

From Vision to Action,  
Growing capacities for change in the IVS movement  
Training on Impact and Sustainability




**VISION2  
ACTION**



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## INTRODUCTION

From January 21<sup>st</sup> until January 27<sup>th</sup> of 2015, the training on Impact and sustainability, the first of the seventeen month long project Vision to action, organised by the Coordinating Committee for International Voluntary Service (CCIVS), took place in Berlin. Vereinigung Junger Freiwilliger (VJF) hosted the participants, trainers and leaders on their beautiful site in Berlin between lake and forest. The training managed to gather youth workers from fourteen member organisation worldwide:

- Association Togolaise des Volontaires au Travail (ASTOVOT) – Togo
- Centrum Międzynarodowej Wymiany Młodzieży i Wolontariatu (FIYE Poland) – Poland
- Concordia Bretagne – France
- Global voluntary Development Association (GVDA) – Kenya
- Indonesia International Work Camp (IIWC) – Indonesia
- International Cultural Youth Exchange Honduras (ICYE Honduras) – Honduras
- International Volunteers for Peace (IVP) – Indonesia
- Jeunes Actifs dans le Volontariat et les Voyages Alternatifs (JAVVA) – Belgium
- Servei Civil Internacional (SCI Catalunya) – Spain
- Vereinigung Junger Freiwilliger (VJF) - Germany
- Volunteers for Peace Vietnam (VPV) - Vietnam
- Volunteers Initiative Nepal (VIN) – Nepal
- VIVE MEXICO – Mexico
- Xchange Scotland – Scotland

The trainers Oriol Josa from the Coordinating Committee for International Voluntary Service (CCIVS) and Thomas Hauptvogel from Vereinigung Junger Freiwilliger (VJF) provided youth workers with the guidelines and tools needed in order to implement research on the impact of IVS in communities and on a personal level to volunteers who are specifically working on sustainable development projects. The aim is for the youth workers to return to their sending organisations and to implement the tools they have acquired during the training in the projects which focus on sustainable development. The results of this study will be made available in the final publication which will accompany the Vision to Action project and will be used to show the important work of grassroots IVS organisations in the work towards sustainable development. This data will be shared with external stakeholders and used to advocate for the recognition of the work of volunteers towards the sustainable development goals.

The training was also focused on educating the youth workers on the topic of sustainability and sustainable development by providing guidelines and tools to implement in their organisations.



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### The objectives of the training


- Conduct targeted research on the impact of voluntary service using the expertise and the experiences of all actors (youth organisations, formal education institutions, etc.) involved in the Vision to Action project;
- Provide youth organisations with instruments to be used in the gathering and processing of research data (qualitative and quantitative) regarding the impact of international voluntary service on communities and volunteers in the field of sustainable development;
- Raise awareness, share tools on sustainability, learn and discuss on the topic of sustainability and its implementation in IVS projects;
- Contribute to the personal and professional development of young people engaged in youth activities or formal studies;
- Provide key data on the Vision to Action project.

This document aims to bring a report on the activities which were done during the training, helping to highlight the aims of the activities and the reflections brought up during the discussions between the participants or the participants and the trainers.

## PROGRAMME OF THE ACTIVITIES

	Day 1 21 <sup>st</sup> Jan	Day 2 22 <sup>nd</sup> Jan	Day 3 23 <sup>rd</sup> Jan	Day 4 24 <sup>th</sup> Jan	Day 5 25 <sup>th</sup> Jan	Day 6 26 <sup>th</sup> Jan	Day 7 27 <sup>th</sup> Jan
7:45 8:45	Arrival Day	Breakfast					Departure day
9:00 - 13:00		INTRODUCTION Session	Cooperative ACTIVITY	CONCEPT of impact	Testing a TOOL	PRESENTATION & feedback	
		KICK – OFF session	Context of IMPACT	IMPACT research	Evaluating a TOOL	PRESENTATION & feedback	
13:00 14:30		Lunch					
14:30 - 19:00		CONCEPT of sustainability	Study VISIT	THEORY of organising activities	Trans ACTION!	IMPROVEMENT & conclusion	
		SUSTAINABILITY in volunteering	City VISIT	EXPERIENCING IVS actions		EVALUATION	



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## CHAPTER 1 – SUSTAINABILITY

### 1. A game introducing sustainability: The Survival of Countries

#### Aim of the Activity

The game “Survival of Countries” aims to understand sustainability as the product of a complex system that starts with personal and collective attitudes which includes environmental issues, economic and international relations. This game is a very good introduction to the concept of sustainability.

#### *a. Rules of the game*

##### **Material:**

The game only needs chairs, sticks, markers and flipcharts.

##### **Progress:**

The game is played in three phases and each phase has approximately three rounds. On the flipchart the facilitators write the results for each round and phase. The participants are asked to sit on chairs in a circle, facing outside not inside. Each participant represents an imaginary country; its goal is to make sure that his inhabitants survive. Sticks are resources and the aim of the game is to pick up sticks which were thrown on the floor by the facilitators while the participants are closing their eyes. The countries need only four sticks to survive, with less than four the country dies and waits to play on the next phase. It is possible to take more than four sticks during one round; it is neither encouraged nor discouraged by the facilitators to do so. The participants can start to pick up the sticks they need to survive as soon as the facilitator says “now!” and have to stop their harvest when the facilitator says “stop”. The participants are then invited to regain their seats.

##### **Phase 1:**

On the first round, all the sticks are distributed on the floor in front of the participants. The participants run to pick them up. The number of sticks per country is counted and written down on the flipchart. With less than four sticks the country is eliminated and the facilitator shows his grief to see this country die. Those who took four stick are correct, and those who took more are admired by the facilitator.



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On the second round, the sticks are taken from the countries but the facilitator doesn't distribute them on the floor. The participants will have to take the remaining sticks on the floor.

The rounds continue until there are no more sticks on the floor. At the end of the rounds the facilitators count the number of countries which survived and how many died. The second phase can indeed start with all the participants.

### Phase 2:

The facilitators explain that in this phase, those who take more than four sticks will have an advantage on the next round, allowing them to go harvest before those who only took four sticks.

At the end of the rounds, the facilitators count the number of countries which survived and how many died. The third phase can indeed start with all the participants.

### Phase 3:

Rules are the same as the second phase except that after each round, the facilitator will distribute on the floor half of the sticks that the participants took. At the end of the rounds, the facilitators count the number of countries which survived and how many died.

COUNTRIES!	I			SURVIVAL			II			COUNTRIES			III	Status
	Sticks	Survived	Died	Sticks	Survived	Died	Sticks	Survived	Died	Sticks	Survived	Died		
1 equality	9	3	-	8	2	-	10	4	4	4	6	4	6	✓
2 LIBERTY	7	1	-	9	5	0	5	5	5	4	5	5	4	✓
3 GREEN	10	1	-	12	8	0	8	4	4	4	6	4	6	✗
4 PEACE	4	2	-	9	5	0	6	7	6	7	6	6	6	✓
5 BORDERLESS	8	8	1	7	2	-	7	7	7	7	7	7	7	✓
6 NEPAL	19	5	1	11	1½	-	7	7	7	7	7	7	7	✓
7 LOVE	5	0	-	8	0	-	4	4	4	4	4	4	4	✓
8 LAND OF DESERTS	5	1	-	6	4	0	4	4	4	4	4	4	4	✓
9 UNITED NATIONS EMIGRATES	10	3	-	15	0	-	4	4	4	4	4	4	4	✓
10 SUSTAINABLE COUNTRY	12	3	-	9	0	-	4	4	4	4	4	4	4	✓
11 UNITED STATES	8	0	-	17	2	-	4	4	4	4	4	4	4	✓
12 LIFE	10	9	4	23	3	-	15	12	4	12	4	4	4	✓
13 QUALITY	5	12	2	15	3	-	22	14	11	14	11	11	11	✓
14 HAPPY COUNTRY	14	4	1	3½	-	-	13	11	6	13	11	6	6	✗
15 FRIENDSHIP	8	9	1	20	0	-	9	15	8	9	15	8	8	✓
16	Σ124	Σ61	Σ20	Σ112	Σ35	Σ0	Σ125	Σ39	Σ72	Σ57	Σ57	Σ57	Σ57	
17														
18							200	170	140	110	80	80	80	
19							-75	-71	-68	-53				



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## *b. Analysis of the results*

The analytic phase of the game is the most interesting part, because it helps to understand the strategies adopted to survive and the motivation which push each individual to be competitive, selfish or in the contrary work together and cooperate. The analysis of the results also helps to understand the concept of sustainability and which strategy allows the most countries to survive.

### ▪ **What were the results on each phase?**

On the first phase every country is competitive and tries to get as much resources as possible but only one country survives at the end of the phase.

On the second phase countries start to understand the logic to survive but it is not clear what they should do and which strategy to adopt, no country survives.

On the third round some countries worked together to survive as a group by agreeing in a region to take no more than four sticks. Many more countries survived up to a fourth round.

### ▪ **What is it that motivated the death of the countries?**

Many countries died because of an excessive consumption of resources on the first round or also because of a large competition against other countries.

### ▪ **Did anybody try to change behavior?**

On the third phase there was a dynamic of cooperation and of sustainable consumption. Some countries would start to save resources on the side for the next round, or to cooperate with their neighbors.

### ▪ **When do participants change their behavior?**

The role of the authority (here the facilitators) has a big importance and impact on how the participants react in front of the resources. By encouraging the participants to be aggressive in their harvesting, the facilitators will enable the participants to think for themselves. It takes several rounds for the participants to realise that something is wrong and for them to start and activate their critical thinking.



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- **Why recycle the resources on the last phase?**

Recycling helps more countries survive to more rounds but in the end the game shows the limits of recycling because the resources aren't entirely renewable.

### **Learnings about sustainability**

The outcome of the game helped understand that the main concept of sustainability is not about the environment but about the way people and governments think. Sustainability is about consuming less and sharing but it is essential for different actors to have a common agreement on the target to achieve. Only cooperation and solidarity will help to consume in a sustainable way and indeed help more countries to survive. It has been highlight that the concept of sharing should be a personal decision and shouldn't be forced otherwise it cannot be long-lasting. it is also very important to understand the reason for sharing, indeed to raise awareness about the necessity for everyone about solidarity.

## **2. The concept of sustainability**




### **Aim of the activity**

The activity bellow is for the participants to have a brainstorming about what makes them glad, sad or mad when thinking about sustainability. The aim is to achieve a common definition of the concept of sustainability having the participants to talk two by two, then four by four and finally eight by eight about the concept. This process is very enriching for the participants since it helps to dive deeper into the different aspects of the definition.





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SUSTAINABILITY BRAINSTORMING	
<b>GLAD</b> 	<ul style="list-style-type: none"> <li>- Ecosystem because its renewable</li> <li>- Solidarity: sharing cooperation</li> <li>- Food safety thanks to local farmers</li> <li>- The advanced technologies helping renewable energies</li> <li>- The caring and loving people working on change and solidarity</li> <li>- Hope for better opportunities for future generations</li> <li>- Rational and conscious use of resources</li> <li>- Peace</li> <li>- Awareness raising</li> <li>- Pollution reduction and green energy</li> <li>- Better health and better quality life</li> <li>- Organic products and fair trade</li> </ul>
<b>SAD</b> 	<ul style="list-style-type: none"> <li>- Few awareness about Reusing and Reducing</li> <li>- Selfish people</li> <li>- Global warming: is it too late?</li> <li>- Lack of education and awareness raising</li> <li>- Sustainability as a profit tool</li> <li>- Pollution</li> <li>- Inequality, poverty: immigration and emigration in the destination of countries with enough resources</li> <li>- Modern comfortable life as the key to happiness</li> </ul>
<b>MAD</b> 	<ul style="list-style-type: none"> <li>- Food wasting</li> <li>- Short term political and economic measures</li> <li>- Large amount of rubbish: planned obsolescence, consumerism, advertising</li> <li>- Nuclear plant</li> <li>- Careless use of resources : deforestation for biodiesel, contamination in the river, over fishing</li> <li>- Irresponsible consumption</li> <li>- Consumption of resources leading to conflict and corruption</li> </ul>

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**DEFINITION 1** Sustainability is a Human concept which ensures balance and quality of life (which means interactions between environment, economy and society) so that every being on earth sustain forever and ever, until the sun burns the planet.

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**DEFINITION 2** Sustainability is about ensuring a quality of life, a safe, peaceful, healthy, diverse, sustaining environment for ourselves and future generations. It includes the ability to make changes and adjust in order to resist and reach in crises situations.

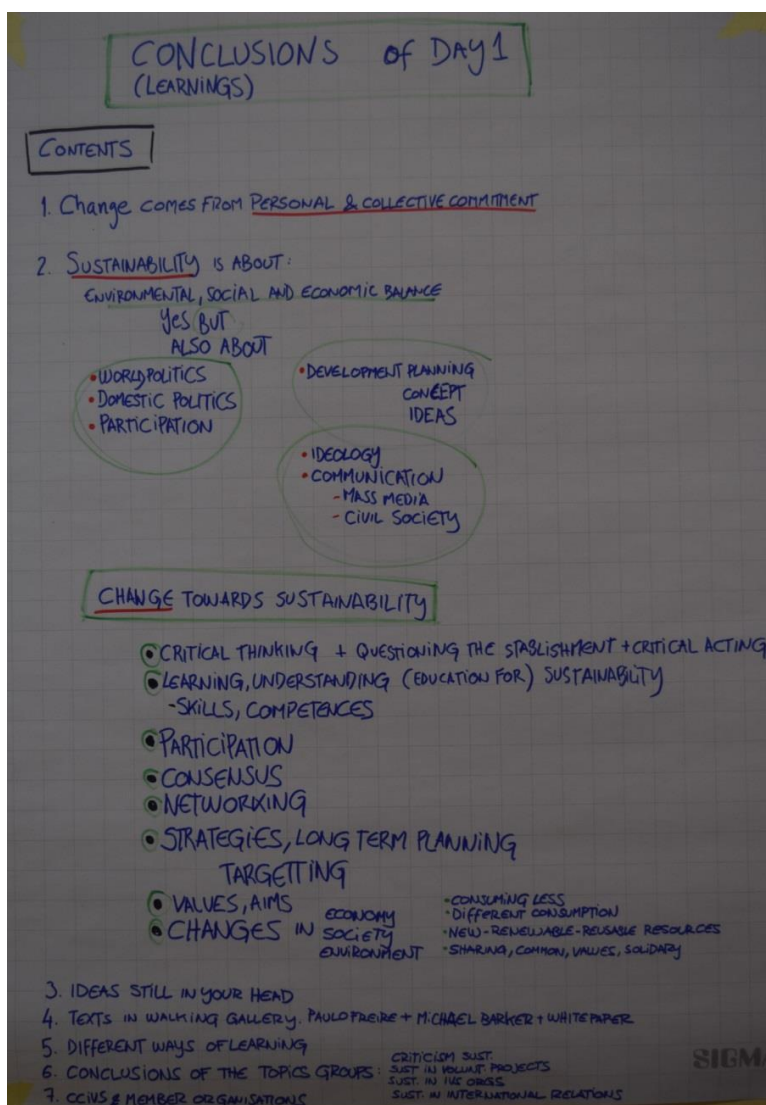
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## Learnings about sustainability

It was enriching but also difficult for the participants to agree on one common definition of sustainability because of the diverse aspects the concept includes and also because of the difference in background of each participant. This activity helped to collect the point of view of everyone, to discuss, to work on group decision making in order to achieve a common understanding of sustainability. It was clear for everyone that the term sustainability has become very trendy nowadays, forgetting that sustainability is not only about environment. This trend makes it all the more important to understand and agree on what sustainability includes.





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### 3. Sustainability in International Voluntary Service

#### *a. Recommendations to reduce foot print on workcamps*

##### **Aim of the activity**

The aim of this activity is to learn about how to implement sustainability into workcamps and provide tips to the organisations on how to reduce foot print during workcamps.

##### *i. General recommendations*

It was recorder that reducing foot print during workcamps can come from the volunteers themselves with their actions, but also and especially from the hosting organisation who should manage to show the example of sustainability to its volunteers thanks to its reduced foot print.

It's important that organisation talk about sustainability during all trainings and workcamps, even if not about environment. The organisations should at least have one hour dedicated to speaking about the notion of sustainability, its aspects and the possible actions to reduce foot print. It is important to share about the topic because one main issue stressed by the participants was how to introduce sustainability in a non-ecological project. The participants were able to come up with recommendations for the host organisations, in five different fields of area:

##### ▪ **Food**

Cook seasonal and local food, if possible make partnerships with local farms to provide food during workcamps with the right amount in order to avoid waste. An organisation can also consider serving only vegetarian food during workcamps; this is the best way to show volunteers it is possible to eat tasty and fulfilling vegetarian food.

##### ▪ **Transport**

The best way to reduce the foot print with transportation on international activities is to avoid using planes as much as possible, indeed organizing international workcamps in the same geographical areas can have a very positive impact on carbon print. During study visit or sightseeing it is important to use public transportation or if possible bicycle to show the example to the volunteers.



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- **Water**

When possible use tap water and use the same bottle or glass to refill. In order to reduce water consumption, the organisations can imagine a contest of the shortest shower during workcamps and indeed reduce the time shower of the volunteers and trainers.

- **Electricity/ Gas**

Make rules to turn off the lights when outside of a room and spending less time on phones and laptop can reduce the food print of electricity. It is also possible to implement green energy or to organize workcamps on sites with little to no electricity.

- **Toilets/ waste**

Concerning the toilets organisations can use or build dry toilets on the sites and provide recycled toilet paper. Concerning the waste it is easy to try not to use plastic bags and buy food with less to no packaging. Eventually next to the dry toilet a compost for recycling can be build and used for food waste.

Regarding these recommendations it's always important to stress out and explain to the volunteers the impact of a sustainable action and to what point a sustainable action has a long term effect. Indeed, camp leaders should be trained on these matters in order to be able to respond to any question.

### *ii. Workshop for training leaders on sustainability*

This workshop was invented by a group of participants to the training. The workshop was created to help educate training leaders on sustainability. It includes two interactive and dynamic activities allowing to measure the sustainable impact of everyday used products or objects and to think about ideas to implement sustainable actions on a workcamp.<sup>1</sup>

### *iii. Water foot print*

The group that worked on this activity produced advertisement posters about sustainability and more specifically about water foot print. The posters are made to attract the attention and raise awareness and invite the trainees to follow the food infosheet if they are interested in learning

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<sup>1</sup> Refer to Annex 1 of the document for further explanation about the workshop.



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more. The idea is to send these posters by email, and to pin them up in the hosting organisations during workcamps.<sup>2</sup>

## *b. Implement sustainable games on workcamps*

### *i. Resource and sustain...ABILITY*

The resource and sustain...ABILITY game is a very good non formal education tool. It can be adapted to all ages and even to adults which makes it very flexible also to the cultures. The game aims to educate about sustainability, learn about the vital resources of a country and the consequences of lacking a resource. It is also possible to adapt the game either indoors or outdoors by adapting the materials needed as well.<sup>3</sup>

### *ii. Make sustainable commitments while having fun*

#### **Aim of the activity**

This activity is an interactive way to learn about the theory of sustainability while having fun and taking practical sustainable commitments and indeed empower the volunteers in their actions.

#### **Agree on a commitment:**


The participants were divided in several groups where every group agreed on a commitment related to the topic of sustainability:

- Not buying new clothes for two months;
- Being vegan for two weeks;
- Eating seasonal vegetables during two month;
- Avoid eating meat for at least two month.

<sup>2</sup> Refer to Annex 1 of the document, for further explanation about the activity.

<sup>3</sup> Refer to Annex 1 of the document, for further explanation about the game.



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### The rules of the game:

Once the commitments agreed on and shared to everyone, the groups would have a potato race. The group that wins the race didn't have to put their commitments into practice. In the spirit of the training, however, the winning group agreed to join this concrete "action" as well. The participant then thought it would be nice to share about their commitments by sending photos of what they were eating, share vegan/vegetarian recipes or share their impressions and feelings about the experience.

#### Learnings about sustainability

The experience of the activity showed that in a multicultural group it could be difficult to find a common agreement among everyone because of the cultural differences, indeed it showed the importance to think about these cultural differences when talking about sustainability.

## 4. Study Visit: from theory to practice

#### Aim of the activity

By visiting, during the midterm of the training, two sustainable concrete projects which function well, the participants were able to take notes and ideas to implement and put into practice in their homes, countries and organisations. It is very enriching to learn about the different sustainable projects that communities manage to organise.

#### a. Environmental school

One group visited a special elementary school in Berlin with an environmental focus which included workshops, a garden, animals and actions to reduce energy usage in the school. The teaching is based on alternative, creative, nature-oriented and action-based methods. In the garden, each class has its own plot and the pupils learn how to grow vegetables. The school has a dog, guinea pigs and sheeps living a nearby inner city farm come and visit them regularly. The workshops, garden and animals altogether help the children to learn about the environment and offer different methods of learning. The teachers and pupil's parents realized that the violent and turbulent children would become calmer when taking care of the animals, because of the responsibility they have when asked to take care of another living being. The idea behind this




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method of learning is that when young children learn how to grow their own food or how to take care of animals, they don't think about it as a sustainable action but impregnate values that will grow with them as they become adults.

### *b. Art Recycling at "Kunst Stoffe"*

The other group had the chance to visit "Kunst Stoffe" in Berlin, a recycling facility. The idea from the center is to offer the possibility for people to bring raw materials or broken or obsolete things that would otherwise be thrown away. The center then either repairs the objects or offers them as raw materials for people to buy them on low price, mostly for artistic purposes. In this way, the things that were meant to be garbage become reused as art. The center indeed recycles and reuses many objects into art objects such as flat tires, glass bottles, cardboards, food packaging, plastic bottles etc. They also store and sell very large materials coming from theaters stages or museum exhibitions. Kunst Stoffe also builds and sells or rents dry toilets, which are very useful during outdoor events and festivals.



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## CHAPTER 2 – IMPACT MEASUREMENT

### 1. The notion of impact

An impact is the action of one object coming forcibly into contact with another, indeed it is a complex notion encompassing many different factors, actions and actors.

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**DEFINITION OF IMPACT:** Impact is a change or an effect on individuals, collectives or environments in the short medium and long term. This is produced by interaction between individuals, communities and environments in the context of international Voluntary Service Actions. It could be perceivable and therefore could lead to social recognition or personal acknowledgement.

Effect/ action/ change: It's the effect of the action that is being done. For example the action is IVS and the effect is the one made on volunteers and communities.

Positive/ negative: An impact can have positive or negative effects of an action on something.

From different sources: It can be a collective or an individual impact and the action can be made on something or someone. It can be a practical, an intellectual or a philosophical impact.

Material/ immaterial: The effect can be material or immaterial.

External/ internal

Footprint: The impact keeps the memory of ideas and actions.

Local/ global: It can be a local or a global action.

Temporary/ permanent


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### WHY IMPACT?

For the last 10 years in the IVS movement, there was a worry to understand what was done; the reasons leading the actions were good but difficult to measure. For many small and local






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organisations the effect of their actions were micro and have become bigger thanks to the network of many organisations all around the world. It is important to measure the impact of IVS actions because it allows to explain what is done and indeed to improve. It is also the best way to obtain funding because the funding organisation expects to know where the money is going; showing numbers of the impact can support the need of money. And last but not least, impact measurement allows an organisation to have recognition and credibility because it assesses the work that was done.

IMPACT ON WHOM?	WHICH IMPACT?
<u>Volunteers: international, local</u>	<ul style="list-style-type: none"> <li>- self confidence</li> <li>- open mind</li> <li>- experience</li> <li>- life style changing</li> <li>- knowledge</li> <li>- reduce stereotypes</li> <li>- less tolerance ( negative impact have happened in some workcamps)</li> </ul>
<u>Local people : communities, host families, volunteers communities</u>	<ul style="list-style-type: none"> <li>- show possibilities</li> <li>- open minds</li> <li>Create activities</li> <li>- encourage volunteering</li> <li>- cultural exchange</li> <li>- new skills for local people</li> <li>- technical approach in workcamps</li> <li>- values of IVS</li> </ul>
<u>Organisations: IVS , local</u>	<ul style="list-style-type: none"> <li>- best practice</li> <li>- costs/ expenses</li> <li>- recognition</li> <li>- credibility</li> <li>- growth</li> <li>- staff</li> </ul>
<u>Global scope: nature, culture, governments (local, national), human agencies</u>	<ul style="list-style-type: none"> <li>- global as result of local</li> <li>- solidarity</li> <li>- peace</li> <li>- intercultural</li> <li>- education</li> <li>- higher quality life</li> <li>- health ( people, environment)</li> <li>- ecosystem improvement</li> </ul>



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## 2. Getting to know the survey on impact

### *a. Guidelines for global research on impact of international Voluntary Service*

For the guidelines please refer to the questionnaire and the guidelines document in annex 2.

### *b. Feedbacks on conducting an interview for the research*

#### **Aim of the activity**

The participants to the training tested the interview between each other in real conditions, which allowed them to familiarize with the tool. It is strongly recommended to rehearse several times before conducting the interview in order to improve and be prepared.

#### **Technical aspects of the interview:**

- Have a repertoire summarizing all the technical aspects to think of.
- Most importantly is to make sure and double check the recording works before and during the interview (bring extra batteries).

#### **The content of the interview:**

Preparation:

- Get familiar with the questionnaire: knowing the questions to ask and the aim of the survey will help to think about the direction the interview should take.
- Have a summary of the questions: on one page summarizing all the question can help if the interviewer gets lost.
- Choose the right person to interview: the interviewed should be involved and should have a good knowledge of the project.
- Choose a place with a nice atmosphere to make the interviewed feel comfortable.



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The interview:

- Create a good relationship with the interviewed: make sure a good atmosphere is created, to make the interviewed comfortable to talk and comfortable to have also a critical point of view.
- The interview should be a conversation: the questionnaire is used to lead the interview if it's going nowhere, otherwise the questions shouldn't be read.
- Adapt the language to the interviewed: it is important to know who is interviewed in order to ask the right questions to the right person.
- Lead the interview in the native language.

### 3. Evaluating a tool

IMPACT CATEGORIES			
Dimensions categories	Skills and abilities	Attitudes	Perspectives and opportunities
Personal Development	- Autonomy - Self awareness - Personal conflict management (you improve yourself on a certain topic)	- Self-confidence - Working habits - Adaptation	- will of having similar experiences - development of alternative life perspective
Interpersonal Dimension	- communication skills - team work - conflict management	- solidarity and participation - interculturality, tolerance and respect - flexibility	- will to discover new realities - will to meet new people from different backgrounds - will to learn + improve language
Social Development	- intercultural awareness - citizenship - local participation	- participation - motivate others - change attitudes	- opening of new connections and life perspectives


MACRO CATEGORIES			
Macro categories	Including from personal	Including from interpersonal	Including from social
(Inter) cultural competences	- Autonomy (S) - Self-awareness (S)	- intercultural, tolerance, respect (A)	- Intercultural awareness (S)



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	- Adaptation (A)	- Flexibility (A) - Discover new realities (P) - Meet new people (P) - Learn and improve (P)	
Conflict management	- Personal conflict management (S)	- Conflict management (S)	- Conflict management (S)
Citizenship participation +		- Solidarity and participation (A)	- Local participation (S) - Participating (A) - Change perspectives (A)



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## ANNEX 1 -IMPLEMENTING SUSTAINABLE ACTIVITIES IN WORKCAMPS

### WORKSHOP FOR TRAINING LEADERS ON SUSTAINABILITY

The workshop was created to help educate training leaders on sustainability. It includes two interactive and dynamic activities.

#### *1. Impact storming*

##### **Rules of the activity:**

The group of participants is divided in three equal groups. A pair of products will be assigned to each group:

- Shampoo/ homemade soap
- Industrialised pillow/ homemade pillow
- Industrialised tomato sauce/ tomatoes grown form the garden

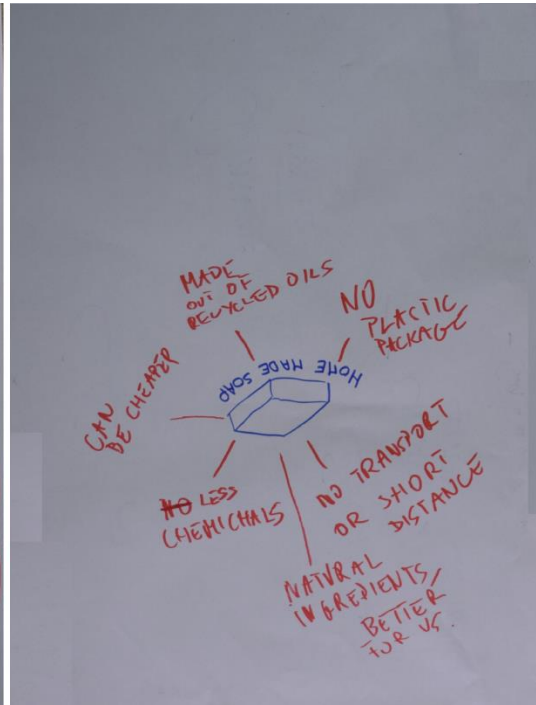
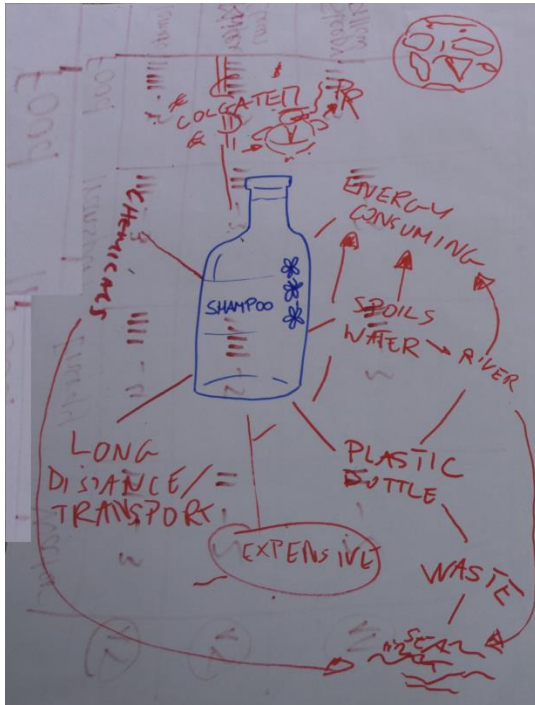
Each group will have to think about the impact of the pair of products they were assigned to, and create a conceptual map out of the reflections. The more expanded the map is, the better it is.

##### **Plenary presentation:**

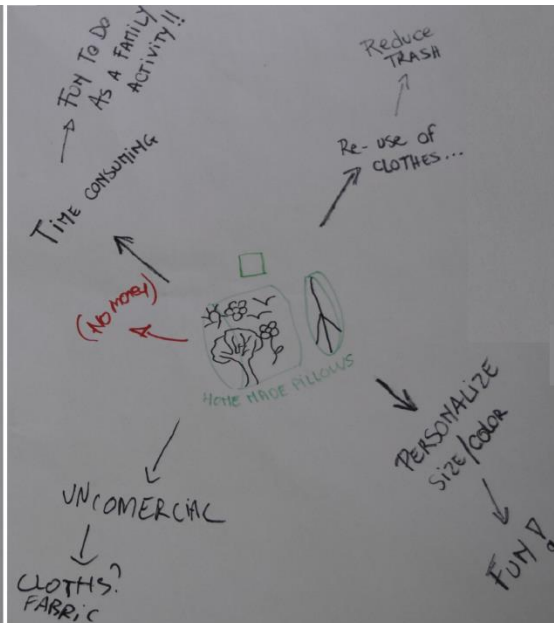
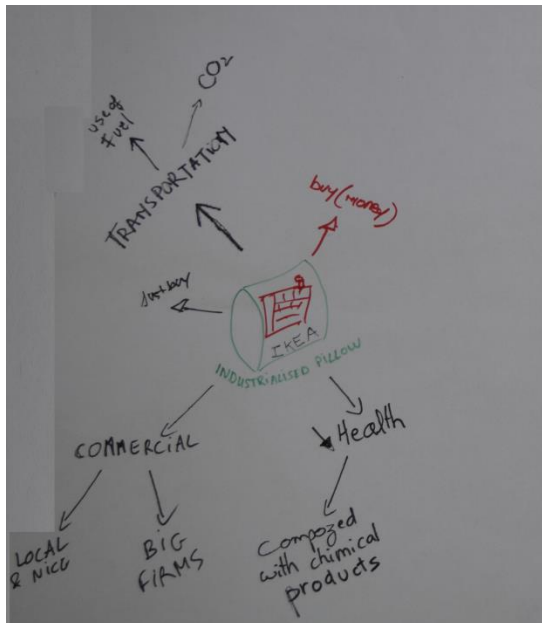
- Shampoo/ homemade soap



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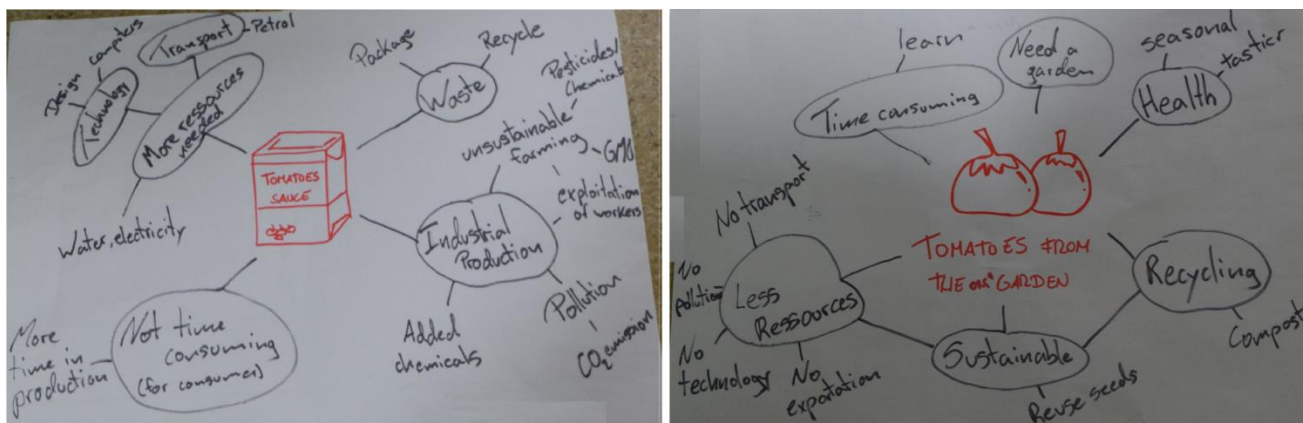
- Industrialised pillow/ homemade pillow





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- Industrialised tomato sauce/ tomatoes grown from the garden



After writing down and creating the conceptual map on charts, the participants should present their ideas in plenary and open the activity to a discussion with the camp leaders. Once the general idea of sustainability has sprung it is possible to start the second activity: Sustainability quiz + commitment.

## 2. Sustainability quiz + commitment

### Rules of the quiz:

Each group invents a group name and has to agree on a commitment related to sustainability that they will have to commit to if their group loses at the quiz.

One after the other and very quickly (30 seconds), each group has to say a recommendation about what can be done during workcamps regarding food, transportation, energy and water. Each idea/recommendation counts for 1 point. If one group takes too much time to think of something they pass their turn for the round. The facilitator has the right to refuse an idea if he considers it not to be relevant.

### Plenary presentation:

All the ideas/ recommendation should be collected allowing a discussion at the end of the quiz.

Name of groups	Food	Transportation	Energy	Water	Total



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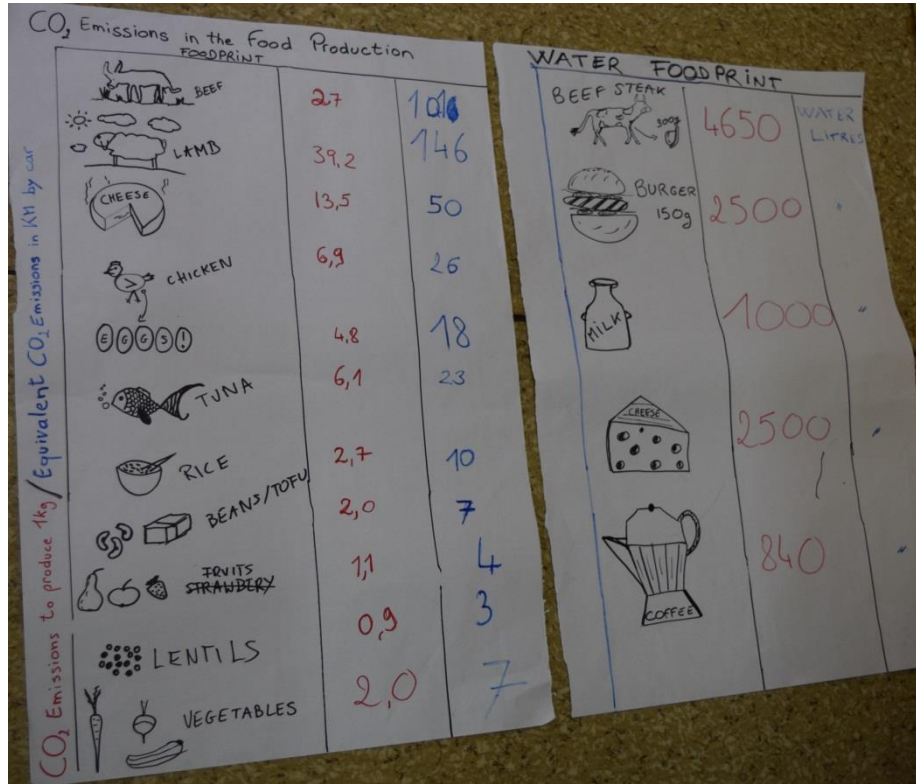
X	<ol style="list-style-type: none"> <li>1. local food</li> <li>2. eat less meat</li> <li>3. share your food with neighbors if leftovers</li> <li>4. drink local alcohols</li> </ol>	<ol style="list-style-type: none"> <li>1. use public transport</li> <li>2. recognize the CO2 emotions</li> </ol>	<ol style="list-style-type: none"> <li>1. close the doors when heating a room</li> <li>2. use local materials to cook the food</li> </ol>	<ol style="list-style-type: none"> <li>1. have short showers (contest of the shortest water)</li> <li>2. use a water regulator</li> </ol>	10
Y	<ol style="list-style-type: none"> <li>1. no waste</li> <li>2. have a compost</li> <li>3. reuse your food</li> </ol>	<ol style="list-style-type: none"> <li>1. use bicycles</li> <li>2. shared transportation for activities</li> </ol>	<ol style="list-style-type: none"> <li>1. switch of the lights</li> <li>2. have more activities outdoors</li> <li>3. don't use mobile device</li> </ol>	<ol style="list-style-type: none"> <li>1. have dry toilets</li> <li>2. have collective shower</li> </ol>	10
Z	<ol style="list-style-type: none"> <li>1. tap water</li> <li>2. go to the market</li> <li>3. eat organic</li> </ol>	<ol style="list-style-type: none"> <li>1. avoid plains to get to the workcamp</li> </ol>	<ol style="list-style-type: none"> <li>1. use water energy</li> <li>2. use the sun to heat the water</li> </ol>	<ol style="list-style-type: none"> <li>1. recycled water for toilets</li> <li>2. pee on trees</li> </ol>	8

## WATER FOOT PRINT

The group that worked on this activity produced advertisement posters about sustainability and more specifically about water foot print. The posters are made to attract the attention and raise awareness and invite the trainees to follow the food infosheet if they are interested in learning more. The idea is to send these posters by email, and to pin them up in the hosting organisations during workcamps.

The posters show the CO2 emission in the food production, comparing it to the CO2 emission in km for an average car. The second poster is about water foot print of everyday products, showing the number of litters needed for the production.





The posters can also provide shocking water facts and encourage the use of dry toilets:

**WATER FACTS**


- The average tap flows at a rate of over 6L/min. You can save up to 15 Liters of water by turning off the tap while you brush your teeth.
- Bath → 80L
- 8min shower → 62L
- 8min power shower → 136L
- A dripping tap wastes at least 5500 L of water a year.
- The toilet flush uses 5 to 10L each. Then, go to the dry toilets.

**DRY TOILETS**

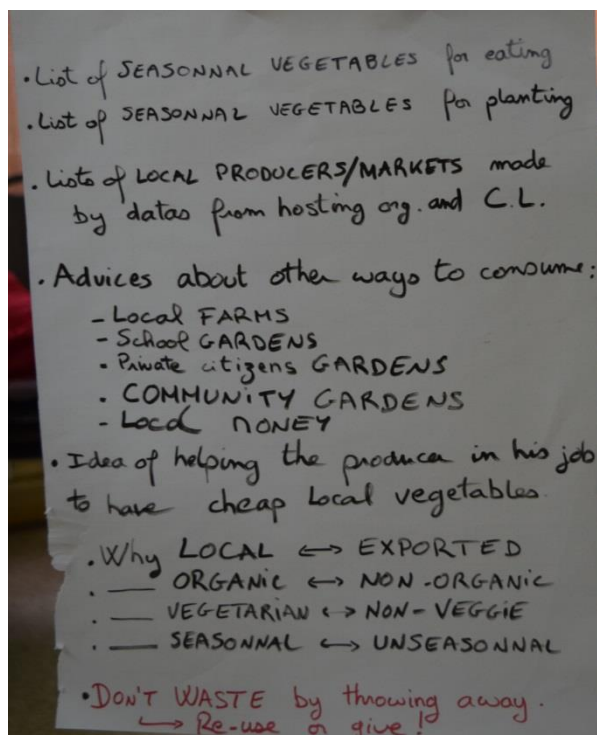
• DATAS of drinkable water in the world  
 • DATAS of people without water  
 • INFORMATIONS to build Dry Toilets

The diagram shows a person sitting on a toilet seat. Below the seat is a bucket. To the left is a compost bin, and to the right is a small container. The system is labeled 'DRY TOILETS'.



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Finally the group listed ideas of other topics for posters that could be made, specifically about the alternatives for a sustainable action:



## RESSOURCE AND SUSTAIN...ABILITY

The resource and sustain...ABILITY game is a very good non formal education tool. It can be adapted to all ages and even to adults which makes it very flexible also to the cultures. The game aims to educate about sustainability, learn about the vital resources of a country and the consequences of lacking a resource. It is also possible to adapt the game either indoors or outdoors by adapting the materials needed as well.

### Rule of the game:

The group is divided in two; each group invents a country name to give to their team.



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Each group has a cheese that is missing its slices, the objective is to fill little by little the slices of cheese. Each slice is a resource (political, social, environmental etc.). The way to win the resource is to answer correctly to the questions asked to the group. Each group has only 20 seconds to answer the question (time can be modified according to the age of the participants). The questions are related to the thematic of the resource. The target group of children for the game can vary because the questions can be adapted and modified for any age.

**Plenary presentation:**

The resources are added to the cheese if the team answers correctly.

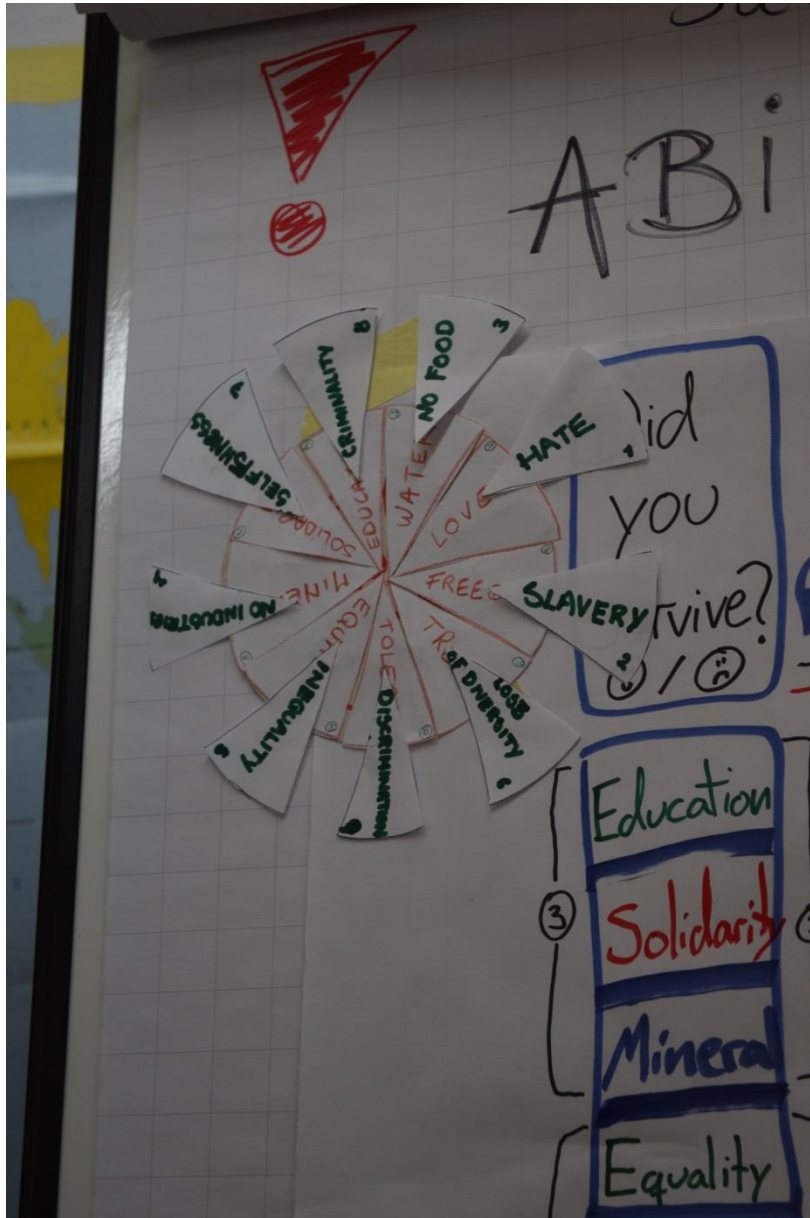




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If the team doesn't answer correctly to the question, they don't get the resource but get the consequence of not having the resource in your country.

For example: if a country doesn't have water, the direct consequence is the absence of food.



For each resource of the game it is important to explain to the participants what the consequence of not having them is. The participants can indeed discuss about it and have a debate and express their opinion.



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## ANNEX 2 - GUIDELINES FOR THE GLOBAL RESEARCH ON IMPACT OF INTERNATIONAL VOLUNTARY SERVICE