunities.

Migrants⁶

While there is no formal legal definition of an international migrant, most experts agree that an international migrant is someone who changes their country of usual residence, irrespective of the reason for migration or legal status. Generally, a distinction is made between short-term or temporary migration, covering movements with a duration between three and 12 months, and long-term or permanent migration, referring to a change of country of residence for a duration of one year or more.

Migrants in the IVS projects:

- Note that depending on the reason for migration, their situation will be different. Be attentive of what they communicate about their situation, expectations, needs and ask with care.
- Those migrants who come from a very different ethnic and cultural background than that of the country of destination might unfortunately experience racism and/or xenophobia. It is important to work on promoting anti-racism in the IVS movement and projects.
- Those migrants who left their countries of origin due to economical reasons, might still be struggling with their economy. You could find strategies to cover or reduce those costs.

⁶United Nations Department of Economic and Social Affairs.

Asylum seekers⁷

An asylum seeker is an individual who is seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which they have submitted it. Not every asylum seeker will ultimately be recognised as a refugee, but every refugee is initially an asylum seeker.

Asylum seekers in the IVS projects:

The asylum policy varies from country to country, but some situations that can interfere with their participation in the Workcamp can be:

- International Workcamps abroad are not a possibility for them as their freedom of movement is restricted or it is not their priority to travel to another country for volunteering.
- International Workcamps in their new country of residence (where they are seeking asylum) are a possibility. You just need to be aware of the impact it can have on them: getting to know people from abroad, seeing them freely moving around while they are not able to travel and move around can create increased bitterness and frustration.
- Local Workcamps with local participants are very good tools as this supports their process to connect to their new Local Community, they get the chance to get to know new people in their new country of residence.
- If they are staying in a reception centre, they might be able to leave it only for a certain number of days which might be shorter than the Workcamp duration.
- They might have compulsory meetings in relation to their asylum application with a lawyer or with the office for refugees and stateless people. This might mean they have to leave the Workcamp for a day or so.
- They might get a decision (positive or negative) to their asylum procedure during the preparation or implementation of the Workcamp. This will mean they will be involved in intense practical and emotional processes.
- Depending on the trauma they have experienced (before and after their arrival to the new country), their mental and/or physical health might have been affected.
- They are generally a more vulnerable group than migrants and refugees as their situation is even more uncertain and insecure.

⁷Amnesty International.

Refugees⁸

Refugees are persons who are outside their country of origin for reasons of feared persecution, conflict, generalised violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection. The refugee definition can be found in the 1951 Convention and regional refugee instruments, as well as UNHCR's Statute.

Refugees in the IVS projects:

- International Workcamps abroad are a possibility as once they get their refugee status, they can travel abroad.
- International Workcamps abroad might not be their main interest as they are normally more interested in discovering their new country of residence and connecting to their Local Community.
- International or local Workcamps in their country of residence are very good tools as these support their ability to connect to their new Local Community, they get the chance to get to know new people in their new country of residence and can get involved in longer projects.
- Depending on the trauma they have experienced (before and after their arrival to the new country), their mental and/or physical health might have been affected.
- They have a more permanent situation than when they were in the process of seeking asylum; still, they might still be focused on securing their safety.

⁸United Nations High Commissioner for Refugees.

Minorities

Minority groups have arisen as a result of developments in European history, changing state borders and other historical events. European history has brought a great diversity among the population of the continent in terms of language and culture. Official States only represent some of this diversity and prioritise the culture and language of the most powerful people of those States. Minorities on the other hand are often underrepresented in the elite level of society, nevertheless they are very important as they transmit linguistic and cultural treasures that can help our society to find better solutions to our contemporary challenges.

It is not possible to give a definite number of how many people in Europe belong to autochthonous, national, ethnic and linguistic minorities. The definition of it varies from state to state as some minority groups are denied recognition and therefore are not visible as minorities and simply difficult to identify and count. Organisations advocating for minority rights assume that there are more than 400 minority groups on the European continent with more than 100 million people belonging to autochthonous national, ethnic and linguistic minorities. This means that one in seven Europeans is part of an autochthonous minority or speaks a regional or minority language. The EU recognizes 24 official languages and over 60 indigenous regional or minority languages, spoken by some 40 million people.

The needs and challenges of youth belonging to autochthonous, national, ethnic and linguistic minorities or groups are very heterogeneous. There are excellent models to achieve a balance between minorities and majorities in Europe, but there are also States that deny autochthonous minorities an official recognition. Minority youth therefore experience discrimination, exclusion or neglect of their needs to varying degrees.

These can be based on structural discrimination but also due to prejudices or rejection in society. Ignoring or denying the existence of autochthonous minorities also often leads to a lack of support for the preservation and development of their cultural, ethnic identity or their minority language. Other autochthonous, national and linguistic minorities are traditionally based in rural or neglected areas that are missing infrastructure regarding educational institutions, work opportunities, transportation or cultural and recreational offers.

Minority youth in the IVS projects:

- They might not be aware of the existence of international volunteering projects that normally direct their campaigns to majority communities.
- They might not feel invited or called to participate in international volunteering projects as communication do not include their community.
- They might not see how taking part in these projects could be valuable to them as usually international volunteering projects focus on majority communities.
- They might not feel that they are guaranteed a safe space to participate.

Social Inclusion in the IVS process

Social Inclusion in the IVS process

Recommended for:



In order to ensure inclusivity in the IVS process, we need to look at ourselves, how is the IVS process organised, who does it cater for, who are we actually managing to welcome in our projects, who is left behind and why is that happening?

In general, there are some elements that are not totally in our hands to address: the level of exclusion that some young people are exposed to cannot directly be changed with one single IVS project. Our intention, though, is to make IVS projects accessible and inclusive for as much diversity of people as possible and, of course, to ensure that everyone who will want to take part in an IVS project will be able to do so and will not encounter limitations that have to do with our internal structure and functioning.

In particular, with the [IVS4Peace project](#), we are looking at how to ensure the inclusion of migrants, asylum seekers, refugees and minorities in IVS projects.

Workcamps are seen as a tool for inclusion as they are spaces where people from very diverse backgrounds gather to work, live together and learn to participate in a volunteering project. Workcamps create a positive impact in a Local Community as community members cooperate with each other, go through conflict in a nonviolent way, understand diversity as a source of richness and much more.

The role of IVS actors in the IVS process to ensure Social Inclusion

Actor	Outreach	Preparation	Workcamp	Follow-up
SO Sending Organisation	Reaching out to Volunteers directly or through other social organisations.	Placement and training of outgoing Volunteers.	Supporting the Volunteers in case of emergency.	Evaluating the whole process with the Volunteers and sharing it with the CO.
CO Coordinating Organisation	Reaching out to Camp Coordinators and Hosting Organisations.	Placement and training of Camp Coordinators. Support to the preparation of Workcamps. Placement of incoming Volunteers.	Supporting the Camp Coordinators and the HO in case of emergency.	Evaluating the whole process with the HO and the Camp Coordinators and sharing it with the SO.
HO Hosting Organisation	Understanding what a Workcamp is and identifying needs in the Local Community.	Preparation of the Workcamp considering the special needs from Volunteers provided by the CO.	Implementing the Workcamp in close collaboration with the Camp Coordinator and considering the feedback of the Volunteers.	Evaluating the whole process with the Local Community and sharing it with the CO.
LC Local Community	Understanding what a Workcamp is and participating in the definition of the Workcamp purpose.	Support to the preparation of the Workcamp.	Support to the implementation of the Workcamp. Welcoming international Volunteers in the Local Community.	Evaluating the whole process with the HO and continuing the engagement in their Local Community.
CC Camp Coordinator	Understanding what a Workcamp is and applying for being a Camp Coordinator.	Participating in a preparatory training. Understanding the profile and special needs from participants provided by the CO.	Coordinating the Workcamp in collaboration with the HO and considering the feedback of the Volunteers.	Evaluating the whole process with the CO and continuing the engagement in their Local Community.
V Volunteer	Understanding what a Workcamp is and applying to participate in a Workcamp.	Participating in a pre-departure training.	Participating in the Workcamp in collaboration with the other international Volunteers with the support of the Camp Coordinator and the HO.	Evaluating the whole process with the Camp Coordinator and the SO and continuing the engagement in their Local Community.



The Phases

Phase #0

Looking at ourselves

Phase #0 Looking at ourselves

Recommended for:



Often our organisations are not designing projects with an inclusive perspective, looking at ensuring the accessibility of all; we unfortunately still only manage to reach out to relatively privileged young people who can freely decide what to do with their time and resources, who study, who probably have a job as well, who are well-connected and integrated in their Local Community, etcetera. And this is because our processes, probably very unconsciously, reinforce the social exclusion dynamics present in society.

This is to be addressed by critically looking at ourselves, our structures, our processes, our dynamics, our members and by destinating time and resources to transforming any exclusive mechanism that we identify.

Once we have a deep understanding of how our structures, processes, dynamics and membership facilitate or prevent inclusiveness, we can identify what needs to be addressed and set a strategy to get there. Transforming the internal mechanisms that generate exclusion in the involvement in our organisations and projects is the first step for inclusion.

Analysing the composition of our organisations

Recommended for:



Take some time to identify what are the elements that, due to norms in our society and in our organisation, give rank⁹ or privilege¹⁰ to some people and oppress¹¹ others.

Here below we are naming some of them and, by that, we are aware that we are also probably leaving out some elements that you might find important and our privileges or biases didn't allow us to see; please make sure you do the exercise in your organisation having considered all elements that are important for our organisation members.

Once you have the elements, see who are the privileged (Priv.) and who are the oppressed (Opp.) in each of the situations: Who has privileges in relation to age? Normally adults. Who is oppressed in relation to age? Normally children, elderly and youth. Who has privileges in relation to gender? Normally cis men. Who is oppressed in relation to gender? Normally trans, queer and cis women. Keep on asking these questions in a diverse group in your organisation to understand your own interpretation of the social norms.

Once you have the Privilege - Oppressed dynamics understood, what we invite you to do is to look at the different groups of your organisation: the board, the staff, the Volunteers, etc. Going element by element, try to see how many people in each of these groups and in general in the organisation belong to the privileged group and how many to the oppressed one.

Collect the results in a grid like the one in the next page.

⁹For definition of Rank see glossary.

¹⁰For definition of Privilege see glossary.

¹¹For definition of Oppression see glossary.

Analysing the composition of our organisations

	Board		Staff		Volunteers		Overall	
	Priv.	Opp.	Priv.	Opp.	Priv.	Opp.	Priv.	Opp.
Age								
Gender								
Ethnicity								
Origin								
Nationality								
Language								
Religion								
Culture								
Abilities								
Health								
Socioeconomic background								
Education								
Occupation								
Geography (Urban / Rural)								

Phase #0 Looking at ourselves

You will maybe realise that there is a reproduction of the social norms and your organisation members are mostly “adult” (except when in youth organisations), “cis”, “white”, “local”, ... and that probably the place that oppressed people take in your organisations are not the ones with highest power¹² or responsibility: for example, it is more likely that a disabled person is a Volunteer than it is that they are the president of the organisation.

The previous exercise will bring awareness on the composition of your organisation and how much diversity you are welcoming in and how much are you “leaving out”. It is, though, a very quantitative approach to understanding how privileges and oppressions operate in your organisations, so don’t stop it here, take some time to talk to diverse profiles in your organisation, understand how these dynamics affect their involvement and participation in your organisation and create open spaces to discuss around inclusiveness.

¹²For definition of Power see glossary.



Analysing our projects

Recommended for:



Inclusion is not the opposite of intentionally excluding someone. It takes planning, a lot of thinking and even more effort, focus and resilience. This grid¹³ might support the collection of data for you to analyse your organisation/project/ activity inclusion practices.

Please feel free to think about other relevant questions and write them down before starting the exercise.

	Yes or No?	Whose participation are you effectively promoting?	Who would you like to include more?	How can you do that?
Do your activities have any costs?				
Have you considered the timing of your activities with regard to Inclusion?				
Are your activity venues accessible?				
Is your regular meeting place in a religious venue?				
Are your activities adapted or easily adaptable so that people with disabilities can participate?				
Are all of your activity venues gender free? (gender is not a condition for participation)				
Are the toilets in your venue labelled in woman / man?				
Do your activity themes encourage discussion or raise awareness on inclusion issues within your group?				
Are your activities language based? Do they require the use of a certain language?				
Do you have your target group represented in the team/leadership?				
Have you made adaptations to your activities to encourage participation by unrepresented groups?				
Do your activities assure child care for people with children to be able to participate?				
Does your target group have a say in the programming of activities?				
Are your activities trauma sensitive?				
Do you consider the wellbeing of your Volunteers while planning / implementing / evaluating your activities?				
Do your activities require citizenship / residence permits?				
Do your activities require a visa / travel permit?				

¹³Adapted from the publication of IFM-SEI (2014): [“All Together - Making Inclusion Happen”](#).

Making our projects more inclusive

There are many areas we can improve our work on:

- Language. Understood both as the language itself and as the communication system around it, paying special attention to the vocabulary we use to portray diversity.
- Culture and religion. It is important not to assume that culture or religion are the reasons for all actions of a person but they can partly influence our interests, motivations, fears, etc.
- Area of residence.
- Financial resources.
- Legal background.
- Knowledge and awareness of civil society organisations and the IVS organisations and projects in particular.

Here below you will find some ways you can ensure more inclusiveness in your projects:

Language skills

- Temporarily using various languages during the outreach phase. This can make initial contact easier, create interest and also make members of the target group feel directly addressed.
- Informing about the language used during the preparation and the Workcamp and also giving information about possibilities for translation and about experiences of former Volunteers in similar situations.
- When organising events, young people, not proficient in the language commonly spoken, may be reticent to join or may find it hard to relate to the group. Interpreters may be provided, or technological devices could be used to directly translate into each Volunteer's language.

Inclusive language

- Paying attention to it during the whole process, whether in writing, videos, audio or direct contact.
- Address possible Volunteers without stereotyping them and without using words that define them as a member of a specific group (such as gendered language, YWFO, refugees, migrants, etc...).
- Do not make assumptions, embrace diversity, respect individual identities and backgrounds.
- Use an empowering language, avoid paternalistic approaches.

Culture and Religious diversity

Young people whose background culture is not the same as the local one or who are actively practising a religion or who do not want to be involved with anything religious might not want to come to a Workcamp for fear that their decision, beliefs and practices will not be respected and they will suffer discrimination.

- In general it is important not to assume that culture or religion is the reason for all actions of a person. If in doubt just ask in a friendly way.
- We need to work on ensuring the possibility to welcome all this diversity in a Workcamp. An exercise like “Analysing our projects” can help us find the details we need to look at to ensure inclusiveness.
- In the project announcement, we should include a diverse group of Volunteers in the visual, text based and face to face promotion of the Workcamp to show that those who attend Workcamps are people from very diverse backgrounds.
- Contacting potential new participants through actors they trust and are already in touch with them (such as social workers, NGO members, etc) so we can reach them in a more sensitive way and directly address worries and problems.

Area of residence

If the target group (minorities or asylum seekers) lives in a remote or rural area, it might be more difficult to meet or to stay in contact with them.

- Consider if your organisation has the resources (time, transport, finances) to organise information events in their local communities.
- If not, consider the possibility to organise virtual info sessions via videoconference applications. You will miss the personal contact but at least this will overcome the geographical and economical barriers.

Not feeling addressed, invited or taken into consideration

Sometimes volunteering is not communicated or planned in a way inclusive enough for all youth, including youth with fewer opportunities. For this reason, they might see IVS as an activity for others and they might not feel called to take part in it.

- Take into consideration the level of knowledge of the target group about volunteering and IVS.
- One way to counter this feeling might be to have a more representative and inclusive communication (visual, written, oral) so they can see that people of similar backgrounds have already attended Workcamps and they can connect to their experiences.

Financial resources

Members of the target group might not be able to afford a volunteering experience.

- Volunteers could be supported by sponsorship, subsidising or waiving the participation fees.
- There could be a solidarity fund whereby more financially stable Volunteers could contribute financially to the participation fee of others.
- Crowdfunding platforms can also be created where Volunteers can seek support from others in order to fund their mission.
- Organisations can look for public funding to grant the participation of youth with fewer opportunities, for example, through European Solidarity Corps.

Legal background

The legal context in relation to the community we work with, might affect their opportunity to join volunteering projects, especially those abroad.

- Before addressing asylum seekers or refugees, it is necessary to get informed about the specific legal background they have in the country they are located in. These regulations differ from country to country.
- Depending on their status (the situation in the process of applying for asylum) asylum seekers or refugees might not be allowed to leave the country or the region they are living in. There may also be regulations on how many nights they are allowed to leave their accommodation.
- For asylum seekers and refugees, there might be some regulations that allow them to participate as a Volunteer. It is possible that they would need a working permit.
- Since the legal backgrounds can differ a lot from person to person, it is important not to assume but ask individually.

Don't stop here, while analysing you might have found other exclusion mechanisms that were a blind spot for you before. Take some time to think how could you transform those situations into creating inclusive dynamics.

The ideal situation would be to make our IVS movement and projects inclusive enough for all. The fact is, though, that sometimes different communities face different barriers to inclusion and thus have specific needs that need to be addressed differently. It is necessary to keep thinking about what these barriers are and, if needed, to consult someone from that specific community before starting to plan your project. Specific support might have to be provided for participants according to their needs: financial, informational, emotional, social, mobility and language support.

Phase #1

Outreach

Phase #1 Outreach

Recommended for:



During the outreach phase, the Sending Organisation and the Coordinating Organisation should communicate with each other about Workcamps. The SO should reach out to potential Volunteers and the CO should find Hosting Organisations and Camp Coordinators.

This work includes planning, producing and disseminating initial information about the IVS movement in general and Workcamps in particular.

Often youth with fewer opportunities are not aware of the existence of our associations and of the possibility of participating in voluntary projects such as Workcamps, MLTV or other mobility programmes. In order to establish the first contact and overcome the problem of information, one keyword for success is “cooperation”¹⁴. Many organisations working with young people facing difficulties do not know what Workcamps are, and are not aware of their notable educational impact. It is important to let them know that we exist, to highlight the impact of our initiatives and our availability to cooperate with them¹⁵.

It’s very important that these organisations are in direct contact with youth and become interested in the potentialities of voluntary service and international Workcamps as a tool to stimulate young peoples personal development¹⁶. It is also helpful to find out if the target group is self-organised (in groups, organisations, clubs, etc.). Also you should find out which civil society or state-run institutions have contact with the target group on a daily basis.

During this phase, besides networking, Sending Organisations will organise information events, promote volunteering in general and Workcamps in particular via social media. Traditional media, will create physical materials such as flyers and brochures. Word of mouth also plays an important role so working with former Volunteers will also be important in this phase.

In order to ensure an inclusive perspective in the outreach phase, first of all we need to look at who are we are actually managing to reach out to and who is remaining; then to have a reflection on the possible reasons why that is happening and then we need to address those reasons to ensure our inclusiveness. We would like to mention a few elements to take into consideration and in the next sections we will provide you with a few ideas on how to ensure inclusiveness.

There are different means of recruiting Volunteers and each organisation usually has its own established ways, adapted to the specific local or national situation they work in. In general it is advisable not to rely on a single form of outreach¹⁷. It should be kept in mind that when aiming to recruit asylum seekers, refugees, migrants or minority youth, additional things need to be taken into consideration that go beyond the planning of regular outreach campaigns. The specific barriers preventing the inclusion of each target group should be considered and specifically addressed.

¹⁴Source: Alliance of European Voluntary Service organisations. Alliance Guidebook 2019. Page 68.

¹⁵Source: Alliance of European Voluntary Service organisations. Alliance Access4All Guidelines. Page 2.

¹⁶Source: Alliance of European Voluntary Service organisations. Alliance Guidebook 2019. Page 68.

¹⁷Source: Alliance of European Voluntary Service organisations. Alliance Guidebook 2019. Page 38.

Reaching out to Volunteers

Recommended for:



This phase aims to address different target groups, such as Volunteers, Camp Coordinators, Hosting Organisations, Coordinating Organisations and institutions/donors. Since we are seeking to ensure inclusion, we look at involving youth with fewer opportunities (YWFO), especially migrants, refugees, asylum seekers and youth belonging to minorities. To reach them, in some cases, we might need to also involve their parents, relatives and/or caregivers.

In order to properly reach out to Volunteers, Camp Coordinators and Hosting Organisations, we must use inclusive practices and rely on a rich and diverse network of actors. Within the IVS organisations, the people in charge of outgoing, communication and social inclusion in the Sending Organisation can help with outreach. Youth with fewer opportunities, who previously participated in Workcamps, and are still involved in the Sending Organisation, can also find potential new Volunteers. Civil society organisations, directly in contact with youth that have fewer opportunities (in particular, migrants, asylum seekers, refugees and minority groups), can also help with this.

From all these different actors, those easiest to access are those already connected to or working with the IVS movement, for example by being part of an organisation or being a former Volunteer. Camp Coordinators, former Volunteers, international partners already know what the IVS movement stands for and are probably more open and interested in receiving new information.

More difficult to reach are people who do not have any knowledge about what volunteering is and what IVS does. In general they are not aware of the network and the member associations or the opportunities provided by IVS such as Workcamps, MLTVs or other volunteer possibilities.¹⁸

It is important that within this phase (and throughout the whole process), the Sending and Coordinating Organisations keep a good communication flow.

¹⁸Source: Alliance of European Voluntary Service organisations. Alliance Guidebook 2019. Page 68.

Planning

First of all, plan your outreach strategy:

- Specify the community you want to reach out to. In other words: “who is your target group?”
- Understand the situation of your community and their needs.
- Understand the resources of your organisation (skills, time, financial, ...) that can be used to involve that community in your projects and organisation.
- Define a strategy to reach out to that specific community.

Who is your target group? What are their situation and needs?

As we have mentioned, for this toolkit we are focusing on finding ways to include youth with fewer opportunities, in particular, migrants, asylum seekers, refugees and youth from minority groups.

In the section “Social Inclusion of whom?” you will find some more information about the situations they are living and their needs around it. However, this description should only be understood as an overview that cannot cover all the various situations youth live in. So take some time to investigate the situation of the specific community you want to reach out to as policies and social realities differ from country to country.

- What are their specific needs? (Place of residence, economical situation, legal situation, mental and physical health, language, ...).
- What are the needed competences to reach out to and work with these communities?

What are your resources as an organisation?

Take some time to identify which resources do you count on within your organisation that you can offer to the specific situations that your community need.

- What are the competences of the staff and the Volunteers of the organisation in relation to the specific needs and needed competences from the communities you want to work with?
- How many hours of the staff-time can be devoted to working with these communities at all stages of the project?
- How many Volunteers can get involved in working with these communities at the different stages of the project?
- Does the organisation have a former Volunteer, Camp Coordinator from the community?
- Can we financially support the target group if they don't have financial capacity? (Remove participation fee, cover the transport costs, apply for funding that covers their costs, ...).
- Do we have the resources to visit the target groups/run information events?



Strategies for reaching out

Networking for outreaching

As mentioned before, connecting to other actors is important and has been shown to be effective¹⁹ at reaching out to potential new Volunteers from our target group. We must continue to reach out to new Volunteers from our target group.

1) Identify the organisations

Identify organisations that are working with the target group, who are in daily contact with them or are organised by the target group themselves.

How to find them?

- Check who is already in your network (you may already be in contact with some of them, maybe for different purpose (for example, a Workcamp that is already being organised in partnership with a reception centre).
- Look for specialised platform organisations and look at their members.
- Find out if the target group is organising themselves somehow (in groups, organisations, clubs, etc.).
- Understand which civil society or state run institutions have contact with the target group on a daily basis.
- Note that relevant organisations may be different in each country but check with other organisations in your international networks.
- An online search may help to find them.

Below you will find possible kinds of organisations to get in contact with, each according to the specific community you intend to reach out to:

Youth with fewer opportunities in general

- Non Governmental Organisations.
- Civil Society Organisations.
- Youth organisations.
- Social welfare organisations.
- Youth centres.
- Community centres.
- Social centres.
- Groups/organisations/councils self-organised by the target group.
- Educational institutions (professional training centres, high schools, universities).

¹⁹For a Finnish example with asylum-seekers: See Service Civil International. Building Bridges toolkit. Pages 18-20..

Phase #1 Outreach

Asylum seekers, refugees, migrants and newcomers in particular

- Language schools
- Integration courses schools.
- Regular high schools with integration classes.
- Information centres for asylum seekers, refugees and migrants (state run and NGO).
- Social services.
- Common accommodations/reception centres for asylum seekers.
- Public or private organisms organising individual accommodation for asylum seekers.

Youth belonging to minority groups in particular

- Youth organisations for minorities in the Local Community.
- Umbrella organisations (i.e.: YEN).

2) Connect with the organisations and their staff or members.

Approach the organisation and present your organisation, the work you do and why are you interested in cooperating with them.

Find out who in the organisation, (the staff, board or membership) can be your contact point or your “ally” and provide them with deeper information; you can also hand them out printed or online information materials.

It is really important that your contact in the organisation understands what you have to offer and the value of it. They should be able to generally explain the opportunities to the target group even if they will not be able to give a fully detailed presentation. They should also be clear about what is expected from them at the different project phases.

Tips for content of the information to the organisations

- What is a Workcamp?
 - » What are its internal dynamics?
 - » How does it take place in practice?
 - » When and how long? where?
 - » What is the language used?
 - » Is there any age limitation?
- What are the criteria and requirements? How compatible are they with the situation of the youth from the target group? Is it possible for young people from the target group to join? This may be the case but with certain conditions.
- Workcamps are educational tools where a learning process takes place.



Phase #1 Outreach

Here are some of the competences that can be developed through Workcamps²⁰:

proposing ideas, undertaking a set of new tasks, adapting to a new organisation and environment, participating effectively and constructively in a collective activity, understanding a new code of conduct, time management, looking for advice and guidance, overcoming learning barriers, identifying available resources, perceiving cultural differences, expressing own opinions, interests and needs, communication in a foreign language, etc.

Although Workcamps are a strong educational experience, not every professional working with young people is conscious of the pedagogical dynamics implemented in a Workcamp. Potential local partners, youth organisations, and social institutions are not always open to the idea of a Workcamp.

In order to increase our credibility and to foster trust with the local organisations, we have to communicate about the methodology that we use. By doing this, our interlocutors will have the chance to appreciate our experience and the learning outcomes that young people can achieve by participating in a Workcamp.

The aim is to facilitate communication about what Workcamps are, and highlight that they are educational tools open to all, regardless of Volunteers' origin, gender, cultural and social background, economic condition, social status, education, religion and beliefs, physical and health conditions, intellectual and/or physical disabilities.²¹

- Practical information, such as:
 - » What is the cost?
 - » What is covered by the cost?
 - » Will the young people be covered by an insurance (civil liability, etc)?
- Success stories: If you already had some Volunteers belonging to your specific target group, don't hesitate to tell it "yes, we had a Volunteer belonging to this minority group before", "no, there was no problem whatsoever with this Volunteer", "see? this Volunteer came back, took part in other Workcamps and is following a training to become a Camp Coordinator now". If you are just starting, you can even explain that this has been done in other countries with good results²².
 - » Where can information be found about future Workcamps?
 - » What is the process if a young person is interested?

It is recommended to provide them with some visual materials, either online or printed. Here you find some examples on printed support:

[Access4All Working Group.](#)

[Compagnons Bâtisseurs Belgium - J'Active.](#)

²⁰Source: Alliance of European Voluntary Service organisations. Access4All Working Group.

²¹Source: Alliance of European Voluntary Service organisations. Access4All Guidelines. Pages 2-3.

²²Source: Service Civil International. Building Bridges toolkit. Page 20.

Phase #1 Outreach

When working with relay-organisations and before planning for the events consider that:

- The members of some relay-organisations change quite fast. As there may be a renewal - sometimes fast - of the members of some relay-organisations, and it may be complicated to organise information events too often or too regularly, you should make sure the people in the relay-organisation understand very well what Workcamps are and you can also leave them information materials (online and offline) so they can spread the word after you.
- Some relay-organisations are located in very isolated villages and it will take time to reach there. You should think about how much time you can devote to these events (how many can you do or how many places can you travel to).
- Considering the agenda of the IVS organisations, the registration for the Workcamps and the timings of the relay-organisations, think of the best period to organise the communication to potential Volunteers.

3) Organise an information event with the youth in the organisation

It is often important to see and meet the people who are organising these activities so participants are more confident to join the project²³. All potentially interested young people from the organisation should be able to join the information event, to receive, both verbally and through diverse promotion materials, all the needed information and ask questions.

Some considerations to take into account:

Where to do it?

The information event can happen at the location of the networking organisation location or it can happen in your own organisations location. Just be aware that it may be difficult for young people to travel to your office (they may be located in isolated areas not well connected to public transportation, may not have the money to pay for the travel, etc) and it may therefore be an obstacle in your outreach process.

Which language to use?

An element to consider is the language, as members of your specific target group may not speak (or not very well) the language the information is provided in.

- If the whole group is speaking the same native language and they don't have a good enough understanding of your language, agree with them on what could be a good "lingua franca", one that you both speak and feel comfortable in. Or find an interpreter who can support you with translation to their native language.
- If they do understand it but not very well, use non-verbal communication and visuals to support your oral presentation.

²³Source: Service Civil International. Building Bridges toolkit. Page 19.

Phase #1 Outreach

Testimonies

It is nice to invite a former Volunteer in order to provide a verbal and face-to-face testimony rather than - or in addition to - giving the attendants a link to a blog with testimonies.

In this case, as normally it will be difficult for YWFO to project themselves into being a Volunteer in Workcamps, you may want to invite a Volunteer the attendees can relate to, who belongs to the same specific target group and eventually to the same organisation. In this, you might also need to think about nationality, language, gender, etc.

The former Volunteer would be able to give testimony and address any concerns about fears that the members of the target group might have.

A session with testimonies is always more direct and lively than reading a blog, even if that has the advantage of providing a diversity of testimonies and showing the diversity of the Volunteers who attend Workcamps. You can also share with them a link to a blog where you collect diverse Volunteer testimonies.

You can also invite a range of former Volunteers (with different backgrounds and different IVS experiences) and, after a general informational session, organise some kind of speed-dating between the former Volunteers and the new potential Volunteers.

Tips for content of the information to the Volunteers

Besides the information usually included, make sure you talk about:

- What is volunteering?
- What is a Workcamp?
 - » Emphasise the fact that they can do it, it is also for them (including through non-verbal communication).
- Why they would want to join a Workcamp?
 - » It is useful, it is a collective action that benefits local communities. Participating means contributing to a wider cause.
 - » It is important that Volunteers are aware of their unique and valuable contribution, they should feel that they are going to be part of a meaningful activity where they will concretely help local communities! In other words, Volunteers can be highly motivated by the feeling of being useful!²⁴
 - » It is an opportunity to learn the language used in the IVS project (if they take part in a Workcamp inside the residence country, which will be the case for asylum-seekers).
 - » Taking part in a Workcamp inside the residence countries is an opportunity to meet both local people and people from all around the world, and to get to know the society of the country of residence (for asylum-seekers, refugees, newcomer migrants).
 - » It is an opportunity to get a valuable experience for a CV, and a certificate can be provided.
 - » It is a good learning opportunity: IVS develops some key skills such as Team-Work, Intercultural Communication Skills, ...
 - » It is fun, and there is the possibility to know new people and make friends.

²⁴Source: Alliance of European Voluntary Service organisations. A4A Guidelines. Pages 2-3.

Phase #1 Outreach

- » For asylum-seekers : it's the opportunity to get out of the reception centre if living in it²⁵.
- Concrete examples of the Workcamp everyday activities:
 - » Work (give examples of different kinds of work).
 - » Educational activities.
 - » Free time.
 - » Community life (cooking, cleaning, ...).
- A diverse range of actual examples of specific Workcamps happening in the future.
- Testimonies of former Volunteers:
 - » Collect them from your own organisation.
 - » Or use the ones presented in this website: www.Workcamp4all.wordpress.com

It is good if you can provide them with some visual materials, either online or printed. Here you find an example from the [Access4All Working Group](#).

4) Optional: Organise a mini-Workcamp with the relay-organisation

To better show what a Workcamp is, you can organise a mini-Workcamp with the relay-organisation. The purpose is that the young people from the relay-organisation “can start to understand what kind of organisation is in front of them and what they do in practice²⁶”. This kind of “information event” has the advantage of conveying some information without using any language.

In this case, the “Hosting Organisation” that benefits from the mini-Workcamp project is the relay-organisation itself. So the mini-Workcamp takes place in the buildings of the relay-organisation (if any) and/or in the location where the target group lives. It can last one afternoon, one day or one weekend. It can include members of the relay-organisation but also other Volunteers from the IVS organisation to make it more “Workcamp style”. With the mini-Workcamp in their daily community, youth will realise of the dynamics of a Workcamp and the impact it can create in a Local Community.

It might happen that through this activity, you reach out to even another possible interested group: those who don't take part in the Workcamp as Volunteers but happen to live in the building of the relay-organisation (for example, a reception centre) or pass by there on a regular basis (youth centre, info centre, ...). Seeing a Workcamp in action may encourage participation or curiosity about what is taking place.

²⁶Source: Service Civil International. Building Bridges toolkit. Page 19.

Phase #1 Outreach

5) Networking through former Volunteers of the same target group (word of mouth)

In general, ‘word-of-mouth’ is often the most effective form of reaching out to new Volunteers. Something being recommended by a friend or relative is more likely to be trusted and acted upon²⁷. This especially holds true for young people with fewer opportunities who might have never heard about IVS before.

If refugees, asylum seekers, migrants or minority-members have already participated as Volunteers in former Workcamps, it is very effective to contact them in the outreach phase to ask if they could recommend Workcamps to their friends or relatives.

You can support them with sending them some basic information material (i.e.: webpage, social media profile with videos and pictures, flyer, infographic, ...).

Be careful not to simply “use” them as “communication channels” but also to offer an educational dimension to their role in your outreach strategy. For example, you can organise a training to give them some communication skills they can use in other contexts as well.

Information and promotion materials

Creating information and promotion materials to support your communication actions might be really useful. For that, think of:

- Who will be reading this material?
- What is the message that I want to send? (It may vary a bit depending on the target: it won’t be the same for reaching out to potential Volunteers or Camp Coordinators, for example).
- Which information do I want to give?
- Use a combination of text (description and testimonies) with images (pictures, infographics, ...).

²⁷Source: Alliance of European Voluntary Service Organisations. Alliance Guidebook 2019. Pages 58-59.



Reaching out to Camp Coordinators

Recommended for:



For reaching out to new Camp Coordinators, involve the people in charge of incoming, communication and social inclusion in the Coordinating Organisation as well as former Camp Coordinators who can also support the communication actions to potential new Camp Coordinators.

Who is your target group? What are their situation and needs?

The target are youth who can take the role of Camp Coordinators. In this, many times, as it is a position of higher power and responsibility, the target group ends up being excluded. It is, though, really important that we ensure access to these spaces as well for youth with fewer opportunities.

The criteria to coordinate a camp differs from organisation to organisation but what is basically needed is:

- Ideally someone who has participated in a Workcamp before so they understand very well the Workcamp process and dynamics, have experienced it as a Volunteer and can easily empathise with them. It doesn't need to be with the same organisation. In case they have not taken part in a Workcamp, we can check if they have done any other international volunteering project or something similar, such as a youth exchange.
- Someone who can facilitate group dynamics in different moments: getting to know each other, building a team, working together, getting organised for the collective living, facilitating conflicts, etc. Here, we can find people who has been involved in other youth organisations, leading groups.
- Someone who has resources to react in case of emergency, ask for help to the Hosting Organisation and Coordinating Organisation and support the group in the situation.
- Someone who is inclusive or willing to critically look at themselves.

Anyone who fulfills those criteria and is available for the camp duration and for the preparation phase, can be a Camp Coordinator



Phase #1 Outreach

Youth from the target group who have participated as Volunteers and/or who have taken part in similar experiences (youth exchanges or other kind of international volunteering projects) should be encouraged to become Camp Coordinators. Unfortunately, they might not see themselves represented in the Camp Coordinators profile and, thus, might not feel it is a possibility for them to be a Camp Coordinator. For this reason, they need to be directly addressed and asked.

Strategies for reaching out

If they are former Volunteers from the same organisation, they can be approached by the communication channels of the organisation:

- Newsletters to the email address with a “Call for Camp Coordinators”.
- Social media: Facebook, Instagram, ...
- Messenger apps: Whatsapp, ...
- Phone calls.

If we are looking for new Camp Coordinators external to our organisations, we can also use the networking strategy here and connect with:

- Youth organisations and/or youth movements.
- Youth information services and/or youth centres.
- Colleges and universities, especially in degrees linked to education or social work.
- Job centres.

Additionally, we should learn from our previous experiences and use them accordingly: Which methods did we use during the last Workcamps seasons that were effective to reach out to new Camp Coordinators? How did we reach the most Camp Coordinators this time? What can we learn from previous experiences to apply to this season?

Information and promotion materials

- What is a Workcamp?
 - » Same as what the Volunteers get, just adding the values and learnings of being a Camp Coordinator.
- Call for Camp Coordinator including:
 - » Role.
 - » Tasks and responsibilities.
 - » Criteria / requirements.
 - » Time dedication.
 - » Information about the possible camps or where to find it.
 - » Information about the Camp Coordinators training.

Reaching out to Hosting Organisations

Recommended for:



For reaching out to new Hosting Organisations, we will involve the people in charge of incoming, communication and social inclusion in the Coordinating Organisation as well as former Hosting Organisations who can also support the communication actions to potential new Hosting Organisation.

In the reaching out process, we need to support them to understand the IVS movement and what Workcamps are as well as to understand their context and their potential interests. Once we see a possible cooperation, we need to work on ensuring we have common values and they are ready to cooperate ensuring inclusiveness in their process. For this, we can use the self-analysis exercises in the “Phase #0” of this toolkit.

Phase #2

Preparation

Phase #2 Preparation

Recommended for:



During the preparation phase, we need to make sure that all the key actors related to the Workcamp phase feel ready for it. For this, we need to prepare Volunteers, Camp Coordinators and Hosting Organisations.

This section will be divided in three chapters, one focused on Volunteers' preparation, one focused on Camp Coordinators' preparation and one focused on the Hosting Organisation's preparation.

While Workcamps intend to be inclusive spaces to welcome as much diversity as possible, there are still some limitations that we face in order to make them fully inclusive. For example:

- Workcamps might not be an adequate project for Volunteers whose needs require a very specific or professional support unless adequate measures can be guaranteed by the host organisation.
- Asylum seekers and refugees might face administrative or legal issues preventing them to continue their project, to travel abroad or to be away from their social organisation for a certain amount of time. The legal representative of the Volunteers, could need to be involved in the preparation phase.

It is really important that the Sending Organisation does a good assessment of the Volunteer's needs individually and clearly communicates it to the Coordinating Organisations to find a suitable project for each Volunteer and make sure Volunteers' experience can be enriching and positive.

Preparation of Volunteers

Recommended for:



The preparation of Volunteers should be realised by the Sending Organisation before the project starts for projects both in-country or abroad.

Objectives of the preparation of Volunteers

- To create an understanding about the educational and volunteering dimensions of Workcamps.
- To present the Workcamp as a space to discover and experiment new thematics.
- To present the Workcamp as a place to make a first step into volunteering, non formal education and informal and intercultural learning.
- To tackle the feeling of insecurity and develop trust and self confidence.
- To settle a safe space for the participants to feel comfortable to communicate, express their feelings and emotions.
- To clarify the role and function of the different actors involved in the project.
- To get to know better the profile of the Volunteers in order to inform the Hosting Organisation about their possible needs.
- To create awareness about IVS values (inclusion, environmental sustainability, gender equality, freedom of movement, active citizenship).
- To create a sense of belonging in a community of youth having a positive impact on the world.



Step by step of the preparation of Volunteers

1) Individual interview:

The first step in the preparation process is an individual interview where a person from the Sending Organisation meets with the future Volunteer.

Below you will find a guide for the interview. You will see that the process takes quite a lot of time, (not less than 2h). If needed, you can divide it in two separate days. If the Sending Organisation or the Volunteer don't have that much time, the interview can be shortened by reducing some of its parts.

Guide for the interview

- It is important to create a safe and comfortable space for the Volunteer so start the interview by introducing yourself, the organisation you represent and the purpose of the interview.
- Show openness towards their doubts and offer them to ask questions anytime.
- Ask about the background of the Volunteer.
- Ask about their interests, motivations, expectations, needs and fears.
- Explain them what is a Workcamp, how does it look like in practice: what is the daily routine, how many people takes part normally, how long does it take, what kind of activities do Volunteers do, what kind of support do they have and from whom, how do practicalities work (transport, food, accommodation, cleaning, ...) etc. Tell them also about what happens after the Workcamp, namely, an evaluation and follow-up phase.
- Look for projects with the Volunteer and ask them to point out the ones they are interested in and to organise them by preference.
- Fill in the IVS4Peace Volunteer's Background and Feedback form, a pedagogical tool, aiming at guiding the reflection of the Volunteer and about the Volunteer. Some parts are to be filled with the Volunteer and if possible with the referent person (parents, educator, social worker...) Some other questions are to be filled by the referent person only in case of very sensitive issues. At the end of the "IVS4Peace form", you can find a form useful to evaluate the outreach strategy and the participation of the Volunteers in the different steps of the project; it is made of several questions linked to each phase of the Volunteer's experience in the Workcamp. The Sending Organisation starts the process and then the form will be completed after the Workcamp.
- In case your organisation wants to go through an impact assessment process, this is the time to do the before the camp questionnaire. Ask the Volunteer to join an "impact assessment" process, explain them why do you do that and what will they have to do (a questionnaire before and after the camp and, in some cases, an oral interview can also be done). Fill in the impact questionnaire with the Volunteer.



IVS4Peace Volunteer's Background and Feedback Form

Personal information of the Volunteer			
Name and Surname			
Date of birth (dd/mm/yyyy)		Gender identity	
Postal address			
Phone number			
E-mail			
Emergency contact (name and phone number)			
Sending Organisation			
Name of the organisation			
Postal address			
Name of the contact person			
E-mail of the contact person			
Phone number			
Hosting Organisation			
Name of the organisation			
Postal address			
Name of the contact person			
E-mail of the contact person			
Phone number			
Social Worker / Other organisation (in case relevant)			
Name of the organisation			
Postal address			
Name of the contact person			
E-mail of the contact person			
Phone number			



Phase #2 Preparation

General presentation	
For how long have you been working with the Volunteer?	
When did you talk about mobility for the first time?	
Who raised the idea of going abroad (Volunteer/ tutor/ other)?	
Do you know the Volunteer's personal situation? If so, please give any important details.	
Does the Volunteer have a valid ID/ Passport?	
Personal interests	
Does the Volunteer have any hobby? If so what kind?	
Travelling experiences	
Has the Volunteer travelled already? Yes/No	
If so: In which context?	<ul style="list-style-type: none"> Holidays with family Holidays with friends Holidays alone Volunteering in a Workcamp Volunteering in an EVS / ESC Volunteering in a Civic service Study trip with high school Study trip with language school Work Migration process Other
What was the Volunteer's favourite travel and why?	
Working experiences	
Has the Volunteer worked already? Yes/No	
What kind of work experience has they had?	<ul style="list-style-type: none"> Internship Part-time job Full-time job Other



Phase #2 Preparation

Participation and Volunteering experiences	
Has the Volunteer had any previous volunteering experience?	
In which context? What kind of volunteering	Participation in an organisation in their community Participation in a social movement in their community Participation in an EVS Participation in a Civic Service Participation in a Workcamp Other
Where has the volunteering taken place?	In the Volunteer's country of residence Abroad

Defining the Volunteer's future experience	
What type of volunteering activity do you think would suit the Volunteer best?	Workcamp Youth Exchange Short term ESC Long Term ESC National Civic Service International Civil Service Other
Availability (Dates)	
Other projects during the year?	

Special needs and support		
	Tick the boxes	Support implemented / general comments (if any)
Behaviour		
Waking up in the morning		
Personal hygiene		
Interacting with others (shyness, ...)		
Language barrier (doesn't speak any English or any languages)		
Addictions (drugs, alcohol, video games...)		
Reading / writing		

Phase #2 Preparation

Special needs and support		
	Tick the boxes	Support implemented / general comments (if any)
Adaptation to a new environment		
Money management		
Physical / mental disability		
Bad experience abroad		
Justice problems		
Phobia		
Religious believes and practices		
Diet / Intolerances / Allergies		
Health condition/ medication. Does the Volunteer know how to deal with their own medication?		
Environmental boundaries (family, friends, neighbourhood)		
Other, please specify		
Fears		
Travel (plane, transport sickness ...)		
Accommodation (sharing common spaces, sharing the rooms, hygiene, tents)		
Socialisation (language, living in a group, creating relationship)		
If the mobility experience doesn't match the project description what will be their reaction? (Adaptation, quit the project, flexibility)		



Phase #2 Preparation

Objectives & Expectations of the participant	
What are the objectives and expectations of the Volunteer? (It's free, to party, learn a language, to learn new things, to feel useful, to commit, to meet new people, to run away from someone/something...)	
Which skills/personal quality does the Volunteer have that could benefit the project?	
Preparation	
Name and role of the person in charge of the preparation	
Number of meetings	
Contents and tools used	
Do you know if the Volunteer knows the country? How does the Volunteer know it? (Internet, football, travels, ...)	
Link with the Hosting Organisation	
What kind of information and feedback do you need from the Hosting Organisation?	



2) Placement process

After the meeting, the person who had the interview with the Volunteer should talk to the person or people in charge of the outgoing placements and identify the projects that are more suitable for that Volunteer. If needed, there can be a communication with the Coordinating Organisation/s to collect more information about the project conditions and to see if the Volunteer could be properly welcomed there. Once the information is collected and contrasted, you can go back to the Volunteer and share it with them and continue the process until you finalise the placement in the Workcamp.

3) Meeting with the Volunteer

Once the Volunteer has been placed in a Workcamp, there should be a meeting with the Volunteer and their family and/or their social referent and the Hosting Organisation. The meeting can be done preferably having the Volunteer, the family, the social referent and the Sending Organisation in one same place and via video call with the Hosting Organisation. If the Volunteer and/or their family live in isolated areas (which appears to be the case of some minorities) they can also join in via video call (ideally) or phone calls (in case there is weak internet connection or no access to that technology).

Guide for the interview

- It is important to create a safe and comfortable space for the Volunteer and their family so the Sending and the Hosting Organisation can start the interview by introducing yourselves, the organisations you represent and the purpose of the meeting. Show openness towards their doubts and offer them to ask questions anytime.
- Give space for the Volunteer, their family and their social referent to introduce themselves as well so the Hosting Organisation can get to know them.
- Presentation of the Workcamp in detail by the Hosting Organisation. Explanation of the location, the programme, the tasks that will be developed by the Volunteers, the relation with the Local Community.
- Go through the infosheet together and clarify. Probably most of the doubts will be around how to get to the Workcamp, what to bring and what will be the living conditions there, so make sure to explain that in detail and add additional information if needed. Ensure there is the address and time of the meeting point and the Workcamp location, the name and contacts of the key people (Camp Coordinator, Hosting Organisation). Make sure that the family or social referent is aware of the info sheet content.
- Plan the travel together considering both departure and return and book the tickets. This is important as a first step for the Volunteer's empowerment.

Notes: In case of asylum seekers and refugees that will Volunteer abroad, buy the tickets just when all the necessary documents are available. For asylum-seekers, we need to be careful to not to book too much in advance as there are more chances to cancel than other Volunteers due to their legal situation.



4) Collective pre-departure training

It is suggested to organise a collective preparation with all Volunteers departing in the same period to ensure diversity. We recommend that the preparation of Volunteers last at least 2 days. Nevertheless the place, length, method and structure of the preparation training might change, according to the organisation resources.

Objectives:

- To facilitate the Volunteers' feeling of readiness to participate in the Workcamp.
- To support Volunteers reflecting upon their expectations and fears about the volunteering experience.
- To introduce Volunteers to the IVS movement's work and values.
- To ensure a common understanding of volunteering.
- To reflect upon their own stereotypes and prejudices.
- To understand inequality and discrimination dynamics.
- To understand the importance of taking an active part in society to transform inequalities.
- To learn how to deal with group dynamics and conflicts, getting ready for the community living.
- To create a sense of connection to the community of local Volunteers who will participate in Workcamps.

Content:

- IVS movement.
- Volunteering.
- Volunteers' Fears and expectations.
- Identity: individual and collective (gender, culture, etc).
- Interculturality (cultural shock, stereotypes, prejudices).
- Inequalities and discrimination.
- Community living.
- Conflict transformation.
- Non-Violent Communication.

Methodology:

The methodological approach of the training should be based on the principles of Non-Formal Education and ideally also influenced by Peace Education as it is one of the main values of the IVS movement.

Programme:

Ideally, the Sending Organisation will organise a 2 day residential and collective training for all the Volunteers that depart in the same period to facilitate that Volunteers start understanding the idea of

Phase #2 Preparation

community living and start connecting among each other.

Find here below a possible training programme for the training:

Day 1		Day 2
Morning - Session 1	Arrival	Inequalities and discrimination
Morning - Session 2	Welcome, getting to know each other and team building activities	Conflict transformation and Non-Violent Communication
Afternoon - Session 1	IVS movement and volunteering	Evaluation & Closing
Afternoon - Session 2	Interculturality and identity	Collective cleaning and tidying-up
Afternoon - Session 3	Personal reflection: Expectations and fears	Departure
Evening	Socialising and team building activities	

Methods: To find specific exercises to use for each of the above mentioned sessions, see the section [“Tools for preparation of Volunteers and Camp Coordinators”](#).

As you see, the training is a very important moment in the process of getting ready for the Workcamp so it is important that Volunteers take part in it. If for some justified reason, the Volunteer cannot take part in it, the Sending Organisation together with the Social Organisation that is working with the Volunteer, need to find an alternative to facilitate that the objectives and contents of the training course reach the Volunteer and they feel ready to take part in the Workcamp.

5) Pre-departure call

The last step in the preparation process is to contact the Volunteer two or three days before the departure. During the call:

- Ensure that the Volunteer is ready and knows how to get to the venue.
- Wish them good luck and that they enjoy the experience.
- Tell them about the follow-up activities if there is something concrete already planned like a post-camp event or an evaluation meeting.

Preparation of Camp Coordinators

Recommended for:



The preparation of Camp Coordinators should be realised by the Coordinating Organisation before the project starts.

Objectives of the preparation of Camp Coordinators

- To provide Camp Coordinators with the necessary resources to facilitate a process for a diverse group of Volunteers.
- To deconstruct stereotypes about youth with fewer opportunities.
- To ensure they understand the specific needs of Volunteers and are able to find ways to cover those.
- To provide them with the necessary resources to have a fruitful relation with Hosting Organisations.
- To provide them with the necessary resources to react and manage crisis situation.
- To ensure they understand the importance of the balance between responsibility and flexibility.

Step by step of the preparation of Camp Coordinators

1) Selection of the Camp Coordinator

It might be difficult to isolate criteria framing what a good inclusive Camp Coordinator is.

However, each organisation should take care to explain the necessity of being open minded, emotionally stable, possessing some experience in Workcamps or youth work, able to react in eventual critical situations, to have good communication skills and embraces the IVS values.

We also suggest they attempt to have diversity reflected in the Camp Coordinators' team and to involve Volunteers from the target group as Camp Coordinators once they will be comfortable with the role and responsibilities.

2) Meeting with the Camp Coordinator/s

Once the Camp Coordinator has been selected, it is the moment to have a meeting with them; ideally face to face but in case it is not possible, via video call or via phone call. In case, as the Coordinating Organisation, you don't have the resources to do different meetings with all Camp Coordinators separately, you can do one gathering them all or by groups.



Guide for the meeting

- It is important to create a safe and comfortable space for the Camp Coordinator/s so you can start the interview by introducing yourselves, the organisation you represent and the purpose of the meeting. Show openness towards their doubts and offer them to ask questions anytime.
- Give space for the Camp Coordinator to introduce themselves if it is the first time you will meet or if there is a group who haven't met each other before. This is a good space to check about their previous experiences as Volunteers or as coordinators in Workcamps or other international volunteering or exchange projects.
- Present the organisation and the IVS movement, its history, its values and its activities.
- Ensuring there is an understanding of the difference between IVS organisations and Humanitarian organisations and Voluntourism companies.
- Presenting volunteering and Workcamps as a tool for inclusion.
- Presenting the methodological approaches of Workcamps: Non-Formal Education, Informal Education and Peace Education.
- Explaining the Camp Coordinator/s their role and responsibilities: facilitating the group process, bridging the group of Volunteers and the Hosting Organisation, filling out the evaluation form at the end of the project and any other task that your organisation envisions for the Camp Coordinator should be clear about from the beginning.
- Facilitating the self-reflection process of the Camp Coordinator, allowing them to think about and express their fears and expectations as well as about their competences to be a Camp Coordinator and what they need to improve before the camp starts.
- Presentation of the Workcamp/s in detail. Explanation of the location, the programme, the tasks that will be developed by the Volunteers, the relation with the Local Community and the practicalities.
- Presenting the local activities that the Camp Coordinator can be involved in after the Workcamp.

3) Collective training

It is suggested to organise a collective preparation with all Camp Coordinators that will be involved in camps. We recommend that the preparation of Camp Coordinators last at least 2 days. Nevertheless the place, length, method and structure of the preparation training might change, according to the organisation resources.

Objectives:

- To facilitate the Camp Coordinators' feeling of readiness for the Workcamp.
- To introduce Volunteers to the IVS movement work and values.
- To ensure a common understanding of volunteering.
- To connect to the value of diversity in collective processes.
- To reflect about their own privileges and oppressions and the use they should make of them when facilitating the group.



Phase #2 Preparation

- To reflect upon their own stereotypes and prejudices, especially those related to the target group that they will be working with.
- To understand inequality and discrimination dynamics.
- To understand the importance of taking active part in society to transform inequalities.
- To learn how to deal with group dynamics and conflicts, getting ready for facilitating the group process.
- To make them feel ready to react to and manage crisis or emergency situations.
- To provide them with the necessary resources to have a fruitful relation with their Hosting Organisation.
- To create a sense of connection to the community of local Volunteers who will coordinate Workcamps.
- To ensure they understand the importance of the balance between responsibility and flexibility.

Content:

- IVS movement.
- Volunteering.
- Social inclusion in Workcamps.
- Identity: individual and collective (gender, culture, etc).
- Privileges and oppressions.
- Interculturality (cultural shock, stereotypes, prejudices).
- Inequalities and discrimination.
- Community living.
- Group dynamics.
- Conflict phases.
- Conflict transformation.
- Non-Violent Communication.
- Crisis management.
- Role and responsibilities of the different actors.
- Communication.
- Organisation.

Methodology:

The methodological approach of the training should be based on the principles of Non-Formal Education and ideally also influenced by Peace Education as it is one of the main values of the IVS movement.

Phase #2 Preparation

Programme:

Ideally, the Coordinating Organisation will organise a 2 day residential and collective training for all the Camp Coordinators that will coordinate camps in the same period to facilitate that they start understanding the idea of community living and start connecting among each other.

Find here below a possible training programme for the training:

	Day 1	Day 2
Morning - Session 1	Welcome, getting to know each other and team building activities.	Group dynamics and facilitation.
Morning - Session 2	IVS movement and volunteering.	Conflict phases and conflict transformation. Non-Violent Communication.
Afternoon - Session 1	Inequalities and discrimination.	Organisation skills. Communication skills. Crisis management.
Afternoon - Session 2	Interculturality and identity.	Evaluation & Closing.
Afternoon - Session 3	Personal reflection: Privileges and oppressions.	Collective cleaning and tidying-up.
Evening	Socialising and team building activities.	Departure of participants.

Methods: To find specific exercises to use for each of the abovementioned sessions, see the section [“Tools for preparation of Volunteers and Camp Coordinators”](#).

Preparation of the Hosting Organisation

Recommended for:



The preparation of the Hosting Organisation should be realised by the Coordinating Organisation before the project starts.

Objectives of the Hosting Organisation's preparation:

- To set a common understanding around what is volunteering and Workcamps.
- To raise awareness about the educational and inclusive potential of an international Workcamp.
- To emphasise the cooperation between the Hosting Organisation and the Coordinating Organisation.
- To build a horizontal cooperation between the Hosting Organisation and the Volunteers.
- To explain the philosophy and structure of the IVS movement.
- To make them aware of the importance of ensuring inclusion dynamics.
- To share with the Hosting Organisation all relevant resource persons reachable during the Workcamp.
- To make sure the local population is aware of the Workcamp, its positive impact on the Local Community.
- To involve local population in the Workcamp, to create the opportunity for them to participate in different moments of the Workcamp.
- To communicate with the local press, institutions, local associations, to give visibility to IVS initiatives.
- To involve the host in the evaluation of the Workcamp, when the project is over.
- To encourage the Local Community in implementing Workcamps on a long lasting basis and maintain regular exchanges also out of the summer season.

Step by step to the preparation of the Hosting Organisation

1) Starting the cooperation with a new Hosting Organisations

We are not talking about a selection process here, but while agreeing to start cooperating with a new Hosting Organisation for Workcamps, we need to make sure of the alignment in our main values and that we agree on common working processes at least for the projects we will share, in this case, international Workcamps.

2) Meeting with the Hosting Organisation and the Workcamp team

It is important that you can meet face to face with the different Hosting Organisations, if not possible with all of them, at least with the new organisations or with the ones who have new people in the team that will be in charge of the Workcamp.



Phase #2 Preparation

If the Coordinating Organisation's resources and the territory they cover allows, you can organise a collective meeting with all the Hosting Organisations that includes some training sessions. This will ease the work of having to do bilateral meetings with all of them and will ensure that this preparation process is richer, as it will gather more diversity. This meeting could last 1 day, depending on the resources of the Coordinating Organisation and the capacity of the Hosting Organisations to devote time to the preparation.

Guide for the interview

- It is important to create a safe and comfortable space for the Hosting Organisations so you can start the interview by introducing yourselves, the organisation you represent and the purpose of the meeting. Show openness towards their doubts and offer them to ask questions anytime.
- Create a “Get to Know Each Other” space in which the people from the Hosting Organisations and the organisations they represent can introduce themselves and can get to know who else is there. This can be a beautiful networking moment for them and a nice moment for you to check about their previous experiences in relation to International Volunteering or similar projects.
- Present the organisation and the IVS movement, its history, its values and its activities.
- Ensuring there is an understanding of the difference between IVS organisations and Humanitarian organisations and Voluntourism companies.
- Presenting volunteering and Workcamps as a tool for inclusion.
- Presenting the methodological approaches of Workcamps: Non-Formal Education, Informal Education and Peace Education. Ensuring that Hosting Organisations understand the pedagogical value of Workcamps and allow time for educational activities.
- Introducing the different actors involved in Workcamps and their roles and responsibilities ensuring there is a clear understanding of the ones of the Hosting Organisations: designing the project together with the Local Community (identifying needs, defining objectives, planning how to get them and defining tasks for the Workcamp), organising the accommodation and food, making sure that the venue and the tasks are accessible to different profiles of Volunteers, preparing the infosheet for Volunteers, coordinating with the Camp Coordinator for supporting the Volunteers during the Workcamp, etc.
- Ensuring the Hosting Organisations are aware of all the practical and organisational elements they are in charge of organising (accommodation, food, information about transport, Workcamp tasks and materials, etc.) and checking their ideas on how to organise for that.
- Introducing their role in the evaluation during and after the Workcamp.
- Facilitating the self-reflection process of the representatives of the Hosting Organisations, allowing them to think about and express their fears and expectations as well as about their competences to host a camp and what they need to improve before the camp starts.
- Creating a space for sharing practices among those Hosting Organisations with more experience and those newer.
- Creating a space to collectively plan for the organisation of Workcamps, learning from other points of view and focusing on the own project.



3) Meeting with the local hosting community

The Hosting Organisation is in charge of leading the process of organising the Workcamp and to make sure it is meaningful. It is important to involve people from the Local Community in the different stages of the process.

Ideally, the Local Community would be part of the designing process; the important thing is not to involve a big number of people but to involve as much diversity as possible; if it is only 3 people, then let that be three but ensure they represent different profiles of people from the community.

Then, the rest of the community should be informed about the project and invited to take part in it, when relevant for the project and for them. Find the most suitable place and time to present the Workcamp to the broader Local Community: a town meeting, a street activity, through the local press, etc.

Another element to consider during the preparation phase is when to find moments for the Local Community to merge with the group of international Volunteers so there can be a nice exchange there. That should be planned for and communicated to the Local Community before the camp starts.

4) Meeting with the Volunteers that require additional support

As it has been mentioned during the preparation of the Volunteers, there will be a moment for the Hosting Organisation to get in contact with the Volunteer, their family, their social organisation and their Sending Organisation. This could be done ideally via video call and, otherwise, via phone call. It is an important moment for the Volunteer so make sure the Hosting Organisation is sensitive to that and can be open to the doubts and concerns from the Volunteer. It is also an important moment for the Hosting Organisation to better understand the profile of the Volunteer, their needs, expectations and fears and to see how to support them during the camp.

5) Meeting with the Camp Coordinators

In the preparation process, there should be also some time for the Hosting Organisation to get in touch with the Camp Coordinator. This can be done the weeks prior to the Workcamp. It is not necessary that this meeting will happen face to face, this can be done via phone call or, if the organisation and the coordinator feel like, also via video call.

Also, a nice practice that helps to make a smoother welcoming of Volunteers is that the Camp Coordinator arrives to the Workcamp venue one or two days before the Volunteers arrive and uses that time to get to know the organisation, the location, the programme and the organisational aspects in details.

Tools for preparation of Volunteers and Camp Coordinators

Recommended for:



You will realise that in the training for Volunteers and that of the Camp Coordinators, there are some sessions in common. They are not meant to be exactly the same. The sessions with Volunteers are expected to facilitate their understanding of the concepts; the sessions with Camp Coordinators are expected to facilitate both their understanding of the concepts and, on a meta-level, facilitate their capacity to support their group of Volunteers to connect to those during the Workcamp. This means that either you will have to choose different methods for similar sessions or that with the same methods, you will have to go deeper in the reflection during the debriefing of the activities.

Content to be covered	With Volunteers	With Camp Coordinators
Welcome	x	x
Getting to Know Each Other	x	x
Team Building	x	x
IVS Movement	x	x
Volunteering	x	x
Interculturality	x	x
Identity	x	x
Privileges and oppressions		x
Inequalities and discrimination	x	x
Conflict phases		x
Conflict transformation	x	x
Crisis management		x
Organisation skills		x
Communication skills		x
Non-Violent Communication	x	x
Group dynamics and facilitation		x
Expectations and fears	x	x (covered in the meeting)
Evaluation & Closing	x	x
Socialising	x	x
Collective cleaning and tidying-up	x	x

Phase #2 Preparation

Welcome

When the group arrives, if they don't know each other, the atmosphere might be a bit icy. Make sure you welcome the group and give a small moment for them to say hi!

Welcome round	
Duration	5 - 10 minutes (depending on group size)
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none">• Welcoming the group.• Breaking the ice.• Creating a nice and welcoming atmosphere.
Description	<p>-Quick and warm welcome words by facilitators.</p> <p>-Quick round of names.</p> <p>-To add a gender perspective: it is a good idea to have a round of names with the pronoun they feel identified with. This will allow all gender identities to be welcomed in the group and avoid assumptions, which will facilitate people with non normative gender identities to feel included.</p> <p>-So all in all you go around with "I am ... and I would like to be called with the pronoun he-him / she-her / they-them / name / ...".</p>
Materials / Space requirements	Space that allows for the group to be in a circle and everyone can see each others' face.

Phase #2 Preparation

Introductions

Duration	15 minutes
Number of participants	Up to 30 participants. If more, get the whole group divided in smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	Allowing for everyone in the group to know all the actors, the purpose and the programme of the educational activity.
Description	<p>It is essential that everyone has the chance to get all the information about the educational activity and the people who are gathered there. The objectives, the programme, the timings, the organisers, the logistical functioning, etc. This helps people to see how their time will be like in this new setting and feel able to start being part of the group.</p> <p>How to do that? In workshops, give some 10-15 minutes for introductions; in few days trainings give one session for presenting:</p> <ul style="list-style-type: none">• The organisers: give space for the organisations that are leading the project to introduce themselves, present the organisation.• The facilitators: give space for the people who will be facilitating the process to introduce themselves, present who they are, what is their background, etc.• The purpose of the training.• The programme or the functioning of the project: present what is the plan for the next hours/days/weeks with as much detail as you can and specifying what is flexible (to be discussed and defined with the group) and what is not (explaining why).• The logistics and organisation of the daily life: give information on how some practical aspects will work, for example: accommodation, food, time for rest, possibility to smoke, drink, play music or make noise till a certain time or not, etc.
Materials / Space requirements	You might want to have some of the information written in big pieces of paper hanging from the wall so participants can come back to it when they need refreshment.



Welcome Diversity ritual	
Duration	10 minutes
Number of participants	No limit, just make sure everyone can hear.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Welcoming diversity in the group. • Starting to create a safe space.
Description	<p>Welcome diversity is a processwork ritual for welcoming the diversity in a group, naming it so to bring awareness of it to the group members. The facilitator will collect information from the group before the ritual (ideally during the registration period).</p> <p>It is important to create the atmosphere for it: The group sitting in a round of chairs or in a circle on the floor; if in a room, ideally play some soft instrumental music and soft light, or if outside, make use of the nature!</p> <p>Once the atmosphere is set and the group is sitting down, facilitators read the following text in a warm voice:</p> <p>We would like to welcome:</p> <ul style="list-style-type: none"> - All gender identities present in the room, be them normative or not: those of you who identify as women, men, trans, non-binary, queer, agender ... and those of you to whom none of these labels fit. - All ages, from _ to _ (find out before). - All your birthplaces (name them by villages, cities or countries, being aware of the possible sensitivity around that). - All your places of residence (name them by villages, cities or countries, being aware of the possible sensitivity around that). - All origins and descents. - All languages spoken here (name them if you know). - All levels of (the language of the training), be them native, advanced or beginner and I invite you all to pay attention to this diversity so to avoid having language barriers. - All your diverse bodies. - All medical and health conditions, be them visible or invisible. - All emotions: happiness, sadness, anger, fear and all possible combinations among them, they are all welcomed in this group and all welcomed to be experienced and expressed. - All sexual orientations: lesbians, gays, bisexuals, heterosexuals and all others we are not naming and for whom none of these labels fit. - All the different voices and interests around international volunteering, we're here to actively listen to all of them. - All Volunteers / Camp Coordinators coming for the first time or those who already have some experience. - We'd also like to welcome everyone who supported you to be here: your beloved ones, the ones that are present and the ones that are gone, those who encouraged you to come here and yourselves who took the beautiful decision to join a new collective learning adventure. - And finally, a bit more mystical: our ancestors, those who preceded us in the struggle to build a world of peace and justice. We would like to acknowledge we wouldn't be here without them and we would like to thank them for bringing them to where we are at and for inspiring ways ahead.
Materials / Space requirements	Welcome diversity text written in a poster so to hang it somewhere the group can read it after.



Getting to Know Each Other

Besides having a session for introductions, it is good to devote good enough and quality time to getting to know each other.

Name games

Mining greetings (Bautizo minero)	
Duration	10 minutes (depending on group size)
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none">• Welcoming the group.• Ice-breaking.• Creating a nice and welcoming atmosphere.
Description	<p>Each person in the circle, one by one, says their name with some nice “intonation” and at the same time does a movement with their body. The group echoes (repeats) the name with the intonation and the movement.</p> <p><i>This activity has been adapted and translated from an original exercise from Augusto Boal's Theatre of the Oppressed games and exercises.</i></p>
Materials / Space requirements	Space that allows for the group to be in a circle and everyone can see each others' face.

Ice-breaking

Walking around (Caminatas)	
Duration	10 minutes (depending on group size)
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Welcoming the group. • Ice-breaking. • Creating a nice and welcoming atmosphere.
Description	<p>Participants are invited to walk or move around the room, paying attention to their breathing and how they're feeling, stretching if needed.</p> <p>After few minutes, they are asked to keep walking or moving around and to start looking at each other, saying hi with their faces, no words or sound yet, and if comfortable they are invited to look at each other's eyes.</p> <p>Then, they are asked to make sure the space is well used and balanced (there is no space with a lot of people and the rest is empty - helping to bring group awareness).</p> <p>Then, we start playing with walking or moving speed: each person's own normal walking or moving speed will be 5. Participants are asked to slow down to speed 3, to speed up to 7, etc.</p> <p>Then, we start playing with opposites: "when I say STOP, you move, when I say MOVE you stop"; "when I say SHOUT, you say your name, when I say NAME you shout aaah!", ... and other proposals that you or the participants come up with.</p> <p>Then, if there is the mood to continue with this game, we can experiment walking or moving differently: as if we were on outer space, as if we were an elephant, a kangaroo, a toddler, ...</p> <p>Tip: Make sure you are aware of the mobility possibilities within your group when you propose the speeds and the opposites.</p> <p><i>This activity has been adapted and translated from an original exercise from Augusto Boal's Theatre of the Oppressed games and exercises.</i></p>
Materials / Space requirements	Wide space for the group to walk around without bumping into each other all the time. You can play some nice and relaxed (instrumental) music in the background.



Phase #2 Preparation

Silent lines

Duration	10 - 15 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none">• Getting To Know Each Other.• Ice-breaking.• Refreshing names• Experiencing different types of communication, mainly non verbal.
Description	<p>A long rope or a line of masking tape stands straight on the floor. Participants are asked to create a line and to touch the rope or tape with their feet. The game has to be played in silence, participants have to find “alternative ways” to communicate (they can use hands to make signs but no talking is allowed) and when they have to move from their position but their feet cannot leave the strip. They have to order themselves according to different tasks:</p> <ul style="list-style-type: none">- Alphabetic order of their name, from A to Z.- Time travelled to the training, from further to closest.- Number of languages spoken, from the least to greatest. <p>Once they think they are well organised, we ask them to go from beginning to end to check how close they were and to learn new things about peers. We can ask them to get organised by age, by countries of origin, by countries of residence, by number of siblings, by number of camps they have done, ... and any other relevant information to the group.</p>
Materials / Space requirements	Rope or masking tape.

Just to highlight: starting to get to know each other might awake the interest of getting to know more and more about each other. Be ready to create a space for that if it has not been foreseen or to clarify that it will not happen within the organised programme and that it is their responsibility during informal time. Encourage them to organise sharing time and leave space for self-organisation.

Phase #2 Preparation

Team Building

Keywords for debriefing: cooperation, emotions, leadership style, roles, trust, rules, active listening, respect.

- **For the Volunteers** to be aware of the Workcamp social setting and feel at ease with others and to be aware of the challenges that can occur when living together and how to prevent it and react to it.
- **For the Camp Coordinators** to be empowered to manage the group and ensure everybody's wellbeing and to facilitate the smoothen share of space, tasks. To be able to manage the group from a practical point of view.

The eggsercise	
Duration	60 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building and group dynamics. • Reflecting upon communication styles and roles division. • Experimenting cooperation and active listening.
Description	<p>Facilitators hide 6 eggs in an open space and explain the activity (10 minutes). Participants are shown where they are placed and they have 10 minutes to find a strategy that will allow them to find all the 6 eggs and bring them back with their eyes covered and in silence to the box safely. Then, they have 10 minutes to implement the strategy and to collect all the eggs or objects and get them back to the box. 2 or 3 participants can support the facilitators as observers and as taking care of the group not to get hurt. Closing the activity with debriefing (20-30 minutes).</p> <p>Guide for the observers:</p> <ul style="list-style-type: none"> - Who wants to lead? Who is actually leading? - Who observes? Who follows? - Who doesn't say anything? - Can you identify any other role? - What and how is the relation between the participants? Conflictual, calm, competitive...? - Is there any conflict? How do they face it? - Taking notes can help running the debrief after the activity. <p>Guide for the debriefing:</p> <ul style="list-style-type: none"> - Make a round of how everybody feel in one word. - Ask if anyone wants to react to someone's feeling or wants to share more. - Ask them to reflect on how did they get organised? Did it happen through a consensus? - Ask them to reflect upon their role in the group and how they feel about it. They can share with the group. - Ask them if any conflict occurred? If so, how did they deal with it? <p>If you want to play it a bit more respectful to vegan principles, you can replace the eggs by water cups filled to the top.</p>
Materials / Space requirements	Outdoors. 6 eggs or 6 water cups filled to top. Blindfolds per each participant (if winter, ask participants to bring their scarfs; if summer, bring some pieces of tissue to cover their eyes).



Phase #2 Preparation

Perfect shapes

Duration	10 - 15 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building. • Understanding and identifying group and leadership dynamics. • To make participants interact, to develop cooperation and to stimulate the active listening.
Description	Participants are blindfolded (scarf, tissue,...) and one of the trainers explains that the task of each group is to create a perfect square / triangle / pentagon... with the rope they're holding. Participants should find their way to cooperate and to create this perfect shape. If the group is too big, we can create 2 smaller groups.
Materials / Space requirements	Blindfolds (scarfs, tissues), rope.

The stick

Duration	20 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • To understand the challenges of achieving cooperative dynamics in groups.
Description	<p>Give a long light stick to a group. Every participant should put one finger under the stick. Once everybody is carrying the stick, the aim of the group is to bring the stick down almost touching the floor level, without putting the finger away as still as it is not touching the floor. The stick cannot fall down.</p> <p>What will probably happen initially is that instead of going down, the stick will go up because of the combined pressure of all the fingers. Concentration and a very big attention to others is needed to succeed to put it on the floor.</p> <p>Whatever the result will be, after 10 minutes of attempts, stop the exercise and debrief.</p>
Materials / Space requirements	One long light stick (a sweep stick, for example) per each group of around 5-6 participants.



Phase #2 Preparation

Spiderweb

Duration	40 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building. • Understanding and identifying group and leadership dynamics. • Making participants interact to develop cooperation and to stimulate the active listening.
Description	Participants will be in 2 groups. A spiderweb in rope is built outside (between 2 trees or poles, ideally). In the spiderweb there should be enough holes for all the group members. The aim is for all the participants to cross the spiderweb without touching it and using each hole only one time. They have to come up with the strategy.
Materials / Space requirements	Rope tied and tangled in a messy way between two poles. Make sure you are leaving some holes of different sizes for people to pass by without touching the rope, don't make it too easy or too difficult.

When eggs fly

Duration	30 minutes
Number of participants	Up to 30 participants divided in smaller groups of 5 people. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building and group dynamics. • Reflecting upon communication styles and roles division. • Experimenting cooperation and active listening.
Description	Participants need to create a structure that allows an egg to fly by the window or float in the swimming pool without being broken or without drowning. <ul style="list-style-type: none"> - 10 minutes designing strategy - 5 minutes building structure - 5 minutes groups testing their design - 10 minutes debriefing
Materials / Space requirements	Eggs, newspapers, draft paper, blue tack, ...



Phase #2 Preparation

Crocodile river / Chocolate river

Duration	40 - 60 minutes
Number of participants	Up to 30 participants. If more, get the whole group divided in smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building and group dynamics. • Reflecting upon communication styles and roles division. • Experimenting cooperation and active listening.
Description	<p>- Participants receive a certain number of “stones” (cardboard pieces) and they are divided in 2 groups, behind 2 lines, opposite to each other, with an “island” in the middle.</p> <p>- The place in between both lines is a crocodile river. Participants have to get the entire team across, finding their own strategies. Unfortunately, the river flow is so strong that it actually sweeps the stones away if someone is not holding them down (with a hand, foot, or other way). There could be some added challenges: 2 participants are blindfolded, 2 participants are taken one hand off or others you come up with.</p> <p>Note: This exercise usually quickly shows who leads, who uses more the space, sharing team responsibility, communication styles, ... It is recommended to have trainers and 1-2 participants as observers if possible.</p>
Materials / Space requirements	Around 8-10 cardboard pieces of around 20-30 x 20-30 cm. Masking tape to mark the starting lines. 2 blindfolds and 2 pieces of rope to tie hands.

The trap / The grid / The minefield

Duration	40 - 60 minutes
Number of participants	Up to 20 participants. If more, get the whole group divided in smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building and group dynamics. • To reflect upon communication styles and roles division. • Experimenting cooperation and active listening.
Description	<p>- An area (like a chess board) is marked on the floor, with as many squares per side as participants in the group. There is only one correct path that will allow participants to cross the board and they have to find it.</p> <p>- They have to go one by one and hand in hand. Only one person at a time can step in the board and there can only be one person stepping in one tile. There should be at least one correct tile in every row. If they don't step on the correct tile, all participants in the board have to go back and they have to start all over again.</p> <p>Note: Facilitators should have a map of the chosen path drawn in a paper before starting to remember it! This exercise can get really tense. It is recommended to have trainers and 1-2 participants as observers.</p>
Materials / Space requirements	Area with tiles or masking tape to draw the pattern. Pattern they need to follow drawn in a piece of paper for facilitators.



Phase #2 Preparation

The bottle	
Duration	15 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building and group dynamics. • Reflecting upon communication styles and roles division. • Experimenting cooperation and active listening.
Description	<ul style="list-style-type: none"> - Participants are split into 2 groups, one in front of the other behind a line marked in the floor. We place a bottle between them, at around 0,8 - 1 m distance of each group and they have to retrieve it without crossing their line. They usually reach it easily; - Then we place the bottle at around 1,8 - 2 m distance from the lines and they have to find a strategy to retrieve it. <p>Ideas for debriefing: we discuss the process of getting the first bottle, the process of getting the second bottle, the feeling when one group gets the bottle first, the cooperation or competition among the groups, ...</p> <p>Note: The game itself is quite fast and it is not for a long debriefing; it can serve as a teaser for a longer teambuilding game after.</p>
Materials / Space requirements	Masking tape to mark the starting lines. 2 empty bottles.

Marshmallow-Spaghetti tower	
Duration	25 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators For Camp Coordinators, you can connect the debriefing with the Group development phases by Bruce Tuckman.
Objectives	<ul style="list-style-type: none"> • Team building and group dynamics. • Reflecting upon communication styles and roles division. • Experimenting cooperation and active listening.
Description	<p>Participants are divided in small groups of 4 participants. Each group is given 20 spaghetti, 1 marshmallow, 1 m of string and 1 m of cello tape. They need to build the tallest possible spaghetti tower.</p> <ul style="list-style-type: none"> - 10 minutes group work - 15 minutes debriefing <p>Ideas for debriefing: we discuss the process within the group the achieved result, the feeling when being compared with other groups, etc.</p>
Materials / Space requirements	20 spaghetti, 1 marshmallow, 1m of string and 1m of cello tape per each group.

IVS Movement

Keywords for debriefing: International Voluntary Service, History, Peace, Transformation, Impact.

- **For Volunteers to** understand the framework in which they are doing their volunteering experience and the values they hold.
- **For Camp Coordinators** to understand the framework in which they are doing their volunteering experience and the values they hold as well as to be able to transfer that to the Volunteers in their camps.

IVS Quiz

Duration	30 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Learning IVS' history and past connection to Human Rights and Peace.
Description	<p>This can be an introductory activity about International Voluntary Service (IVS). Divide the group in teams and give them cards for answers with the letters A, B, C, D, E, F written on them. Ask them to decide a name for their group. Start reading questions, give some seconds to think of the answer and ask them to raise their cards with the answers all at once. Give the correct answer and explain.</p> <p>1) When did the IVS movement start?</p> <p>a. <u>1920</u> b. 1948 c. 1968</p> <p><i>After the first World War.</i></p> <p>2) What was the purpose of the IVS movement?</p> <p>a. <u>building peace</u> b. making friends from other countries supporting local communities c. no hate</p> <p><i>Building peace by international civil service: opposite to military service following the antimilitarist movements and with an international approach.</i></p> <p>3) Who was the founder of Service Civil International, the international movement that organised the first Workcamp?</p> <p>a. <u>Pierre Ceresole</u> b. Helene Monastier c. Lise Ceresole d. Mahatma Ghandi</p> <p><i>Pierre Ceresole was a swiss pacifist activist from antimilitarist and conscious objection movement. Helene Monastier was an SCI Activist who worked with Pierre. Lise Ceresole was Pierre's wife. Mahatma Ghandi and Pierre Ceresole met when SCI was working in India in 1930's.</i></p>



Description

4) Which was an important moment for IVS institutional recognition?

- a. 1920
- b. 1948
- c. 1968
- d. 2011

1948: After the Second World War, faced with the challenges of post-war reconstruction and an increasing number of Volunteer organisations, discussions occurred at UNESCO about ways to coordinate and encourage the efforts of volunteering. In April 1948 the International Workcamp Organisations Conference took place and the Coordinating Committee for International Camps was established and based at UNESCO headquarters in Paris.

2011: White Paper on IVS. The White Paper is a policy tool for networks and organisations engaged in the field of IVS and for policy institutions, civil society bodies and international institutions who share the values of IVS aiming to provide guidelines to support the goals of IVS on both the internal and external levels. It describes what IVS organisations and networks do, the way they work and the vision and strategies set to achieve their highest goals. Therefore, it can be understood both as a pedagogical tool, to help understand, debate and learn about IVS, and also as a policy tool, that allows to understand, support and develop the strategies within the IVS. The main objectives of the White Paper on International Voluntary Service are to explain the vision and importance of IVS and to present the common general objectives and strategies of IVS organisations. From this perspective, the White Paper is a valorisation of the work of IVS organisations because it analyses the results of the work carried out until now and, capitalising on this, it focuses on sustainable strategies for the following years within the network.

5) Which of these is not an IVS network or movement?

- a. Alliance of European Voluntary Service organisations (Alliance)
- b. International Cultural Youth Exchange (ICYE)
- c. Network for Voluntary Service Development in Asia (NVDA)
- d. Service Civil International (SCI)

All of them are!

6) What are the main actions of IVS organisations?

- a. Workcamps
- b. Mid-term & Long-term Volunteering
- c. European Solidarity Corps
- d. Trainings and Seminars
- e. Youth exchanges

All of them are in a way. But: Workcamps are the core activities. MTV/LTV are own programmes. ESC, Trainings, Seminars and Youth Exchanges are shared programmes with other non-IVS organisations.

7) What is the most significant impact of IVS Workcamps on Volunteers?

- a. Active participation increases from 35% before the project to 61% after the project.
- b. Volunteers feel they can travel by themselves (+6,3%)
- c. Volunteers tell others what they need or feel (+5,2%)
- d. Volunteers understand problems as opportunities that will improve their lives and themselves (+4,9%)
- e. Volunteers don't try to avoid situations that could lead to a disagreement or just stay silent (-4,1%)

All of them are correct! This data comes from an impact assessment project that was led by CCIVS.



Phase #2 Preparation

Description	8) What are the most significant impact of IVS Workcamps on the local communities hosting the Volunteers? <ul style="list-style-type: none">a. <u>Change in their understanding of other cultures, intercultural learning, valorisation of own culture (98%).</u>b. <u>Change in the participation of local people in the daily life of the community (79%)</u>c. <u>Better capacities of community members in dealing with conflicts in a nonviolent and constructive way (40%)</u>d. <u>The work contributes to the needs of the community (91%)</u> <i>All of them are correct! This data comes from an impact assessment project that was led by CCIVS.</i>
Materials / Space requirements	Powerpoint presentation with Questions & Answers. Projector. Cards for answers with A, B, C, D, E, F written on them. Space organised with small groups of chairs in small circles separated around the room.



Volunteering

Keywords for debriefing: participation, collectivity, transformation, impact. It is NOT voluntourism, colonialism, paid holidays.

- For Volunteers to be aware of what they are engaging with and deconstruct the idea that society has around volunteering.
- For Camp Coordinators to be aware of what they are engaging with and make sure they frame it in the same way for Volunteers in their Workcamps.

Image theatre on volunteering	
Duration	40 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To understand the background of the future Volunteers around volunteering. • To reflect upon the IVS principles and values. • To facilitate non-verbal reflection.
Description	<p>For this exercise, we will need a bit of body warm-up exercises to break the ice and practice, breathing in and breathing out, walking at different speeds when you say different numbers (1 is slow, 10 is fast), etc.</p> <p>After the warm up, ask participants to stand in a circle where everyone sees each other. Explain how image theatre works: participants will close their eyes, the facilitator will say a word - a concept, and participants will have to represent it using their bodies as a sculpture, it has to be static, they cannot move, and they should use both body and face to represent it (facial expression is important); once they will be ready, they can open their eyes.</p> <p>At this moment, the facilitator will invite everyone to look around and see what others have expressed.</p> <ul style="list-style-type: none"> - Some images might be similar, some images might be very unique. Take some time to explore what is behind them. - First ask the group what do they see in a certain image (ask the one who is doing the image to stay silent and keeping the posture and facial expression without changing it, even if they don't agree). - Then ask the person who did the image it to explain what did they meant with it. <p>Possible words/concepts to explore:</p> <ul style="list-style-type: none"> - Travelling - Volunteering - Helping - Participating <p>During the discussion on the images, frame the concept of Volunteer in relation to participation and differentiate it from travelling (voluntourism) and helping (paternalistic approach).</p> <ul style="list-style-type: none"> - International cooperation - Humanitarian aid <p>During the discussion, frame the concept of Volunteer as different from international cooperation (professionals in long term cooperation projects) and humanitarian aid (professionals in context of emergency).</p> <ul style="list-style-type: none"> - Volunteer - Camp Coordinator <p>During the discussion, make sure they understand the role of Volunteers (actively participate in the Workcamp) and Camp Coordinators (facilitate the group, link to the Hosting Organisation).</p>
Materials / Space requirements	Wide room big enough for the group to stand in a circle and move around.

Phase #2 Preparation

Moving debate on volunteering

Duration	40 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> To understand the background of the future Volunteers around volunteering. To reflect upon the IVS principles and values.
Description	<p>Participants will start all standing in a line in the middle of the room. The facilitator will say a statement and they have to move to one of the sides if they agree with it and to the other side if they disagree with it. They can take relative positions (not staying fully on the agree/disagree side) but they should not stand in the initial line. Once they have taken the position, the debate starts. The facilitator will ask few participants from each side to express why they agree/disagree. Once a few voices have been heard, you can follow a discussion on the key topics they are raising. If they initially took a position but through the course of the discussion, they find a new perspective, they can move.</p> <p>It is not about reaching a final statement everyone agrees on or about convincing others, it is about expressing and listening to different voices and the participants opportunity to learn something new.</p> <p>Choose 2 - 3 statements among the ones here below:</p> <ul style="list-style-type: none"> - International volunteering is alternative tourism. (Reflection on Volunteering VS voluntourism). - Volunteering exists to help/save poor communities. (Reflection on neocolonialism and paternalistic approaches to volunteering). - I can Volunteer alone. (Reflection on community and collectivity, the role of the organisations). - Volunteers are free to decide what do they want to do at every moment of the project. (Reflection on the participation of the different actors of the project). - Through international volunteering we can change the world. (Reflection on transformation, positive/negative impact, ...).
Materials / Space requirements	Room big enough for participants to stand in a line and move to the sides. If you want, you can stick a sign for “Agree” / “Disagree” in the relevant side so it is clearer for participants.



Phase #2 Preparation

Interculturality

Keywords for debriefing: differences, misunderstanding, co-living, cultural shock, dialogue, respect. It is NOT co-existence, transculturality

- **For Volunteers** to be aware of the intercultural dimension of Workcamps and be empowered to deal with it;
- **For Camp Coordinators** to have tools to manage possible conflicts due to the different cultural backgrounds of participants.

Abigail's Tale	
Duration	70 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To practise reflection, expression and understanding of different perspectives on one same issue.
Description	<p>Abigail's Tale is a story that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>When mixing with people from different cultures we should be aware that all their actions, values and attitudes are not necessarily defined by their culture. With this exercise you can show how similar people think differently, how they have different moral values and different ways of seeing reality.</p> <p>Abigail's Tale is a story that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <ol style="list-style-type: none"> 1. Give them a printed version of the story or tell the story (maybe drawing the characters on a flipchart). 2. Give them 3' to individually establish the guilty parties from the guiltiest to the least guilty. 3. Give them 5' in pairs to make the list again, they have to agree on the same list. 4. Give them 20' in groups of 5 to make the list again. 5. Do a group discussion (20') <ul style="list-style-type: none"> - Each group of 5 will present their list and their reasons. - Give space for some reactions. - Facilitate a process of understanding each other. 6. Debrief (15') <ul style="list-style-type: none"> - How did you feel while having to make the list individually? - How did you feel and what happened when you had to agree on it in pairs? and in groups of 5? - Bring awareness on what are the hot topics and the difficulties to understand others' point of view. - Bring awareness on when they are able to understand each other even when having different perspectives. <p><i>This activity has been adapted from an original exercise in "T-Kit 4: Intercultural Learning", Council of Europe and European commission, 2001.</i></p>
Materials / Space requirements	<p>Abigail's story printed out and/or Abigail's story characters drawn in a flipchart.</p> <p>Papers and pens for the groups</p> <p>Flipchart paper and markers for the debriefing</p>

Other methods you can use from different educational manuals:

"BaFa' BaFa'". It needs to be adapted, as it is conceived for youth from 14 to 18 in a Formal Education setting.



Abigail's story:

Once upon a time there was a girl called Abigail who lived in a house with her mother. Everyday she would walk across her town, over the only bridge crossing the river to see her boyfriend, Tom. Abi thought Tom was lovely! She would skip and sing on her way to see her boyfriend, and they were very much in love.

Of course Tom also thought Abi was lovely. He too would cross the town and the only bridge across the river to go and see Abi, but he didn't skip and sing, at least when the other boys were looking he didn't!

They were so in love and would walk around holding hands to show everyone how much they loved each other.

One night a great storm flooded the river and swept away the bridge, the only bridge so the next morning they could only stand on opposite banks of the river and wave to each other, both very sad that they couldn't hold hands.

Abigail cried. She cried and cried and cried and wanted to see her Tom, but it would be months before a new bridge would be built, and there was no other way to cross the river. Then after a few days Abigail saw a little rowing boat tied up on the river, and went to speak to the man who owned it.

«Please» Abi begged «Please row me across the river so I can see my Tom». The man who owned the boat was called Sinbad. Not many people spoke to him, and very little was known about him. Sinbad thought about Abigail's problem and offered to help. «I will row you across the river» Sinbad said, and Abi smiled, but she was happy to quickly. Sinbad continued «I will row you across the river, if you sleep with me.»

Abigail's smile turned into a frightful scream and she ran off crying. She couldn't decide what to do. She wanted to see Tom so badly, but didn't want to sleep with Sinbad. She felt torn between seeing her boyfriend and cheating on him with Sinbad, and she felt she needed to ask someone for advice, so sat down with mother and explained the whole story.

Abigail's mother listened to her story and when Abi had finished she looked at her mother, waiting for her advice. «well» her mother started «you need to sort this one out for yourself». Abigail's mother offered no advice as she wanted Abi to make the decision for herself.

Abi was now more confused than ever and sat in her park thinking over her options. She decided she wanted to see Tom more than ever... he would know what to do, so she jumped up and went to Sinbad.

After she slept with him, Sinbad kept his word and took her on his boat across the river. Abi ran as soon as she arrived on shore to Tom. Tears running her face, she banged on his door and he was very shocked to see Abi, and to see that she was so upset. Abi explained everything that happened to her, and when she told Tom she had to sleep with Sinbad to see her, he went crazy.

«WHAT!» he shouted «you cheated on me... with Sinbad!» Abi tried to explain why she did it, but Tom was so angry he slammed the door shut and didn't want to speak to Abi again.

Abi cried some more, and now was on the wrong side of the river to ask her mother for advice, but she knew where Tom's best friend, Bob, lived.

She went around to Bob's house and explained everything to him. Bob let her into his house and gave her a nice cup of tea to try and help things. As Abi explained what had happened today, Bob was disgusted with how Tom had acted. So disgusted in fact that he went around to Tom's house and beat him up for treating Abi so badly.

Then Bob left with Abigail.

And this is where our story ends.

Phase #2 Preparation

Identity

Keywords for debriefing: complexity, self-confidence, originality, uniqueness, respect.

- **For the Volunteers** to know personal and other people's perceptions and respect them;
- **For the Camp Coordinators** to know better the participants of the project they are leading.

My identities	
Duration	60 - 90 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Encouraging self-reflection. • Enhancing personal openness. • Reflecting on our multiple identities in the context of HR. • Reflecting on how each personal identity has been developed through life's experiences. • Making participants reflect on their roots.
Description	<p>The word Mandala comes from Sanskrit language and means circle. A Mandala can be described as any form of circular geometric design that contains symbols of a person's inner self, guiding principles and values and ideas about the world.</p> <p>Trainers will have drawn a simple and uncoloured Mandala model on a big piece of paper and give one to each participant. The Mandala has to be divided in 4 quadrants: privileges, values, biases and challenges. The 4 quadrants have a common core in the centre, which is the Mandala = self.</p> <p>The activity can be introduced by some guided meditation, with participants sitting comfortably in some corner of the room with eyes closed and soft music and trainers guiding them with few questions along their lives journeys (think about your first memory in life, how was your childhood, what did you like, etc).</p> <p>Participants are invited to take some individual time and take their empty mandala and some creative materials, find a comfortable space to sit down and reflect upon the 4 elements that have been given and express it in a creative way by drawing, painting, writing, ...</p> <p>There will be no plenary at the end of the session, so, for early finishers, they can pair up and share it with another person. Keeping in mind that we are all free to be curious and ask respectful questions and we are all free to answer them or not.</p> <p><i>This activity was designed by the trainers team of the CCIVS training "ToT Seeding Peace" in September 2018 and is included in the CCIVS "Handbook Seeding Peace".</i></p>
Materials / Space requirements	A3 papers, colourful markers, colourful pencils, paintings.



Phase #2 Preparation

<h1>Who are you?</h1>	
Duration	60 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<p>Raising awareness about:</p> <ul style="list-style-type: none"> • the variety of processes / dimensions involved in the construction of individual identities. • the impact of social events on one's own identities. • how differences of social contexts can induce differences identities construction / evolution.
Description	<p>It is really important to create a comfortable setting and atmosphere before starting the activity.</p> <p>The first step is a meditation moment. One of the facilitators, smoothly talks to participants and invites them to close their eyes, if they feel comfortable with that, and consider the variety of dimensions constituting individual identities. The facilitator can read some of them to make it clear: gender, ethnicity, socio-economic class, sexual orientation, nationality, etc. The facilitator encourages participants to consider these dimensions and link them to their own experiences. They also invite them to think of any missing dimension that would be meaningful to them to be added to the list (at the end of this collective introspection, participants can share these additional dimensions).</p> <p>After the meditation time, participants are sent to reflect individually on the events that affected their perception of their own identities by drawing 2 timelines:</p> <ul style="list-style-type: none"> - One timeline shows events that have occurred in their context (country, society, community). - One timeline shows the events that have occurred in their lives. <p>After drawing the two timelines, participants are invited to reflect upon the impact of these contextual events on their lives and on the perception of their own identities (from the participant's birth until now).</p> <p>Once the individual time has passed, it is time to share a bit about 1 or 2 relevant elements from the events and the reflections. If the group is small, the sharing can be done in plenary (it is important to bring awareness of time to the group before starting to share). If the group is big, it is difficult to create a safe-enough atmosphere for everyone to be able to share, in that case, it is better to stay in small groups.</p> <p>This activity can be very sensitive and participants can get emotional so the role of the facilitator is to be there to welcome and support those moments.</p> <p>At the end, the whole group gathers again and the facilitator asks participants how did they feel and supports the emotional sharing process. Facilitator can ask: How did you feel during the meditation? and during the individual reflection? and during the sharing time?</p> <p>This activity links very well to the introduction of the concept of intersectionality from a personal approach. In case that is the purpose of the activity, at the end of it, the facilitators can introduce the concept of intersectionality with a small talk.</p> <p><i>This activity was designed by some participants of the CCIVS training "ToT Seeding Peace" in September 2018 and is included in the CCIVS "Handbook Seeding Peace".</i></p>
Materials / Space requirements	<p>Big space so that participants can spread out for the introspective time.</p> <p>Big paper sheet to write the dimensions of identities.</p> <p>Any equipment to create a cosy atmosphere (pillows, candles, meditation music...).</p>



Phase #2 Preparation

Privileges and oppressions

Keywords for debriefing: power, rank, privilege, oppression.

- **For the Camp Coordinators** to be aware of their own privileges and oppressions and of the higher rank that a coordinator has within a group and to find their own strategies to make good use of them.

Note: Even when we want to build horizontal structures, someone in charge of coordination, due to the previous information, preparation, etc, has a higher rank than others; we need to be aware of that, acknowledge it and find strategies to involve people in the group process.

Self-reflection on rank	
Duration	45 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To reflect on their own privileges and oppressions. • To find strategies to work on them before and during the Workcamp.
Description	<p>Create a safe and cozy atmosphere for deep and maybe difficult self-reflection. Introduce the purpose of the activity and the concept of rank. Give printed copies of the exercise below to the group and give them around 20 minutes individual self-reflection time. At the end, you can create a collective sharing time for debriefing on the individual exercise.</p> <p>Concept of rank:</p> <p>Rank is defined as «the sum of privileges of a person» by Arnold Mindell. This is unstable and in constant change since the sources of power are diverse. The rank does not depend on the person who holds it, but on how other people perceive it in relation to the qualities that the group/society values. The rank of power of a person within a group is defined based on how they is placed in those elements that grant privileges. The rank is set in 4 areas:</p> <ul style="list-style-type: none"> • Social: relative to socially and culturally valued demographic features such as skin colour (white as the privilege), gender (male), economic level (rich), religion (Christian), sexual orientation (heterosexual), age (adults), physical appearance (beautiful), health (healthy, fit, able), education (higher education), occupation (employed, good job). • Psychological: encompasses the communicative and interpersonal abilities and skills, the capacity to lead a group one belongs to. Knowledge, effort and dedication, involvement, crisis management, security, oratory, creating positive relationships are valued. • Contextual: it is the position or role that one has in the structure or organisation one belongs to, as well as the knowledge and the journey (how long has the person been there). • Spiritual: it relates to internal and authentic self-security. It refers to the capacities to motivate, catalyze energies, agglutinate, generating strong attraction towards others. <p><i>This activity has been adapted and translated from an original exercise by Matriu.</i></p>
Materials / Space requirements	Printout for the exercise Pens

Classify your rank from 1 (little) a 5 (a lot)

Social Rank	
Ethnic and social group	
Gender identity	
Religion	
Education level	
Socioeconomic class	
Age	
Physical condition	
Sexual orientation	
Beauty	
Languages	
Contacts network	

Contextual rank	
You have experience in volunteering and coordinating groups	
You feel comfortable in relation to volunteering and coordinating groups	
You can easily express when you disagree with the group's opinions	
When you are not there, you are missed	

Spiritual rank	
Connection with your beliefs in this life or in another one after death	
Connection with yourself	
Feeling centred	
You have a relatively clear sense of life	

Psychological rank	
Intelligence	
Self-confidence	
Character strength	
Capacity to easily solve tensions & problems	
Capacity to communicate & influence other people	
Emotional maturity	

Now have a look at the results. In which dimensions you have more and less rank? How does that make you feel?

We would like to invite you to celebrate your privileges and be thankful for how lucky you are, for how much pain your privileges protect you from and for how they enrich your life. Are you aware of this? Does this make you happy?

How are you using your more powerful privileges? Choose one and think of how are you using them as Camp Coordinator. Think of other people or other groups not having those privileges. Can you use your privilege so that other people can feel proud of their privileges and bring some light to their problems? Or you feel ashamed of this privilege?

Which tensions and problems come up in your work as Camp Coordinator? In which way are they related to your lack of awareness on your privileges?

Imagine yourself using your rank and privileges to change your way of relating to the community and the world. How would that look like?

My power plot

Duration	45 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Camp Coordinators
Objectives	<ul style="list-style-type: none"> To reflect on their own privileges and oppressions. To find strategies to work on them before and during the Workcamp.

Description	<p>Create a safe and cozy atmosphere for deep and maybe difficult self-reflection. Introduce the purpose of the activity and the concept of power, privilege and oppression. Discuss with the group what is the social norm for each of the axis of the plot (see below). Allow some time for questions, dilemmas, etc. Give printed copies of the power plot below to the group and give them around 20 minutes individual self-reflection time. Guide them like this:</p> <p><i>Think about yourself in each of these axis. Put a spot in the line for each of them according to where do you think your privilege/oppression level is: centre is totally oppressed, outside is totally privileged. Once you are finished, unite the spots and you will end up with a plot drawing, probably an uneven one.</i></p> <p>At the end, you can create a collective sharing time for debriefing on the individual exercise:</p> <ul style="list-style-type: none"> How big/small is your power plot? How does that make you feel? Where are you most privileged? And most oppressed? Where did you take that from? Did you inherit it? Did you build it on your own? How does one axis interact with the other? Is it the same to be a white woman than to be a black woman? Is it the same to be an abled unemployed man than to be a blind unemployed man? <p>Concepts of Power, Privilege and Oppression: Power is understood as the capacity of a person or a group of people to achieve their purpose. It can be used to meet individual and collective needs or solely for self-interest, abusing of power. Based on that, we classify power in 2 types: - Competitive power: from a domination-submission relationship generating pattern of discrimination and, therefore, of violence. That is an oppressive power. - Cooperative power: from a model of equal relationship and search for synergies to add efforts and skills towards the common goal: to find options for conflicts that respond to the needs of all parties.</p> <p>Privileges are not visible for those who hold them, they are simply there, they are part of life and the world, it's just the way it is. (Wildaman, 1996). Privileges are invisible because the privileged group determines the social norm according to their characteristics.</p> <p>Oppression is an abusive and systematic exercise of power carried out by one part of a group against another part with less power.</p>
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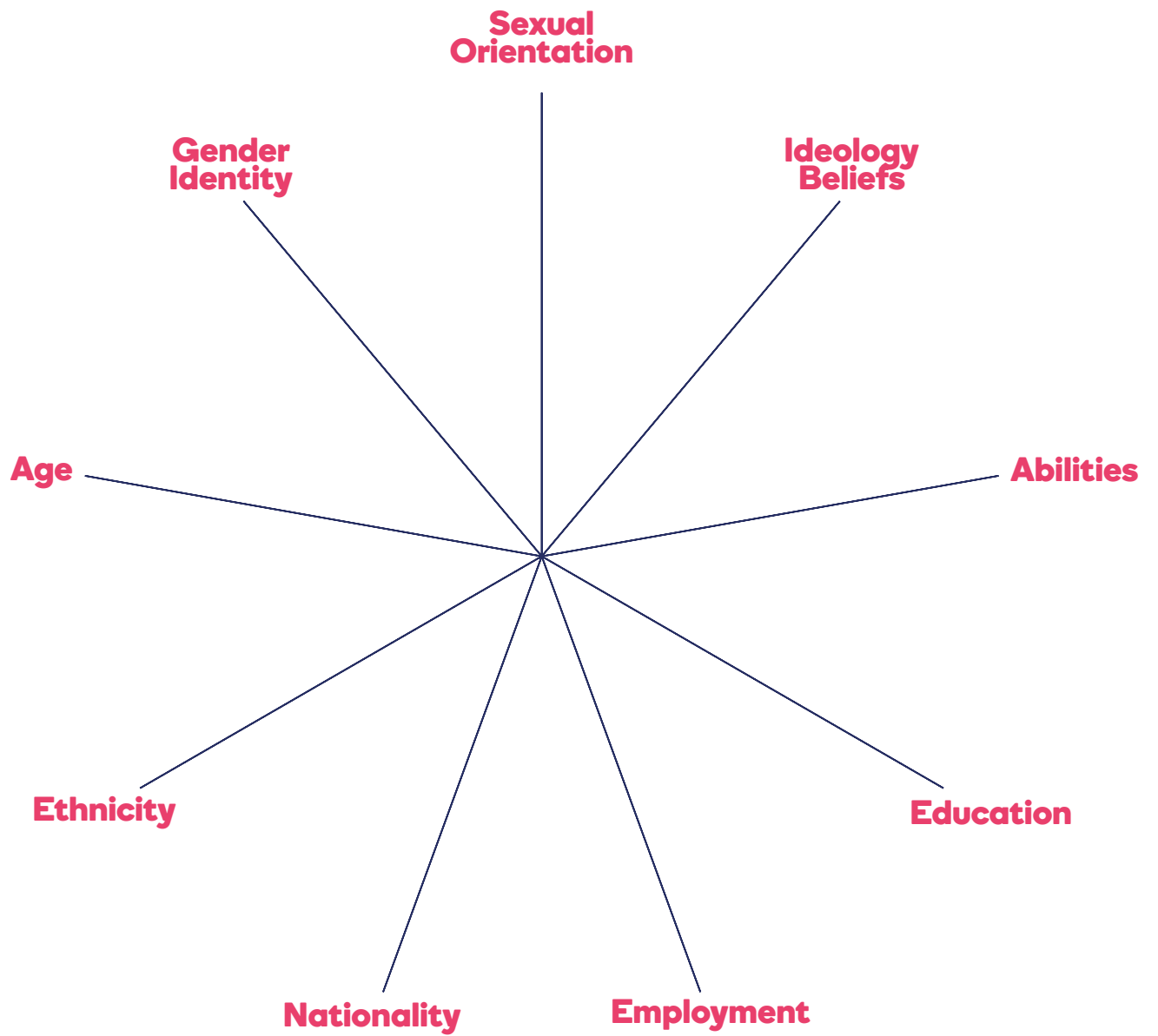


Phase #2 Preparation

Description	<p>Discussion on the social norm:</p> <ul style="list-style-type: none">- Gender identity: Privileged would be cis men; oppressed would be cis women and even more oppressed would be trans women/men, queer and non-binary people.- Sexual orientation: Privileged would be hetero and oppressed would be lesbians, gays and bisexuals and any other sexual orientation not fitting into these labels.- Ethnicity: Privileged would be white people; oppressed would be, for example, black people, arabs or any other ethnicity not normative where they live in.- Nationality: Privileged would be those who reside in a country where they hold its nationality; oppressed would be migrants, asylum seekers, refugees and people residing in a country in which their felt nationality is not recognised.- Abilities: Privileged would be those who have a healthy and abled body and mind; oppressed would be people with mental or physical disabilities.- Education: Privileged would be those who enjoy quality and paid/free higher education; oppressed would be those who were not able to access or finish their studies.- Employment: Privileged would be those who are employed and working in fair conditions; oppressed would be those who are unemployed or working in exploitation conditions.- Age: Privileged are middle-aged adults; oppressed are children, youth and elderly people.- Ideology / Beliefs: This one depends a lot on the context but generally being in line with the mainstream political or religious thinking gives you privilege and not being in line with it makes you fall into oppression. <p><i>This activity was designed by Clara Giberga for working on Power mainly in the context of youth organisations.</i></p>
Materials / Space requirements	Flipchart Markers Printout “My own power plot” Pens



My power plot



The Cubes

Duration	90 min
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> To reflect on the mechanisms of unequal exchanges, the relations to power and interdependence. To reflect upon how the group react when confronted to situations of competition.

1) You divide the participants in 4 groups of around 5 people (so you should have a group of around 20 people, but it can work from 12 to 28 people). The number of people per country doesn't have to be the same. Each group has the name of an imaginary country.

- The idea is that 2 groups represent 2 less developed countries, and the 2 others represent developed countries.
- They each get different production tools. The goal of the game is to produce a maximum of cardboard cubes meeting good standards:
- The edges must be drawn in pencil and all fully covered sticky paper, even if an edge is constituted by a fold.
- The participants can't get out from the room either take personal objects.
- The table of distribution of resources each country gets to product the cubes is presented by the facilitator.

	Glue	Ruler, pens	Scissors	papers
Country 1	A lot	3	1	1
Country 2	A lot	3	2	2
Country 3	few	-	-	15
Country 4	few	-	-	10

Resources of Country 1 & 2 are meant to represents the access to technologies (pens, scissors...) and the lack of raw material (paper).

Ressources of Country 3 & 4 are meant to represents the access to raw material and the lack of technologies.

Description

2) After the rule explanation, the game can start. (during 40 minutes)

According to the groups, the activity happens in a calm or conflictual atmosphere.

Some participants tend to turn to the facilitator to ask him «Can we steal? »,« Can we to sell... ? ». These questions must remain unanswered. It is up to the participants to create their standards.

The facilitator refrains from intervening except for the timing: «Be careful, it remains ten minutes ». For observation, the use of video is possible.

3) After forty minutes, an international commission consisting of one delegate per country is constituted to make accounts. The delegates,with their rules, check the cubes and eliminate those that they consider defective. This process avoids the facilitator to be felt like a stakeholder for a country. It is important to insist on the fact that the production of cubes is totaled by country. He may happen that participants have decided to produce all together by bringing together the tables of the four countries.

4) The facilitator writes the number of accepted cubes by country on a black/white board and declares the winner.

5) The group then form a circle where each country will speak to share its history and its evolution. The debate opens with the contribution observers.



Phase #2 Preparation

Objectives	<p>Debriefing</p> <p>To complete the exercise, we can think, within each country first, in plenary then, what happened inside the group related to the external reality. As for the functioning of group, what «world» has been created? A world of cooperation? A world of competition? Regarding individual behaviors, who was negotiating, who organised the work, who was stayed in production, who remained passive, observer, tourist, strolling from one table to another to watch ? Who went to steal, who triggered the fight, who didn't support the conflict, theft, who revolted against the rule and what form did it take? Have these roles been negotiated, or has it have been individual decision ?</p> <p>It is not a psychological analysis but an attempt to understand social logics. For example, we often find that women tend to get execution roles and men leadership roles. These roles may also be related to the type of training/education people received... Participants can also realise that their attitude in the game can match the attitude that they have in life regarding competitiveness for example. This debate can lead to a reflection on the origin of their attitude, on their integration or the operation of the social model that dominates them.</p> <p>As for the «real reality», do international exchanges work this way in reality and in history? Can we link some phases of this game with some historical event?</p>
Materials / Space requirements	<p>A big room 4 tables and one chair per participants One recap board (1 column per country) Makers Tape 28 sheet of paper 6 pens 3 pairs of scissors Slat</p>



Climate refugees

Duration	90 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Reflecting upon the links between climate change and forced displacement • Understanding possible (root) causes for climate refugees or climate change/forced displacement
Description	<p>We start by asking participants to stand in a line side to side one to the other.</p> <p>5 minutes: Hand out papers with the roles of the characters they will take on.</p> <p>10 minutes: Meditation to enter into the role. We ask participants to close their eyes and we have some meditation time to connect to the role.</p> <ul style="list-style-type: none"> - Imagine your childhood, youth, adulthood. - What does your family and friends do? - What do you do with your life? - What hopes do you have for your future? <p>15 minutes: Take a step forward.</p> <ul style="list-style-type: none"> - You have never been worried about environmental issues. - You have never been worried about the wellbeing of nature around you. - You have never been worried about the future life of the next generations. - You have affordable access to enough drinkable water at home. - You have affordable access to enough food for you and your family. - You have affordable access to energy to use in your daily life (gas, electricity). - There has never been a conflict in your country related to the extraction and availability of natural resources. - You can afford to pay for fuel for your motorbike/car/personal means of transport. - You have never seen your work (or that of your closest relatives) being affected by an extreme weather event, or a natural disaster. - You have never seen your life (or that of your closest relatives) being affected by an extreme weather event, or a natural disaster. - You have never considered having to flee your home country due to situations related to climate change. <p>10 minutes: Initial reactions + Leaving the role.</p> <ul style="list-style-type: none"> - How do we feel? - Who are they? (by blocks) - Discovering the roles and exiting the role.



Phase #2 Preparation

Description	<p>35 minutes: Debriefing (Plenary)</p> <ul style="list-style-type: none"> - What are the main reflections you take out of this activity? - What is our position (out of the role, as ourselves) towards climate change? - Why do we have that position? How have we reached it? - What is our role towards climate change? And towards forced displacement due to climate change? - Is climate justice a luxury? Some people argue that environmentalism is a ‘luxury’ cause. Others argue that developing countries are most impacted by the environment, and therefore, should be addressing the issue. <p>Note: Most of the times, during the debriefing, some participants say that the result is not so real because the roles are made up. Give space to that critique and reflect about how they built up the role and how they think the reality is.</p> <p><u>Small groups work (if enough time) or some posters around the wall to collect ideas for change (if short time):</u></p> <p>Give space for participants to reflect upon what what can we do about it? At different levels or in different sectors:</p> <ul style="list-style-type: none"> • Individual: What can we do in our daily life? • Community: What can we do in our immediate Local Community? • Policy: What can we do to affect policy at a local, regional, national, european, global level? • Education: What is the role of education/IVS in raising awareness about Climate Change and the consequences it has on the forced displacement of people. <p><i>This activity is based on the CoE's Compass Manual activity "Take a Step Forward". It was adapted by the trainers team of the CCIVS training "ToT Seeding Peace" in September 2018 and is included in the CCIVS "Handbook Seeding Peace".</i></p>
Materials / Space requirements	<p>Ideally outdoors or in a big room clear from chairs and tables. Take a step forward roles cards printed and cut. Posters "Seeds of change": Individual, Community, Policy, Education, IVS movement prepared and hanging on the wall.</p>

You are a high-level politician in a North-American Country

You are a high-level politician in a South-American Country

You are a high-level politician in a European Country

You are a high-level politician in an African Country

You are a high-level politician in an Asian Country

You are the CEO of a transnational company based in a North-American Country



Phase #2 Preparation

You are a supermarket worker in a South-American Country

You are a supermarket worker in a European Country

You are a supermarket worker in an African Country

You are a supermarket worker in an Asian Country

You are a Sri Lankan citizen who survived the Tsunami in 2004
and you had to flee your hometown with your family.

You are an US citizen who survived the Hurricane Katrina in New Orleans (2000) a
and you had to flee to Atlanta with your family.

You are a citizen of Haiti who survived the Earthquake in 2010 and
you had to flee to a displaced persons camp with your family.

You are an Ethiopian citizen who is struggling to survive the drought caused by “El Niño” a weather
phenomenon that brought warmer-than-average temperatures to East Africa and elsewhere.

You are a citizen of Pakistan who is struggling to survive the ever hotter heat events
causings thousands of deaths with temperatures raising up to 53,5°C.

You are a staff member of an international environmental NGO
based in Amsterdam, The Netherlands.

You are a staff member of the regional office of an international NGO
in Republica Dominicana who works in Humanitarian Aid.

You are a Volunteer from Italy going to an international environmental Workcamp in Germany.

You are an environmentally concerned trainer in the Non-Formal Education field.

You are a climate justice activist who is leading a campaign
to advocate for states to set and respect a limit to CO₂ emissions.



Migration through Image theatre	
Duration	40 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Raising awareness about migration and to think more deeply about the issue. • Reflecting on and question the connotations we attached to the word “migration”.
Description	<p>Participants are invited to form smaller groups (3 - 5 people). They will secretly be given a word that they will have to represent by creating a still image using their bodies, with no movement. Then, the rest of the group will have to guess their word. We give the same word to all groups: Migration.</p> <p>They'll then have 10 minutes to discuss their understanding of the word and to agree a way of creating their still image. A good way to explain what they have to do is that it is like taking a photo or making a statue.</p> <p>Then we'll have 10 minutes to see all the still images created by the group, one at a time. As facilitator, some guiding questions can be:</p> <ul style="list-style-type: none"> - What do you see? Who do you see in this image? - What does the image make you feel? <p>Participants will then have the opportunity to “sculpt” 1 or 2 changes in the image (no movement, only changing postures) to have a fairer picture and we will discuss on how is this an improvement of the initial situation. We will also reflect whether the change is realistic in the actual situation or it looks like a magic solution.</p> <p>We'll leave the last 15 minutes to capture key comments or ideas so they do not get lost.</p> <p>Note: Still images are very useful as an immediate way of communicating ideas or telling a story. We suggest to use them as a way of opening the session or a topic (freedom of movement, migration). As facilitators, be mindful of the participants wellbeing (do not leave the still image for 2 minutes, as actors might be uncomfortable!) and pay attention to the details (of the still images and of the responses from the group).</p> <p><i>Activity created by the participants of the Training of Trainers for Peace and Human Rights Education “Seeding Peace” held in Turkey on September 2018. This activity is based in Augusto Boal’s Image Theatre technique.</i></p>
Materials / Space requirements	Wide and empty space to move around.

Other methods you can use from different educational manuals:

- “[Ten chairs of global inequality](#)” from Right Sharing of World Resources.
- “[Take a step forward](#)” from Compass: Manual for Human Rights Education with young people
- “[Sailing for a new land](#)” (needs to be adapted, as it is thought for children) from Compasito: Manual for Human Rights Education for children



Conflict

Keywords for debriefing: conflict, positive perspective of conflict, conflict phases, conflict management strategies, cooperation.

- **For the Volunteer** to be aware of the possible conflict situations happening during a Workcamp, reflect upon their possible reactions and reflect upon how would they like to contribute to the conflict transformation in the group.
- **For the Camp Coordinator** to understand conflict, conflict phases and how to facilitate conflict processes in groups.

The chairs war	
Duration	30 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To understand the concepts of conflict and pseudo-conflict. • To reflect upon the positive perspective of conflict.
Description	<p>This activity can be used as a thematic energiser. Before the activity starts, there should be a pile of chairs in the hall of the room.</p> <p>5-10 minutes Activity: Participants stand in a circle in the room and they are asked to stay silent from this moment. You will distribute a paper to each participant and they have to secretly read it so others can't see. The paper contains one of these three tasks:</p> <ul style="list-style-type: none"> - Bring all chairs to the room - Create a circle with all chairs - Make everyone sit on the chairs <p>As you see, the three tasks are not incompatible; still, as they don't know what others have to do and they cannot talk to each other, the activity will probably develop in a chaotic way and they might not fulfill the three tasks. Give them 3-5 minutes to fulfill their task and observe. After 3-5 minutes, whatever the result is, stop the activity.</p> <p>10-15 minutes: Debriefing:</p> <ul style="list-style-type: none"> - How do you feel? - What happened? Why? - Did you complete your task? How? Why? - What were the tasks of others? (Make them guess, not reveal) - Once they know the tasks: What could have been done? (Bring them to realise that the 3 tasks were compatible) - What prevented us to cooperate? (In case it happened) - How does it relate to real life? <p>5-10 minutes: Input:</p> <ul style="list-style-type: none"> - Introduce the concept of conflict - Introduce the concept of pseudo-conflict - Introduce the concept of conflict as an opportunity
Materials / Space requirements	<p>A room with a hall of similar size A pile of chairs placed in the hall of the room An empty room Tasks written/printed in small papers</p>

Phase #2 Preparation

The line	
Duration	40 minutes
Number of participants	Up to 30 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> To understand the different strategies of conflict management.
Description	<p>5 minutes: Activity: The facilitator asks around 6 or 8 Volunteers (it needs to be an even number) from the group. The others stay in the circle and observe; ensure there are at least 10 people observing. The facilitator asks the Volunteers to stand in pairs facing each other with the line in between them. Then, tell the Volunteers that they have 2 minutes to fulfill their task, which is to bring the person in front of them (your pair) on your side of the line without talking to each other. Ask others in the circle to just observe. Don't give more instructions or answer questions and start counting the time. Once the time has past, stop the activity.</p> <p>15 - 20 minutes: Debriefing: Ask the participants in the circle: What has happened? What have you seen? What did they do? Then ask the Volunteers: What did you do? Did you fulfill your task?</p> <p>15 minutes: Input: Introduce the conflict management strategies with the diagram below and use the examples of how they have managed the situation. If you have an advanced group, ask them how could they have transformed the conflict? Allow different voices to express themselves and reflect a bit around it. The conflict transformation here would be removing the line, which would transform the context of the conflict.</p> <div style="text-align: center;"> </div> <p><i>This activity was designed by trainers team from Academy for Peace and Development and is included in the UNOY's Toolkit "Youth4Peace".</i></p>
Materials / Space requirements	Long straight line (around 8-10 meters) in the middle of a circle in the room with masking tape (something you can easily remove from the floor later).

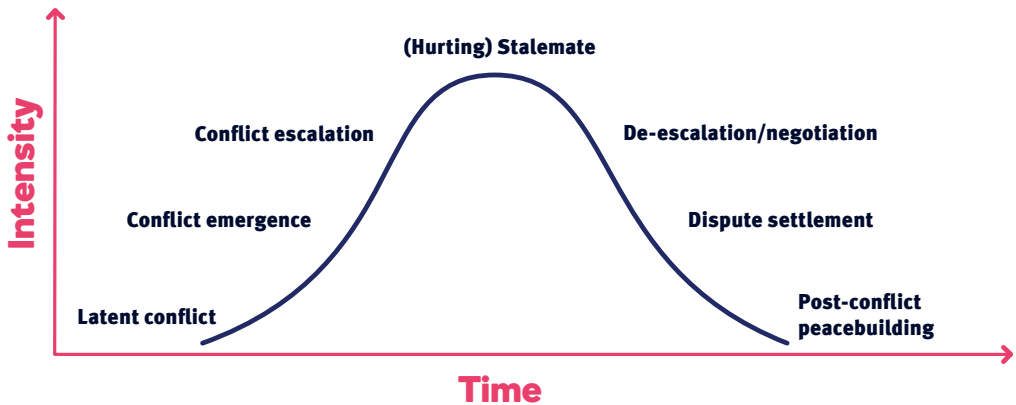


Learning to support groups to deal with conflict

Duration	70 - 90 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Camp Coordinators
Objectives	<ul style="list-style-type: none"> To understand the conflict phases. To learn about what can be done to get ready for conflict. To learn about facilitation of group conflicts.

Introduction to conflict phases:

- Quick version (10 minutes): You can introduce the conflict phases by presenting this graphic and explaining the phases with examples of an interpersonal conflict.



Description

- Long version (30 minutes): You can introduce the conflict phases by showing the movie “The Neighbours” as a case study to analyse. You introduce the phases quickly with the graph, you show the movie (8-10min) and you ask the groups to identify the moments in the movie that represent each of the phases. Note that the movie shows only the process of conflict escalation and here is no de-escalation / negotiation / peacebuilding.

Introduction to conflict prevention (sic)

Introduce the conflict prevention approach by using this background information and the conflict prevention staircase (10 minutes).

We are used to talking about conflict prevention as those actions to undertake before a crisis explodes. Prevention, though, may prevent the conflict from happening, while not facing it; avoiding it but not dealing with it.

As we said, we think conflict is consubstantial to human interaction, inescapable and even positive; for this, instead of talking about conflict prevention, J. Burton started talking about conflict prevention (sic), as the intervention process before the crisis that will lead us to better explain the conflict and its human dimension, to an understanding of the structural changes that are needed to eliminate the root causes, to the promotion of safe conditions for cooperative relationships that will decrease the chance of new conflict outbreaks.



Phase #2 Preparation

<p style="color: red; font-weight: bold;">Description</p>	<p>At an educational level within a group, prevention will mean to start an intervention process with the group even before the conflict is in its first stages, not to wait for the crisis phase.</p> <p>Conflict prevention is a process approach on how to work with groups to support them to be ready for when conflict will arrive (yes, it will). The process is illustrated by Paco Cascon's "Conflict Prevention Staircase" that has 4 main steps (including sub-steps) to be followed in that order (from down to top) to make sure the group process evolves in a way that every next step is built on a solid previous one.</p> <div style="text-align: right; margin-right: 50px;"> <p style="color: red; font-weight: bold;">Conflict transformation</p> <p>4/ Find solutions 3/ Visualise 2/ Analyse 1/ Calm</p> </div> <div style="text-align: right; margin-right: 100px;"> <p style="color: red; font-weight: bold;">Cooperation</p> <p>Establishing cooperative relationships that will show us how to face conflict by discovering all perceptions and using everyone's force in the common objective.</p> </div> <div style="text-align: right; margin-right: 150px;"> <p style="color: red; font-weight: bold;">Effective communication / Consensus</p> <p>4/ Decision-making 3/ Active listening 2/ Communication channels 1/ Language accuracy</p> </div> <div style="text-align: right; margin-right: 200px;"> <p style="color: red; font-weight: bold;">Team building</p> <p>4/ Trust 3/ Appreciation 2/ Getting to know 1/ Presentation</p> </div> <p>Facilitation of group conflict: Once the two concepts and approaches have been introduced, divide the participants in smaller groups and give them these questions to reflect (20 minutes)</p> <ul style="list-style-type: none"> - What is the role of the Camp Coordinator in each of the conflict phases? - What is the role of the Camp Coordinator in the conflict prevention process? - Which concrete strategies do you find that could help you in your role as Camp Coordinator? <p>Then get them back to the plenary and share and complement their ideas with additional ones and also bringing real case experiences (30 minutes).</p> <p><i>Some parts of this activity are taken by a session designed by trainers team from Academy for Peace and Development. The theoretical background is taken from "Education in and for conflict" by Paco Cascon Soriano.</i></p>
<p style="color: red; font-weight: bold;">Materials / Space requirements</p>	<p>Laptop, projector and relevant cables, loudspeakers, white screen/wall Downloaded "The Neighbours" film by Norman McLaren, produced by The National Film Board of Canada Flipchart with conflict phases Flipchart with prevention staircase Flipchart for group reflections Markers Pens</p>

Crisis management: What would you do?

Duration	45 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Camp Coordinators
Objectives	<ul style="list-style-type: none"> To learn how to deal with crisis during the Workcamp.
Description	<p>As a preparation for this activity, the Coordinating Organisation can collect few real cases of crisis that have had to be facilitated in previous Workcamps and write them down in the form of a “case study”.</p> <p>5 minutes: The facilitator introduces a case to the group. <i>Example of a case:</i> <i>This situation happened in a Workcamp in a small rural village where Volunteers had to do quite a lot of hard physical work everyday. After a couple of days, one of the Volunteers started to have an attitude of disruption and boycott of the Workcamp tasks. The rest of the Volunteers soon felt disrespected and started complaining about this attitude, some of them directly to the Volunteer and some of them to the Camp Coordinator.</i></p> <p>15 minutes: The facilitator divides the group in smaller groups and gives them the following guiding questions:</p> <ul style="list-style-type: none"> - What is the issue? - Who are the actors involved and what role are they playing? - What could be done so the situation is transformed? - What is in the hands of the Camp Coordinator? What do they need to do? <p>15 minutes: The groups share their ideas in the plenary. The other groups and the facilitator comment on the ideas.</p> <p>5 minutes: Once they have come up with some ideas, you can add how did you transform the situation in your case and discuss with the participants what do they think about your way to address it. In the example of case: <i>Analysis of the situation:</i></p> <ul style="list-style-type: none"> - We identified that the Volunteer wanted to participate but didn't know how, possibly didn't have a clear understanding of the tasks and felt that the other Volunteers didn't want to cooperate with this Volunteer. <p><i>Solutions to the situation:</i></p> <ul style="list-style-type: none"> - The Camp Coordinator created a space for the group to share about the situation and devoted more time to continue building a team atmosphere. - The Camp Coordinator asked the Hosting Organisation representative on the next working day to spend a bit more time with that Volunteer explaining them the tasks in detail so they could learn. <p>5 minutes: Clarify who are the key actors to undertake a responsibility in case of different kinds of crisis. (Prepare a list beforehand according to the specific procedures in your organisations).</p>
Materials / Space requirements	Case studies printouts Draft papers Markers or pens



Phase #2 Preparation

Nonviolent Communication

Keywords for debriefing: dialogue, understanding, empathy, conflict resolution, peace building

- **For the Volunteer** to be aware of the possible conflict situations happening during a Workcamp, reflect upon their possible reactions, propose an alternative way of communication.
- **For the Camp Coordinator** to have a more accurate knowledge about the topics, the group mechanics, and have a critical point of view of the situation.

Nonviolent Communication	
Duration	30 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To practice Nonviolent Communication expression and listening.
Description	<p>Introduce the NVC as an approach created by Marshall B. Rosenberg. Introduce the NVC process following the Model for nonviolent communication.</p> <p>Introduce the key elements of Active Listening as follows:</p> <ul style="list-style-type: none"> - Eye contact during the conversation shows the speaker that you give them your attention and that you really care about what they say. - Avoid distractions: There are so many examples of distractions such as our thoughts, mobile phones, gadgets, music, side activities, other people and more. Learn to avoid these distractions otherwise they can destroy your conversation. - Body gestures and language tell the speaker whether you listen carefully or not. Pay attention to it and just be aware of how it impacts the speaker. - Ask questions to clarify certain points, summarize the speaker's comments. - Give feedback or opinion only when asked. <p>Divide the participants in groups of three and give each 2 printouts of the NVC model. Ask one of them to think about a recent interpersonal conflict they have experienced and tell it to the others in the group.</p> <p>Now ask them to look at the NVC process and imagine how could they have used it in that situation.</p> <p>Then, ask them to divide three roles among them: the one who explained the situation will be the one to express, another will listen and the last will observe. Playing these roles according to the situation presented, they will have to practice and try out other communication models they could have used. It might sound a bit artificial, but encourage them to try it out.</p> <p>The observer will take notes. Once they have tried it out once or twice, ask them to share with each other how they felt (express / listen roles) and how they perceived that the model changed the situation (observer role). In plenary, you can have a sharing round of how was the experience and how can that be used as a communication approach in the Workcamp.</p>
Materials / Space requirements	Model for nonviolent communication printouts

Group dynamics and facilitation

Keywords for debriefing: group phases, role of the Volunteers, role of the Camp Coordinator.

- **For the Camp Coordinators** to feel ready to facilitate the group process and create a safe space for all Volunteers.

Group development phases by Bruce Tuckman

Duration	60 minutes
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To understand the different stages of a group process. • To reflect upon the role of Camp Coordinators in each stage.

Description	<p>This activity is rather an “input” one, where the trainer will present the 5 phases. After that, you can create a reflection of what can be done by the Camp Coordinator in each of the phases to support the group in that stage. Spend 10 minutes on presenting the 5 phases, then give them 15 minutes in smaller groups to define the role of the Camp Coordinator in each of them and spend around 30 minutes on sharing and agreeing on the role of the Camp Coordinator in each stage.</p> <p>Forming, Storming, Norming, Performing and Mourning</p> <p>Forming: The group gets together and starts getting to know each other. The group is still composed by individuals, with individual identity understanding there is a purpose for being together. There is curiosity for discovering others, there is politeness and conflict avoidance. <i>The role of the Camp Coordinator here is to facilitate the getting to know each other of the group.</i></p> <p>Storming: The group starts to build a deeper relation and start to voice their opinions, conflict or pseudo-conflict starts to arise, power/rank dynamics start to operate; either between group members or between the group and the facilitator/s. It is sometimes a more uncomfortable phase for some members. It is important to process the conflicts and challenges that arise here before moving to the next phase; otherwise it will impede the group to move forward or they will move forward but then fall back again at some point. <i>The role of the Camp Coordinator here is to facilitate the conflicts of the group.</i></p> <p>Norming: The group has managed to go through storms and learnt to be together, they have transitioned from individual identities to group identity, they see themselves as a group. They appreciate and recognise each other within the group. They set the functioning of the group, the roles, tasks, the norm of the group. <i>The role of the Camp Coordinator here is to facilitate the process of setting the norms, defining or reviewing a group agreement.</i></p> <p>Performing: The group has set their way and they are ready to start working together towards a common goal they feel identified with. They are now a team that has a bigger autonomy, who can handle decision making processes. <i>The role of the Camp Coordinator here is to provide the group with more space and facilitate the decision making processes.</i></p>
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Phase #2 Preparation

<p>Description</p>	<p>Adjourning or Mourning: The group has completed the task or the activity has finished, it is the moment to close the group and split ways. This can be a difficult moment for some participants. <i>The role of the Camp Coordinator here is to facilitate the evaluation and celebration of the collective experience and to ensure there is a nice farewell.</i></p> <p>Most groups don't go through this process in a linear way, for example they might loop few times between storming and norming before start performing smoothly; they might go from forming to superficially performing and then at some point fall back into storming for then norming and deeply performing, etc. The role of the coordinator is to observe the group, try to understand their needs and facilitate accordingly. The coordinator doesn't need to know everything on their own, they can ask to the group what do they need to feel comfortable as a group.</p>
<p>Materials / Space requirements</p>	<p>Flipchart with the 5 phases drawn Markers for participants</p>

<h2>Getting organised</h2>	
<p>Duration</p>	<p>60 minutes</p>
<p>Number of participants</p>	<p>Up to 20 participants. If more, divide into smaller groups and have parallel sessions.</p>
<p>For whom</p>	<p>Camp Coordinators</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • To empower Camp Coordinators to manage the practicalities of community living and ensure everybody's wellbeing. • To facilitate a smooth task division.
<p>Description</p>	<p>If you have already experienced Camp Coordinators in the group or you can invite former Camp Coordinators, you can organise an informal chat among them and give some space for new arrivals to learn from them in terms of how did they manage the organisational aspects of the Workcamp. Make sure to guide a bit the elements they should talk about (arrivals, departures, food, accommodation, work tasks, community living tasks, free time, ...) and then let them have some questions and answers time.</p> <p>If you don't have available experienced coordinators, draw a "typical Workcamp programme/schedule", give them the guide about which elements they need to find organisation for and let them discuss in groups about what should be done by the Camp Coordinator at each stage of the Workcamp.</p> <p>At the end, in any of the two options, get some time to gather their learnings in the plenary and add any missing additional advice.</p>
<p>Materials / Space requirements</p>	<p>Flipchart, markers</p>



Phase #2 Preparation

Sharing emotions

Duration	10 minutes daily
Number of participants	Up to 20 participants. If more, divide into smaller groups and have parallel sessions.
For whom	Camp Coordinators
Objectives	<ul style="list-style-type: none"> To facilitate Camp Coordinators understanding on the importance of creating spaces for emotional sharing. To learn tools on how to facilitate that during the Workcamp.
Description	<p>This activity can be done in the morning and/or in the evening of the training days so that Camp Coordinators can reproduce that daily during the Workcamp.</p> <p>Group processes are intense and move a lot of emotions on people. It is important to think of how to give space to them, to create a safe space for them to be expressed and supported.</p> <p>Emotions round: You can start the day together in a circle and give space for everyone to share how do they feel that day and you can add the question: and what do I need from the group today? You can also do that at the end of the day as a closing.</p> <p>Emotional barometer: You can draw a barometer on a paper on the wall. Everyone has a card with their name (or a drawing that represents them) and before starting the day and once it has finished they will place themselves in the barometer according to how do they feel. It is a good technique if the group is not into talking about emotions but limited for really understanding how others feel.</p> <p>Emotional wheel: You can draw an emotional wheel (like the chromatic wheel) on a paper on the wall and add kinds of emotions there: happy, angry, sad, frustrated, joyful, afraid, etc. Same as before, everyone has a card with their name or drawing and before starting the day and once it has finished they can add their name to the emotion they are feeling primarily. It is a bit more expressive than the one before.</p> <p>Feel free to invent other techniques!</p>
Materials / Space requirements	Flipchart, markers



Expectations and fears

Keywords for debriefing: personal reflection, introspection, awareness.

- **For the Volunteers** to reflect on their emotions and confront their doubts and fears with the others' ones.
- **For the Camp** Coordinators to be prepared to people's emotional curve.

Motivations, contributions, fears and needs	
Duration	60 minutes
Number of participants	Up to 30 participants divided in smaller groups of 5 people. If more, divide into smaller groups and have parallel sessions.
For whom	Volunteers (during the training) and Camp Coordinators (during the previous meeting)
Objectives	<ul style="list-style-type: none"> • Reflecting upon their own motivations, contributions, fears and needs related to the Workcamp. • Expressing them to peers and realising about connections.
Description	<p>Create a space for self-reflection upon their own expectations, motivations, contributions and fears towards the Workcamp. For Volunteers during the training and for Camp Coordinators during the previous meeting.</p> <p>Find a visual metaphor that you feel inspires the group and draw it on a big flipchart where, later on, the group will stick their post-its. For example, a common one is the tree:</p> <ul style="list-style-type: none"> - Roots are expectations - Fruits are motivations - A hose watering the tree are the contributions - A stormy cloud are the fears <p>Allow participants to reflect during 10 minutes and write down their expectations, motivations, contributions and fears towards the Workcamp either on post-its and then stick them on the drawing or write directly on the drawing if you want to save paper.</p> <p>Then invite participants to sit together with 2 - 3 peers and share their reflections for around 15 minutes.</p> <p>Finally, invite everyone to go and read the messages from all participants. This will help them to feel understood in their fears and connected with their expectations and motivations.</p>
Materials / Space requirements	Flipchart paper with the visual drawing/s Post it notes (if possible, 4 different colours) Markers and pens

Evaluation & Closing

Keywords for debriefing: personal reflection, introspection, awareness.

- **For the Volunteers** to reflect on their emotions and confront their doubts and fears with the others' ones.
- **For the Camp Coordinators** to be prepared to people's emotional curve.

Wandering self-reflection

Duration	30 minutes
Number of participants	No limit, just make sure the space is big enough for everyone to find a cosy place to reflect.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • Reflecting upon their own motivations, contributions, fears and needs related to the Workcamp. • Expressing them to peers and realising about connections.
Description	<p>Outdoors in a “forest area”, trainers will have hung up some open/reflection questions about learning and participants will have enough time to wander around the magic forest while reflecting upon their learning along the time together. They are invited to have their learning diaries with them (if they have one) or to bring a piece of paper.</p> <p>Questions can include:</p> <ul style="list-style-type: none"> - What have you learned during these days? - How have you learned it? - What has been challenging? How did you learn with the challenge/s? - What has made you feel good? How did you learn whilst feeling good? - How did you react when conflict arose? - What was your role in the group? - What new things did you discover? - What did you contribute with to the group? - How did you feel by living together in a diverse group? - How did you feel by working together with a diverse group? - What new knowledge do you take with you? - What attitudes have you developed? - What skills have you acquired? - Have you questioned any of your values? - How do you think you can use what you have learnt once back home?
Materials / Space requirements	Questions written in cards and tied to trees or other natural elements with rope outdoors in a forest area. If that is not possible, then you can set up a nice decorated room with nice soft music and distribute the cards around the room with enough space for people to walk, sit, write, etc.



A letter to myself

Duration	20 - 30 minutes
Number of participants	No limit, just make sure the space is big enough for everyone to find a cosy place to reflect.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none"> • To reflect on their current situation and their readiness for the Workcamp. • To create a point of reference for future reflection.
Description	<p>As a closing of the training, you can invite the Volunteers and/or the Camp Coordinators to write a letters to themselves in the future, after the Workcamp.</p> <p>The previous activity (Wandering self-reflection) is a nice preparation for this one but you can also start this activity with a guided meditation:</p> <p>Close your eyes and think of the moment you first thought of doing a Workcamp, when you started looking for projects: how did you feel? what moved you to take that decision?. Then you applied and some time later got a confirmation for your project: how did you feel in that moment that you knew you would be doing a Workcamp? And then now that you are in the training and in the next days/weeks/months you will be going for your Workcamp adventure: how do you feel? What do you think will happen there? What would you like that it happens there? What motivates you to join the experience? What scares you? How do you think this experience will impact on you?</p> <p>Ask participants to spend some time writing a letter to themselves in the future, adding the place and date in the letter so they realise after when they get it. Ask them to place the letter in an envelope and add their names, surnames and full postal addresses so the letter can reach them home.</p> <p>The Sending/Coordinating Organisation for Volunteers/Camp Coordinators will keep the letter and give them back to the writers after the Workcamp, during the post-camp event and/or it will be sent via mail to their homes.</p>
Materials / Space requirements	<p>One envelope and one nice paper per participant</p> <p>Pens and markers</p> <p>Stamps</p>



Phase #2 Preparation

Evaluation in your hands

Duration	20 - 30 minutes
Number of participants	Any, as long as you manage to create a cosy and nice atmosphere for everyone there.
For whom	Volunteers and Camp Coordinators
Objectives	<ul style="list-style-type: none">• To reflect upon the training and how did it help them get ready for the Workcamp.• To give feedback to the trainers team.
Description	<p>Participants draw the shape of their hands on an A4 paper. On the 5 fingers they can write:</p> <p>Thumb: What did I like about the training? Index: What did I learn during the training? Middle: What was challenging during the training? Heart: What made me feel moved or touched during the training? Pinky: What do I need to continue working on after the training?</p> <p>Once they finish, you can have a sharing round in the plenary hearing a few different voices per each element. At the end, they can add their names to the papers and give them to the trainers.</p>
Materials / Space requirements	One A4 paper per participant Pens and markers



Socialising

During the training, as during the Workcamp, besides the Non-Formal Educational programme, there will be different “free time” moments that are ideally to be used as Informal Learning time for Volunteers and Camp Coordinators.

As the educational team, it is good to allow them some free time and also to organise some socialising activities, so Volunteers and Camp Coordinators can experience different ways of enjoying and facilitating free time and they can get ready for these moments for the Workcamp experience as well. Like this, you can leave them free during breaks in between sessions, but it would be nice to organise some activities in the evenings.

Ideas for the socialising activities:

- Bonfire (if the location and season allows).
- Playing the guitar or any other instrument and singing songs.
- Karaoke night.
- Board games (if the group is small or if you have a really big group and you need to create different activities).
- The Werewolves (if the group is small or if you have a really big group and you need to create different activities).

Werewolf takes place in a small village which is hunted by werewolves.

Each player is secretly assigned a role - Werewolf, Villager, or Seer (a special Villager). There is a Narrator who facilitates the flow of the game.

The game alternates between night and day phases. At night, the Werewolves secretly choose a Villager to kill. Also, the Seer (if still alive) asks whether another player is a Werewolf or not. During the day, the Villager who was killed is revealed and is out of the game. The remaining Villagers then vote on the player they suspect is a Werewolf. That player reveals their role and is out of the game.

Werewolves win when there are an equal number of Villagers and Werewolves. Villagers win when they have killed all Werewolves. Werewolf is a social game that requires no equipment to play, and can accommodate almost any large group of players.

These are just few ideas, but we're sure you will find many other options as well: see what the venue can offer and you can also count on the group to contribute with their ideas.

Collective cleaning and tidying-up

You can use the end of the training as a moment to understand also some of the collective living tasks they will undertake during the Workcamp. For this, you can organise a collective cleaning and tidying-up of the venue that has hosted the Workcamp.

You can do it in any way:

- Telling them everything needs to be clean and tidy by a certain time and leave it up to them how to organise.
- Creating teams and dividing them among different spaces or tasks.

And probably many other options in between these two.

Phase #3
Workcamp

Phase #3 Workcamp

Recommended for:



During the Workcamp phase, the biggest part of the work relies on the Hosting Organisation, the Camp Coordinator and the Volunteers. The Coordinating Organisation and the Sending Organisations stay in the background, ready to react in case it's needed: the CO would support the HO and the Camp Coordinator while the SO would support the Volunteers.

There is a huge variety in the ways Workcamps are implemented; so here we aim to define a universal framework of what we consider important during an inclusive Workcamp: going step by step through the process, looking at it in detail from the moment the organisers arrive until they leave from the venue and providing specific guidance for the relevant roles in each stage.

The purpose of a Workcamp is to have an impact on the Local Community and an impact on the Volunteers. This is achieved by three different elements within the Workcamp programme: the work, the educational activities and the free time. All of them revolve around a community spirit: work (productive and reproductive tasks) is done collectively, educational activities are done collectively and leisure time is spent collectively. All this collectivity means there is a big attention to group dynamics and processes, which the Volunteers can learn a lot from.

Phase #3 Workcamp

All the content and methods in this phase are organised based on these 4 categories (community life, work, educational activities and leisure time) and here is a general overview of what should happen at each stage of the Workcamp in each of these categories:

	Before arrival of Volunteers	Arrival of Volunteers	Introduction / first few days	During	Closing / last day
Group dynamics and community life	Camp Coordinator calls the social referent of the Volunteers. Camp Coordinator sends an email to all Volunteers. HO and Camp Coordinator do the final practical arrangement, reviewing special needs and organise to cater for them.	HO and Camp Coordinator welcome the group. Camp Coordinator facilitates ice-breaking activities.	Camp Coordinator facilitates the getting to know each other, team building, group agreement activities. Camp Coordinator introduces the Workcamp programme including time for work, educational activities and leisure.	Camp Coordinator observes and facilitates the group dynamics as they come; this may imply facilitating conflict transformation. Camp Coordinator facilitates interim evaluations with Volunteers. When in need, they can refer to the HO or the CO for support.	Camp Coordinator facilitates the reflection, closing and celebration of the process and the farewell from the group.
Work	HO and Camp Coordinator do an on-site visit where HO explains all the details to the Camp Coordinator and introduces them to the main actors of the Local Community.	Nothing related to work.	HO introduces the purpose and the tasks to the Volunteers and the work programme. Camp Coordinator facilitates the productive and reproductive task distribution among Volunteers.	Developing productive and reproductive tasks as agreed in the first few days. Taking care of safety and wellbeing.	HO and Local Community make the work results visible, recognise and celebrate the work done during an open event. HO can create a certificate to recognise the work of Volunteers.
Educational activities	Camp Coordinator identifies potential learning needs from Volunteers applications and explores possible leisure time activities with HO and Local Community.	Nothing related to educational activities.	Camp Coordinator presents the programme to the Volunteers, takes feedback and includes possible activities led by the Volunteers themselves.	Camp Coordinator supports the preparation and implementation of educational activities. Camp Coordinator encourages Volunteers to reflect and keep track of their learning from the Workcamp.	Camp Coordinator facilitates learning reflection.
Leisure time	Camp Coordinator explores possible leisure time activities with HO and Local Community.	Free time to arrive to the venue, rest from the travels and unpack their things.	Camp Coordinator presents the possibilities to the Volunteers and facilitates the discussion on what to do during the free time.	Inclusive leisure time activities, ideally involving the Local Community.	Farewell party co-organised by Camp Coordinator, HO, Local Community and Volunteers.



Community life and group dynamics

Recommended for:



Community life is one of the core elements of a Workcamp. Spending a couple of weeks working, learning, living and enjoying time together with a very diverse group of people from all over the world is one of the biggest sources of learning how to welcome diversity into your daily life and ultimately, how to integrate social inclusion.

Volunteers who have participated in international Workcamps have increased cultural openness, are more ready to deal with conflict and feel more integrated into society than before. Communities that have hosted international Workcamps also have an increased cultural and intercultural openness and a better ability to deal with conflict²⁹.

The group dynamic in a Workcamp is an important aspect that has to be facilitated by the Camp Coordinators in order to create the cohesion necessary for a healthy functioning group. The dynamics are to be considered at all times, from arrival to departure. The involvement of all Volunteers in creating, maintaining and developing good group dynamics is an essential factor, therefore all activities must be inclusive.

The Camp Coordinator should look at how to balance out all the dimensions of the Workcamp: work time, educational activities and leisure time. For this, they will need to coordinate with the HO to understand well the work dynamic (kind of tasks and intensity - be it physical, mental or emotional; timings, potential up and down moments, etc) and think of possible educational activities and leisure time activities together with the HO, the Local Community or the Volunteers themselves. Once all possibilities are clear, they need to be organised in a balanced way in the programme. In the next sections (work time, educational activities and leisure time) there will be a specific guidance on how to facilitate the group in these specific dimensions.

In this part, we will look at the general work that the Camp Coordinator and the HO will have to do to support the group dynamics and their interaction with the Local Community.

²⁹ Source: CCIVS (2016). Results of the [“Changing Perspectives” impact assessment project](#).

Phase #3 Workcamp

Educational perspective

The community or collective life during a Workcamp helps Volunteers learn how to live together in a diverse group, get organised, take responsibilities in different areas, take initiative, develop empathy and capacity to understand others, adapt to what other's needs are even when it's not your first choice, deal with conflict, etc. It is also a space for personal development as it allows one to discover their own capacities and using them to contribute to the group. It is also a space to broaden minds to new thoughts, be more able to create mutual understanding and build equal solidarity bonds with other people and communities.

Inclusion perspective

In the facilitation of the community life, an inclusive approach would be to ensure that everyone understands the needs of project, the group and the individuals, and to facilitate the definition of a common strategy to cover them. The fairest strategy doesn't necessarily mean everyone has to do the same tasks for the same period of time. It means that you value all tasks (productive and reproductive ones) equally and that you deeply understand what everyone can contribute with; you might have some people happy with taking on a lot and some people needing to limit what they take on their shoulders and both options are fine as long as everyone is being honest with themselves and with the group.

Few days before the arrival

The Camp Coordinator:

- Send a welcome message to the Volunteers, introducing yourself and telling them you will be their Camp Coordinator. You can use the chance to remind them about the meeting point, time and the contact numbers and maybe attach again the infosheet.
- Create a group on a messaging app or social media platform so Volunteers can connect to each other. Many times knowing who will be participating in the Workcamp with them (even if it is just seeing a list with a number of names and sometimes pictures) makes them feel more relaxed about the experience.
- Take some time to get familiar with the Workcamp location and the Hosting Organisation. Understand what the project purpose is and the tasks in detail.
- Identify possible leisure time and educational activities by talking to the HO and the Local Community, look at their inclusiveness and organise how to present it to Volunteers.
- Go through the list of Volunteers, check their profiles, their backgrounds, their motivations, their special needs. In case of special needs (anything related to health, legal status, etc), read carefully, ask any questions you might have to the Coordinating Organisation (they have been in touch with the Sending Organisation of the Volunteer) and they should also know how aware the Hosting Organisation is. In case the Coordinating Organisation advises you to do so, get in touch with the reference person of the Volunteer with special needs to clarify the support needed. Needless to say, you will be handling sensitive data and confidentiality is a very important principle you should follow: not to talk about what you know from someone with your social network or with other Volunteers of the Workcamp.



The Hosting Organisation:

- Make all the practical arrangements so when the group arrives you can properly welcome them and they can feel taken care of.
- Get in touch with the Camp Coordinator and coordinate about the welcoming of the group. It might be nice if you both meet one day in advance or at least during the morning of arrival day and show the coordinator around the Workcamp location.

Arrival day: Welcoming and landing

Arrival day is considered “Day 0”, it is a day for the group to travel from their places (even if some Volunteers will spend more than one day on that) to the Workcamp venue.

- Before participants arrive, the Camp Coordinator and the Hosting Organisation can coordinate to prepare:
 - Ensure sleeping rooms/areas are ready to host the Volunteers.
 - A nice decoration of the rooms and common spaces.
 - A nice first meal for all Volunteers, so they don't have to cook it for themselves.
 - Shopping list for the first few days and, if possible, start to buy things.
 - Any administrative documents that need to be filled in or double-checked.
 - Welcome activities for the Volunteers.
- Most Volunteers will arrive at the meeting point and time the Hosting Organisation has set, but some might not make it and will arrive at different times during the day. Whenever they arrive, the Camp Coordinator will welcome the newly arrived individually or by groups and tell them that at a certain time, there will be a small gathering for welcoming the group.
- Meanwhile, leave them some time to arrive and settle down into their rooms, take a shower if needed and see a bit around the Workcamp venue.
- Once everyone has arrived, the Camp Coordinator and the Hosting Organisation should gather all the Volunteers and welcome them. Introduce yourselves and make clear your roles in a simple way: the Camp Coordinator is in charge of the facilitation of the group, the Hosting Organisation is in charge of the project tasks. In this same gathering you can play a name game and an ice-breaker with the group to start creating a comfortable atmosphere, but keep it really short, people will be tired from travelling.
- The Camp Coordinator should double check with the Volunteers about special needs such as diet, health or anything they might need support in or that might interfere with the Workcamp planning. Also, get them to fill the relevant administrative papers; normally an attendance sheet and insurance numbers (if they don't have it, they should contact their family to get it, and if that is not possible you can call the Coordinating Organisations to find solutions).
- In some cases, the Camp Coordinator should check with the Volunteers that have special needs to make sure they are properly taken care of. If they have a contact person back home, make sure they know when the Volunteer has arrived.
- The Camp Coordinator and the Hosting Organisation can take over the meal preparation and cleaning up for the first evening and, if necessary, ask for support from those Volunteers who feel less tired from travelling.
- Other activities should not be planned for the first evening, allow them time to relax and rest.



First day: Introductions

The introduction phase includes a process where we focus on the group dynamics (ice-breaking, getting to know each other, team building, group agreement) and another where we focus on the organisation of work and community life (sharing the Workcamp programme, defining it and distributing roles and tasks among the Volunteers).

On the first full day after Volunteers have arrived:

The Hosting Organisation, introduce:

- The organisation (history, team, general activities besides the Workcamp).
- The local context (who is part of the community, which organisations and social movements are there, etc. This can be done through a small tour around the village or neighbourhood).
- What is a Workcamp (together with the Camp Coordinator).
- The purpose of the Workcamp (why did you decide to do it, what do you expect to achieve, what is the link with the Local Community, what is the value of having international Volunteers in the project).
- The work-time programme of the Workcamp (working days, free days, which tasks are planned to be done when).

It is nice if some representatives of the Local Community are present in this moment as well or during an informal moment of the day.

The Camp Coordinator:

- Introduce themselves as a Camp Coordinator - clarify that they are also a Volunteer like all of them with the specific role to facilitate and coordinate the group.
- Introduce the Coordinating Organisation (history, general activities besides Workcamps, ...).
- Ice-breaking activities, including some name-games so that they keep on learning names
- Getting to know each other activities where they can learn about the background of everyone in the group, where they come from, what they do in their daily life, what they like to do...
- Team building activities where they can start seeing how they interact with each other and what to learn as a group for the upcoming days
- A space for them to share their expectations, fears and contributions to the Workcamp
- A space for them to build a group agreement
- An activity that can last for the whole duration of the Workcamp such as the secret friend or any other kind of “buddy system” activity. This is a nice way to encourage taking care of each other.

For all of these activities you can find concrete tools in the section [“Phase #2: Preparation - Tools for preparation of Volunteers and Camp Coordinators”](#).

Second day: Organisation of community life³⁰

On the second day, if you didn't have time on the first day (you probably won't), you will devote part of the time to organise community life, meaning: "how are we going to live, learn and work together during these couple of weeks?". This implies creating a space for Volunteers to reflect on their needs, express them to each other and find strategies to cover them collectively.

Group agreement

The group agreement is where a group expresses what they commit to in order to make everyone feel good and fulfill the project needs.

The Camp Coordinator will:

- Present the non-negotiable rules, based on the rules of the HO and the Local Community. This can cover aspects such as the use of drugs, alcohol or cigarettes, the use of violence of any kind, the use of the spaces in the venue, the timings for when to use the spaces, the recycling system, the safety issues, etc. It is important to check the group reactions when presenting the rules and allow for questions if they don't understand the reasons behind the rules. These rules can be visually written in one side of the "Group Agreement" poster beforehand, leaving a blank area for the group ones.
- Create a space for the Volunteers to reflect on their individual needs and a safe space to openly express them to the rest of the group; make sure everyone understands each others' needs. It is important that the Camp Coordinator also expresses their own needs as a Volunteer and as a coordinator. From these needs, the Camp Coordinator will facilitate the group to reach common agreements on leisure time (personal - group time), general schedule (if not limited by the Workcamp tasks), task distribution, food, hygiene, tidying, etc; basically, anything the group needs to discuss. The group should reach a consensus coming from the diversity of voices from each and every Volunteer.

Organisation of tasks and time:

Once the group agreement is clear, we need to find a way to bring that into action. Before jumping into task distribution during the Workcamp, it is important to make sure all tasks (productive and reproductive ones) were mentioned during the group agreement process; if not, they can be added by the Camp Coordinator. When we say "productive tasks" we mean all those related to achieving results - mostly the tasks linked to work - and by "reproductive tasks" we mean all those related to supporting the group so they can do the productive tasks: organising, cooking, cleaning, resting, feeling good, etc.

The Camp Coordinator can facilitate the creation of fixed teams or ones that rotate, in order to organise

³⁰ Source: CBB. [The camp leader Notebook](#). Pages 10-14,

the group.

Which teams can be created and what would they be in charge of? Here you have some ideas from good practices from previous projects:

Work team:

- Forms a relation between the Hosting Organisation and the Volunteers.
- Taking care of the work instruments (checking, cleaning, tidying, preparing, ...).
- It is important that the Camp Coordinator plays an intensive support role here.

Leisure team:

- Collecting ideas from the Hosting Organisation, the Local Community and the group for free time.
- Considering everyone's needs and possibilities.
- Organising meetings to decide on the activities.
- Preparing the activities when needed.
- The Camp Coordinator can support here with input on ideas and the facilitation of meetings or keeping an eye on making sure the activities proposed are inclusive for all the group.
- This team can also be the one who makes sure there is a link, connection and interaction with the Local Community. This can be supported by the Camp Coordinator and, especially, the Hosting Organisation.

Note: Make sure you're not leaving anyone out for economical reasons, for mobility reasons, etc.

Cooking team:

- Defining the menu considering everyone's special food needs.
- Informing them about the available budget. The Camp Coordinator is usually in charge of managing the budget in cooperation with the Hosting Organisation.
- Creating the shopping list.
- Shopping.
- Cooking.
- Cleaning up the dishes.

Cleaning team:

- Tidying up and cleaning up the space (kitchen, toilets, sleeping rooms, living rooms).
- Making sure the camp is following environmentally friendly practices: reduce and reuse of plastic, the garbage is sorted properly, etc.

Communication team:

- Taking pictures and videos.
- Writing small articles.
- Sharing them on social media (Instagram, Facebook, Twitter).
- Sharing them with the Volunteers and the Hosting Organisation.
- Sharing them with the communication officers from the Sending and Coordinating Organisations.



Once you have organised the teams and tasks, you can create a visual poster with the different days and tasks so everyone can know their tasks and you can come back to it if there needs to be some adjustment along the Workcamp.

Group facilitation³¹

After the introduction phase, being a Camp Coordinator is basically keeping an eye on the group dynamics: observing, listening, feeling and being open to receive comments from the group when they experience something that you have not realised. This could become overwhelming together with the other tasks, so don't push yourself too hard; if something escapes your attention, it will probably come back and you'll be able to pick it up later.

To ensure you realise what is going on, you can create spaces to collect feedback from the group, allowing them to express themselves. During the whole Workcamp, the Camp Coordinator is a "bridge" between the group and the Hosting Organisation so it is important to keep the communication flow going.

Emotional rounds:

The Camp Coordinator can open and close the day with a check-in and check-out round for everyone to express how are they starting and finishing the day. You can do the check-in during breakfast if you eat all together or right after it; and you can do the check-out during dinner if you eat all together or right after finishing the productive work tasks.

In an emotional round, it is important that everyone is present, connected with themselves and to the group and actively listening to each other.

The way to go is pretty simple: You open the space and ask the group "How do you feel?" and then you go around, one by one; you can either be the first to break the ice or you can allow the group to do so. Be mindful that not everyone is equally connected to their emotions, some people might be ready to open a lot and express deep feelings; some people might find it very edgy and will go for expressing something rather short or generalistic; appreciate all equally.

To facilitate the expression for everyone, some days you can use metaphors:

- If your feelings today would be a colour, what colour would it be? "I feel red, very intense emotions!", "I feel soft purple, it was a very cosy day", "I am between blue and grey today".
- If your mood would be a weather condition, what would it be? "I feel foggy, my mind is somewhere else.", "I feel sunny, I woke up very energetic", "I feel rainy today, just like that".

³¹ Source: Citrus - Solidarités Jeunesses. [International Work Camp Leader Manual](#). Pages 13-16.

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Or you can use some visual facilitation:

- You can create an “emotions barometer” poster and hang it on the wall in the space you do the emotions round and have everyone to create a “name tag” to stick in the emotion they feel at that moment.
- You can create a poster with a landscape drawn with different elements in it where they can stick their “name tag” for the day as well. Get some inspiration with the “blob tree” visuals: <https://www.blobtree.com/>

Evaluation meetings

It is important to have periodical evaluation meetings with the whole group facilitated by the Camp Coordinator and, if possible, having the Hosting Organisation present as well; otherwise, the Camp Coordinator can transfer the main ideas after it.

A good time is to have one meeting at the end of each week to evaluate the developments and to plan for the next week. And, of course, it is important to have a final evaluation meeting.

Preparation of the meeting:

- Prepare the agenda: Set up an “idea box” or a “proposals panel” so that everyone (Volunteers, Hosting Organisation and yourself) can express what they would like to tackle during the meeting.
- Set a date, time and place: A good time can be after breakfast or after lunch, when everyone is around. Communicate it to the Volunteers enough in advance by different means: write it on the Workcamp programme, create a sign and hang it in a visible place, tell them orally a few days in advance and remind them the same day.
- Prepare the place: Find a comfortable spot and arrange chairs or pillows in a circle so that everyone can see each other. Stick the agenda in a poster on the wall. Stick a blank flip chart paper for the minutes on a board or on the wall.

Possible structure of the meeting:

- Start with a check-in round.
- Present the objectives and the agenda of the meeting.
- Set a clear time and ask for someone to take the role of the “time-keeper”.
- Ask for someone to take the role of the “minute-taker” - that person will write down the main decisions on a poster that will stay hanging in a visible place. This helps everyone to be on board, to remind them of the agreements and refer back to them if needed.
- Facilitate the meeting following the “Tips for collective decision-making” and “Tips for inclusive participation”.
- Close the meeting and sum up all decisions made to be sure that everyone agrees and has properly understood.

Possible elements for the agenda and questions to explore:

- General mood: What is going well? What is not? Is there anything that needs to be changed? With these questions you will see where there is more need for discussion, then go there and stay longer on that aspect.
- Work: Review the work done on the productive tasks. Is the general objective of the Workcamp clear? Is the planning of the work functioning well? Does the plan fit the practice? Is the teamwork working well? How do you feel with your role? Did the group achieve the past week's objectives? Establish next week's objectives. Is there a task that requires some better explanation? Is the group taking initiative? How is time management going? Are safety measures followed on the workplace? How is the mood on the work site?
- Community life and group dynamics: Review the work done on the reproductive tasks and the group agreement if needed. Is the planning functioning well? Is a task heavier or lighter than expected? Should there be any rearrangement on the task distribution? Is the teamwork working well? How do you feel with your role? Is everyone committing to their tasks? Are we taking care of each other? After the meeting, you can allow the teams to meet and plan for the next week in detail according to the feedback from the meeting.
- Educational activities: Review the activities done, this is not a space for learning reflection but rather to evaluate the activities. Which of the activities contributed most to your learning? Which theme was more relevant? Which method was more suitable? What themes or methods would you like to explore more in the coming weeks? Does anyone want to offer a workshop?
- Leisure time: Review the activities done. Which activities did you enjoy most? How did the group interact during the leisure time? How are the activities linked to the Local Community? What would you like to do for the next week? Present the events happening in the Local Community in the next days. You can organise an open doors day for the locals to come and see the worksite.
- Finances: review the budget. Consider saving if you have overspent.

Tips for collective decision-making:

- A structured meeting, clear about the decisions to make, helps the decision making process.
- The group must be aware of the importance of making decisions and share that feeling.
- If there isn't an absolute agreement, a compromise should be found.
- Something important in collective decision-making is that everyone should be part of the decision. Pay attention to everyone's participation.

Tips for inclusive participation:

Sometimes one person or a group of people might dominate the discussion and it can be linked to their rank in the group, to their motivation and personality, to their communication abilities or other. It can be difficult for others to be heard. Some people might want to express themselves without talking.

The role of the Camp Coordinator is to find strategies for everyone to feel comfortable enough in the meeting to take the role they want to take. How to support everyone?

Before the meeting:

- Good team building: Work on the general team building of the group during the first day and along the process; this will help to build trust and create openness.
- Awareness about privileges, oppressions and rank within the group: During the first day you can do an exercise like the “Self-reflection on rank” or “My power plot” that you will find in the section “Tools for preparation of Volunteers and Camp Coordinators” of this toolkit.
- For people with fewer language skills, prior to the meeting, you could share the meeting topic and decisions to make. It could help them to plan their arguments in advance.

During the meeting:

You can use quantitative measures:

- Time: each Volunteer has the same time to express themselves (1-2 minutes in general).
- Matches: each Volunteer gets a certain amount of matches. Every time they speak, they should put one down. When one person has finished their matches, they should wait until all matches around the table have been used to speak again.

And qualitative measure:

- The talking stick: To avoid interruptions, you can use an object that allows members to speak. The person who has it is the only one who can speak, the others can only listen. Then they send it to the next person who want to speak.
- The mantra: To avoid interruptions, anyone who starts speaking will say “I begin” and “I’m done” when they have finished. Others can’t say anything in between.
- Buzz groups: For people who are less comfortable in speaking in a big group or for decisions that would take longer to agree upon, you can start with people in smaller groups and then one of the people in the group summarises the voices in the plenary.

Conflict transformation

When conflict will arise (yes, it will), it will be really helpful that you have previously worked on building a group that knows and trusts each other (see the theory on “Conflict prevention” in the activity “Learning to support groups to deal with conflict” in the section “Tools for preparation of Volunteers and Camp Coordinators”).

Conflicts or unpleasant situations in Workcamp often come related to a variety of interrelated elements, here are some elements to take into consideration:

- The group diversity.
- The power dynamics.
- The attitudes the actors involved in the conflict are taking.
- The interests of each of the actors.
- The needs of each of the actors.

The elements around which there can be conflict can be: the productive and reproduction tasks distribution, fulfillment and the procedures, the free time activities, the personal group dynamics, ...

In any case, you will need to support the group in going through conflict and transforming the situation. Here’s a few methods you can use.

The 5R Method	
Duration	60 - 90 minutes
Number of participants	Any, as long as you manage to create a cosy and nice atmosphere for everyone there.
For whom	Volunteers in a Workcamp
Objectives	<ul style="list-style-type: none"> • To analyse a conflict situation that is happening in the Workcamp. • To define possible actions to transform the situation.
Description	<ol style="list-style-type: none"> 1. Explore the Reasons for the conflict: Create an atmosphere of mutual understanding where everyone can express themselves. 2. Recoil: Take a step back from emotions. Talk to the Hosting Organisation or the Coordinating Organisation. 3. Check the Reactions: Encourage everyone to realise their reactions, feelings, thoughts. Identify destructive reactions and suggest constructive ones. 4. Move towards the Result: So what are the possible ways to solve the conflict? Together with all members of the group, find a constructive way to transform the conflict. 5. Agree on a Resolution: Choose alternative scenarios, find win-win solutions, discuss new interpretations
Materials / Space requirements	A4 papers Markers

Mental training method	
Duration	60 - 90 minutes
Number of participants	Any, as long as you manage to create a cosy and nice atmosphere for everyone there.
For whom	Volunteers in a Workcamp
Objectives	<ul style="list-style-type: none"> • To analyse a conflict situation that is happening in the Workcamp. • To define possible actions to transform the situation.
Description	<p>This method helps to find which action to put in place in case of unpleasant situations such as conflicts. It is used to bring awareness of the situation and the potential issues that are influencing it (stereotypes, misinterpretations, ideological projections, ...) and to define what to do to transform the situation. It should always be used in real situations.</p> <p>The method was created by Joffre Dumazedier between 1940 and 1942 in the Uriage School during the French resistance against the Nazi German occupation of France and the collaborationist Vichy régime during WWII. It was later on spread over the Non Formal Education and Active Pedagogy sectors.</p> <p>Step by step: The group identifies a situation to analyse.</p> <ol style="list-style-type: none"> 1) Tell the facts about the current situation: <ul style="list-style-type: none"> - Who are the actors involved? - Where and when is this happening? - What are the opinions / points of view? - What are the facts? - What are the contradictions between the opinions and the facts? 2) Identify the problems (from my point of view) <ul style="list-style-type: none"> - Get involved in order to pose the problem. 3) Problems: Why is it like that? <ul style="list-style-type: none"> - Bring some theory based on your knowledge and ask yourself which theoretical knowledge can help bring a solution to this problem. - Do an analysis of the situation: <ul style="list-style-type: none"> » Logical explanation: explain and unfold the complicated elements. It will allow you to research the causes. » Human comprehension: comprehend and interpret the people involved. It will allow you to understand the sense and to identify a probable hypothesis. 4) Search for action strategies: What to do? <ul style="list-style-type: none"> - What is the intention? - How to do that? - In whose name and for whom? - What are the principles?
Materials / Space requirements	A4 papers Markers

Conflict management strategies: Based on the “Conflict management strategies” theory in the activity “The line” in the section “Tools for preparation of Volunteers and Camp Coordinators”, lead the group to reflect where are they now and how could they get to a win-win or cooperation situation.

Interaction with the Local Community

When you organise a Workcamp, the Volunteers will certainly be in contact with the Local Community. Meetings with the Local Communities provide a sharing opportunity for different people that maybe would have never had the chance to meet and it also makes it possible for people who usually have fewer opportunities. Meeting with the Local Community can also connect the Volunteer experience to a community, even for a short period.

It can develop your vision of the world by letting you discovering new things. It can also change your vision of certain generation of people (young people, elderly people, etc). Or even allow the reflection about deep topics related to history, conflict, environmental issues or any theme that is relevant in the Local Community the Workcamp takes place.

Knowing this, it is important to facilitate the meeting between those two groups. It is the role of the Hosting Organisation to bridge the Volunteers to the Local Community.

As a preparation for their meeting:

The Hosting Organisation should be very connected with the Local Community. Ideally, some people in the neighbourhood or village have been involved in designing the project. For those not involved, they should be aware of what will happen during the project and of the arrival of an international group.

The Hosting Organisation should provide the Volunteers with context to support their understanding of the Local Community they will stay in. During the introduction phase, there should be a presentation of the local context.

During the Workcamp:

The Hosting Organisation can organise different meetings and events for the Volunteers and the Local Community to get to know each other.

- “Open doors” day: You can organise a meeting in the Workcamp site so that Volunteers can explain to the Local Community which tasks they are developing (or have developed if you do that at the end of the Workcamp) and allow the Local Community to express how this is supporting their reality. It is important to allow the Volunteers to express themselves instead; there might need to be a translator; the Camp Coordinator and/or the Hosting Organisation can support with that.
- “International Dinner”: The Volunteers prepare their favourite dishes from their countries and they invite the Local Community to an international dinner, where they can taste and enjoy a variety of new flavours while talking to people from all over the world.
- “[1Table4All](#)” is an initiative from the Alliance of European Voluntary Service Organisations that consists in collectively organising an eco, local and healthy meal between all the actors involved in the Workcamp: the Hosting Organisation, the Camp Coordinator, the Volunteers and the Local Community. Everyone gathers together to cook, set up the table, eat, talk and clean. During the process, there is a theme they discuss, usually related to food production, supply and consumption, the environmental impact, etc.



Closing and Farewell

During the last days of the Workcamp, it is important to devote some time to the closing of all the elements: the work, the learning and the group.

Closing the group:

After 2 or 3 weeks of living, learning and working together, the group will have become a family and before it will be time to separate ways and go back home, it is important to spend some proper time to say goodbye and have a good farewell. You can create different activities to close, some more emotional, some more celebrative.

Some ideas for activities:

- The string: Everyone stands in a circle and one person holds a ball of wool; this person shares some words with the group, ties the wool in their finger and sends the ball to someone else in the other side of the circle. At the end, a net will have been created to symbolise the connections of the group. To symbolise the group is going in different directions, you can say “3... 2... 1...” and when you say “o” everyone releases the wool and it will fall away. After that, you can cut piece of the wool string to make bracelet as a nice memory that will stay longer, just as the connections will after the Workcamp.
- Last emotional check-out.
- A letter to myself: activity described in the section “[Tools for preparation of Volunteers and Camp Coordinators](#)”.
- A Farewell party: It can be organised as a surprise by the HO to the Volunteers or it can be self-organised by them.

Closing the work:

Volunteers will have been working hard to support the project for few weeks and now it is time to make them aware of what they have achieved and thank them and celebrate all together.

- Visible results: The Hosting Organisation will make the results of the work visible to Volunteers and Local Community, for example, during an open event. It is important to verbalise how is this impacting the Local Community, how will they benefit from their support.
- Recognition: The HO can create a certificate to recognise the work of Volunteers.
- Celebrate: Many actors have been involved in making this Workcamp possible, gather them and celebrate the achievements.

Closing the learning:

The Workcamp is a space where a lot of learning will take place, both at the non-formal level (during the educational activities) and mainly at the informal level (during the work, the leisure time and the community living). In order for Volunteers to fully benefit from that learning, we need to create a space for them to realise about what they learned and self-recognise it.

Find some activities for learning reflection in the section “[Educational activities](#)” below.

Formal evaluation process:

Besides closing these 3 elements, at the end of the Workcamp there will need to be an evaluation for the organisations.

- Evaluation from Volunteers: The Camp Coordinator will handle the evaluation forms (that they will have received from the Coordinating Organisation) to the Volunteers and give them some time to fill them out. The Camp Coordinator is then in charge of collecting the forms back and returning them to the Coordinating Organisation.
- Evaluation of the Volunteer: In some cases, the Camp Coordinator can be asked by the Coordinating Organisation to provide a specific report or evaluation form for a specific Volunteer. This can be the case when a Sending Organisation has been in touch with an external social organisation that would like to know how the experience has been for their Volunteer from different perspectives. Find an example of [“Evaluation Questionnaire about Volunteers for Camp Coordinators”](#) in the section “Evaluation” of the chapter “Phase #4: Follow-up”.



Work

Recommended for:



The work is generally the most visible part of the Workcamp, the tasks that are at the core of the project. Volunteers from all over the world gather in one place to support a Local Community through the activities and tasks that a Hosting Organisation has defined.

Volunteers who have participated in international Workcamps develop their autonomy, their problem solving skills and their satisfaction. Communities that have hosted international Workcamps are inspired to get involved in the local challenges affecting their realities and take action and actively participate to transform the situations³².

The Hosting Organisation plays the biggest role in designing the work of the project based on the Local Community needs. It is nice to have a “technical coordinator” or a contact person in the organisation who is very aware of the tasks and how they need to be done.

The role of the Camp Coordinator in relation to the work is to facilitate the group to get organised for the team work and task division as well as keeping an eye on the motivation flow and energy level of the group and make any necessary adjustments.

Educational perspective:

The work part of a Workcamp is a good opportunity for Volunteers to gain not only new specific competences linked to the concrete task they will be doing but also general competences linked to working collectively in a team (task division, group work, leadership, time and project management, etc). It is very important for Volunteers to realise what they have learned during the camp and the working process itself.

Inclusion perspective:

The work should be inclusive for all the Volunteers. If some tasks are not accessible for part of the group, then the Hosting Organisation and the Camp Coordinator need to ensure that person has a role in the group and can get involved in the project.

³² Source: CCIVS (2016). [Results of the “Changing Perspectives” impact assessment project.](#)

Work meetings³³

During the first morning at the workplace, probably on the third day of the Workcamp (or the second one, depending on how long you take for the introduction phase),

The Hosting Organisation will:

- Present the technical coordinator.
- Explain again the aim of the project, the different steps.
- Present again the programme highlighting the working hours and break times.
- Explain the tasks and teach them how to do them.
- Explain the safety measures and rules and make sure everyone understood and is ready to follow them. Announce where the First Aid kit is located.

At the end of the work day, the Hosting Organisation will gather everyone and review the advancement of the work, see if there needs to be any improvement for the next day and quickly present what will happen on the next day.

This could be one moment to do the emotional check-out for the day.

Security during the project³⁴

The Hosting Organisation needs to keep security in mind when designing the Workcamp. Once the Camp Coordinator arrives, the HO shares with them all the security measures and once the Volunteers arrive, during the introduction phase, they will also be introduced to them.

Before the project you should have thought of:

- Emergency situations: What to do in case of emergency? Who will be taking care of what in case of emergency? What is the phone number for emergencies?
- Medical situations: What to do in case of illness or sickness? Who will be taking care of the ill/sick people? Where will you bring them if it is serious and how? What are the phone numbers for medical emergencies and closest health centre?
- Insurance: Which kind of insurance policy should you contract? Have it ready. The CO can support you in deciding if you are not sure.

Security elements to consider:

- Electric equipment: situate electricity lines, plugs and general feed.
- Fire precautions: locate and signalise emergency exit/s and fire extinguishers. Smoking inside is forbidden.
- First aid kit: Always have a first aid kit, and be aware of expiry dates of medicine. Indicate where you keep it to the Camp Coordinator and the Volunteers.

³³ Source: Citrus - Solidarités Jeunesses. "[International Workcamp leader's manual](#)". Pages 23-24.

³⁴ Sources: Citrus - Solidarités Jeunesses. [International Workcamp leader's manual](#). Page 22. CBB. [The camp leader Notebook](#). Pages 20-26.



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- Medical needs of the group: Check Volunteers' info sheets, make sure you know all their situations (diseases, pill users, allergies, etc) and how to deal with them; ask to the CO and SO if not. Do not share with the group sensitive and personal information of the Volunteers. Note: Epileptic people shouldn't work with or next to risky equipment.
- Phone numbers: The display of emergency numbers is compulsory. There should be the doctor's, the pharmacist's and the organisation's numbers.
- Insurance: The organisation's insurance covers exclusively incidents related to the work or living space. For all other incident or diseases, the Volunteer should have a personal insurance. Don't forget to properly explain this to the Volunteers in the beginning, and ask for their insurance numbers to fill in the insurance sheet.
- Administration of medicines: The Camp Coordinator cannot in any case administer medication or treat a Volunteer be it adult or teenager. For teenagers, it is compulsory to see a doctor; for an adult, depending of the situation, a pharmacist can be enough.
- Accident: In case of accident requiring to drive the Volunteer to the hospital, call the emergency number and explain the situation. If you can avoid it, do not transport the Volunteer yourself.
- Diet: Respect a healthy diet and decent sleeping hours for good life hygiene.
- Equipment: Maintain the equipment and the Workcamp in good shape.
- Rules: Discuss the rules with the group, including the use of drugs and alcohol whenever the project doesn't have previous rules on that.

Educational activities

Recommended for:



The workcamp is a space for both informal (mainly) and non-formal learning. During the work, the leisure time and the community life, the volunteers will experience many things that will allow them to develop their competences; for that, though, we need them to be aware of these as learning experiences. On the other hand, there is also space for awareness of learning activities. These can be led by different people: the camp coordinator, someone in the Hosting Organisation or in the Local Community and even the volunteers themselves.

Educational perspective:

Educational activities help volunteers to be more aware of what is happening around them during the workcamp, either in the local community or in the group. Through the educational activities they can learn the historical context of the community they live in, the challenges they are facing right now, their struggle strategies; or they can also learn about the backgrounds of their peers and learn from the very diverse current social and political situations in their respective local communities. They can also pay attention to the group dynamics and learn about community living, intercultural dynamics, power dynamics, etc, which will help them be more careful about it. By organising such projects we have the chance to make this social and cultural diversity meet in one place and that it is very beneficial for the collective thinking on subjects such as gender or ecology.

Inclusion perspective:

Some educational activities, especially those looking more at the group, can help the volunteers realise all the diversity present in their group and the existing power dynamics. This can help the volunteers to develop competences to live with all this diversity and consider them as a source of learning and richness. The more awareness in the group, the more people will be making efforts to create a safe and inclusive context for everyone to be part of the group.

Educational activities can also help some volunteers who are maybe struggling with the work tasks but are more motivated to learn to feel part of the group and, thus, to feel included in something bigger to experience their sense of belonging.



Themes and resources:

It is important that the educational activities have a clear link either with the Workcamp theme or with the general purposes of the IVS movement. In case the link is not clear or there is no link, there needs to be a clear understanding why is it important for the person who leads the activity to do it with the group.

Linking it to the theme of the Workcamp:

For example, if the Workcamp is about a climate justice campaign in a village near a big industrial area, you can have workshops around climate change; if the Workcamp is about creating educational activities with Roma children, you can have several workshops about Roma people and how they have been discriminated against in the past and present. Your more valuable resources will be the Hosting Organisation and the Local Community. Count on their expertise for preparing and leading the workshops; and maybe you will be surprised by one of the Volunteers being a super expert on the topic, invite them to join in, of course!

Linking it to IVS movement purposes:

The IVS movement aims at building a peaceful world through international volunteering, for this, you can prepare workshops that cover themes such as:

- Peace.
- Human Rights.
- Conflict transformation.

Look at your Coordinating Organisation for support in identifying the main elements they work on and the resources you can use to prepare workshops. Of course, count on Volunteers as well.

Linking it to the group dynamics:

Workcamps are a wonderful space to learn how to live within diversity, though it is not always easy so these workshops will help them gain the awareness and the competences to start practising that in their lives more and more.

- Privileges and oppressions, power and rank.
- Gender.
- Interculturality.

Pay attention to any other element influencing the group dynamics and create a learning space around that. In this case, these workshops are better facilitated by the Camp Coordinators.

Find some resources in the educational materials referred in the section “[Further resources](#)” at the end of this toolkit.

Designing and facilitating educational activities

Tips in short

1. Understand the Volunteers learning needs and the organisations interests in terms of educational activities.
2. Define learning objectives for Volunteers.
3. Define the content that you need to cover to reach the objectives.
4. Choose the methods that will better support you to cover the content and reach the objectives. Try to make the methods inclusive for the group's diversity. Whenever you can, opt for participative and interactive methods such as simulations, role-plays, theatre as these will stimulate not only their knowledge development but also their attitudes and skills. For the presentations about the local reality, you can do a field trip. You can also use input, case studies and debates, especially when the Volunteers will share their realities, but be mindful to balance it out.
5. Prepare your materials, be ready to do workshops with basic ones, do not ask for too much: many Hosting Organisations are running Workcamps under a very low budget. Prepare visuals to support your presentations, when necessary.
6. Once in the workshop: Introduce the objectives and the theme and facilitate the session ensuring everyone is on board. Give space for peer learning rather than speaking most of the time. Ensure they can share different visions without judging each other and without having a negative impact on others.
7. Do proper debriefings, they help process the emotions experienced during the session and integrate the content of the workshop.
8. Ask for feedback at the end of the workshop on how to improve future educational activities.

Learning reflection

Even if a Workcamp is not a training or seminar, it is indeed a big source of learning. As David Kolb expressed in their “experiential learning cycle” theory, there needs to be a reflection on the experience to integrate the experience into learning.

Encourage Volunteers to take some daily time (or every two-three days at least) to reflect on their learning individually or in small groups.

Learning Journal

For some, writing a Learning diary or Learning Journal will be a good tool. Taking some individual time to write down few notes about what are they experiencing and what are they learning about can be a way to integrate that learning. On the introduction phase of the Workcamp, the Camp Coordinator can introduce the Learning Journal and then, from time to time, they can encourage the Volunteers to take some time and write down a few notes.

Here you have two models as examples:

- [Acces4All Travel Journal](#).
- [Egyesek Learning Diary](#).



Visual recording

For others, writing might not be a good way, but instead they might prefer to draw, make mind-maps, take pictures, etc. The important thing is that they take the time to reflect and that they record it somehow.

Reflection questions all over the place

For those that will not self-initiate the reflection, you can write down few inspiring reflection questions in places like the door of the sleeping room, the door of the toilet, the mirror in the toilet, the board in the kitchen, ... anywhere they can find it in a moment they will be having “me-time” and it might trigger reflection spontaneously.

Final learning reflection

At the end of the Workcamp, it is important to create a space for guided learning reflection facilitated by the Camp Coordinator.

You can use the “Wandering self-reflection” activity described in the section “Tools for preparation of Volunteers and Camp Coordinators” or you can do a guided meditation if you are familiar with meditation.

Leisure time

Recommended for:



Leisure time is also an important part of the camp. Before the arrival of the Volunteers the Camp Coordinator has to check, what opportunities are available, especially connected with interaction with the Local Community. During the first days of the camp, an ‘activities discussion’ meeting can be organised to present the opportunities to the Volunteers, to get their feedback and proposals. It is important to remember, that not all free time has to be organised. There should be a balance between the organised activities involving everyone and the time everyone can spend as they want. Also leisure time is a good opportunity to «take care» of the well being. Some quiet activities can be proposed to remind the group to take care of themselves, of their sleeping time, of their body, of their energy.

Educational perspective:

The organising of leisure time can also teach Volunteers group work, interaction and collective decision making. In addition, they can learn a lot about the country, place where they are and local people.

Inclusion perspective:

The responsibility of the Camp Coordinator is to make organised activities fully inclusive. In case there is physical, financial or any kind of obstacle it has to be solved by the host or by the group. Also, it is necessary to be sure that for everyone, there are some accessible activities. The Camp Coordinator should remember that the leisure time is the perfect ground to learn about each other’s culture and the best way to spend the leisure time meaningfully is if the Volunteers get the responsibility to organise it.

Discovering the local reality

Probably during leisure time, Volunteers will want to discover the local reality they are living and working in. As a Camp Coordinator and Host Organisation, you should encourage them to do that in a respectful way with the Local Community; ideally using the chance to discover local elements and not touristy elements as a big touristic industry often has a strong negative impact in the local communities. In the infosheet, you can encourage Volunteers to stay longer after the camp for any touristic travels and during the camp you can suggest ways to do that respectfully.

Ensuring well-being³⁵

Wellbeing is in our brains and bodies, it can be personal and social. Taking care of our own and our group's wellbeing is taking some time to focus on how we feel, besides the work duties. It's important to realise that being aware that the way we feel affects us, how we relate to ourselves, how we relate to others and how we relate to work.

How can we take care of our wellbeing?

First of all, wellbeing is unique to every person, so it is nice to have some time at the beginning of the project to share about personal needs and boundaries. After getting to know each other and the team building activities, we can create a space to share about "What do I need to feel good during this Workcamp?". By this moment of self-reflection and expression, we allow self-awareness, which can lead to everyone taking self-responsibility for their wellbeing; and group awareness, which can lead to the group taking responsibility for other group members' wellbeing. This would be the basis for the groups' wellbeing, you can close this activity writing a group agreement.

Once the basis is created, we need to continue creating spaces to ensure the group's wellbeing. It is good to create that based on what was shared during the first activity and, if possible, it is good to create that together with the group. Here you have some ideas:

³⁵ Source: #IVS4Peace Laboratory I (2018).

Emotional round to open and close the day: Some people call it check-in check-out. Before starting the day and once all activities have finished, you can invite the group to sit in a circle where everyone can see everyone else's face and ask "How do you feel?" and give space for everyone who wants to answer. You can add a "talking stick" to this activity: only the person who holds the object (it can be anything) can speak while the rest are there to listen and hold the space. All emotions are welcome and people should feel comfortable sharing as deeply as they like; some people might not feel comfortable sharing very deeply how they feel. Especially during the first days the activity, it might feel a bit more difficult than later on when the group has developed more trust in each other.

Meditation time: When the day is being tough, the group is going through a difficult moment or, simply, as a routine practice, you can guide some "meditation". This is a formal meditation but is more a relaxation technique. Of course, if there is someone in the group who practices meditation, you can invite them to facilitate it. Otherwise, if you feel like, you can do so yourself. You should find a quiet space, play some relaxing instrumental music in the background and talk to the group in a soft and gentle voice. You can ask them to find a nice and cosy place, to sit or lay down in a comfortable position and close their eyes. First you will ask them to focus on their breathing ("take few deep breaths in and out") and then you can start asking them to focus on some parts of their bodies ("feel your arms, your legs, your hands, ...") and realise how they feel. You should not speak all the time and not very quickly; leave some time in between your interventions. After a few minutes (around 10 is a good time), you can ask them to slowly start to come back from their meditation, to slowly start moving their body, open their eyes and stand up again.

Ensuring a safe space: For everyone to feel good and feel part of the group, it is important that a safe space is created where each and every individual are welcome just the way they are and where discrimination and hate are not allowed in any way: from subtle jokes to direct aggressions.

Active games and creative activities: For group bonding and for releasing tension, it is nice to have some games and activities such as dancing, singing, playing instruments, playing sports, doing laughter therapy. You can design some energisers during the day for short games and some longer ones with the whole Workcamp in the evening or on weekends.

Personal time: 24/7 community living can be really tiring for some people. It is important to ensure that everyone who needs it can take some time to disconnect from the group and focus on themselves.



Defining the role of the caretaker: When dividing the tasks for living together, we normally distribute those tasks that are more visible in our societies, what we also call productive tasks; and often forget about the reproductive tasks. Workcamps have already managed to give visibility to some reproductive tasks such as cooking and cleaning, but still we need to give visibility to the role of the caretaker; the person that feels how the group is doing, that supports those having a hard time. This role, when not appointed, is assumed by the Camp Coordinator in a visible way and by some Volunteers in an invisible way. It is nice to put this role in the list of tasks to develop and distribute it among the group along the week so different people can be the caretakers in different moments of the Workcamp. Be mindful when distributing that to not to reproduce gender-roles existing in society where mostly people who identify as men take the productive tasks and people who identify as women take the reproductive tasks.

Energisers³⁶

To kick-off different moments of the day (morning, afternoon, educational session after lunch, ...), it is good to have some energisers. You can invite the group to show the ones they know. It is important to clearly explain the rules of the game, to give an example and then to start. Here are a few of them:

Find your pair: Every participant gets one piece of paper with a character, animal, movement, etc. There is as many pairs of things as pairs of participants. After the facilitator gives a sign, participants can start moving through space and exchanging papers with other participants. After that, every participant should stop and look at the paper they have in their hand. They have to imitate the character, animal, movement, etc. that is written on their paper. Then they have to find the person with the same imitation as soon as possible. The last pair will be out of game. The game can go on until there is only one pair left.

Collapsing solar system: Participants are standing in the circle. Facilitator asks them to chose two persons from the circle, but not to tell anyone which person they have chosen. They have to go around the two persons (both ways, from left and from right). After they have chosen, the facilitator gives a sign and the game can start.

Fruit salad: Participants are standing in the circle. The facilitator gives them name of fruits (the number of fruits (small groups) depends on number of participants). When the facilitator says the name of one fruit, everybody who has that name should mix and change their places. It is good at the beginning for the facilitator to be slower and then speed up so participants have to be more and more concentrated.

³⁶ Source: INEX SDA. "[Youth worker 2.0. Dealing with complicated situations. A guide](#)". Page 34.



Changing places: Setting of space: chairs in a circle as much as the people participating. The leader stands in the circle. Participants sit on the chairs

Rules: The person who is in the centre says what they like/what they did in their life. Everyone who likes/did that as well should stand up and change places with each other. The leader's task is to take a free chair. Whoever is last becomes a leader.

Hu-Ha-He: People stay in the circle. The leader is also in the circle

Rules: The leader is making a triangle above the head with their head and moving it into the direction of another participant shouting out "HU". The participant whom the leader was aiming at "catches" the move, putting their hands up over their head and shouting out "HA". And the 2 participants who stand next to him, aim their both hands in the direction of the "chosen" participant shouting out "HE". The action is repeated again.

1,2,3: Environment: outside/inside

Participants stand in couples in front of each other. The first begins counting and says: one.

The second says two. Then the first says three and the second begins with one again. They count only until three and after three, begin with one again. After a few rounds it can get more difficult:

1. Instead of two they can say hello in mother tongue.
2. Instead of one they can clap hands.
3. Instead of three they can jump.

Difficulties begin after playing a few rounds – step by step.

Greetings:

Environment: outside or inside

Motivation: We are going to visit some special country, where the people have special greetings for all of professions. It's polite to greet somebody when we meet them.

At first we say to participants, that they must find and choose somebody to make a couple.

Each couple must be with another person and they have to remember this person. The first couple will be forest people and they exercise a forest person's greeting: the couple stands facing each other, they hold hands and make movement with hands like cutting trees in forest. Then we say to participants to find another person for a couple – they will be surfers and with hands, make movements showing waves.

Following this they will find a third person to make a third couple – they are shepherds and they greet each other as if they were milking a sheep: the first person puts hands with fingers together and thumbs will be down. The second person catches the thumbs of the first person and moves as if he/she was milking a sheep. Then participants will find a fourth person: a youth worker and they make up their own special greeting. After this preparation, people start walking in the new country and meeting people.

The leader of the game will say something as: We walk around the country and we come to the forest.



In the forest is our forest person... And than participant must find the forest person (the people from forest person's greeting) and greet him/her. Then they walk away, come to the sea, meet surfer, come to meadow to meet shepard, to city to meet youth worker... We can use different environments for meeting different people... and we play this activity for a designated time.

Horse Racing game:

Environment: outside/inside

We stay in the circle and can clap with our hands to our feet. We make movement and voices with hands as running horses. In the racecourse, we will have some special things with special movements or voices, but still we always move as running horses:

- 1, curve to the left – we move with our bodies to the left side
- 2, curve to the right – we move with our bodies to the right side
- 3, jump – we jump
- 4, double jump – we jump double jump
- 5, water jump – we move as to go under the water
- 6, visitors – we do mexican waves
- 7, photographs – we move as taking pictures

Toxic waste dump: A can of highly toxic popcorn has contaminated a circle approximately 8 feet in diameter. The toxic area extends to the ceiling. If the poisonous popcorn is not transferred to a safe container for decontamination, the toxic popcorn will contaminate and destroy the population of the entire city. The popcorn is estimated to have a safe life of exactly 20 minutes before it explodes. Obviously, there is insufficient time to contact authorities and evacuate the city.

Therefore, the lives of thousands of people are in your hands.

Inside the circle you will find two cans. One (unsafe) container that is half full of the toxic popcorn. The other (safe) container is available for decontamination.

Team Goal: You must find a way to safely transfer the toxic popcorn from the unsafe container to the safe container, using only the materials provided to you. For your group, this includes a piece of rope (each approximately 7 1/2 feet long for each person, and a bicycle tire tube.

Rules: No member may cross the plane of the circle with any part of the body. If this occurs, they must be taken to the hospital immediately (removed from play) and they may not participate in any form from then on. The group is responsible for the safety of all its members.

No member may sacrifice himself or herself to aid in the transfer of the popcorn. No spills are allowed, or the popcorn will explode. Members may only use the materials provided. However, they can be used in any way desired. The popcorn will not spread its toxicity to the safe can, the ropes, the tube, or the instruction giver. The members have no protection inside the imaginary cylinder created by the

Phase #3 Workcamp

8-foot diameter circle.

The safe container may move anywhere in or outside of the circle. The unsafe container of popcorn must stay inside the circle, and not be moved more than one foot from its centre.

Remember, the popcorn must be transferred within 20 minutes, or there will be a tremendous disaster.

Blindfolded game: The game is played outside. Participants are divided into groups of 4 or 5 people. Every team has a guide.

Materials per one team: 1 rope 16 m long, 1 bucket (in case of 4 people), blindfolds

Rules: The guides of the teams bring the participants on the spot for the game, read the rules, put the blindfolds. Participants can start discussion of strategy only after they have blindfolds.

Instructions for participants: You will get a rope and a bucket (in case of 4 people, in case of 5 people it's the fifth person). You will need to make an exact square holding a rope behind yourselves. The bucket (fifth person) should stand exactly in the middle of the square. You can discuss the strategy after you get blindfolds.

The rope at the end should be straight and without knots. Take care about each other. Work as a team. For this you have 30 minutes. If anyone takes out a blindfold the whole team starts the task from the beginning. Whenever participants are ready they take off blindfolds and check the result.

Relaxation tips & techniques³⁷

The relaxation sessions are light activities that make you calm and concentrated on yourself. They can be part of our morning routine, to make us productive and relaxed.

These sessions help us in our waking up period and make our mornings very colourful. Putting a relaxing session in for at least some of the mornings could be used in every group to really help prepare for the day ahead.

Therapy of senses: The Volunteers go into a room and get comfortable, while they are listening to nature/other calming voices, smell a pleasant aroma in the air, and see multiple candles lit around the room. After getting comfortable they concentrate on their own breathing and just relax. In the process there is a chocolate/fruit tasting, when everyone has to concentrate on the texture and taste itself. The session ends with them massaging each other, so it ends with the last sense, the touching. – This method is good for the mental state and helps to focus.

Yoga: Yoga is a process that is built up slowly. Starting with breathing exercises, that then get combined with small movements. After that, there are some basic Asanas with stretching. This way yoga is good energizer, improves body awareness and physical well-being, relieves stress and improves focus.

Breathing meditation: This activity is about concentrating on your breath. Sit with a straight spine and enjoy the silence. It makes people relaxed and helps to empty their mind, so it is really refreshing.

Mandala colouring: The goal of mandala colouring is to forget about the issues in the forefront of your mind, and to clear your head while actively doing some basic movements.

³⁷ Sources:

INEX SDA. "[Youth worker 2.o. Dealing with complicated situations. A guide](#)". Page 36.

INEX SDA. "[Youth worker 2.o. Social Inclusion in International Youth projects. A guide](#)". Pages 68 - 70.



Using the outdoors space³⁸

Colour Match: Invite Volunteers to match a colour from their clothing to a colour in the natural outdoor space. Objective reminds Volunteers that all colours originate from nature and are replicated by humans artificially. It is also a useful activity to improve observation, for example not all greens are the same shade!

Solo Space (Sit Spot): Go outdoors, e.g. local park, any outdoor space, ideally with woodlands. Ask group to find their own individual, separate space and each member stands or sits in their personal space without talking for up to 5 minutes. The idea is to invite the Volunteers to listen to the sounds in the outdoor space, e.g. they will likely hear the noise of birds, wind, leaves or distance urban noises. They may also notice their other senses, such as the feel of the wind on their skin, the softness/hardness of the ground beneath them. Bring the group together to discuss experiences.

Find Your Tree (Meet a Tree): Pair up Volunteers into couples. One is blind folded. The partner gently leads the blindfolded partner to a nearby tree. The blindfolded person should feel the tree, feel for the shape etc. The partner leads the person back to the starting point. The objective is for the blind folded person to identify their tree by recalling the shape when they felt it. Swap partners over. Ensure that the leading partner takes care of their blindfolded partner!

Exhaling Run: Volunteers all stand in a line together facing forward. Every Volunteer when ready, should intake a deep breath and run forward while shouting out loud. They have to stop running when they run out of breath. You can introduce competition by identifying who has ran the furthest. The objective is fun and releasing energy and sound in the open space. This can work well for groups who need to release energy, but also to increase the energy in quiet groups!

Natural Art: Volunteers can work alone or in groups to create an art piece using the natural materials they find. They can make a pattern, or a picture which represents their experiences in the session if used as a review activity.

Acro Yoga: For this activity it is important to have someone in the group who is experienced in it. It is a very good technique for active relaxation and if you're confident in it and able to prepare a safe environment among Volunteers, these activities are very good for trust building and group bonding.

³⁸ Source: "Youth worker 2.0. Social Inclusion in International Youth projects. A guide". Pages 76-77



Phase #4

Follow-up

Phase #4 Follow-up

Recommended for:



A Workcamp is not an experience that ends on the last day when Volunteers go back to their places of residence but a longer process of self-development and community activation.

During the follow-up phase, or the phase after the Workcamp, the Sending Organisation again plays a crucial role for the Volunteers, and the Coordinating Organisation is instead the relevant actor for the Camp Coordinators. As for the Hosting Organisation, it is important they look at how to evaluate the process with the Local Community and see if there is any follow-up at their local level as well.

In this toolkit we will focus on the Volunteers follow-up, to support their return into their local living community after having been involved for a period of time in another local hosting community. Thus, we will not look at how to follow-up with the Camp Coordinators (even though the process can be done similarly for them by the Coordinating Organisations), the Hosting Organisations and the Local Hosting Community.

The intention of the follow-up phase is for the Volunteers to reflect upon their experience, share their impressions with the organisations and other Volunteers, and get active in their local living communities. To achieve this, the Sending Organisation will help Volunteers look at their experiences, reflect on the outcomes and decide about their future steps. It needs to be an open and transparent process and it should be presented and explained prior to the Volunteer experience during the preparation phase.

It is important that the process be designed for and with the Volunteers; meaning that the methodological approach considers the needs of each Volunteer and be inclusive and participatory.

The follow-up phase is an open-ended process if we consider that the effects of the Workcamp are life lasting and the Volunteers' involvement in their Local Community can last for a long time. At the same time, the Sending Organisation's job is complete once the Volunteer has become autonomous and puts into practice the learnings they got during their experience without needing external support.

The follow-up phase has the following main intentions:

- Evaluate the process of the Volunteer.
- Facilitate their self-reflection on the learning experience.
- Support the Volunteers' personal development process after the Workcamp.
- Encourage the Volunteers to get engaged in the Local Community and continue the Volunteer experience.



General tips

Recommended for:



- There should be a contact person for the Volunteers in the Sending Organisation which can be a staff member, a board member or a Volunteer, depending on the organisational structure of the SO. Ideally, you would keep the same contact person for the Volunteers during the whole IVS process as this will create a sense of familiarity, trust and confidence for the Volunteer. If there are different people in the organisation who are in charge of different phases of the process, make sure they are all introduced at the beginning so Volunteers get familiar with who will be involved in the different moments. If the contact person for the Volunteer leaves and someone replaces that person, make sure there is a rewarding goodbye process with the departing person and the Volunteers, as well as a good introduction of the new person to the Volunteers.
- Create an open and safe space for honest conversations where all emotions, visions and expressions are welcomed, whether they are easier to listen to or more difficult ones.
- Be aware of your communication. Look at your messages, verbal and non-verbal ones: what you express, how you express it and why you express it that way. How are your privileges interfering with those messages and how do they impact your target?
- Be mindful of the language you use in your communication with the Volunteer: do not communicate in very technical language, make sure they understand the language you are using and ensure there is proper language support (translation, interpretation, visuals, ...) if necessary for the Volunteer.
- Be aware of possible changes during the process at personal, financial, legal or political level and how this affects the life of Volunteers and their involvement in the follow-up process. See what your organisation can do about it or if there are any expert organisations around where you can direct the Volunteers for additional support if needed.
- Avoid administrative stigmatisation during the process. Think about how the questionnaires and forms are designed; it is recommended to use the same or similar forms for all (understanding that not all questions will be relevant for everyone) rather than specific forms for specific targets groups.

Introducing the follow-up of Volunteers

Recommended for:



- It is up to the contact person in the Sending Organisation to introduce the follow-up to the Volunteers during the outreach and preparation phases. This can be reinforced by the Camp Coordinator who can talk about it during the Workcamp phase.
- You can involve former Volunteers in the introduction of the follow-up phase so they can present what they did after the Workcamp.
- The introduction can be done individually (in interviews, emails, etc) or collectively (in Workcamp promotional events, etc).
- The follow-up phase needs to be presented as part of the IVS process so Volunteers understand that taking part in a Workcamp goes beyond the Workcamp itself.
- You need to introduce what the follow-up phase consists of, so explain what actions and activities are planned after the Workcamp or what are the next steps. Be as specific as you can; if you already know that you will have an interview, an evaluation meeting, a post-camp event, some educational activities, etc, mention those; this helps the Volunteer to get a clear picture of what is it actually about.
- It is important that the Volunteer understands the purposes of the follow-up phase and how it can be beneficial to them (personal growth and self-development) and to the Local Community (community support and activation).

Consider the tips in the “Reaching out to Volunteers” section in the [“Phase #1: Outreach”](#) chapter.

Evaluation

Recommended for:



The evaluation of the Volunteers' experience helps them revisit their Workcamp, gain awareness on the impact of the experience at the personal and community level, provide feedback to the organisations that have been involved in the process and self-direct their personal and community follow-up.

Camp Coordinators evaluation

In order to proceed to the Volunteer Workcamp evaluation and make it useful for the Volunteers, you first should collect the feedback from the actors that have been directly involved with them, namely the Camp Coordinator. You can do that via an online questionnaire or a phone call if you prefer.

You can use the following³⁹ questionnaire or create your own.

³⁹ Adapted from the Alliance of European Voluntary Service Organisations' [Access4All Leader's feedback](#).

Evaluation Questionnaire about Volunteers for Camp Coordinators

What is your general feedback on the Volunteer's participation?

How do you evaluate the evolution of the Volunteer?

Please refer to the objectives and expectations in the Volunteer's background and feedback form.

In which of these areas do you think the Volunteer has experienced more challenges?

Check all that apply and in each case, please specify.

- Taking initiative:
- Autonomy / independence:
- Relation with others / Respect:
- Intercultural learning:
- Punctuality:
- Teamwork / collaboration:
- Community life tasks:
- Group dynamics:
- Interaction with the Local Community:
- Work tasks:
- Educational activities:
- Leisure time activities:

Which role did the Volunteer take in the group?

In which of these areas do you think the Volunteer has developed learning?

Check all that apply and in each case, please specify.

- Mother tongue:
- Common language in the Workcamp:
- Other languages:
- Technical skills related to the tasks:
- Group relations:
- Taking initiative:
- Cleaning, tidying up:
- Cooking:
- Budget management:
- Understanding and respect of the rules (accommodation, Workcamp, group, ...):
- Others, please specify (curiosity, sharing experiences, listening, ...):

Do you think the Volunteer would like to participate in future initiatives either locally or internationally? *If so, did the Volunteer express or did you identify any thematic or methodological preference?*

In relation to the organisations.

What was useful from the Hosting Organisation side? Do you have any suggestions for improvement?

What was useful from the Sending Organisation side? Do you have any suggestions for improvement?

What was useful from the Coordinating Organisation side? Do you have any suggestions for improvement?

Individual evaluation meeting

- If the organisation has enough resources and/or if the Volunteer will feel safer in an individual context, it is positive to offer an individual evaluation meeting.
- Ideally within two or three weeks after the Volunteer comes back to their local living community.
- Ideally in a face to face meeting. If distance doesn't support that, then go for a video call or ask for the support of a local organisation that you are in contact with.
- If you have enough time, organise it in the form of an interview and facilitate their individual process of self-reflection. If you have scarce resources, give some individual time for the Volunteer to go through a couple of questions and write down their reflections and then have a smaller one-to-one talk to ask them to share the main highlights.
- If a previous evaluation has been done during the Workcamp, it is recommended to incorporate its outcomes to enrich the evaluation implemented during the follow-up phase.
- In the cases where the Volunteers have been supported by a professional from an external organisation, it is recommended to involve this person in the evaluation process.
- During the meeting, present the possibilities for follow-up actions within the organisation and beyond.

For the evaluation, you can follow the questionnaire⁴⁰ we provide you hereby with or create your own.

⁴⁰Inspired from the Alliance of European Voluntary Service Organisations' [Access4All Leader's feedback](#).

Evaluation Questionnaire for Workcamp Volunteers

Discovering Workcamps

How did you get to know about Workcamps? *Check one box.*

- Friends.
- Family.
- High school.
- University.
- Youth info centres.
- Social centres.
- Cultural centres.
- Social Media.
- Conventional Media.
- Other (please explain)

What made you decide to take part in a Workcamp?

Preparation phase

What kind of preparation did you have? *Check all that apply.*

- Face-to-face individual preparation meeting.
- Face-to-face group preparation meeting.
- Face-to-face group pre-departure training.
- Online individual preparation meeting.
- Online group preparation meeting.
- Online pre-departure training.
- Pre-departure phone call.
- No preparation.
- Other (please explain):

Which topics did you discuss during the preparation? *Check all that apply.*

- Introduction to the organisations.
- Volunteering.
- Interculturality.
- Identity.
- Privileges and oppressions.
- Inequalities and discrimination.
- Conflict.
- Group dynamics.
- Community life.
- Expectations and fears.

What made you decide to take part in a Workcamp?

Did you miss something that you think we should include in the future?

Workcamp

What surprised you most during your Workcamp?

What was the biggest fear you had before the project and how did you manage to overcome it?

What did you learn? What did you bring back with you?

(Any new knowledge, attitude, skill, feeling, memories, etc).

Did you carry out a final evaluation on the last days of the Workcamp with your Camp Coordinator or the Hosting Organisation?

- Yes
- No

After the Workcamp

Did you carry out an individual meeting after the Workcamp with your Sending Organisation or is it foreseen? *

- Yes. If so, please explain.
- No

Did you carry out a collective post camp event in your home country with your Sending Organisation? *

- Yes. If so, please explain.
- No

Did you participate in any other solidarity action after your participation in the Workcamp? *

- Yes. If so, please explain.
- No

Which piece of advice would you give someone who is going to take part in a Workcamp for the first time?

Anything else you want to share?

Additional information:

Your name

Your Sending Organisation's name

Your Hosting Organisation's name

Your Workcamp's name

Thank you very much!

Group evaluation meeting

If the organisation doesn't have enough resources for individual face-to-face meetings with all Volunteers, it is also positive to have a collective evaluation meeting with different Volunteers at the same time.

Also this can be beneficial for the Volunteers because during the meeting they can meet other people who have gone through similar experiences and start to connect to new people with common interests in their local reality.

Below you will find a guide for the meeting.

Guide for the meeting

- It is important to create a safe and comfortable space for the Volunteers, so:
 - » If you have seen the Volunteers only once before, start by introducing yourself, the organisation you represent and the purpose of the meeting.
 - » Do an ice-breaking game with names and a getting to know each other game. Find some ideas in the “Tools for preparation of Volunteers and Camp Coordinators” section in the “Phase #2: Preparation” chapter.
- Do a collective evaluation activity. Find some ideas for evaluation activities below.
- Allow some time for individual reflection and evaluation. Use the “Evaluation Questionnaire for Workcamp Volunteers” in the previous section “Individual evaluation meeting”.
- After the individual reflection time, open a space for sharing about their highlights.
- Announce the next steps in the follow-up process. If there are some activities in the calendar, mention the specific dates and locations and encourage them to join and see each other again.
- Close the meeting with a check-out round of one word for how they felt during the meeting and one word for what they see in the near future.

Evaluation activities

Which elements you need to evaluate?

- Information before the Workcamp
- Preparation before the Workcamp
- Community life
- Group dynamics
- Interaction with the Local Community
- Work
- Educational activities
- Leisure time activities



Phase #4 Follow-up

How can you evaluate them?

You can choose among different methods that will stimulate and support different learning and communication styles. Here you will find some ideas:

Target (Visual and written).

Preparation: Take one piece of half flip chart paper for each of the elements you want to evaluate and draw a target for each of them. In them, draw a target where the central point will be “o” and the more external point will be “a lot” and write down the title for the element you want to evaluate (see from the list above).

During the activity: Ask Volunteers to draw a sign to grade their satisfaction with that element. For example, if they are very satisfied with the preparation before the Workcamp, they can put a sign in the outer part of the target; if they are not satisfied at all, they can put a sign in the inner part of the target. You can also invite them to write comments next to their sign so they explain their grading.

Thermometer (Visual and written).

Similar to the one before but instead of using a target, you can use a thermometer as a visual.

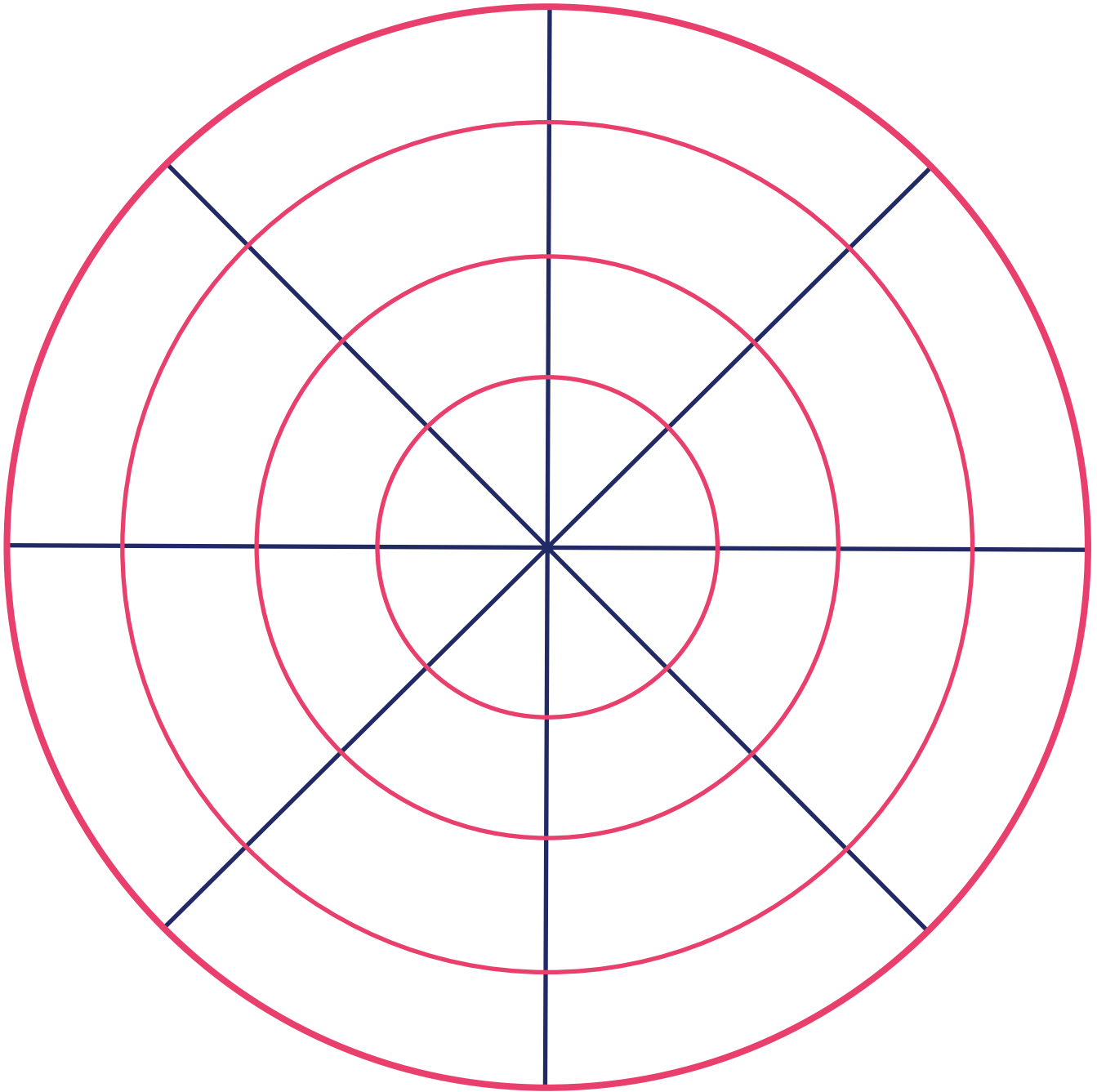
Backpack, washing machine, rubbish bin (written and oral).

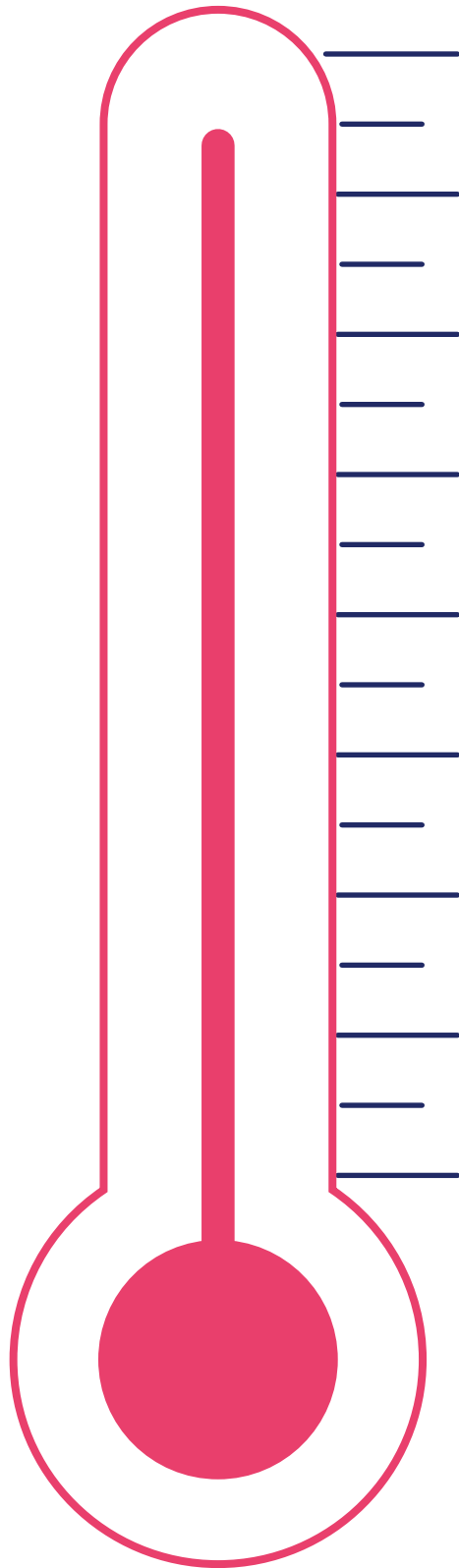
Preparation: Take 3 flip chart papers and draw a backpack in one of them, a washing machine in another one and a rubbish bin in the last one. The backpack is for “What would you keep the same from this experience?”, the washing machine is for “What would you do differently from this experience?” and the rubbish bin is for “What would you take out from this experience?”. You can write a keyword (keep, different, take out) in each of the flipcharts for them to remember its meaning later.

During the activity: Ask the Volunteers to take some time to reflect about their experience as a whole, from the moment they got to know about Workcamps until the present, and write down what would they keep, what would they do differently and what they would take out. Once they have written it down you can give them some time to express it verbally to everyone in the group.

Evaluation form (written and oral).

You can also share an evaluation form for them to take some time to individually reflect about the experience and then share the highlights orally with the group. For this you can use the individual evaluation questionnaire. Once they have gone through it individually you can give them some time to express it verbally to everyone in the group.





Personal development

Recommended for:



Workcamps are spaces of experiential learning and for significant personal growth and transformation. As with any other experiential learning process, it is important to reflect upon the concrete experience and draw conclusions out of it so people are ready to integrate it into their lives.

The follow-up phase, starting with the reflection connected to the evaluation, partly aims at facilitating the awareness of Volunteers to understand what they have learned during the Workcamp process and decide how they want to bring that forward in their life.

This process can be done as an individual or collective one and it is actually very linked to the community involvement process as by getting involved locally, they will continue developing their competences.

What is important in this is to encourage and/or facilitate spaces for self-reflection. These spaces can be self-led, facilitated individually or facilitated collectively.

Understanding their interests and motivations.

You need to pay attention to the outcomes of the evaluation with the Volunteer, there you will identify what are they interested in and what their motivation is. Together you can outline what their perspectives are after the experience.

Outlining Volunteers' perspectives is not just getting them involved into events. It is placing the Volunteers in a situation where they will revisit their IVS experience again to reinforce the appropriation process. This is a pedagogical process that can be combined with involvement in the organisation.

See which resources you have within your organisation to support them in their path for self-development. Maybe you have some educational activities they can join, maybe you know a local organisation related to their interest that you can get them in contact with, maybe there are other international volunteering experiences they can take part in, maybe they discovered a job interest and want to find out more about it so you can direct them to the employment office or any employability programme, etc.



Phase #4 Follow-up

Facilitating and encouraging self-reflection

You can create a “Self-reflection session” for a group and facilitate their learning reflection. Here you can find some tools you can use: [Youthpass](#). It is the recognition instrument for projects supported by Erasmus+: Youth in Action. Even though it is to be used by Volunteers in E+ projects, you can use it and the tools created to use it as a reference to create your learning reflection activities with your Volunteers.

You can invite them to use existing self-reflection tools in their personal time. For example: INEX-SDA created the [IM-PROVE App](#). It is an online website to help Volunteers record their volunteering experience, translate their experience into numbers and competences, plan their personal development and give visibility to their newly acquired competences.

Supporting them to spread their experience

A really good way to integrate learning experiences is being able to express them to others:

You can invite the Volunteers to present their experience during the next outreach phase to potential future Volunteers. Through this, they may be able to recognise their learning, express it to others, gain communication skills, increase their self-confidence, among others.

You can invite them to become ambassadors of international volunteering in your events and those of your organisations. This would consist of them taking the lead in designing promotional activities in order to reach out to other young people so they can have the same chance the ambassadors had.



Community involvement

Recommended for:



Besides personal transformation, Workcamps are spaces for community transformation, both at the location where the Workcamp is hosted and the one where the Volunteers are sent from. A Volunteer that has taken part in a Workcamp is more likely to get actively engaged in their community than before⁴¹.

When a Workcamp has been an eye-opening experience for the Volunteers, they might be excited and want to continue their involvement in society once back home, so some might reach out to your organisation and ask: “What can I do?”. In this case, you need to have a strategy to react soon to those questions so they don’t get frustrated and lose enthusiasm.

This first situation is not the most common one though. Often they don’t know how to deal with their eagerness to get involved, either because they don’t know that there are similar initiatives back home or because they don’t know who to ask about it. In this case, you need to have a strategy to provide them with information so they can choose what they want to do. You can also open spaces for them to create their own initiatives.

The “worst-case-scenario” and also often the most likely one is that Volunteers come back from their Workcamp experience and just want to go back to more or less the same life they were living before. In this case, they still should have the chance to be informed about their possibilities but do not push Volunteers to get committed. Remember: volunteering is voluntary!

Something else to consider: when Volunteers leave the Workcamp and come back to their local reality, they might experience a sense of loneliness or isolation: They have left a group they have been living with for several weeks, and with whom they have discovered, tried or practised community living, and now they go back to their daily reality. Most of the time they don’t live in a big community and, if they do, often this community doesn’t understand the experience they just went through and the impact it had in their personal development.

⁴¹ Source: Coordinating Committee for International Voluntary Service (2016). [Changing Perspectives impact assessment results.](#)

Phase #4 Follow-up

One way to support them is through personal development facilitation, where they will be able to communicate how the experience has changed their lives and express that to their immediate circle. Another way is: “Get them together!”.

How to encourage and support the self-initiated or the motivated Volunteers? How to get them together?

There are different strategies you can implement from your organisation.

Post-camp event

Objectives:

Post-camp events can have different focuses, you should choose which one/s you want to put more energy into according to the needs and interests of the Volunteers and your organisation. Here are some of the objectives you could set according to your focus.

Network of Volunteers:

- To create a space for Volunteers to connect to other Volunteers who have gone through the same/ similar experiences as them.
- To share volunteering experiences with other Volunteers.

Local Community involvement within your organisation:

- To look at the future and decide on collective local actions and involvement.

Local Community involvement through other organisations:

- To discover local initiatives for future involvement.

Local Community awareness of the impact of volunteering:

- To share volunteering experiences with the local sending community and give visibility on the impact of volunteering.

And probably you can come up with other purposes as well.



Phase #4 Follow-up

Possible actions during the event:

Network of Volunteers:

- Getting to know each other's activities if some Volunteers will meet for the first time during this event. Reconnection activities if all Volunteers have already met during the preparation phase. If the situation is a mixed one, then choose getting to know activities for everyone, encouraging people to find other people they still don't know so to broaden the community.
- Activities to share their experience in the Workcamp: Storytelling, drawing, photo contest, speed dating, ...
- Giving them enough free and informal time to connect or reconnect and have fun.
- Evening fun games if you are staying overnight.

Local Community involvement within your organisation:

- Group discussions on current hot topics to see connections in the interests of the different Volunteers. For example, if you create parallel discussions and allow them to join the one they like the most, they will already meet the people they share concerns and motivations with and start to see their common and diverse understandings on the situation.
- Activities to dream about the future together: A guided dream using meditation, visual cards or drawing techniques for them to express how would they like to see the world, their Local Community or the issue of their concern in a certain years' time.
- Activities to create ideas for action. Do not push them to close an action plan but rather encourage them to brainstorm, get excited of possible actions, and make sure they collect all the ideas somewhere so they can continue developing them in the future.

Local Community involvement through other organisations:

- A study visit to a local organisation where they can discover how the Local Community is getting organised to address issues they are concerned about, what kind of involvement exists close to their reality, what can they do if they want to get involved. It is a chance for inspiration and it is a chance for contact-making.

Local Community awareness of the impact of volunteering:

- A Living Library as a means to present their experience to the Local Community. Have a look at "[Human Library](#)" organisation for more references.

Phase #4 Follow-up

Duration and location:

Network of Volunteers & Local Community involvement within your organisation:

- You may want to look for a place where they can stay focused on themselves as much as possible and possibly share one night together.

Local Community involvement through other organisations:

- You can organise the event in the venue of another organisation, do some group activities among yourselves and have some time to discover the project that is hosting your event.

Local Community awareness of the impact of volunteering:

- You should find a public place, somewhere where the Local Community can easily reach and access, and make public communication of the event.

Tips & Tricks:

Network of Volunteers:

- Make sure they exchange contacts.
- Create some online space (like a messaging app or social media app group) for them to keep in touch.

Local Community involvement within your organisation:

- If they are excited with their ideas and with the new connections with the other Volunteers, they are more likely to continue their involvement.
- Encourage them to leave with a clearly defined “next step”, for example: they already know when their next meeting is.

Local Community involvement through other organisations:

- Ensure that the local organisation clearly explains how to reach out to them, how to get involved with them and what their next events are.

Local Community awareness of the impact of volunteering:

- Invite key actors in the Local Community to address the positive impact of volunteering.
- Make a small report of the results of the event and promote it online.

Local activist groups

After the post-camp event, those Volunteers who have showed interest in continuing their involvement and are interested into creating collective initiatives, might want to join or create a local group of activists.

What can you do from your organisation?

- Encouraging them to meet.
- If possible, offering them spaces to meet in your offer and general materials they might need for their meetings (papers, markers, a board, a computer, internet connection, etc).
- Facilitate their kick-off process in a way they will get ready to be a self-organised group within your organisation without depending on you all the time. This is important in order to ensure the continuity of the group. When groups start depending on the staff who are facilitating their process, once the staff gives space, they disappear; when groups start being facilitated but taking ownership of their process, defining roles and dividing tasks, it is more likely that the group continues.
- Facilitate their process of group building or make sure they don't skip that part. They need to get to know each other and have a nice group connection to work together comfortably.
- Facilitate their process of defining what they want to do, why they want to do that, how do they want to do that and who is going to take care of what.
- Expressing what you can and can't do for them from the organisation. They need to be aware of what is the possible support they can have from you; otherwise it might be more difficult for them to ask for it. It is important that they pay attention to the needs their group has and find ways to express them and find ways to cover them, through your organisation or beyond.
- Once they start creating local actions, you can facilitate their connections with other local movements and organisations if they want to make their actions have a bigger outreach.
- If they get interested into creating local actions, you can introduce them to the international movement you are part of and set them in contact with the relevant people for the actions they want to undertake.
- And above all, don't forget: ensure their ownership of the process.



Educational activities

Creating educational activities for your Volunteers will strengthen your grassroots and will support them to develop at the personal and collective level.

If the Volunteers are just starting to be active in the organisation:

- Identify their needs and interests by asking them what would they like and need to learn.
- Design educational activities and find internal or external trainers.
- Communicate with the groups to find the proper date and time to do the educational activities.
- Decide if you want to open those to a broader public or not.
- Implement the educational activities.
- Evaluate them with the Volunteers and see if they met their needs and interests and what could be next steps, if needed.

If the Volunteers are empowered enough, you can leave it up to them to coordinate the educational activities:

- Identify the themes they need training in.
- Either collectively design educational activities for themselves or clearly express what would they like to get training on and find the trainers for them.
- Ask for support to the staff in the organisation, i.e.: for infrastructure, materials or trainers.
- Implement the educational activities, either facilitated by themselves or by an external trainer.
- Evaluate them, learn from the process and take notes for future improvement.

Further resources

Further resources

Recommended for:



Phase #0: Looking at ourselves

- International Falcon Movement - Socialist Educational International (2009). [All Together - Making Inclusion Happen.](#)
- IVS4Peace project (2018). [Inclusive Language Guidance.](#)
- Voluntary Civil Service Agency in France (2016). [IVO4All Removing barriers to International Volunteering to improve youth social inclusion.](#)

Phase #1: Outreach

- The Alliance of European Voluntary Service Organisations (2019). [Alliance Guidebook.](#)
- The Alliance of European Voluntary Service Organisations. [Access4All Guidelines.](#)
- Coordinating Committee for International Voluntary Service (2016). [Changing Perspectives.](#) (Impact assessment results).
- Service Civil International (2015). [Building Bridges toolkit.](#)

Phase #2: Preparation

General:

- INEX SDA (2017) [Youth worker 2.0. Social Inclusion in International Youth projects. A guide.](#)

Preparation of Hosting Organisations:

- Solidarités Jeunesses. [Infosheet template.](#) (Example of infosheet template).

Tools for preparation of Volunteers and Camp Coordinators:

- Cascón, Paco (2007). [Education in and for conflict.](#)
- Cia Cekija; Egyesek Youth Association; Xena Centro Scambi e Dinamiche Interculturali (2019). [iPrepare. Online preparation for international Volunteering.](#)
- Coordinating Committee for International Voluntary Service (2019). [Handbook Seeding Peace.](#)
- Don Bosco Youth-Net IVZW. [Jabbertalk. A Methodology for international youth work.](#)
- ELIX. [Mentorship guidelines.](#)
- Service Civil International (2015). [Building Bridges toolkit.](#)
- Solidarités Jeunesses. [The arrows of change.](#)
- United Network of Young Peacebuilders (2018). [Youth4Peace Training Toolkit.](#)
- Youth Department of the Council of Europe (2002). [Compass. Manual for Human Rights Education with Young people](#)
- Youth Department of the Council of Europe (2009). [Compasito, Manual on Human Rights Education for Children.](#)

Further resources

Specific thematics:

- Coordinating Committee for International Voluntary Service (2016). [Toolkit to Work on Gender, Sexuality and Human Rights in international Workcamps.](#)
- Cuenca Joven; Ayuntamiento de Cuenca (2018). [Daily of activities to raise awareness against discrimination. \(Tools to fight against discrimination\).](#)
- Hues. [The Genderbread Person.](#)

Phase #3: Workcamp

General

- Association Citrus. [International Work Camp Leader Manual.](#)
- Compagnons Bâtisseurs Belgium. [The camp leader Notebook.](#)

Community life and group dynamics.

- The Alliance of European Voluntary Service Organisations. [1Table4All.](#)
- INEX SDA (2017). [Youth worker 2.o. Dealing with complicated situations. A guide.](#)

Educational activities.

- The Alliance of European Voluntary Service Organisations. [Acces4All Travel Journal.](#)
- The Alliance of European Voluntary Service Organisations (2015). [SenCitizenship Idea Book.](#)
- Egyesek (2015). [My learning diary.](#)
- INEX SDA (2017). [Youth worker 2.o. Social Inclusion in International Youth projects. A guide.](#)
- Youth of European Nationalities. [Minority messengers program.](#)



Further resources

Phase #4: Follow-up

General considerations

- Association Citrus. [International Work Camp Leader Manual](#).
- Compagnons Bâtisseurs Belgium. [Bons conseils pour préparer et animer un échange de jeunes](#).
- Coordinating Committee for International Voluntary Service. [No size can fit all](#).

Evaluation

- The Alliance of European Voluntary Service Organisations. [A4A Leader's Feedback](#).
- The Alliance of European Voluntary Service Organisations. [A4A Volunteer's Evaluation](#).

Personal development

- Erasmus+; SALTO Training & Cooperation. [Youthpass](#).
- INEX-SDA. [IM-PROVE App](#).

General

- Bread for the world (2015). [From Volunteering to Voluntourism. Challenges for the Responsible Development of a Growing Travel Trend](#).
- Gillette, Arthur (2003). [Taking people out of boxes and categories. Voluntary service and social cohesion](#).

Glossary

Glossary

Recommended for:



IVS: International Voluntary Service.

SO: Sending Organisation.

CO: Coordinating Organisation.

HO: Hosting Organisation.

MTV: Mid Term Volunteering.

LTV: Long Term Volunteering.

MLTV: Mid and Long Term Volunteering.

EVS: European Voluntary Service.

ESC: European Solidarity Corps.

NFE: NonFormal Education.

MOOC: Massive Open Online Course.

UN: United Nations.

UNESCO: United Nations Educational, Scientific and Cultural Organisation.

EU: European Union.

EC: European Commission.

CoE: Council of Europe.

EACEA: Education, Audiovisual and Culture Executive Agency.

E+: Erasmus+.

YWFO: Youth with fewer opportunities.

Workcamps are short-term international voluntary projects that seek to build a culture of peace among people from all over the world and to build solidarity relationships by gathering a group of Volunteers from different countries in one Local Community that has set the space for a project to be developed there with a local organisation.

Mid and Long Term Volunteering (MTV, LTV, MLTV) projects are usually developed by one Volunteer (not in a group as it happens with Workcamps). The MLTV project allows the Volunteer to get deeply involved in the life of the organisation and the Local Community they are taking part and living in.

European Voluntary Service (EVS) now transformed into European Solidarity Corps (ESC) are short and long term voluntary projects that take a similar shape to MLTVs but are implemented following the principles of the ESC programme and also receive funding from it.



Glossary

Power is understood as the capacity of a person or a group of people to achieve their purpose. It can be used to meet individual and collective needs or solely for self-interest, abusing of power.

Rank is defined as «the sum of privileges of a person» by Arnold Mindell. This is unstable and in constant change since the sources of power are diverse. The rank does not depend on the person who holds it, but on how other people perceive it in relation to the qualities that the group/society values. The rank of power of a person within a group is defined based on how they are placed in those elements that grant privileges. The rank is set in 4 areas: Social: relative to socially and culturally valued demographic features such as skin colour (white as the privilege), gender (male), economic level (rich), religion (Christian), sexual orientation (heterosexual), age (adults), physical appearance (beautiful), health (healthy, fit, able), education (higher education), occupation (employed, good job). Psychological: encompasses the communicative and interpersonal abilities and skills, the capacity to lead a group one belongs to. Knowledge, effort and dedication, involvement, crisis management, security, oratory, creating positive relationships are valued. Contextual: it is the position or role that one has in the structure or organisation one belongs to, as well as the knowledge and the journey (how long has the person been there). Spiritual: it relates to internal and authentic self-security. It refers to the capacities to motivate, catalyze energies, agglutinate, generating strong attraction towards others.

Privileges are not visible for those who hold them, they are simply there, they are part of life and the world, it's just the way it is. (Wildaman, 1996). Privileges are invisible because the privileged group determines the social norm according to their characteristics.

Oppression is an abusive and systematic exercise of power carried out by one part of a group against another part with less power.

Conflict is defined as that situation of dispute or divergence in which there is a contraposition of (tangible) interests, competing needs and/or values between two or more parties. Conflict is consubstantial to human relations. Often, discrepancies arise from the interaction between people because we have different interests or needs. In addition, conflict is natural and unavoidable and, no matter how much we want to close our eyes or try to avoid it, once it has started, it continues its dynamics. For living and coexisting in peace, we need to learn how to live and deal with conflict, so even if conflict often sounds as such a negative word, it has a positive perspective.

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