

The Leader Trainer Handbook

The training of
Coordinators and Leaders of
International Workcamps



CCIVS

Coordinating Committee for International Voluntary Service



The Training of Co-ordinators and Leaders of International Workcamps

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This book has been published with the financial assistance of the European Commission of the European Union, Directorate General XXII, for Education, Training and Youth.

Contents

PREFACE	4
INTRODUCTION	5
CCIIVS and International Voluntary Service.	5
Workcamps are the most common form of short-term volunteering.....	6
MANAGING A LEADERS-CO-ORDINATORS TRAINING PROGRAMME	7
Developing a Training Team	7
How do we organise a training seminar.....	8
The recruitment of Leaders / Co-ordinators.....	10
The Selection of Leaders / Co-ordinators.	10
Practical Preparations for the Training.	11
WHAT TO INCLUDE IN THE TRAINING PROGRAMME.....	12
Introduction.....	12
1. Background Information that is useful for Co-ordinators.....	12
a. Knowledge about your own organisation and the wider workcamp movement.	12
b. Background Information on the other volunteers coming to the project.	14
c. Background information to the host project.....	15
2. The responsibilities of a workcamp leader.	16
3. Practical skills that Leaders need to be taught.	17
a. How to manage a budget.....	17
b. How to operate the work programme	17
c. How to organise catering and domestic matters.....	18
d. How to organise a social programme.....	20
e. Health, safety and security.	21
f. First Aid.	21
g. Methods of evaluation.....	22
4. Methods of Leadership.....	23
a. Introduction	23
b. The Leadership Role	23
c. Different styles of leadership.	24
d. Self-organisation.	24
e. Communication skills.....	25
f. Relationships between co-leaders.....	26
g. Gender issues.	26
h. Cultural Awareness/values.....	27
i. Intercultural Learning.	28
j. Contacts with the local community.....	28
k. Group Dynamics.	28
l. Conflict Resolution.	29
APPENDIX I 'Karo meets Delta' – the intercultural learning game for workcamps.....	31
APPENDIX II – General games & exercises for groups.	34
"Icebreakers"	34
Teamwork and communication activities	35
Other leisure time activities	36
APPENDIX III – Suggested methods of evaluation.....	37
Evaluation Exercises.....	37
Questionnaire.	37
Formal discussion.	37
APPENDIX IV – Bibliography & recommended reading.....	38

PREFACE

This book is about training the 'leaders' or 'co-ordinators' of international workcamps. This book is intended for the people in your organisation who are responsible for the training, recruiting and preparation of international workcamp leaders.

The idea of writing this book was proposed during the CCIVS seminar on South-South North-South international volunteer programmes that was held in Kampala, Uganda in October 1997. This seminar had been preceded by an international survey of workcamp leader training and during the seminar the need for training workcamp leaders or co-ordinators was strongly expressed by many of the organisations represented. During 1996-97, similar needs were expressed by other CCIVS members and other workcamp organisations in East and South East Asia, Eastern Europe, the Mediterranean and Latin America

This book is intended for those workcamp organisations which have never yet been able to organise a training event for their leaders, but it is also aimed to help those organisations which do have leader training, but would like to develop it further.

This book tries to be general so that the information it contains can be adapted to each regional context, each country, each organisation. It is a guidebook of ideas taken from personal experience, the good practice methods of our members, and the results of seminars and publications that have over the last 10 years tried to develop ideas and tools for teaching leaders how best they can co-ordinate a workcamp.

This book is intended to accompany the existing CCIVS book *Running a Workcamp* which is intended for organisations that who do not have their own leader books to give to their workcamp leaders.

We hope that this book will be helpful for the trainers of new workcamp coordinators and that it will give those responsible for the training some new ideas and inspiration. Please tell us if any of the things said in this book are completely incorrect or inapplicable to your organisation so that future editions can be changed. Please also add to it your suggestions and experiences.

I would like to thank those who helped to bring this about, from Lourens de Jong and Sonja Metzger of IJGD Germany who prepared the questionnaire which we sent out to our members, and then prepared the workshop of the seminar where the subject was discussed. We also wish to thank all those who contributed to the debate in Uganda, all those member organisations which have given us their materials to use, and the team of staff and volunteers who have worked on this document in the CCIVS Secretariat. Finally, our thanks to the European Commission whose financial help and encouragement enabled this to be published.

Nigel Watt
Director 1998.

INTRODUCTION

CCIVS and International Voluntary Service.

International voluntary service began in its modern form in 1920. The idea was the result of a meeting of a group of people in a house in the Netherlands following the First World War (1914-1918). They decided that they had to do something active to try to deal with both the dreadful effects of the war, and to find a way to remove the causes of conflict. One of the people there, Pierre Ceresole invited volunteers from former enemy countries rebuild a village near Verdun in France which had been the scene of some of the fiercest fighting, including one 10 month battle in 1916 which claimed over one million lives

Further pilot projects established both the theory and practice of workcamps, which began to develop new themes as time passed, intervening after disasters in the 1920s and intervening in social projects and projects in developing countries in the 1930s. These early projects resulted in the creation of the first international workcamp movement, Service Civil International.

After World War II new organizations sprang up to help reconstruct Europe, both physically and in terms of bringing former enemy populations together. These new organisations needed co-ordination. With the support of the recently established United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Co-ordinating Committee for International Voluntary Service (CCIVS) was created in 1948. Over the following 50 years CCIVS expanded its membership from a west-European base to include youth movements in eastern Europe and volunteer organizations in Africa, Asia, Australasia and Latin America.

CCIVS campaigns for voluntary service at the international level, researches and distributes information, publishes books and organizes seminars and conferences to co-ordinate and develop international voluntary service worldwide. It also promotes the idea of voluntary service in new areas (through pilot training/workcamps) and encourages new and experimental projects. Often as a result of past CCIVS encounters, many voluntary associations now have bilateral links; and many are grouped in regional and transcontinental associations, in Europe, Africa and Asia. These and the other contacts which are constantly being made provide the international network by which voluntary service can work for peace through mutual understanding and sustainable development.

By 1997 CCIVS membership had grown to 134 organisations with 237 national members or branches of international members active in 90 countries worldwide. Of the national members, 37 are in Europe, 40 in Africa, 27 in Asia, 10 in the Americas and 9 in the Arab states. There are 11 international organisations with their own branches in many countries.

The members of CCIVS are responsible for drawing up the Plan of Action every three years during the CCIVS General Assembly. During this meeting they elect from among themselves an Executive Committee which meets twice a year. CCIVS works closely with UNESCO where the Secretariat of 3 staff is based.

International voluntary service can be defined into three broad categories, long term, medium term and short term. Long-term volunteers (LTV's) work for a period of a year or more. It is like a normal job except that the volunteer's motivation is not to earn a proper salary but to serve the community. Most LTV placements are for professionally skilled volunteers and are now carried out

by government or government funded agencies which are not part of the CCIVS network, such as United Nations Volunteers, the U.S. Peace Corps, Deutscher Entwicklungsdienst etc.

Volunteers working for periods of three months to a year are known as medium-term volunteers (MTV's). They do similar work, usually less specialised, e.g. helping with the placement of volunteers on summer workcamps, working in a youth club, etc.

Workcamps are the most common form of short-term volunteering

Workcamps are projects where a group of (usually young) unskilled volunteers work and live together on a project which has been identified by a local community or a project working with that community. They are short term activities of between 1 to 6 weeks. The national agency which links the local project to the international volunteer exchange system is the workcamp organisation. This would normally be a CCIVS member or member-branch.

The workcamp organisation works with a local community which has a hosting project which can involve volunteers who can be trained during the project. The types of project are for example the construction or renovation of a community building, such as a school or medical block, cultural monument or community centre, or environmental work; for example improving public gardens, building a public paths, removing invasive growth, or ecological research. There is also work with disadvantaged people, such as refugees, the physically disabled and mentally ill, children, the aged, and minority ethnic populations. There are sometimes cultural projects and study projects, agricultural projects and others depending on the identified need of the local population.

Workcamps can be either national or international. In this book we are concentrating on the international workcamps. Their aim is to bring together people of different nationalities and therefore in a practical way build up international understanding and to lay the foundations for lasting peace.

The coordinator or leader is the volunteer directly placed by the workcamp organisation to help organise the project. Sometimes a deputy coordinator/s, or co-leader/s, are chosen either by the workcamp organisation or by the volunteers themselves. In cases where no coordinator has been appointed in advance, s/he can be chosen by the volunteers from among their own number, but this is exceptional.

Although the work of the projects is important the workcamp is also a learning educational process for everyone involved. The collective living and working experience brings about an awareness of people of various backgrounds, a contact with the local population, and a feeling of living solidarity. Workcamps educate not only the participants but also the local population, with whom the project is organised and who will continue the work started by the volunteers. Board and lodging are usually provided, but in most cases neither pocket money nor salary. Travel expenses to and from the workcamps are normally covered by the volunteers themselves, who also have to pay a registration fee.

The exchange of international volunteers is organised through a series of networks of CCIVS members working with each other on a technical level. The volunteers are normally recruited through a workcamp organization in their own country which then arranges the placement through a workcamp organization in the receiving country.

MANAGING A LEADERS-CO-ORDINATORS TRAINING PROGRAMME

Developing a Training Team

When getting started with organising the first leader training programme, or trying to develop the quality of an existing leader-training programme, it is important to think about a group of people in the organisation who will take responsibility for this. If an organisation relies only on one or two people, there is always the danger that they will not be around in the next year. Also training of volunteers is better done as a group exercise, there are many tasks, many areas of specialisation, so it is better that different people concentrate on different things. It is also much more interesting to work with others in the same way that the workcamps will be managed.

So the first step is to identify people in the organisation who can form a training team. This can be quite small to begin with, perhaps just four or five people.

Such a team should at first include someone who is at the centre of things in the organisation, the co-ordinator who is most in touch with the everyday realities of your projects, the management committee, your members, who knows the people and the available resources, who is easily contacted at the office and can therefore co-ordinate with the others.

There should also be people who have already been leaders and who therefore understand the different issues that come up during a project. There could also be people who have acted as previous project hosts who understand the issues of hosting a group of international volunteers in a community. It is also good to involve newer members who have just been participants in projects and are interested to become more active. (This is a good way to bring such active new members into the life of your organisation.) The important thing is that these are enthusiastic people who can find the time for regular meetings to plan the first training event.

This group needs to consider four main things:

- * How do we organise a training seminar?
- * How do we recruit leaders?
- * How do we select the leaders?
- * What are the practical preparations for the training?

In the following section we will examine what should be the content of the training.

If this is a new area it is useful for this group to get in touch with other workcamp partners who already have better developed leadership training programmes. It is very useful if one or more members of this team can visit other training activities of other workcamp organisations, in your own or a neighbouring country. It is also good to ask partner organisations with the same language to send to you their written materials. There is a huge amount of good training material available, particularly in the northern countries. Sometimes northern organisations can apply for funding to bring individuals from southern organisations to participate in their leader training. Members of the CCIVS Solidarity Fund can make applications to the fund for this purpose.

This management team should be the group responsible for planning and managing the leadership training. After the training event they should meet again to evaluate, to see how the training can be improved and start to plan for the following year. At the end of the workcamp season it is very useful to invite the leaders who ran the projects to come together and discuss their experiences, to see what other training needs they lacked during the projects, and to discuss how the training and preparation of future leaders can be improved.

Such a meeting is important to evaluate the season of projects, but it is also a good time to recruit new members to the leaders training team, bringing in fresh energy and fresh ideas. The cycle should then be repeated, and in this way the training will improve year on year.

How do we organise a training seminar

As with all projects one needs to start thinking about **time, space, people and money**.

Time.

A training for co-ordinators can take one week, nine days, a series of weekends or a long weekend. It could be a standard national workcamp which could be used to prepare your leaders for the season of international projects. The timing of the training will probably depend on your national holidays. It should take place ideally not too long before the main workcamp season so that the participants have not forgotten the training when they need it!

It is also necessary to plan time in your office for the preparation of the training. There is all the co-ordination and communication to consider with the participants, the training team, and with the hosting organisation. It is necessary to plan in the meetings of the management committee/s responsible for the training. You should give yourselves several months to prepare everything.

Space.

Where should this training event take place? It is best if the site of the training can be as similar as possible to a typical workcamp. Ideally one could ask an existing project host to provide their usual accommodation for the training event. In this way the participants will not only learn about leading a workcamp from the theoretical presentations but will also learn by living through the experience, with shared accommodation, shared basic food, shared working and socialising.

This kind of accommodation can also keep the costs of the project low. If practical work on the project can be included, such as continuing the work of a previous workcamp or preparing for a future workcamp or some other tasks needed by the hosting project, they will more likely provide the accommodation free of charge. This will also strengthen the link between your organisation and the hosting project.

The project should have a central location in relation to the transport system of your country. If you want your trainees to come from different parts of the country, they will be more interested in coming if it is easy to get to and cheap to travel there.

People.

A training weekend is a lot of work. Do not leave all the work to a small group of people. There are many jobs for many people to do. Think of this as a good way to involve new members who do not have yet a lot of experience but are interested in being more active, or other members who

cannot find the time to participate in a whole workcamp but can come for a training event like this. Here are some suggestions for the kind of team of people that is required:

* *Trainers.* There will be a need for people who can lead the training sessions, people with sufficient experience and confidence to plan the working sessions and talk to the group. It is often good to have several experienced people talking about their experiences at the same time. This makes the training more interesting and more varied. It is difficult for the trainees to listen to the same person for the whole training period. The best kind of trainers are those who have already been workcamp co-ordinators or have otherwise helped to manage workcamps, such as representatives of the hosting project, or programme managers, or active committee members from within your organisation. There can also be external trainers from other organisations with more experience of training.

* *Caterers.* It is good to involve the trainees in the cooking to teach them how to cook for a large group of people. However they will have to miss a lot of the training programme if they are cooking themselves. Therefore it is better if there are a team of volunteer cooks who can prepare the food and at some point explain to the trainees how they are doing it and to give advice on what to do.

* *Transport.* Other volunteers can be occupied with the meeting of the trainees and bringing them to the site of the training, and going out to pick up extra things that are needed.

* *Contacts with the project site.* It is good to have volunteers responsible for the link to the hosting site, responsible for safety and security, keeping the place tidy, making sure that all the rooms and equipment are available and dealing with any problems that arise. If the trainees are going to do some practical work on the site then this/these volunteers can also be in charge of these preparations. Like the cooks this/these volunteers can also explain to the trainee leaders about what they have been doing.

* *Of course there should be an overall co-ordinator/leader.* This person, perhaps the Chairman or Director, should provide the model of the workcamp leader.

Remember, the trainees will all be responsible for all these tasks when they come to manage a project. Therefore they need to know about all these roles. It is better if they can be recruited themselves to do some of the tasks which will not take them out of the training programme. These tasks could be time-keeping, taking notes for the report, leading discussion groups, planning and performing social activities, keeping the place clean and tidy etc.

Money.

Money is the big problem for organising such a training event. Here are some of the things that you need for the training which can involve spending a lot of money:-

* Preparation costs, postage, telephone and communication costs, management and administrative time costs, office materials.

* Accommodation for the training, (including bedding, toilet and cooking facilities and equipment).

* Food.

* Equipment for the training, paper and pencils, flip charts, projectors (slides, film, video?). Also maybe working tools and materials.

* Transport to the site of the training.

* External experts to talk on specialised areas like first aid, different kinds of work.

Of course the essential thing is to keep the training costs at an absolute minimum.

You do not wish to charge high registration fees to participants who you will be asking them to do so much for you if they become your future leaders/co-ordinators. However it is possibly worth

charging a small registration fee. People often take things more seriously if they have paid something for them. This little bit of income can help to cover some of the core administration costs of the training preparation. These trainees should also be encouraged to become members of your organisation, as they are directly benefiting from your training and will represent your organisation on the project, and this provides a little more core funding.

If the accommodation is in one of your existing projects and the training includes further work on the project, then there should be no cost for accommodation.

The related costs can also be met in the same way as one would find the resources for a workcamp. Other groups, NGOs such as the scouts/guides, the local community, the army, the religious organisations, local government, schools etc. can be approached to borrow the cooking and bedding equipment, help with transport, and training materials such as paper, and working materials such as tools. The participants can also be asked to bring things with them such as bedding, eating and writing equipment.

Be careful about using expensive equipment like videos and projectors as these may not work, and may be damaged or stolen. It is often best to use simple technology as this is also a good preparation for the workcamp environment where the equipment will also be basic.

For the external experts it is good to develop a relationship of co-operation with other NGOs such as for example the Red Cross/Red Crescent Society or Scouts/Guides to give instructions on first aid. In this case it may be possible to ask them to send a trainer without cost.

For food and transport costs to the training site one can ask for the support of private companies as with a workcamp. Is there a hitch-hiking agency in your country that your volunteers can use? Would a public transport company provide special passes for the participants? Would a private company give you a grant for the travel and other expenses?

If there is still a deficit, could the planning team also develop some sort of fundraising activity to cover some of the costs such as a fund-raising dinner or cultural evening?

The recruitment of Leaders / Co-ordinators.

The following is a list of suggestions of who could be approached to ask for volunteers:

- * Members of your organisation.
- * Former participants on your workcamps.
- * Educational institutions training youth workers.
- * Student and other youth organisations.

Recruitment can be assisted if you offer a certificate of training to participants.

The Selection of Leaders / Co-ordinators.

The team of trainers at the training event should be careful in the final recruitment and placement of the potential leaders. It is better not to promise the trainees that they will be placed as leaders until after the training. The training provides an opportunity to see how they react and to see if they are really the right person for this kind of responsibility.

Use the following criteria to think about whether a particular person will make a good leader:

- * Are they an active member of your organisation?
- * Do they have relevant experience as a volunteer in your organisation?
- * Have they participated in previous workcamps?
- * Do they already have an active involvement in the subject of the project?
- * Are they already actively involved in the host project?
- * How did they behave during the training?
- * Do they seem to have the appropriate personality for this kind of responsibility?

Practical Preparations for the Training.

Before the training event starts the team of trainers should arrive before at the training site to check that everything is ready. The tasks involved are very much the same as the tasks the co-ordinator/leader will need to do prior to the start of the workcamp, so keep a record of what you have done and explain these to the trainees. This preparation will involve close co-operation with the project which is hosting the training.

Preparation activities can include the following:

- * look at the training environment and make sure that all necessary tools and equipment for the training programme are ready.
- * check the domestic arrangements: are there enough beds or mattresses? Toilet and washing facilities? Cooking and eating equipment? A place where food can be stored? Check the energy and water supplies? Is everything working as it should be? Where to put the rubbish?
- * Make sure there is a first aid box and check all the emergency procedures such as the arrangements in case of fire.
- * Find out if there is there a safe place to keep valuables.
- * Check if there should be alcohol or smoking policies and any other rules or policies of the accommodation that need to be observed.

The Arrivals of the Participants.

This stage is very much like the arrival day of a workcamp so think about the following general tasks.

- * Have all the transportation arrangements been made? Have you ensured that all the people coming to the training have clear instructions of how to get to and find the training site?
- * Ensure that all the participants to the training are properly greeted and welcomed, given food and drink and that they understand who the responsible people are.
- * Introduce them to the programme of the training event and the training site and explain any rules and safety precautions.
- * Play introduction games so that all the participants get to know each other and start to feel comfortable. Use the introduction games to find out about the expectations of the participants. Keep a record of these 'ice-breaking' or 'name games' and give them to the leaders to use at the beginning of their workcamp.
- * The arrival period could also be used to give the introductory presentation of your organisation and can explain again the purpose of the training event.

WHAT TO INCLUDE IN THE TRAINING PROGRAMME.

Introduction.

There are many things to teach to new volunteers who wish to become project co-ordinators. The following is a general list of the subjects which are taught in the training programmes of workcamp organisations. These will need to be adapted to the needs of your organisation. It may not be possible to cover all of these subjects and you will need to prioritise the different tasks or see how many of them can be combined into complementary activities.

If your training is organised like a workcamp then many of these subjects will be covered naturally through the group living and working and talking together. Other subjects can be reinforced through written materials such as a leaders handbook, or through other preparatory activities after the training such as writing to the other participants and visiting the project before the other volunteers arrive.

Following the list of subjects to be covered, we will also suggest different types of activity which can be used as a means to carry out the training.

The possible subjects to be taught to the new leaders are divided into four categories:

- 1 Background information that is useful for leader/co-ordinators
- 2 Description of the role and responsibilities of the workcamp leader
- 3 Practical skills of Project Management
- 4 Leadership methods to make their task easier

1. *Background Information that is useful for Co-ordinators.*

A large part of the role of the co-ordinator is simply being the point of communication between the workcamp organisation, the host project, and the volunteers. It is the primary task of the leader to try to meet the aims and expectations of all three in the most harmonious way so that all are satisfied and the maximum number of objectives are achieved.

To do this well there are three things that the successful leader should know about:

- a. your own organisation and the wider workcamp movement,
- b. the other volunteers coming to the project,
- c. the host project.

a. Knowledge about your own organisation and the wider workcamp movement.

Knowledge about the workcamp organisation.

Your project leader is the ambassador of your organisation on the project. S/he will represent your organisation to the local community and to the volunteers. It is therefore essential that s/he can explain clearly to them and to others like the local media and local politicians, the aims, activity and structure of your organisation.

This can be done at the opening of the training event, following the introductions to everyone.

This kind of introduction can be a presentation of the organisation by the senior person present, explaining the aims and a brief history and summarising the structure and activities of your organisation. There are other ways. One is an exhibition of photos highlighting different aspects of the organisation, or a questionnaire about the organisation with two false answers and one correct that the trainees must guess in groups and then be told together.

It is useful to give this information to the leaders again in written form, so that they can quickly find the detailed information such as when your organisation was established, and the exact wording of the aims.

The concept of voluntary service.

It is important that the co-ordinator can explain to people in the local community why the volunteers are there and that they are not being paid. Sometimes there is an existing regional or national tradition of voluntary/community service which this can be related to. One can explain voluntary service as an alternative to military national service, service to the community, service to Humanity, based on a desire to give a little time to improve things for others while learning and experiencing life in a new way.

At this early point in the training it is good to remind the participants about the concept of giving service to the community, particularly for those trainees who are with you for the first time. This can again be a part of the introductory speech, and can be related to the explanation of the aims of your organisation, or can be discussed when asking all the participants about their expectations of what the workcamp will involve.

What is the Workcamp Movement?

At this stage it is also good to explain the workcamp movement. It is good to explain the size and geographical scope to show to the people present that this is just one small part of a large global movement. The broad themes of the workcamp movement can be summarised as follows:

Building peace, confronting militarism and prejudice, developing understanding and international friendship, helping communities to help themselves, intervening to help during disasters, encouraging sustainable development, integrating the excluded into society, conflict prevention and post conflict reconstruction (both physical and psychological), working with the disadvantaged and disabled, promoting equal human rights for all and democratic practice, working against the economic exploitation of the poor by the rich, the defence of minority cultures, and the development of intercultural understanding.

It is good to explain the origin of the international workcamp movement from the first project in 1920 to show the broad themes of the global movement ; using examples of different kinds of projects and programmes and examples of personal experience. In the introduction to this book we have included an introduction to the workcamp movement which can be used as a model for this kind of verbal presentation.

What is a Workcamp?

This follows naturally from the last point. The workcamp is the tool which we use to achieve our aim of progress. It is important that the leader is fully aware of the concept of an international workcamp. The following aims of workcamps are taken from Running a Workcamp.

- * To unite a group of individuals who have a desire to perform voluntary service and provide them with a chance to work on a project useful to the community.
- * To provide assistance and support to local projects; to act as a stimulus to local voluntary effort. (The work undertaken must be suitable for volunteers and not compete with paid labour.)
- * To promote contact between people of different cultural and social backgrounds, breaking down linguistic and cultural barriers and creating an understanding and appreciation of others.
- * To provide education through experience. To enable volunteers to learn the positive effects of concrete action and to recognize the interrelationship between theory and practice.
- * To give people the experience of group life where all members are equal; and to permit them to learn to accept responsibility both for the work done and for the functioning of the group.
- * To provide an inter-cultural learning experience and the opportunity to explore a new country and a new culture in a deeper and more respectful way than as tourists.
- * To integrate participants into the local community so as to learn from their hosts about the issues which concern them.
- * To help develop small-scale infrastructure or environmental improvement.
- * To promote a "culture of peace" on an international, regional, local or national level (e.g. after a civil war) by developing democratic and non-authoritarian structures, integration, solving problems peacefully, reducing "enemy images", respecting differences, communicating - all this through working together.

These aims should be explained as the next step of the opening of the training and given in writing to potential workcamp co-ordinators. A photo or other visual exhibition is another good way of giving the image of a workcamp, especially to those who have never seen one before. The aims given above should be clearly explained. The person in charge of the projects in your organisation could also make a presentation of your current projected programme.

b. Background Information on the other volunteers coming to the project.

International volunteer exchange.

The leader must understand the basic system which brought the group together. They need to understand how the foreign and national volunteers were recruited and placed on the project and therefore what is to be expected of them.

This can be done by a presentation of the international volunteer exchange system by a person responsible for the international volunteer placements. This can also be a part of the overall introduction to your organisation during the training.

This could be supported by a discussion about what sort of people the other international volunteers are going to be, what they will expect, whether they have been properly prepared.

Learning about the incoming volunteers

The other preparations for the leaders to get to know more about the volunteers can take place after the training.

Each international volunteer sends an international volunteer exchange form. Leaders should receive copies or be able to study the original because these forms give information about each of the volunteers placed on the project, such as their previous experience, age and any special health or diet needs.

A particularly good way for the leaders to get to know the volunteers coming to their project is by writing a general letter to all of them. This can be used to introduce her/himself and to provide some extra information about the project, what to bring, how to get there and the meeting point. If the volunteers write back s/he will get a better idea of the volunteers before they arrive. During the training the trainees could plan what to say in this letter.

c. Background information to the host project.

Knowledge of their own country.

Project leaders need to be able to answer questions and introduce their own country to the visiting volunteers. The international volunteers will be very curious, they will want to know about the country in general so that they can discuss it and compare it with their own country.

This could be done as a collective exercise during the training, asking the trainees what they think are the important things to know about your country, asking what they would ask if they were visiting another country.

Challenges that communities face in development.

It is important that the leaders understand the principles of local development. Local development should be sustainable, involving appropriate technology for the local community, using local tools and materials. It should be democratic, based on the real needs of the community so that they will be sure to continue the work themselves to maintain the work of the workcamp, and it should be of benefit to a large part of the local community.

This can be explained in the lecture at the beginning of the training which introduces the aims and activities of your organisation. There can be a discussion how your organisation's project programme fits into the wider idea of community development?

Knowledge of the region of the workcamp.

Quite often the project co-ordinators will come from a different part of the country to the place where the workcamp is going to be held.

Ideally it would be better to recruit leaders who are local to the project, who speak the local language, understand the local situation, practical issues like the transport system, and interesting places to visit.

If this is not possible encourage the leader to find out more about the region and to visit the region after the training and before the project begins. Leaders should always be encouraged to go to the project site prior to the arrival of the other volunteers, so that they can become more familiar with the environment of the project.

Explain to your leaders that they should find out all they can about the region so they can be able to have the necessary information that the other volunteers will need.

Knowledge of the project.

The participants should know about the project that is going to be hosting the workcamp, about the type of work, the expected programme of the workcamp, and the motivations/expectations and general activities of the hosting project.

The leader should also have the role of seeing, during the project, if the hosting organisation fully understands its responsibilities. Does the project meet the aims of your organisation? Is it of benefit to most of the community, is it democratically organised?

During the training the trainee leader can discuss with the person in the organisation who is responsible for the projects. If the project has run in a previous year, it should be possible for the trainee to read the report of the previous leader/co-ordinator and if possible to meet and talk to them. Project hosts should be invited to come to the training and explain their plans.

Following the training they should be encouraged to get into contact with the project host and go to visit the project prior to the arrival of the international volunteers. Meeting up with the responsible staff or community leaders hosting the project allows the leader to see if there is a practical work plan, that the accommodation and other practical arrangements such as transport are organised. Encourage your leaders to do this and pay for their travel expenses. Encourage them to find out about, to meet all the interested people, assist in the planning, to find out how it is being financed, and how the workcamp fits in to their longer term objectives.

Encourage them to get to know the local town or village, its leisure time possibilities, interesting features, religious institutions, public transport, shops, banks, post box, telephone, laundrette etc.

2. The responsibilities of a workcamp leader.

The training must clearly explain to the leaders what they are responsible for and what they are not responsible for. These responsibilities will vary according to your organisation and the type of project, but the following list gives an idea of what they can normally be responsible for :-

- * Helping the volunteers feel comfortable with the project, welcoming and talking to each of them to establish a good individual relationship and to ensure they do not have avoidable problems, and that they remain happy with the project.
- * Acting as the link between the volunteers and the project host, explaining the needs of the one to the other.
- * Acting as the link between the volunteers, the hosting organisation and the workcamp organisation, trying to ensure that the aims, needs and desires of all three can be compromised to provide the best possible result.
- * Budgeting the food and other costs of the volunteers.
- * Motivating the group of volunteers to ensure that they are able to carry out the agreed programme, such as ensuring that everyone gets to work on time.
- * Co-ordinating the domestic arrangements such as meals and cleaning to ensure that the basic needs of the volunteers are met.
- * Ensuring clean water, sufficient food, and other health and safety considerations of the volunteers. Volunteers must not be exposed to any unnecessary risks to their health or to accidents in work or leisure activities.
- * Trying to involve everyone in the project so that no volunteer feels excluded from the group and none is alienated from the project.
- * Managing the group dynamics of the volunteer group so that it does not split into sub-groups.

* Providing the time and space for ideas to develop from within the group, particularly in relation to the social programme, but also having ideas for activities that can be organised for the group in the evenings.

Divide the trainees into groups and ask them to think of all the responsibilities that a project co-ordinator must take into account and be prepared for. Get them to write all their ideas onto the 'perfect leader' list and present them to the others so that a comprehensive list can be made. Another approach is to draw up a checklist of all the practical things that a leader must do.

3. Practical skills that Leaders need to be taught.

There are some practical matters that will make all the difference to the project being a success or failure. These are project management skills that would be useful in any residential work project in any context. These matters fall into the following subjects:

- a. How to manage a budget.
- b. How to operate a work programme.
- c. How to organise catering and domestic matters.
- d. How to organise a social programme.
- e. Health safety and security.
- f. First Aid.
- g. Methods of evaluation.

a. How to manage a budget.

Financial management of a workcamp.

All volunteer co-ordinators should clearly understand what their responsibilities are for managing the accounts of the project, and how they should manage a budget. These responsibilities will vary from one project to another so that in some projects this will all be done by the project host. Often the workcamp leader will be at least responsible for the food budget.

The basic skills of monitoring income and expenditure, knowing how and when to access cash and drawing up and varying a budget should be explained. These are useful skills for everyone to know.

Provide each of the trainees with basic training on how to draw up a table of accounts with the date, amount of money, reason for expenditure, and budget category, and how to keep running totals of each budget sub-heading and total. It would be useful to issue each of them with a paper explaining exactly what to do.

Explain to each of them how to keep receipts in a safe place for all items of expenditure for which the leader is responsible, numbering the receipts so that each can be related to the expenditure account.

b. How to operate the work programme

Practical Work/Team Building.

The work of the project is critically important. Not only is the piece of work to be done important for the hosting project, it is also important for the volunteers. The group will not feel motivated if

they feel that their work is badly organised, or does not have a useful purpose. The co-ordinators need to understand how to help the hosting project to prepare and organise the work. Very often, the workcamp leader will also become a work leader. They need to understand how to motivate the other volunteers by example, but also to be aware of safety issues and not to push the volunteers so hard that they are hurt or exhausted.

It is also important to consider how the work tasks are divided, so that there is if possible a variety of work for each individual which makes the work more interesting, and they work in a variety of teams, in this way creating and developing new relationships between the volunteers, through the experience of shared labour.

Practical work should be integrated into the programme of the leader training. Get the trainees to think about the planning process of the work beforehand. Get them to think about the basic questions of organising work: What work has to be done? How will it be done? Where will the work take place? When will it be done? Who will do it? Which resources/tools are required?

This practical work exercise should include training on the basic work techniques, training on how to use tools safely and effectively, planning for the necessary amounts of materials needed. The leaders should be able to give tool training to their volunteers during the workcamp.

Communication with the Hosting Organisation.

The work is the primary responsibility of the hosting project, but the leader must understand it in order to be able to explain the work to the volunteers. One critical role of the workcamp leader is to maintain good open communication with the hosting project/community. This requires a clear understanding of the needs and aims of the hosting project and a diplomatic open-ness. It is important to maintain good communication with the project on a daily basis.

The workcamp organisation and the leader should ensure that the hosting project understands its responsibilities, and has a good plan for the work. At the beginning of the workcamp the host project should introduce volunteers to other project workers, the expectations and goals of the project, including the number of hours volunteers are expected to work and the length and frequency of breaks.

Explain to the leaders that they should meet the project hosts on a daily basis through the work or at a meeting at the end of the working day to review progress and plan for the coming days.

c. How to organise catering and domestic matters.

It is necessary to explain to all potential co-ordinators that they need to create a functional and enjoyable living environment for the volunteers for the duration of the workcamp. The most important aspect is that everyone share in household duties and decision making. The following is a list of planning methods that the trainees should be aware of :-

- * The need to establish shifts of duties for all the volunteers relating to cooking, washing up and cleaning the accommodation.
- * The organisation of space so that all are comfortable, for example male/female, public/private, smoking/non-smoking areas.
- * Planning of group meetings to ensure that domestic issues can be discussed regularly.
- * Providing planning information for everyone to see, by writing up on papers on the wall the day-by-day programme, the list of the names of the participants, the shifts of different domestic teams, and information about local emergency contacts.

- * Planning time for food shopping (which can take advantage of cheap markets) and cheap bulk purchases.
- * Make sure the leaders understand that for planning purposes the volunteers should follow the agreed programme so that they all do the same activities at the same time, for example eating together, being ready to work on time.
- * Encourage the leaders to keep a running logbook of notes on the project day by day. This helps with the planning and with the writing of the report at the end of the project.

Food.

It is essential to ensure there is sufficient food for the volunteers. If possible it is good to introduce some variety into the food diet. The leaders need to be trained how to cook for a large number of people, to be able to assess quantities of food and think what cooking equipment they are going to need. They should then be taught how to delegate this work to the other volunteers through the use of a shift or cooking leader or committee. If possible different nationalities among the volunteers should be encouraged to cook meals using their national recipes.

At some points in the training such as just before the meal the trainees should be taken to the kitchen where the catering volunteers can explain how they are cooking the meals.

Introduce the trainees to the need for a food budget and how to plan for the quantities of food. Try to produce a written guide on how much food should be required for a given number of volunteers.

Give advice on cheap meals and cheap ways to do the food shopping. Also explain how food left over from one day can be used again for example as a soup, the following day.

Explain that for cultural-ethical-religious reasons some of the volunteers may not wish to eat certain kinds of foods, and that their wishes should be respected.

Give the trainees instructions on basic food hygiene. For example the following points should be clear:

- * People cooking should change from working clothes before cooking, wash their hands before handling and preparing food, remove watches and rings and tie back long hair, cover cuts and grazes and should not smoke or allow animals into the food preparation area.
- * Raw and cooked meat should be kept on separate surfaces, worked with separate utensils and kept in separate containers. If food is being cooked for consumption the next day, it should be cooled as rapidly as possible after cooking, especially when the weather is hot. Food should not be stored on the floor.
- * It must be ensured that food is cooked thoroughly to avoid infections and that all salads and fruits are washed in clean water before eating.
- * Dishes and cooking equipment should be washed after each meal, with hot water and detergent if possible.

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d. How to organise a social programme.

Often after the work is finished at the end of the day, dinner is eaten, and the kitchen cleaned, there can be long evenings ahead with nothing much to do. It is therefore important for future co-ordinators to think about a programme for this leisure time and the free time at the weekends.

Therefore the trainees should be given plenty of ideas for different activities. These can be games, songs, discussions, sports or excursions. These activities should involve using the creativity of the other volunteers as much as possible, taking advantage of the cultural variety that they offer. The leaders should be taught to be aware of the different amounts of spending money which their volunteers may have and to try to avoid too many outings which involve costs, buying drinks etc. One example is to ask each nationality to prepare one evening of entertainment for the others, using food, costume, music, pictures and games from their country.

The organisation of the entertainment should be an integrated part of the leader training, during one of the evenings all the trainees should be asked to share with the others how they would expect to keep a group of volunteers occupied, and to themselves practice some entertainment for the others. Find out if anyone has hidden dance or musical talents in your group, who can perhaps teach the group. Encourage your trainees to organize teams sports according to the interests of the people such as frisbee, volleyball, soccer, and to practice games during the training.

Study Themes

A common activity in workcamps is the organisation of study themes to generate discussion around a particular issue. The point of a study theme is to show the link between a general problem (environment, racism, social exclusion, hunger, youth policies) and the project of the workcamp.

Workcamps are a practical learning process through social interaction. The political activities and aims of the project host should be integrated into the life of the workcamp and seen in a wider social and international context. This should be the main study theme. However, a workcamp is not a theoretical seminar. The idea is to motivate the volunteers to study a certain theme and/or to get further involved after the camp when they return home. The leaders should be encouraged to involve the volunteers.

If your organisation is running a study theme on your camps get your trainee leaders into groups to discuss together the different ways the study could be made interesting to the volunteers and relevant to the work, such as involving outside speakers, written materials, asking the volunteers to bring particular things from their countries, making visits/excursions.

Workcamp games

Playing is how children learn about the world and games are therefore an important educational tool. Games are important in creating a positive atmosphere, in motivating and waking up the volunteers and bringing them together. They are also good for creating alternative teams of people and creating new networks of relationships within the group.

Each potential co-ordinator should have a variety of games in her/his head that can be used in different situations. Language games should be avoided due to varying language ability and the games should be simple to understand. Games involving close physical contact should not be tried until the group feels comfortable. People who cannot be persuaded to join in can watch. One should begin with ice-breaking and name games followed by more friendly games later.

New games should be introduced throughout the training in the breaks between the working sessions and in the evenings. In this way the participants will automatically learn the different games. The participants should be asked to teach the others about the games that they know so that you as an organisation constantly develop your stock of games. The leaders should also ask the volunteers to bring ideas of games from their own countries. A selection of games and group exercises from “Running a Workcamp” is included as Appendix II

e. Health, safety and security.

The future leaders must be trained how they can assess potential dangers to the volunteers.

Here is a list of issues that it is good to ask the trainees to consider:

- * Is the area known for particular illnesses or dangers? Is there a safe water source. Are there dangerous animals/insects/snakes?
- * The leaders should also think of the security of the volunteers. Is there somewhere safe to keep the possessions of the volunteers so that they will not be stolen?
- * Do the volunteers need to wear protective clothing for the work, does any of the work involve machinery and tools. How can these be properly supervised and how will the users be instructed in their safe use? Will the work involve heavy lifting or strenuous work that could lead to injuries?
- * Will there be vulnerable members of the public involved in the work, such as children or disabled people who will need to be supervised?
- * Are vehicles to be used on the project in a road-worthy condition. Are the drivers licensed, competent, and appropriately insured?
- * If volunteers become ill with a contagious illness can they be isolated in separate sleeping accommodation? How far away is the nearest hospital/medical service?
- * Tell the leaders to be aware of any special health problems among the volunteers, there is usually a question on this on the volunteers application form.
- * Do the leaders know about basic HIV precautions, as when dealing with bleeding?
- * Do the leaders know how to use a first aid box and all the things they generally contain?

A safety assessment can be carried out by the trainees themselves on the training site. They can split into groups and tour the site looking for potential hazards and then discuss together what other dangers there might be.

Make sure they see electrical equipment, know how to check wires and plugs and learn where the electricity fuse box is so that they can switch off the current. They should know the fire precautions and procedures and note the location of fire fighting equipment.

f. First Aid.

As the workcamps can take place in a remote location, in the case of a medical emergency it is helpful if the workcamp leader knows something about First Aid, which is the first treatment given to a casualty for any injury or illness before the arrival of a qualified medical expert.

It is very important that training on first aid is up to date, clearly understood, and backed up by written materials. If there is none with this knowledge in your organisation it is good to bring in an outside trained expert, for example from your national branch of the Red Cross/Red Crescent society. The leaders should be provided with written materials to refer to during an emergency.

The CCIVS publication “Running a Workcamp” contains a section on basic first aid techniques.

Make sure your leaders understand about the insurance policy that is used in your organisation. Make sure that they have papers that explain clearly what it is they are supposed to do.

Make sure they understand what should be in a basic first aid box and that there should also be a "Comfort Kit" containing aspirin, pills for stomach upsets, condoms, sun-cream etc. from which volunteers can help themselves; and a first aid box which is used more carefully and what is used is recorded so that it can be replaced.

g. Methods of evaluation.

Reflection and Evaluation Techniques.

Evaluation is a key skill in the management of any project. Without a clear evaluation it is impossible to know how successful the project has been. It is also a tool for development, an evaluation can provide clear recommendations about how to improve the project in future. Evaluation is also a key psychological exercise for the participants in any project. It is like a closing ceremony, a final chance for everyone to have their say and feel their opinions are valued.

It is important that the future leaders understand that there is a full evaluation process throughout and after their workcamp. This can be carried out verbally throughout the project through the daily meetings, through having a suggestion board or suggestion box for people to write down what they think, through the leader keeping a written record of events and through informal discussions with the participants.

At the end of the project it is important that there is an overall evaluation by the group which can be incorporated into the final report of the project. There should also be a similar process going on with the project host to see if their expectations are being fulfilled or if they are unhappy about some aspect of the project. A final meeting with them will also help to complete the process and ensure that the final report contains all the relevant information.

Evaluation exercises should be introduced during the training. These can take different forms and different varieties can be shown to the participants.

Ensure that at the end of the training event that you have some evaluation exercises to show the idea to the participants and remind them of the importance of evaluation.

Explain to the participants the importance of the written report at the end of the workcamp.

See Appendix III some possible techniques for the evaluation meeting.

4. Methods of Leadership

a. Introduction

This section is about the training of methods and styles of leadership. The leadership of a workcamp is a complex idea. A project co-ordinator cannot rely on authority and power like other 'leaders' in society.

In a volunteer project it is essential to win the respect of the other participants and to motivate them to work and inter-act together. This involves a careful, ever-changing balance between taking the initiative to encourage the volunteers to work together, and listening to and observing carefully the different participants and responding to their needs. If volunteers become unhappy that the project is too slow and has lost direction, or if they feel they are being pushed too hard to do things they do not wish to, they can simply walk out of the project.

This section looks at some of the problems that can arise in managing a group of people who are involved in a workcamp. It examines the theory of how an ideal workcamp should be and the different styles, techniques, and methods that a leader can use to ensure the most positive group dynamic.

b. The Leadership Role

The leadership role will also change over time. At the beginning of the project the leader will have to take most of the initiative, to take most of the decisions, and lead by example. However, by the end of the project, when the other volunteers know what to do it is they who take the initiative, the leader should become more a co-ordinator, the person who is the reference point for information and discussion, with everyone sharing the responsibility for 'their' project.

One of the most important responsibilities of a co-ordinator will be to keep volunteers motivated to do the work. The coordinator should be encouraged to set a good example, take initiatives when appropriate, and try to maintain a very high morale. Setting a good example includes not only the work the co-ordinator does, but also the way in which s/he interacts with others. Their ability to be flexible and fair will remind the others to exercise the same qualities. And remind your leaders to maintain their sense of humour!

This could be presented as a discussion to the participants by someone who has experience of being a workcamp leader and can therefore explain the different experience of being a workcamp leader in comparison to the more traditional leadership roles (politician, parent, officer, manager, clergyman).

Another more inter-active exercise that you might like to try is to split the trainees into groups each of which will make a piece of artwork which describes their ideas about leadership by drawing or cutting up images from a magazine, and then explain their picture and discuss the idea of leadership in plenary, so that they analyse their own idea of what leadership means, including its negative and positive aspects. They could then discuss what styles of leadership are most appropriate for a workcamp leader.

These groups could also be asked to think of ways that the leader can keep the group happy, motivated and united.

c. Different styles of leadership.

It is important to explain to the co-ordinators that they can and should use different styles of leadership. On some occasions, such as in a moment of danger, it is important that they can become authoritarian and order the volunteers to deal quickly with a situation. At the beginning of the project the leader/co-ordinator will play a central role, as all of the questions will be put to him or her, but in time the style should become less that of a 'leader' and more a 'co-ordinator' as others take the initiative and the group begins to lead itself.

The camp co-ordinator should encourage this process of forming a group and a collective spirit by playing the role of an integrator and mediator. Later s/he should be encouraged to consult and discuss with the other volunteers when coming to decisions that affect all of them. Sometimes, as in social gatherings it is important to relax and leave behind completely the role of the responsible person, at other times, as when carrying out important tasks such as working where there is a danger of injury, budgeting and negotiating with outside authorities, it will be necessary to be very vigilant. The important thing is to use these styles to build up an atmosphere of trust by showing competence without imposing a single will on the others.

One exercise is to have a panel of 4 participants acting the different leaders roles, defending their particular style, with questions from the other participants in a mock debate. In this example the whole group has previously been split into four which have worked out the arguments for their representative and the difficult questions to ask of the others. Each of the 4 leaders first explains why their particular style is the best and then take questions from the others. (In the example I saw the 4 were 'Authoritarian', 'Relaxed', 'Psychologist' and 'Democratic') This is a fun way to do something very serious.

Ask the volunteers about when and how decisions should be made? When the leader should make the decision alone and when s/he should consult with others, and which others? (every decision does not need to involve everyone.)

d. Self-organisation.

It is an important principle of a workcamp that it is democratic and self-organised. The most successful teams are those which draw on the individual qualities of all the members. Such teams are strong because they are based on the complementary strengths of all the participants. Future co-ordinators should be encouraged to devolve responsibilities to individuals or groups of participants particularly when they show a particular ability for a certain area. Specific tasks should be given to different people so that everyone becomes partly responsible for the overall success of the project. Initiatives and ideas coming from the other volunteers should be encouraged as long as they are compatible with the overall aims of the project. They should be given the responsibility for these activities.

When the volunteers do a task they should always be thanked to give them the respect and confidence that will encourage them to do more. It is important to create an atmosphere of positive co-operation.

This should be encouraged through the different activities of the training. The trainers should ensure that all the participants have some task, taking notes, chairing and reporting back on each working group, preparing special food, preparing a part of the entertainment, domestic duties etc.

In the African style of camp management the trainees could talk about what is the best way to establish motivate and manage camp sub-committees, so that all the parts of the project contribute to the overall success.

e. Communication skills.

The success of the leader will largely depend on her/his ability to communicate clearly with the other people involved in the project. This involves being able to speak in a way that is simple for everyone to understand. The leader should be able to give clear instructions and information. This should be explained slowly, using the camp language carefully so that all can follow, and should not be long and complicated.

When listening the leader should be able to listen attentively to the speaker, using body language and visual contact to show that they are engaged and interested in the conversation, and not to interrupt the person speaking. Occasionally they should summarise what the other person has said to check that they have understood properly.

During the group meetings the leader should try to ask the opinion of all the people. The leader should not become angry about things they do not agree with, but try to understand the point of view of the speaker and then change their mind by asking questions that raise doubts in the speaker's mind. It is important not to talk too much but instead to listen carefully. According to one leader-training manual, a good communicator should listen for 75% of the time and talk for 25%.

In Appendix IV there is a guidance sheet on organising meetings.

It is important that the leader develops a personal relationship with each of the volunteers. For the volunteers, it might be their first time abroad or taking part in an international workcamp. It is normal that they might be anxious, uncertain, or worried about what is going on. The camp leader can ease this situation by talking with them, asking where they come from, what they do in their country and so on, to make them feel at home. Within a few days, the individuals should feel like members of a group as a result of communication and interaction through joining in activities with the other participants.

In order to learn more about communication skills, the trainees can be split into couples who have to talk to each other on a given subject. Before they begin instruct one half of the each couple to alter their normal distance in such a conversation, or to avoid all visual contact, to repeatedly interrupt what the other is saying. Afterwards they can be separated again and asked to describe their partner to see how much they observed them and then everyone should discuss how they felt during the exercises and then develop the best methods for listening and communicating.

As another exercise, one person explains to another about something of real personal interest to them for five minutes. The listener then repeats back what the first person has said, and then they exchange roles. Afterwards ask them how they felt. Was it easy to listen without interrupting? Was the repeat of the information accurate? Did the couple keep eye contact? How did they feel about talking about something personal?

f. Relationships between co-leaders.

In many organisations there are two or more leaders in a project. These may be a social leader and a technical leader appointed by the project host. In Africa and elsewhere there are often complex project management systems, with sub-committees and sub-leaders responsible for different subjects such as catering, the social programme, cleaning the accommodation, looking after the tools and organising the work. Sometimes the project host will become enthusiastically involved and take over some of the leadership roles. Certain volunteers can also be 'natural leaders' and also start to take over some of the roles.

This sharing of the responsibility for the project is essentially a good thing and it should be welcomed. However there is always a danger of conflict between different personalities. It is therefore important that during the training this issue is explained. The important thing is that the different roles and responsibilities are clearly understood, and that the various people with decision-making responsibility are in close and open communication with one another. The co-leaders should meet before the project to be able to discuss their expectations and to clarify their roles.

The subject can be introduced by a presentation of the problem followed by discussion of particular examples in discussion groups or as role plays presented to the whole group. The trainees can be asked for their ideas of how they think such conflict can be avoided.

g. Gender issues.

The understanding of the relationship between the sexes varies a lot from one individual to another, varies between the generations and varies more between populations in different parts of the world. In a workcamp it can lead to difficult misunderstandings and threaten the unity of a mixed group.

The leaders should be encouraged to consider their own perceptions of the roles of the sexes during the training and the different perceptions of different societies where volunteers are likely to come from should be explained to them. The leader should be encouraged to create an atmosphere within the group that allows the volunteers to positively explore their differences and should be advised to stop any situation where one or more of the participants are clearly unhappy with the way they are being treated.

This is a difficult subject. It is sometimes hard to discuss the way someone feels if they feel for example that they are being sexually harassed. The leaders should be encouraged to use other members of the group as intermediaries to find out how different people are feeling. For example a male co-ordinator can ask a female volunteer with better language skills to talk to another female volunteer.

This activity should be interactive and discussion based, perhaps using role-plays, and should draw out as many ideas as possible from the participants. The subjects to be discussed should include:

- * the special treatment of women from conservative cultures to ensure that they feel comfortable in a mixed environment e.g. providing them separated sleeping space.
- * the attitude of the leaders towards sexual affairs starting on the workcamp, including the effect on the group and what the local community would think of this ?
- * the gender division of labour during the work task,
- * the gender division of labour in the domestic duties,
- * sexual harassment of volunteers by other project participants,

- * volunteers seeking marriage in order to emigrate,
- * and the ways in which these problems should be dealt with.

h. Cultural Awareness/values.

It must be explained to the trainees that cultural values are not universal, but subjective to one's particular culture and society. What is polite and proper in one society can be seen as very rude in another. It is impossible to prepare the trainees for all the possible variations, but it is essential that they understand the existence of profound differences. In this knowledge they will be less likely to be insulted by a particular volunteer's behaviour, and more inclined to talk to them, to find out why they behave in this way, and to explain to them that this is not culturally acceptable behaviour in this particular setting.

It is useful to point out to future leaders that some of their volunteers may suffer from culture shock. This starts with daily aspects such as meals, climate, language, non-verbal expressions, transport, environment, and can build up, so that the person may react physically and psychologically against them. Culture shock can take the form of depression and frustration and the person can become introverted and lonely and perhaps defensive and angry. The best way to avoid culture shock is through a gentle process of coming to terms with the differences. In general, good relations with a volunteer from a foreign country begin with communication. Even if someone experiences culture shock during a workcamp, this can in fact lead to good understanding in the end due to the excellent chance to develop friendships in the workcamp context.

One exercise is to introduce the analysis of Geert Hofstede, a Dutch anthropologist. He suggested that cultural differences could be described by the four "dimensions" of Power-Distance, Masculinity-Femininity, Individualism-Collectivism, and Uncertainty-Avoidance.

The first describes how relative power is reflected in more authoritarian or libertarian social structures. In the authoritarian for example, society is hierarchic, authority must be publicly respected and children are more disciplined. The second distinguishes between traditional 'masculine' societies where gender roles are carefully separated and the more egalitarian 'feminine' where all roles are shared. 'Individualist' societies highly value the freedom of the individual where 'collectivist' societies stress responsibility to the family/group/community. 'Uncertainty avoidance' looks at the difference between those cultures which are frightened of chaos and therefore carefully plan ahead, and more open flexible cultures which accept a high chance of uncertainty.

One suggestion is then to put the trainees into 4 groups and ask them to give the advantages and disadvantages of each type of culture. Where does your/their society fit in this pattern? Which other countries/societies give good examples of the other extreme? What are the general opinions/prejudices about other nationalities/races?

This idea can also be presented as a theoretical lecture, giving examples of different experiences where there have been intercultural misunderstandings. The group can discuss what are the cultural characteristics of your country. When the leaders visit the project beforehand they should find out about the cultural values of the hosting community so that these can be introduced to the volunteers when they arrive.

Prepare the leaders in the active listening method so that they can talk to and help volunteers suffering culture shock.

i. Intercultural Learning.

How do we overcome the mutual ignorance and misunderstanding that can often lead to insult and conflict in such an intense multicultural setting as an international workcamp? For this one needs to explain to the trainees that they need to suspend their cultural values in the sense that they should not automatically judge the behaviour, clothing, appearance, styles of visual, verbal and physical communication of the volunteers, as they would in the normal way.

The next step is to ask questions, to find out what is the practice in the social group/community/country of the volunteer. From this should develop an understanding. This should be a two way process, and it is particularly important that the volunteers, particularly if their behaviour is insulting to the local population, be made aware of the impression they create and be asked to go through the same process of suspending their own cultural values, closely observing their contemporaries in the host community, and trying to compromise so as not to affront their values.

Cultural values can be explored through games and discussions. There are specific cultural values games in which the participants are divided into two groups which represent two cultures meeting each other for the first time. This intercultural game has many different names. There is a version which has been specifically adapted for workcamp organisations by Service Civil International. This is called Delta meets Karo and the description of how to organise and play it is reproduced as Appendix 1.

j. Contacts with the local community.

It is good if the workcamp leaders can think of different ways that contacts can be made with the local community. The leader and project host can work together on media publicity which will help to raise awareness of the workcamp to the wider local population. The local community will be curious about the international volunteers and the volunteers will be curious about them. Think of activities the leaders can organise for the leisure programme, such as visits to the local school or community centre, farms or factories or other community projects. The workcamp can invite representatives of the local community to visit, hold an open evening for the community, or invite local people to participate in the work. Equally the local people could be asked to host volunteers for a visit to their homes or an overnight stay. The workcamp can be encouraged to organise a cultural performance for the local children, or ask the community to organise entertainment for the volunteers. If the local children come to visit the workcamp site games and sports can be organised with them.

Split the trainees into small groups and get them to think of different ways that they could do this, and integrate such activities into the workcamp programme.

k. Group Dynamics.

In an ideal workcamp the volunteers are all fully integrated into one group which acts like a close family. In reality this is sometimes hard to achieve. Divisions within the group can occur for a number of common reasons. These can be language groups using their own language and not the camp language, or individuals or groups which cannot communicate in the common language. There can be national groups, or continental groups, which find they have more in common with themselves and are not interested to talk to the others. There can be social divisions so university students do not wish to talk to uneducated manual labourers. There can be couples/groups of

friends or romantic couples who withdraw from the rest of the group. There can be antisocial individuals, or people isolated by a disability or depression. If the group is always divided into the same work-task groups these can also divide socially. Generally however, all these people have come to the workcamp knowing that it should be a group experience and wishing it to work.

The future co-ordinators need to be warned about these dangers and told how to avoid them. Working, eating and socialising together are all ways of bringing the group together and creating a feeling of shared solidarity and common experience. It is an essential aspect of voluntary work to go beyond ones self-interest, to respect the opinions, interests and needs of others and to act for the benefit of the community.

The group meeting is an essential part of any good group management. There should be a time when all the group is together, such as after dinner each evening when the co-ordinator should facilitate a group discussion on points common to all the participants, such as the programme of activities. All volunteers should be fully informed of what is planned, and all should be encouraged to give their opinion. The common language must be used in such meetings. If there are different languages there should be simultaneous or consecutive translation to ensure that everyone can follow and say what they think.

It is important that the group should carry out activities together whenever possible, such as eating and sports and games and going out together. Care should be taken not to force any volunteer to do something they absolutely do not want to do. This will simply create resentment in them against the leader and is therefore counter-productive. Work teams should be varied so that everyone gets to work with everyone else. Work is an activity that does not necessarily require a shared language. Cooking and other domestic teams should also be varied. Games such as giving each participant a 'secret friend' whom they must be nice to throughout the project, also provide new relationships.

One suggestion is to divide the participants into two or more groups to brainstorm all the possible reasons why there may be divisions in the workcamp and then to make a list of all the possible ways that could be used to bring the group back together. Alternatively try the conflict resolution exercises suggested in Appendix II, under Teamwork and Communication Activities.

I. Conflict Resolution.

Sooner or later within a workcamp a conflict will arise. The question to explain to the trainees is how to deal with the situation. They should not be afraid of conflict, or try to avoid it. An open conflict is better than a hidden one.

Conflicts can arise within the group of volunteers as already discussed under Group Dynamics and between leaders as discussed in Co-Leading, and can also develop with the local project host or other parts of the local community. Conflicts in this context are normally based on misunderstanding and are normally dealt with by opening up channels of communication.

All future co-ordinators should be provided with some methods for conflict resolution. In addition to the group meeting discussed above, the leader should be advised to maintain frequent contact with all volunteers on an individual or group basis. If a volunteer looks unhappy the co-ordinator should find out why. It is better to deal with problems early on before they grow into open conflicts. There should be an atmosphere of tolerance which allows the participants to be able to express themselves with confidence.

Conflicts between individuals and groups should be resolved through discussions with those individuals and groups, asking them to propose the solutions and necessary compromises, or in case of deadlock, proposing a compromise. Continued disagreement will inevitably affect the whole group and then at this point the group itself should be introduced to the problem and asked to find solutions. The project host can also be involved, and if it becomes serious, your workcamp organisation. If the leader feels forced to take sides in a conflict s/he should ensure the widest possible support for their position and request that a senior member of the workcamp organisation should visit the project and help the decision making process.

In very extreme cases the leader should have the right to expel an individual volunteer who poses a danger to the other volunteers. This should only happen after extensive consultation. Outside agencies such as the national police/psychiatric services should be avoided unless there is an open breach of acceptable behaviour and all internal regulatory mechanisms have failed, such as an outbreak of violence.

This is a good subject for working group discussions using examples and discussing possible solutions. The trainees should discuss what behaviour by a leader would be likely to encourage conflict or resolve it, how to avoid being verbally aggressive, techniques to calm the situation and they can practice with role play exercises. Subjects should include conflict analysis, brainstorming solutions, listening and communication skills. Appendix II includes conflict resolution exercises which you could try in the training.

APPENDIX I 'Karo meets Delta' – the intercultural learning game for workcamps

Introduction.

This information needs to be given to all the participants before the start of the game.

Somewhere on this Earth are living two different people: Delta and Karo. They are neighbours but they don't know each other. Between the two territories a big river is flowing.

As a result of changing of atmosphere conditions the river has dried up, later also most of the natural springs. Only in the territory of Delta exists one big spring.

The people of Delta are looking for to do something against this last spring drying up. People of Karo hope to get some water from another spring, which exists in another country.

Commercial travellers, visiting both people, tell people of Delta about building materials, which are in possession of the people of Karo. The building material is waterproof and would be qualified for building a roof for the spring in territory of Delta. The commercial travellers tell the people of Karo about neighbours - called Delta - who are in possession of water (spring), but they don't know to build a roof over the spring.

Now commercial travellers arranged for the:

- * Karo People to travel to the territory of Delta, and for them to build together a roof over the spring
- * Karo to take their building materials with them. Karo will get water out of the spring of Delta.

Information to be given to Karo people (This information is given to the Karo group only):

Information about Karo: You are a Karo-person;

- * The main thing for people of Karo is emancipation of women and men.
- * There is no division of labour. You are used to work together.
- * Working together is your insurance of existence of emancipation.
- * How to say "Hello": (director of game will show you).
- * You are not religious.
- * A long time ago you have learned to build waterproof roofs out of "papellium". You are able to bind "papellium" between a frame:
- * Your food is: vegetables, fruit. (Some years ago a Karo-person tried to eat meat and died.)
- * If the director of the game tells that it is lunchtime, remember that in your territory there will be food prepared for you.

Situation of Karo:

Soon you will travel to Delta-territory, to build a roof over the spring. Now you have to make plans for the construction of the roof over the spring. Take "papellium" and plans with you.

Rules of the game:

- * In Karo-territory you can talk to each other.
- * In territory of Delta it isn't allowed to talk!

Remember: Your main thing is emancipation. All people will work together and plan together.

After 20 minutes the director of the game will bring you to Delta-territory.

Information about Delta (Information to be given only to the Delta people)

You are a Delta-person:

- * People of Delta are descendants of Goddess « Delta ». You are very religious.
- * Only women can get help of Goddess if they make ritual dances. During those ritual dances men have to turn away (stay in your territory).
- * Men have to obey women. Only men have to do manual work.
- * Planning, controlling is women's work (with help of Goddess).
- * If somebody does something wrong women have to ring (make sound of the gong) and dance ritually.
- * The Delta - as sign of goddess - is your famous sign. All your buildings must have this sign to be able to have the protection of the Goddess.
- * Your food is: bread, milk, cheese and meat.

Situation of Delta:

- * You are waiting for the arrival of people of Karo and their building materials.
- * Women tell men how to build the roof for the spring. Men begin working.
- * While building women are drinking tea. Sometimes women have to control working men.

Rules:

If only Delta-persons are in territory of Delta (this room) you can speak to each other. When people of Karo arrive: speaking isn't allowed anymore!

Read the text.

Try to make ritual dances.

Begin with planning the roof for the spring.

When the director of the game is telling you about lunch-time you'll get bread, cheese etc.

Try living like Delta. (20 minutes)

These are the (secret) instructions for the game master/s.

Time for playing: 1,5 to 2 hours

Number of players: at least 24 (two groups with 10 persons each, 2 game leaders, two people who are watchers). There should be one leader in each group. If there are enough people it would be good to have two or more people who only watch what's going on. They don't play or comment on what's happening, but they should take note of the most important things they observe.

The things you need for the game:

First there must be two big rooms or separate spaces, so each group is able to prepare and study their rules of culture on their own. Each group only know their own culture. They do not know anything about the other culture. When together the two groups cannot talk to each other. If one group is in their own room (without visitors) they are allowed to speak.

Materials required for the construction:

- * Karo: toilet-paper (called 'Papelium'), paper and pencils to design the construction, lettuce, vegetables, fruits, juice.
- * Delta: some broom sticks to build up the scaffolding/roof, some chairs, cord, adhesive tape, cheese, meat, some bread, something to drink, some papers.

The groups do not know that you have a timetable. You have to adhere to it after the groups have finished their preparations and all members know the rules of their culture.

Timetable:

1. Explaining, preparing and practicing the rules in separate rooms (20 minutes)
2. First meeting, starting work (30 - 60 minutes) The Karo group visits the Delta group. The leaders bring them together in the Delta area. In the Delta area it's not allowed to speak or write.
3. Lunch-time (10 minutes) The leader gives the signal. If the Karo group follows their instructions they have to go to their room, because only there they'll find something to eat (you have to put it there during their visit to Delta.) Lunch should take 10 minutes. After lunch the groups meet again in the Delta area. The Karo group is allowed to take some food with them.
4. Second meeting. The groups should finish building the roof. (20 minutes). End.

Questions for evaluation:

a) in separate groups :

1. How did you feel as a Delta/Karo?
2. What do you think about the other culture?
3. Did you find out the rules of the other culture?

b) together:

1. A Delta person explains the rules of Karo / A Karo person explains the rules of Karo.
2. A Karo person explains Delta's rules / A Delta person explains their rules.
3. In which culture would you prefer to live?
4. How did you get into contact?
5. Do you remember similar situations in visiting other countries or cultures?
6. Do you know of similar situations during workcamps?

APPENDIX II – General games & exercises for groups.

"Icebreakers"

These are introductory games that can be taught to the trainees for them to use with their volunteers. As a general rule, all introductory games should not be too demanding.

Introductory name games.

Interviews. Each person takes a partner and the two interview each other. Each one then introduces his or her partner to the whole group, passing on the information gained in the interview such as their name, where they are from, previous experience and what they hope from the training.

Beautiful Barbara or That's What I Like. The group stands or sits in a circle. The first person says his or her name with a suitable adjective, or naming something that they like which begins with the same letter. The next person repeats what has been said, and adds their own name and comment. For example: "This is beautiful Barbara and I am frosty Fred" or "This is Patrick who likes pop music and I am Jenny and I like wearing jeans". Continue round the circle until the last person has to recite the all the names.

Ball-Passing Name Game. Using a ball, a ball of wool or roll of toilet paper, pass around and across the circle, making sure it gets to everybody once. If playing this as a name game, the dialogue could go something like this:

A: I'm A and this is B (throws ball to B)

B: That was A, I'm B, and this is C (throws ball to C)

C: That was B; I'm C, and this is D, etc.

After the last person has spoken, try sending the ball backwards, reintroducing each other that way.

Identification of objects. The facilitator instructs the participants to look in their pockets or bag to find something that is representative or symbolic of their personal or professional characteristics or of their own country. (banknote, photo, item of clothing etc.) After several minutes the facilitator asks each participant to share her or his name and identify the item s/he has chosen. Then each individual has to explain briefly why that object is representative. Alternatively the participants can form pairs or groups of three. Then the partners would be responsible for introducing one another to the entire group and explaining the significance of each other's objects.

Alphabetical Lineup. People line up alphabetically by name. When the line is made, the two ends join together and make a circle. One by one everybody says her/his name. (This can lead to another circle game). This can also be done according to each person's height, colour, feet size etc.

Human Atlas. People organize themselves geographically according to the place their live - as if a huge map was drawn on the ground. When everybody thinks to be in the right place, everybody says her or his name, city and country.

Other 'Icebreakers'

Chair Swaps. Put chairs in a circle but one less than the number of people. One person stands in the middle and shouts out something like: "Everybody with black hair!". All those with black hair then have to get up and change places and the person in the middle has to try and sit down. None may

return to their own seat. The one left over is the next one to shout. Have a few surprises up your sleeve - think up ways of moving everyone at once e.g. "Everyone with a birthday this year!".

Stacking Chairs. Everyone stands in a line, one behind the other, with the smallest person in front and the tallest in back. On the count of 3, the tallest person sits down on a chair while everybody else sits down on the legs of the person behind. If you succeed, try to get up again on the count of 3! To make it more difficult, try doing this in a circle (no chair necessary).

Tangle. Everybody faces each other in a tight circle. Each person holds out their right hand and grasps the right hand of someone else, as if they were shaking hands. Then each person extends their left hand and grasps the hand of someone else, so that each person is holding hands of two different people. This hand-in-hand configuration should come out equal. With hands tightly held, arms intertwined, and bodies juxtaposed, it's time to explain the problem. The group has to try and unwind themselves without letting go of hands so that after much squirming and contorting, a hand-in-hand circle is formed. As a result of these movements, two or even three distinct circles may form, and circles are sometimes intertwined. This exercise can get tiring very quickly; if the knot is still tangled after about 10 minutes, allow one pair of hands to separate and re-grip to make unwinding easier.

Teamwork and communication activities

These teamwork activities are used to accomplish specific objectives, such as conflict resolution, building trust, improving communication between group members. A brief period of debriefing or processing after each activity is as important as the game itself, to make sure participants learn something from the experience.

a) Nature's Engineers (from Creating Humane Climates Outdoors: A People Skills Primer, by Clifford E. Knapp)

AIM: To build cooperation and reach consensus.

Divide the group into teams of 3-4 people. Select a non-living material that is abundant in the area such as fallen leaves, stones, sticks, etc, and assign each group to build the tallest structure possible within the time limit. The individuals must follow these rules in the building process:

- 1) Each person must take turns in placing only one item at a time on the structure.
- 2) If one person doesn't think the item should be added, the group must stop building it.
- 3) The only way to continue building it is if the group can reach a consensus about what item to add and where it should be placed.
- 4) If the structure falls, it must be started again from the beginning.

After 10-15 minutes, the group with the tallest structure gets the Nature's Engineer Award, one of the items used in the construction. All other items used should be placed back where they were found.

Questions to discuss:-

- 1) How was the decision made about which material to use? Were you satisfied with the decision making process?
- 2) Did everyone in your group follow the rules? If not, why not?
- 3) Did your group have an opportunity to reach a consensus? Is this a new method for you to use in making decisions?

- 4) What problems did you encounter in making decisions during this task? Were these typical in other groups and situations?
- 5) Did the males behave differently from the females completing this task? If so, how?

b) Breaking In.

AIM: To experience what it is like to gain acceptance into a group.

Instruct the group to form a tight circle, interlocking arms. Ask for one or two volunteers to stay on the outside of the circle. Announce that these "outside" individuals must try to get into the centre of the circle. Do not specify that the group must try to keep the outsiders out; simply observe how difficult it is for the outsiders to get in. You can let the group determine how flexible they will be about letting someone in. Once the outsider gets in, s/he becomes a part of the group and another must step out. The person outside may use any technique to get in - pushing, reasoning, tricking, etc. Stop the game when no one else wants to be on the outside.

Discussion: Explore the ways in which people tried to get into the group, and talk about ways in which you typically try to get acceptance. Explore the feelings you experienced as a member of the group trying to keep someone out. Ask if anyone was more lenient in letting the outsiders get in (remind the group that you did not specify that the group HAD to keep the outsiders out, only that the outsiders had to try to get in).

Other leisure time activities

The Cultural Treasure Hunt.

AIM: To understand the behaviour and way of life of persons of another culture through learning about the cultural significance of items used by those persons.

- 1) The facilitator draws up short lists, each containing different items to be found within the unfamiliar community. These items might be certain kinds of local medicine, items related to religion, food, decoration, literature, music, each of which defines the people's behaviour, values and way of life.
- 2) Participants should, under most circumstances, carry out their hunt alone or in pairs. They are asked to learn as much as they can about how the item is used, so that they can talk about its use to others when they return home.
- 3) When the participants are brought together again, they share their discoveries, and explain to each other what kind of cultural importance these items hold. They also compare various experiences involved in carrying out the hunts - amusing incidents, cultural differences, hostile reactions, unexpected discoveries.

As a final note, a reminder to take full advantage of the special talents and interests of the workcamp members. Create international theme parties, based on the food, drink, decoration, music, dances, and games that are typical of their home countries.

APPENDIX III – Suggested methods of evaluation

Evaluation Exercises.

The following are suggested as exercises that can be used in the training and taught to the trainees for the workcamps themselves.

Up and down. One end of the room or garden, compound, indicates "good", the other end "bad". According to each item to be evaluated, work, food, leisure activities, study etc. the volunteers can position themselves according to their opinion.

Smiles and frowns. Draw happy and unhappy faces on two large sheets of paper. Go round the group asking each members to name one thing they felt most positive about and one that could have been better. When everyone has made their statements, have a discussion. Treat negative points seriously but creatively: how can they be avoided next time?

Dart board. Draw a large circle on the floor and divide it into segments with lines from the perimeter to the centre, like a dartboard or pie-chart. At the outer edge write the aspects of the project you want to discuss. These could be food, work, accommodation, leisure programme, information prior to the project, management, etc. Volunteers put a cross near the centre if it was good; near the outside if it was bad.

Questionnaire.

Each participant completes a personal questionnaire which has a list of subjects like the dart board, or writes about 'the three/five? Best things and the three/five? Things which could have been better about this project?

Formal discussion.

Introduce the various subjects and ask people to comment on them.

APPENDIX IV – Bibliography & recommended reading

Written sources used in the compilation of this book:

Activity Book for Training Co-Leaders of SCI Workcamps published in 1994 by the European Induction Programme.

Animate, Greece '95 Report of the international leader training programme of SCI Europe.

Expectation of the Work Camp Leaders by the Kenya Voluntary Workcamps Association, published by KVDA.

International Seminar for Campleaders. Report of the GATE Seminar of SCI held in Vladimir, USSR, 15-21.04.1991.

Report on the Regional Programme on Non Violent Conflict Resolution. SCI Asian Co-ordination seminar hosted by SCI Sri Lanka, 05-20.09.1992

Running a Workcamp. CCIVS Leader/Co-ordinator manual available in English, French and Spanish.

Sexism on Mixed Workcamps working paper by the SCI International Women's Network.

South-South North South Seminar. Report of the CCIVS seminar held in Uganda 01.-06.10.1997.

What do we Expect from Today's Workcamp Leader? Report of the Alliance of Voluntary Service Organisations 'Post Camp Event', hosted by MS Denmark, 28.12.1996-03.01.1997

Recommended reading:

The CIEE International Group Co-ordinator Handbook is one of the most thorough Leader/Co-ordinator training books ever published (October 1996). Although designed for use in North America it is of great general interest. CIEE, 205 East 42nd Street, NEW YORK 10017-5706. NY, USA.

The IJGD Teamerhandbuch/Workcamp Leader Handbook was translated into English in 1997 by an international team of volunteers. It provides excellent background material to the history and theory of workcamps from the point of view of the largest German workcamp organisation, in addition to much practical information for future leaders. IJGD, Kaiserstrasse 43, 53111 BONN, Germany.

The All Different all Equal Education Pack published by the Council of Europe is a book of 'Ideas, resources methods and activities for informal intercultural education with young people and adults. Published in 1995, this is an excellent resource book for intercultural learning and is available from the European Youth Centre, 30 rue de Coubertin, F-67000 STRASBOURG, France.

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