

COOKBOOK FOR THE YOUTH LEADERS

manual for the international
voluntary project's coordinators



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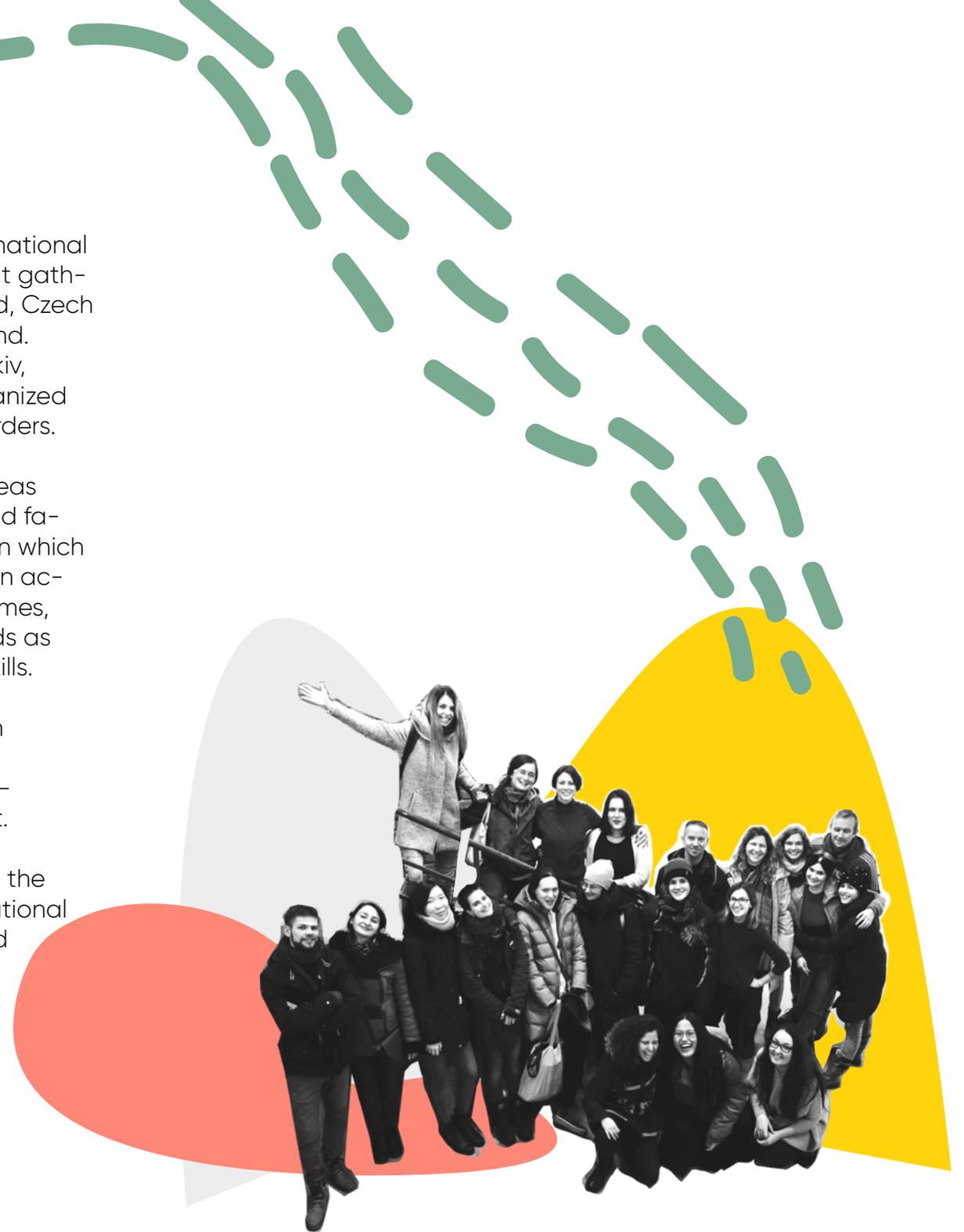
INTRODUCTION

This booklet is based on the outcomes of the international Erasmus + training course «Maps of Volunterra» that gathered 28 participants from Ukraine, Germany, Poland, Czech Republic, Moldova, Italy, Hungary, Russia, and Ireland. The main activity of the project took place in Kharkiv, Ukraine between 1-9 December 2018 and was organized by the Ukrainian NGO Communication Without Borders.

During the training participants were collecting ideas and tips that could be useful for group creation and facilitation. The training was designed as a simulation which enabled participants to experience all the topics in action. The participants were played educational games, learned and practiced different evaluation methods as well as strengthened their conflict management skills.

This toolkit aims at the future coordinators of youth exchanges, volunteer projects, workcamps and at youth workers. It contains seven chapters, each dedicated to a certain sphere of group management.

The readers of this booklet are kindly invited to use the content of the book in their work or relevant educational context. We would be happy to get feedbacks and suggestions for improvement.



CHAPTER 1:
WHAT IS
VOLUNTEERING?

1.1 WHAT IS VOLUNTEERING?

Voluntary work plays an important role in personal development and helps individuals to understand their role in their local communities. It holds a prominent role in peace education and development of active citizenship approach. International voluntary projects bring together people from different cultural and social backgrounds in order to break the barriers and stereotypes. Self-organisation in groups stimulates the development of the interpersonal skills such as sense of initiative, empathy, justice, sense of taking collective decisions, management of conflicts, agreements for common living and working, budget management.

Through the work and study parts of voluntary project participants learn to place things in a bigger perspective.

Through this type of informal education the individual volunteers can develop their interests and explore different kinds of work.

Voluntary projects answer the aspiration of youths: more and more people want to use their spare time to help a community. An essential element in modern societies where young people feel disorientated, unsure, unsatisfied, voluntary work gives an opportunity to deal with problems and to take action for a change.

The benefits of volunteering are easily noticed. You can start an initiative in your local community when it is needed, you can travel to other places to help, you can develop your interpersonal and even professional skills, make new friends and discover the world around you.



1.2 WHAT IS AN INTERNATIONAL VOLUNTARY PROJECT?

WHAT

- Deeds + words (balance between understanding the global agenda and the real actions)
- Peace building
- Improvement and Self-improvement for participants, locals, leader

WHY

- "The best way to find yourself is to lose yourself in the service of other"
- To support, help and encourage others;
- to learn about other cultures;
- to break the stereotypes and barriers between people from different countries
- Respond the real need

HOW

- Balance between work, study and leisure
- Sustainability in all aspects of organization;
- educational workshops;
- common living and working within a group of people coming from different cultural, national or social backgrounds
- Learning by doing

1.3 SERVICE CIVIL INTERNATIONAL (SCI)

Service Civil International (SCI) is an international organization with 43 branches and many more partner organisations worldwide. The main aims of SCI are to promote peace, international understanding and solidarity, social justice, sustainable development, and respect for the environment.

SCI is open to all. It was one of the first organisations to divest itself of all political or religious affiliations in its work of promoting peace and intercultural understanding through practical action. Throughout the years SCI has made a major contribution to the development of the main forms of volunteering. Year after year, the organisation enables thousands of volunteers to participate in community projects.

SCI's vision is a world of peace; social justice and sustainable

development, where all people live together with mutual respect and without recourse to any form of violence to solve conflict. SCI's mission is to promote a culture of peace by organising international volunteering projects with local and global impact.

When SCI addresses its volunteers on workcamps, it does not pretend to give answers or propose a kind of model of society, but rather to raise consciousness and give the opportunity to raise questions and to experiment with other ways of living. SCI enables the volunteers to

During the workcamp, international group of volunteers works for local community and learns how to live together.

share or to exchange ideas, experiences and emotions, by working with other people for the common aim not only through words but also through real actions. Every year there are hundreds of workcamps organized by SCI all over the world.



Short history note

1920

The first voluntary project -workcamp- took place on the former battle-field of Verdun in France in 1920. The aim of the project that was initiated by Pierre Cérésole was to reconstruct the war damaged village Esnes-en-Argonne and to be a symbol of reconciliation between France and Germany. Among the small group of international volunteers there were three Germans. The team built temporary homes for the people in the village and cleared the farm land.



1924 workcamp Someo (Switzerland)

1924

In 1924 took place the first international voluntary workcamp in Switzerland to clear rubble after the avalanche. This service was promoted as a model service for conscientious objectors to military service, in order to support a political campaign to introduce an alternative civilian service. In the following years more relief services were organised.



1955 SCI India Volunteers

1931

While during the first decade of SCI, voluntary projects were mainly relief services for regions affected by natural disasters, as of 1931 voluntary projects were implemented in other areas of social commitment as well, such as community projects (Wales) and development aid (India). Humanitarian projects also took place: support was provided to refugee children during the Spanish Civil War and twenty years later also to war orphans in Tunisia during the Algerian independence war.



1963 reconstruction workcamp after war, Algeria

1946

In 1946 an international Co-ordination Committee was set up which aimed at electing an international president and full time secretary. First joint meeting of European branch secretaries took place the same year.



1975 workcamp, Switzerland

During the first decades voluntary projects were organised with no formal structure. But as the idea of organising 'workcamps' expanded to more countries after World War II, an international association of SCI member organisations with an international secretariat in Paris was founded. The exchange of volunteers and the organisation of voluntary projects were improved and the number of workcamps, volunteers and member organisations increased tremendously. In the sixties regional coordination structures for Africa, Asia and Europe were set up.

The historical notes about SCI were taken from www.sci.ngo

SCI today

Nowadays SCI consists of 42 members (branches) and an ever bigger and growing number of partner organisations in all continents. Short and long term voluntary projects take place worldwide and application processes have been modernised. The organisations still believe in promoting peace through concrete acts of solidarity and international cooperation. But there is also a belief that peace and peaceful attitudes can and need to be learned. This is done through various forms of peace education: learning about and from peace. Seminars, trainings and workshops in the field of non-formal education have become an important additional method of SCI today. A method that supports the organisation in achieving its mission of "promoting a culture of peace".



1.4 AIMS OF THE VOLUNTARY PROJECT WITHIN SCI

Helping
local
communities

Meeting people
from other cultures,
break the stereotypes
and find things in common

Concrete actions
of solidarity, going
beyond words

Contributing
to the peacebuilding
education

Fighting racist
or xenophobic actions
and breaking
prejudices

Stimulating mobility
of young people in Europe
and worldwide

Promoting active
citizenship

1.5 WHO ARE HOSTING / SENDING ORGANISATIONS, PARTNERS, PARTICIPANTS AND COORDINATORS

During the preparation and organization of a short term voluntary project (workcamp) one can distinguish different actors involved.

Hosting organization

The hosting organization is an organization that lays the foundations for the projects. A dedicated team sets up the future project. Their tasks include searching for funding, new sponsors and similar projects, finding and preparing coordinators, as well as locating a suitable accommodation for the group and reaching an agreement with the sponsors on work and financial matters.

Sending organization

The sending organizations recruit and select participants for the projects. They help their volunteers with preparations, provide them with the info-sheet and stay in contact during the project.

Coordinators / campleaders / teamers

The coordinators (campleaders) are volunteers of the hosting organization, who are responsible for the project's coordination. Prior to the project they do the preparation connected to technical and organizational arrangements of the project. This can include making detailed arrangements with the local partner organization about food and finances, planning theme and recreational activities, contacting the press. They live and work together with the participants during the period of the project and have specific responsibilities during the project (safety, insurance, maintaining contacts with local organization, accommodation). The coordinators are usually trained by the hosting organization.

Local partner organization

Volunteer projects are organized in cooperation with a local organization that requires volunteers to carry out certain work. Hosting organizations do not design all components of the project themselves. Local organization is responsible for the work. They give instructions and supervise the work, whereas the hosting organization is responsible for the more general organizational tasks: prepare coordinators, organize study and recreational activities, arrange contacts with the press for publicity

Participants

The group of motivated international volunteers, who come to do the voluntary work. Their tasks include buying food and cooking in shifts, doing the work, preparing the programme for the evenings together, organizing trips, etc. The group is stimulated to show self-organizing activities, to take on an active attitude about any of the activities. They are encouraged to take initiative and a sense of responsibility towards the work, and above all towards each other and the group.



CHAPTER 2: COORDINATION OF THE INTERNATIONAL GROUPS

2.1 THE ROLE OF COORDINATORS

The coordinator of an international voluntary project is responsible for the organisation and implementation of the project. They prepare the venue before the arrival of participants, build group dynamics and make sure that the project is reaching its aims. A good group coordinator has to be empathetic, open-minded, communicative, responsible and to have well-developed management skills.

AS A COORDINATOR OF AN INTERNATIONAL VOLUNTARY PROJECT (WORKCAMP) YOU ARE EXPECTED:

- To organize work
- To facilitate the group life and free time
- To deal with logistical issues
- To prepare study part and implement it
- To communicate with hosting organisation and local partner
- To mediate the conflicts
- To be link to local community



NOTE: Coordinators are here not to lead or command but to facilitate the process, to help and to support the group in their common living/working.

2.2 MOTIVATION AND EXPECTATIONS OF PROJECT PARTNER, COORDINATORS, PARTICIPANTS

To plan your group life and to organise the working flow, it is important to understand, why each party involved is interested in an international voluntary project. Analyzing the motives, you can develop a strategy for your behaviour and dealing with a group. Some examples of motivation could be:

1. PARTICIPANTS

- to visit a new country, to learn about its habits and culture;
- to travel cheap;
- to meet new people from other countries;
- to do something meaningful in the free time, to help other people;
- to tell about their own culture, countries and way of life;
- to practice English (or any other local language);
- to do something unusual;
- to learn more about the project's topic.

2. LOCAL PARTNER

- to get the work done;
- to involve local community into the work with international volunteers;
- to develop the local community;
- to meet people from other countries;
- to save personal resources while inviting the volunteers to help;
- to follow the framework of the project's concept and schedule.

3. COORDINATOR

- to cooperate with other people;
- to develop management and team working skills;
- to meet new people from other countries;
- to cooperate with another coordinator, local partner and participants;
- to have a new practical experience;
- to be reliable;
- to keep balance between free time activities, work and study part;
- to give an objective feedback, evaluation;
- to be flexible in terms of the programme.

2.3 SELF-ORGANISATION

The principle of self-organisation is a milestone of an international voluntary project. It teaches the sense of initiative, respectful behaviour, sharing the responsibilities, empathy and working in a team. The role of coordinator is to explain the principles of self-organisation and to share the responsibilities within the whole group in a way that everyone is involved and contribute.

TIPS FOR BETTER SELF-ORGANISATION:

- Make the result of the project clear (explain the aim, make sure it is relevant and realistic);
- Try to use local resources as much as possible for living, cooking, working;
- "Divide and conquer": as a tool to solve complex problems;
- Define the tasks in the first day and divide the responsibilities in sub-groups;
- Team-building activities have to be done before self-organisation in order to create a respectful and trustful group atmosphere;
- Use a transformational leading approach to remind people about their responsibilities (facilitating freedom);
- Have a set of rules and common agreement;
- Remain the group: treat others how you would like to be treated;
- Be assertive: keep the balance between taking care of yourself and others

2.4 DIVERSITY IN THE PROJECT

The number of international projects is increasing every year. As a coordinator of such a project you have to take into consideration the cultural differences between people who participate. Cultural diversity can bring lots of opportunities to learn from each other, however, it can also cause problems. The simple miscommunication can lead to the conflict. You should be culturally sensitive, empathetic and flexible with your facilitation style.

In the international voluntary projects you can meet people with different social, cultural, national and religious backgrounds. The special atmosphere of living and working together gives an opportunity to exchange and to learn more about other people and oneself. Then, it is easy to notice that despite all the differences, we all have lots in common. As a coordinator of an international group you have to provide time and space to bring participants together.



2.5 CONFLICTS DURING THE PROJECT AND HOW TO SOLVE THEM

It is normal that different conflicts appear during the international projects. Coordinators should expect it and be prepared to it. That is why as a coordinator you should be aware about the mood and feelings of each volunteer in the workcamp. You can have a daily feedback sessions when to measure the temperature within the group. It helps to see the problem (the conflict in early stage) and try to solve the issue.

The conflicts can happen because of different lifestyles, political views, religion, habits, perception and a lot of other features that people have, as they are personalities. As you are a leader – it is your responsibility and task to develop tolerance, mutual understanding

and intercultural friendship between the volunteers. It is better to create the friendly atmosphere since the very beginning of the project.

You should not be afraid of conflicts or try to avoid them. An open conflict is better than a hidden one. After all, it is another opportunity to learn. If it happened and you face a conflict, it should be discussed individually or/and in the bigger group, offering to discuss all possible solutions.

You should remember that the best position of yours in a conflict situation is neutrality (of course, if you are not part of the conflict) – you need to analyze the interests of both the parties and be impartial

The essential steps to solve the conflict:

- Find out where the problem lies;
- Determine all the parties involved;
- Analyze the needs and fears of all the people involved in the conflict;
- Search for possible solutions;
- Discuss all possible solutions and find the compromise;
- Make sure that the same conflict will not escalate or happen again.

NOTE: Do not take the role of a judge in the conflict, try to stay neutral. Use the principles of nonviolent communication while solving the conflict.

2.6 BUDGET AND FINANCIAL REPORTS

Every project has a budget. In case of a voluntary workcamp it is quite small and limited. That is why a coordinator has to calculate all the foreseen expenses on food, transport, free time, etc. and plan how to spend the given money. During the project you have to collect all the bills and prepare the financial report for hosting organisation or project partner (depending on who supported the project financially).

2.7 SUSTAINABILITY DURING THE PROJECT

This section is dedicated to sustainability during the voluntary project. It has different dimensions. First of all it is connected with ecological impact. Secondly, it refers to the wellbeing of participants and coordinators. Here you will find some practical tips on how to ensure sustainability in your project.



COOKING & EATING:

- Ask for preferences and allergies all the participants; try to cook meals which will be tasty and good for everyone in your group!
- Try to keep the vegetarian menu or at least eat less meat;

TIP: You may find it difficult, especially if there are hard meat-eaters in your group. However, try to present it as a new experience they should try. Present the benefits of keeping a vegetarian diet. Do not push people and do not forbid eating meat if they still want.

- Cook as much as you are going to eat;
- Do not throw away the leftovers. You can warm the food for the meal next day

GOING SHOPPING:

- When you buy food, try to avoid putting it into the plastic bags;
- Avoid buying over-packed products (especially in plastic packages);
- Avoid buying frozen and ready-made food;
- Try to buy more seasonal food and from local markets or farmers.

GENERAL TIPS:

- Separate the garbage (if it is possible);
- Use eco-friendly washing liquids;
- Reuse the old items (e.g. old cloths for cleaning);
- Try to use less water;
- Save natural resources;
- Avoid eating and drinking from disposable plates and cups;
- Use daylight as much as you can;
- If you live in the campsite, minimize your impact on nature and clean the area before you leave.

TIPS FOR WELLBEING OF THE TEAM AND COORDINATORS:

- Communicate in respectful way with everyone;
- Make sure your schedule is well-structured and balanced;
- Provide opportunity to have some free time every day;
- Respect the privacy and the wish to stay alone;
- Create save and inclusive environment;
- Spend more time outside;
- Stimulate cooperation and mutual support;
- Share the responsibilities equally;
- Provide time and space for the reflection (better to do it every day!);
- Make sure that self-organisation is functioning;
- Solve the problems when they occur and do not ignore them.



CHAPTER 3: LEADERSHIP AND GROUP DYNAMICS

3.1 GROUP DEVELOPMENT STAGES

The group starts its development right after the arrival at the venue. The very first time volunteers see you as a coordinator, and you see them, plays an important role. The same refers to the relationship between all the participants. That is why it is important to create a friendly environment where everybody will feel comfortable and safe from the start.

During an international voluntary project you will coordinate a group of people with different tempers, cultural and social backgrounds, habits, ambitions and expectations. Each group has its own way of development but there are some general features. According to Bruce Tuckman's model, there are five main stages of the group development. On every stage a coordinator should act in a certain way in order to create a good group dynamics and not to harm the process.



STAGE 1 FORMING

Main features:

- Excitement, anticipation and optimism;
- Suspicion and anxiety about the job;
- Defining the tasks and how they will be accomplished;
- Determining acceptable group behaviour;
- Discussing ideas, issues and their importance;
- Difficulty in identifying problems, not seeing group dysfunctions or overlooking minor clashes and disagreements.

Role of a leader: directing

STAGE 2 STORMING

Main features:

- Resistance to work on tasks;
- Lack of effective collaboration;
- Creation of sub-groups;
- Arguments;
- Members are defensive and competitive;
- Open and latent conflicts;
- Problems in work.

Role of a leader: coaching

STAGE 4 PERFORMING

Main features:

- There is real integration and positive interaction in the group.
- The team knows clearly why it is doing what it is doing and there is a commitment to project objectives.
- Disagreements are resolved positively within the group.
- Team members look after each other.
- Productive work, satisfaction.
- There is a feeling of equality amongst participants.
- There is respect for each other and for the youth leader.

Role of a leader: participating

STAGE 3 NORMING

Main features:

- The roles and responsibilities of different people are clear and accepted.
- Big decisions are starting to be made by group agreement.
- Commitment, unity and trust are increasing.
- The group is starting to enjoy social activities.
- Development of working style.
- Growing of trust.
- Participants still experience a mixture of emotions.
- Conflicts are still part of the group dynamics, but they are less personal and more oriented towards "functional" issues.

Role of a leader: facilitating

STAGE 5 ADJOURNING

Main features:

- The group is anticipating the ending.
- Motivation to work might be hard to reach as people realise the end is soon.
- The group is filled with mixed emotions.

Role of a leader: supporting



3.2 LEADERSHIP STYLES

There are several "traditional" types of leadership, democratic, autocratic, consultative, persuader and laissez-faire. Keep in mind that none of them is ideal, but a mix of all, depending on situation and volunteers, and decision you need to take.

According to a group of researchers led by a psychologist Kurt Lewin in 1939, there are three dominant leadership styles:

Autocratic

Single person takes control and makes all the decisions.



Democratic

One person takes control but open to the group input and collective decisions. The leaders rather guide than direct.

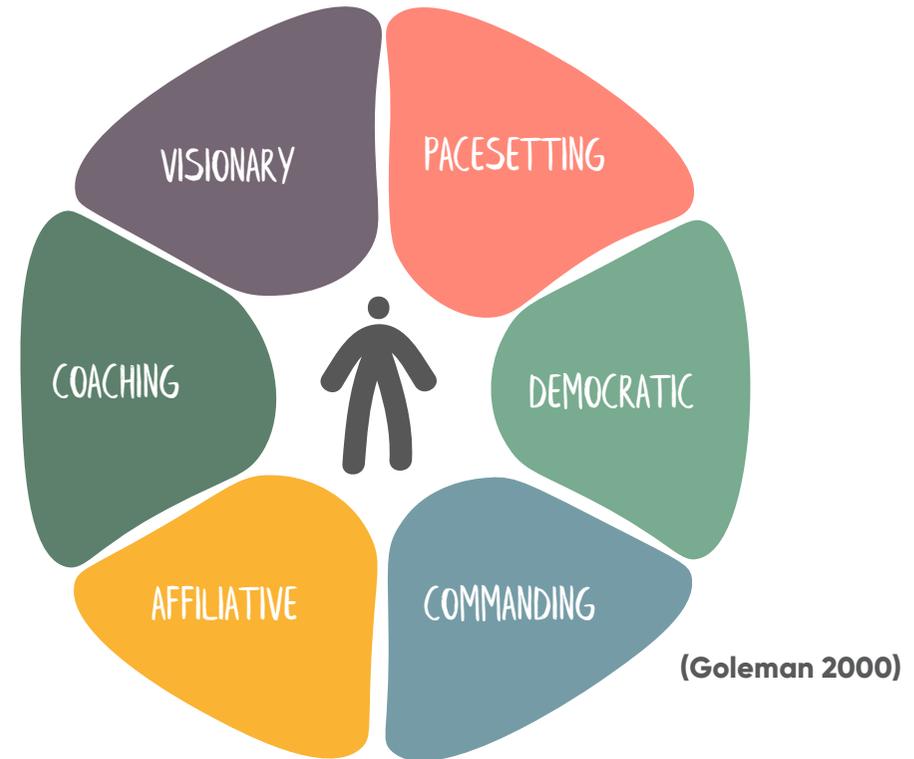


Laissez-faire approach

The person in charge steps back and does nothing. They provide no direction or guidance.



(Lewin 1939)



According to the author and psychologist Daniel Goleman, there are six different leadership styles connected with components of emotional intelligence:

Commanding

Leaders demand immediate compliance.

Democratic

Leaders build consensus through participation.

Visionary

Leaders mobilize people towards a vision.

Pacesetting

Leaders expect excellence and self-direction.

Affiliative

Leaders create emotional bonds and harmony.

Coaching

Leaders develop people for the future.

EVERY COORDINATOR HAS TO HAVE THE KNOWLEDGE ABOUT:

- Project's venue;
- Project topic, aims and goals;
- Methods and tools;
- Other cultures;
- Hosting organisation;
- Group dynamics and its stages.

ATTITUDES AND VALUES:

- Responsible;
- Respectful towards the others;
- Willing to cooperate and help;
- Tolerant;
- Interested in the project topic and motivated to reach the project goals;
- Supportive;
- Developed emotional intelligence;
- Striving to self-improvement;
- Open to learn about new cultures;
- Ready to exchange the experience and ideas in the group;
- Creative approach;
- Appreciative.

A GOOD COORDINATOR SHOULD HAVE THESE SKILLS:

- Flexibility;
- Problem-solving;
- Troubleshooting;
- Non-violent communication;
- Critical thinking;
- Social awareness;
- Time/team management;
- Responsibility/empathy;
- Analytical skills;
- Active listening;
- Ability to reflect him/herself group dynamics;
- Improvisation.



3.3 FACILITATION

Facilitation is a process through which a group is guided towards achievement of the aim. Facilitation can be seen as a combination of democratic leadership style and mentoring guidance. Facilitation is needed for effective and constructive communication and reaching the results. That is why it requires specific skills and attitudes.

THE ROLE OF A FACILITATORS IMPLIES:

- being neutral;
- helping every participant to get involved and to contribute;
- no judgements;
- receiving the feedback and working with it;
- responsibility for the ongoing process but not the content.

HOW DO YOU FACILITATE?

- keep track of the agenda;
- follow the time schedule;
- achieve the aims and goals set;
- summarize;
- formulate conclusions;
- receive feedback and work with it (improve, change, react);
- guide through the project and support;
- stimulate the group decision-making;
- being a part of the group not in the front;
- mediate the conflicts.



CHAPTER 4: VOLUNTARY PROJECT OVERVIEW

4.1 BEFORE THE PROJECT

- Read about the project you are going to coordinate;
- Define the goals;
- Select the participants, read their applications to have an overview of their profiles;
- Explore the venue, transportation hub, shops, etc.;
- Create an agenda (timing, main points, games, discussions and activities)
- Prepare the study part;
- Write a welcome email to the participants introducing you as a coordinator;
- Make sure that all the participants received an infosheet and know when the project starts and how to get to the venue;
- Analyze the possible risks and develop strategies to deal with the challenging situations;
- Arrive at least one day before the participants (if possible);
- Buy the food for the first two days and take care of



- the welcoming dinner (you can ask the early-arrived participants to help you);
- Prepare "Plan B" in order if you have adapted the schedule or free time activities (bad weather, remote area, missing participants, etc.);
 - Develop an evaluation and follow-up plan.

4.2 DURING THE PROJECT

- Start with ice-breaking and team building activities;
- Get all the participants involved;
- Introduce the project, its aims and tasks overview;

- Introduce the schedule, discuss it within the group, make changes (if needed);
- Introduce the concept of self-organisation and divide participants into smaller groups, share the responsibilities, make a schedule for routines;
- Facilitate the group;
- Always measure the temperature within the group, ask for feedback and improve;
- Organise team decision making process;
- Align content with real-life roles and responsibilities;
- Always keep an eye on the learning objectives throughout the project;
- Provide action plans to retain and improve motivation (realistic and specified);
- Make sure that your group is going to reach the aims;
- Stay in contact with the hosting organisation and the local partner;
- Delegate the responsibilities to other participants (if you feel it is too difficult for you, or they would like to have more tasks).

4.3 FIRST 48 HOURS

The first two days are the most important period for a group development. That is why you have to provide time and space for the participants to get-to-know the place, each other and to build trust within the group. Dedicate the first 48 hours for the introduction, common agreements, teambuilding and getting comfortable.

THINGS TO DO DURING THE FIRST 48 HOURS:

- Cook the first meal;
- Prepare the venue and welcome the participants;
- Organise a welcoming evening with name games and icebreakers;
- Show the venue and the surroundings to the project place;
- Introduce the project, its aims and schedule;
- Do the team building activities;
- Analyze expectations of every participant;
- Introduce the local partner;
- Make safety instructions and show the first aid kit;
- Give emergency contacts;
- Present the concept of self-organisation and share the responsibilities;
- Have a nice second evening together (watching a movie, playing games, sharing stories, etc.)



4.4 GAMES DURING THE PROJECT: WHAT? WHEN? AND HOW?

GETTING TO KNOW EACH OTHER GAMES

When:

in the beginning

Why:

- to remember names;
- to define something in common;
- to overcome shyness;
- to get to know each other's culture;
- to feel more comfortable;
- to start team building;
- to get the stress out;
- to establish good basis for the future;
- to understand the group;

Warnings:

- it should be played in the beginning;
- keep the balance;
- make sure that people are comfortable with the games;
- let people contribute to games which are being played;
- avoid too much touching games and too personal questions;

ENERGIZERS AND WARM-UPS

When:

during the whole project, in the morning, between sessions and when participants are tired.

Why:

- to "refresh" our participants;
- to motivate participants;
- to stimulate a good mood;
- to warm up the body.

Warnings:

- Avoid energizers with a lot of touching in the beginning;
- Be careful with aggressive movements.

When:

at least on the 3rd day of the project

Why:

- to develop more trust within the group;
- to develop cooperation;
- to get to know each other better;
- to explore your own and other people's zones and limits;
- to prevent conflicts;

Warnings:

- Mental and physical disabilities should be taken into account;
- Make a rule of saying "No" and "Stop";
- Explain the rules in details and make sure that everybody understands them;
- When choosing a game, consider the cultural differences;



THEMATIC GAMES ROLEPLAYS / EXERCISES

(Related to your project's topic)

When:

not earlier than the 2nd day

Why:

- to build a team;
- to raise awareness about certain topic;
- to discuss and compare the knowledge;
- to introduce the local reality.

Warnings:

- Make sure that participants understand the aims of the game or exercise;
- Do not use complex language or too specific terminology (if you need to use certain terms in order to speak about the topic, make sure that everyone understands their meaning; if needed do the theoretical input first);

EVALUATION / REFLECTION

When:

- in the end of every study session;
- in the end of the day;
- in the end of the project
– final evaluation.

Why:

- to reflect;
- to give space and time to analyze the feelings and insights;
- to exchange opinions;
- to solve problems;
- to discuss the results;
- to mention things which should be improved;

Warnings:

- Be neutral and a good listener;
- Do not judge or get offended when people criticize you or project;
- Be respectful and motivate others to do the same;
- Prepare the methods in advance;



4.5 STUDY PART AND INTERCULTURAL LEARNING

Study part, having something in common with project, is usually prepared by local partner and coordinators together. Coordinators create a schedule and put the study sessions or workshops into it. Especially if the study part is planned as introduction to the project and work, coordinators must discuss and agree with local partner when it will take place. Usually it is done on the first working day.

Sometimes coordinators have to organize the study part by themselves. In this case they need to plan it before the project starts, so that they can buy necessary materials, do some research online, contact people who could be guest speakers for the volunteers, and make an overview schedule for it. If volunteers are expected to make some input to the study part, bring information on certain subject from their home country, coordinators should write about it in the infosheet. Living and working within an international group is also a great opportunity to learn.

Intercultural learning means sharing different peoples' knowledge with each other. It is to promote tolerance towards other cultures and to overcome prejudices. But intercultural learning can't reach its aim fully if people only contact. Coordinators should facilitate the process and stimulate the exchange between participants. For example, you can organise thematic evenings, cook national food or play games which help participants to share the facts about themselves. Make the learning funny and inclusive!

4.6 EVALUATION OF THE PROJECT

Evaluation is an important stage of every project. In order to measure the success of it, you can use different methods to receive the feedback from participants. You should do it shortly on daily basis to avoid the conflicts and dissatisfaction. In the end, it makes sense to have a full evaluation session when all the participants can leave their comments about all the project's aspects.

THE AIMS OF EVALUATION:

- To see how the achievements meet the originally planned goals;
- To measure the effectiveness of the work done;
- To get the feedback about accomodation, work, common living, free time, group dynamics, role of coordinators, etc from participants;
- To give place and time to express the opinions and share the highlights;
- To make changes for future based on received feedback.

METHODS OF EVALUATION:

Printed evaluation forms

Participants need to fill the questionnaires writing their answers to different questions;

Non-verbal evaluation

Participants use gestures, mimics, actions to show their opinion about certain aspects;

Feedback methods

There are numerous feedback methods in the form of games which help to collect the feedback in a relaxing and funny way. (See Chapter 6 for inspiration!)

Verbal evaluation

This method is based on speaking and discussing. It is better to use this method when you have lots of trust in your group. Otherwise, people can be too shy to say out loud their critics.



4.7 AFTER THE WORKCAMP

- Evaluate the project results;
- Get the feedback from the local partner and participants;
- Tidy-up the venue and pack everything before the departure;
- Meet or contact hosting organisation informing them about the project results;
- Prepare the financial report;
- Write a thank-you email to all the participants;
- Plan and implement the follow-up activities (if possible);
- Disseminate the project results



CHAPTER 5: GAMES AND METHODS

5.1 GETTING-TO-KNOW GAMES

NAME AND MOVEMENT

The participants introduce themselves one after another, connecting their names to movements which characterize them. Every next participant has to repeat the names and movements of the two previous participants. The last person repeats the names and movements of everyone. The group can help.

You can modify the game and use adjectives, sounds, animal names, etc. instead of a movement. Be creative!

BALLOON FACES

The group divides into pairs. Each person blows up a balloon and draws the face of the other partner on it. Then they attach the index file card on the balloon with the string and write their partner's name on it. Further possibilities include:

- partners interview each other and write the answers on the card;
- the balloons are thrown into the air. Each person picks up the balloon and write the wish for the person concerned on the card.

The room can be decorated with the "balloon faces".

SORTING OUT THE NAMES

The participants stand on chairs arranged in a circle (or just in a circle) and "sort themselves out" according to the first letter in their names (or second). Everyone changes places without touching the floor, so that finally they are in alphabetical order.

BLANKET GAME

There are two groups and somebody is holding a blanket in the middle that one group cannot see another one. Every round somebody is asked to sit in front of the blanket and then, a blanket is dropped down. Two delegated participants have to say each other's name. The participant who is faster stays on the same side, the one who failed has to go to the same side as the winner. The game continues till there is only one participant left on one of the sides.

ROOM SCALE

Participants arrange themselves according to particular criteria so that they finally form a line. Possible criteria: height, age, month of birth, siblings, numbers of time abroad, distance + time travelled, how happy are you today. Before each criterion is chosen, the game leader defines the "extreme points". Participants are not allowed to speak during the activity.



HUMAN BINGO

Participants receive question sheets in the form of classical bingo, without numbers but with different kind of facts. For example, who has ever been to the USA, who has pets, who has siblings, who likes volunteering, who is the first time abroad, who speaks more than three foreign languages, etc. Then, participants have 10 minutes to ask people the given questions and write their names in an appropriate field. They cannot write the name of the same person more than two times. The aim is to fill all the boxes in one's sheet. Someone who does it – wins. This activity will help participants to find out more about other people in a group, give an impression about diversity of skills, interest and experience of others.

THREE STORIES

Participants tell three short stories or facts about them. One should be false and two should be true. Other participants have to guess which fact or story is a lie. If you have a bigger group, you can play this game in a different way. Participants can write the facts on a piece of paper and stick to the chest. They will have to go around in the room and speak with random people trying to figure out which stories are true.

IDENTITY FLOWER

Participants are divided into several smaller groups and they draw a flower with petals (the number of petals should be equal to the number of participants in a team). In the middle of the flower they should write something which is true for all pax in the group (travelling, nature-lovers, etc.). Then, on the petals they write something which is unique for each participant and in the middle space of two petals (so two neighbours) write something which these two pax have in common.

GUESS MY PHOTO

Before coming to the project participants send a photo that describes them and write several sentences about the reason for choosing it. A facilitator shows photos one by one and participants have to guess whose photo is shown. Then, the statements are read aloud and a facilitator announces to whom belonged the photo in reality. This activity helps participants to learn more about each other and stimulates the future discussions and conversations.



5.2 ENERGIZERS

THE SUN SHINES ON...

Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out "the sun shines on..." and names a colour or articles of clothing that some in the group possess. For example, "the sun shines on all those wearing blue" or "the sun shines on all those wearing socks" or "the sun shines on all those with brown eyes". All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out "the sun shines on..." and names a different colour or type of clothing.

FAMILY MEMBERS

Prepare cards with family names. You can use different types of professions, such as Mother Farmer, Father Farmer, Sister Farmer and Brother Farmer. Or you could use names of different animals or fruits. Each family should have four or five in it. Give each person one of the cards and ask everyone to walk around the room. Explain that when you call out, "family reunion", everyone should try to form a 'family group' as quickly as possible.

"PRRR" AND "PUKUTU"

Ask everyone to imagine two birds. One calls 'prrr' and the other calls 'pukutu'. If you call out 'prrr', all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out 'pukutu', everyone has to stay still and not move a feather.

RABBITS

Someone starts by putting both hands up to their ears and wagging their fingers. The people on either side of this person put up one hand only, to the ear nearest the person with both hands up. The person with both hands up then points to another person across the circle. This person now puts both hands up to their ears and waggles their fingers. The people on either side have to put up the hand nearest the person with both hands up and waggle their fingers. The game continues in this way until everyone has been a 'rabbit'.

TIDE'S IN/TIDE'S OUT

Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts "Tide's out!", everyone jumps forwards over the line. When the leader shouts "Tide's in!", everyone jumps backwards over the line. If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.

SIMON SAYS

The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying "Simon says..." If the facilitator does not begin the instructions with the words "Simon says", then the group should not follow the instructions! The facilitator begins by saying something like "Simon says clap your hands" while clapping their hands. The participants follow. The facilitator speeds up the actions, always saying "Simon says" first. After a short while, the "Simon says" is omitted. Those participants who do follow the instructions anyway are 'out' of the game. The game can be continued for as long as it remains fun.

DRAGON'S TAIL

Ask the group to divide into two. The two groups form dragons by holding on to one another's waists in a long line. The last person in the line has a brightly coloured scarf tucked into his/her trousers or belt, to form the dragon's tail. The object is to catch the tail of the other dragon without losing your own tail in the process.

I LIKE YOU BECAUSE... (FOR CLOSING CEREMONY)

Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

KNOTS

Participants stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands.

RAINSTORM

Everyone sits quietly in a circle, with their eyes closed, waiting for the facilitator's first movement. The facilitator rubs their palms together to create the sound of rain. The person to their right makes this sound, and then the next person until everyone in the group is making the same sound. Once everyone is rubbing palms, the facilitator makes the rain sound louder by snapping his/her fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle to create a rainstorm. Then the facilitator slaps their thighs, and the group follows. When the facilitator and the group stomp their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order, thigh slapping, then hand clapping, finger snapping, and palm rubbing, ending in silence.

SHOPPING LIST

The group forms a circle. One person starts by saying "I am going to the market to buy fish." The next person says, "I am going to the market to buy fish and potatoes." Each person repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

MAKE A MACHINE

Select a machine, the more unusual, the better! As a group, you must replicate the machine, involving each person in the process. If the group is large, divide the group into teams of 6-8 and have them act out the machine, while the other groups guess. Be creative!!

Possible machines:

- Fax machine
- Telephone
- Bottle top making machine
- Typewriter
- Donut hole maker
- Computer
- Car assembly line
- Nintendo Game

HUMAN ROCK PAPER SCISSORS

As a group, decide a full-body pose that will signify each element (e.g. Rock – each person of one group will bend down and hug their knees and curl into a ball so they look like a rock, Scissors – each person of one group will stand with legs shoulder-width apart and both arms up and hands behind the head so they look like a scissor). After the poses are decided, break participants into two groups. For each round, each group will need to do one of the poses (everyone in each group will need to do the same pose). Each group will have 5 minutes to strategize. Once all of the groups have their poses ready, a facilitator will have the two groups face each other and count down from 3 (i.e. 3...2...1... SHOOT). On "SHOOT" each group will need to strike one of the three poses. Rock beats Scissors, Scissors beat Paper, and Paper beats Rock.

EARTHQUAKE

Divide the workshop participants into three equal groups. It is easiest to assign each participant a number (1 – 2 – 3) and participants form their groups based on the number they have been assigned. All of the participants from Group 1 are asked to find a partner from Group 2. These partners face one another, raise their arms and place their palms together forming a "house". Each of the participants from group 3 then choose a "house" and "hide" underneath it. The facilitator then yells "QUAKE!!" and the participants hiding under the "houses" must find another partner who was also hiding under a "house". At the same time the participants who were forming "houses" need to scramble and find a "new house" to hide underneath.

NOTE: Those that were forming houses in the first round are not allowed to form a house again. Each time this is done 1/3 of the participants are left without a "house" in which to hide and they are eliminated from the game. Continue until there are only three participants left – two forming a house and one participant hiding underneath.



5.3 TEAMBUILDING

MISSION POSSIBLE!

The whole group of participants receives a list of tasks they have to complete in 30 minutes. Try to include as many tasks as you can! The group can discuss how they are going to complete the tasks. It is not forbidden to divide tasks to be more efficient. The only rule is that they have to do as many things as possible.

As a variation of a game, you can divide the big group into several smaller ones. You can include tasks like making photos, draw something, sign a song as well as questions to learn more about each other and the place where they are.

you can create many more! Remember to limit the time; the rush will make the game funnier :)

Example questions:

1. Create a name for your team.
2. Keeping the team spirit is very important. There is no better way to support your members than cool and motivating motto! Create one for your team!
3. Make a selfie which will represent your team in the best way. Be creative!
4. Build a human pyramid with the the team members and ask someone to make a photo of you.
5. Learn how to say "Hi!" in all the languages in your group.
6. Calculate all the ages in the group
7. Make a poem about your expectations from a project.
8. Make selfies showing the following emotions: surprise, anger, love, fear, jealousy.
9. Draw an animal can hop and swim.
10. Learn a favorite song of one of the team members and sign it as a group.
11. Solve the riddle: What can travel around the world while staying in a corner?
12. Name 10 reasons why are you happy to be here.
13. Find out who has the most unusual hobby in your team. Tell a story about it.
14. Simulate the sound of rain using your voice and body. Demonstrate it. Involve all the team members to make it louder!
15. Ask the people in your group about the meaning of voluntary work. Is anyone involved in volunteering. What do they do and why?

NOTE: Here are only several examples but



MARSHMELLOW CHALLENGE

Before the activity begins, participants are divided into teams of 3-4 people. First, they have to complete several small tasks: create a name, logo (every team member have to have the badge) and their moto.

This activity involves several teams competing to assemble the tallest freestanding structure in a given time period with set materials. Materials needed: 20 sticks of uncooked spaghetti, one marshmallow, one meter of string, one meter of tape (divide the materials among participants before the activity starts). The task is to build the tallest freestanding structure as measured from the table (or floor) surface to the top of the marshmallow. The structure may not be suspended from another structure (like a chair, the ceiling, or a chandelier). The entire marshmallow must be on top of the structure. Cutting or eating part of the marshmallow disqualifies the team. Use as many or as few of the supplies as your team chooses, with the exception of the marshmallow (which must be placed on top of the structure) and the paper bag (which may not be used as part of the structure). The paper bag includes 20 sticks

of spaghetti, one yard of tape, one yard of string, and one marshmallow. Teams may break the spaghetti and cut the tape and string as needed to create the structure. Complete the challenge in 20 minutes (first round 2 minutes – discussion; second round 7 minutes – building; third round 7 minutes – silent building; the last round – building). Teams may not hold the structure in place when the time stops. Touching or supporting the structure at the end of the exercise disqualifies the team.

BRIDGE BUILDING

Using the materials provided (e.g. old newspapers, tape, plasticine, etc.), two teams must work together to build a stable bridge, with each sub-team constructing half the bridge each. During the challenge, teams cannot see each other and must rely on their communication skills to build an identical design. This is an excellent activity for developing communication skills, problem solving and creative thinking.



5.4 FEEDBACK AND EVALUATION METHODS

ONE WORD REVIEW

Participants describe their opinion about the day's sessions using only one word without any comments. When someone would like to tell more to explain their choice, they are free to do it.

SPEEDOMETER

How do participants feel about the pace of the programme? The "Speedometer" offers participants to express their feeling about the rhythm of the activity and can be used as an ongoing (daily) evaluation method. Draw the speedometer on a flip chart and ask participants to put their personal mark according to their opinion about the pace of the programme. Further instructions needed to understand how this can be used, for example, let all the participants take a look at the other participants' opinions and discuss as appropriate.

THE RIVER

The river is a very versatile evaluation method. It can be used on the last day of the programme, for mid-term evaluation and for daily evaluation. It offers participants the possibility to express, in a creative way, how they see their development during the programme.

Participants are divided into small groups (5 to 7 participants). Each group is provided with the picture of a River drawn on a large piece of paper. The beginning and the end of the river should be marked on the paper. Each group receives paper (different colours), scissors, glue, pencils and markers. Participants are asked to work individually on giving creative expression, using the material provided, to their personal development during the programme and to place the results of their creative efforts onto whichever part of the river they consider appropriate. When everybody has finished participants are asked to explain their creations.

REFLECTION GROUPS

Reflection groups are small groups of between 4 and 6 people. They usually take place daily at the end of the programme and last between 30 minutes and one hour. This allows the members of the reflection group to create their own atmosphere during the several sessions over the duration of the activity. In addition, small groups offer a more secure space for expression in public than a large group. For facilitators, reflection groups are a way to "keep in touch" with what is going on in the group.

The Reflection Group gives an opportunity:

- to exchange experiences with fellow participants;
- to evaluate the day;
- to let off steam;
- to come up with suggestions and ideas to improve the programme.

THE THERMOMETER

A simple method for “taking the temperature in the group” is the “Thermometer”. The thermometer can be drawn on a flip chart and participants are invited to put a personalised mark (their name or initials) on the temperature they feel best represents how they view a particular part of the programme or how they feel the group is. The degrees can be: warm, friendly, cool, unsupporting, exhausting. In this example, the atmosphere in the group is evaluated. But, other aspects can be evaluated with the thermometer, for example the informal moments, group life. Participants can also be asked to share their evaluations and to discuss how things can be improved.

FISH IN THE SEA

This method is good for the final evaluation. You have to think of the categories you would like to evaluate. You draw the sea on the flip chart and put the categories in different parts of it. Then, you cut lots small fishes in different colours – green for “I liked it”, yellow for “It was good but not perfect” and red for “I disliked it”. You ask participants to choose a fish to evaluate their experience with certain aspect of the project. When they finish, you can easily see how satisfied is the group. When someone wants, they can also share their opinions with the whole group.



CHAPTER 6: USEFUL LINKS

In this chapter we tried to gather some useful **materials** which you can use for your further learning. Please feel free to **share** it with your organisation, colleagues, friends, etc.

[Wiki page for camp coordinators](#)

[Why cultural diversity matters \(TEDx\)](#)

click

[Video on non-violent communication \(NVC\)](#)

[Marshal Resenberg's book on NVC \(Russian translation\)](#)

[Video on two the most common leadership styles](#)

[Goleman's leadership styles](#)

SCI LINKS

[To search for a workcamp](#)

[International SCI](#)

Click

[SCI's Instagram](#)

[SCI on Facebook](#)

[Long-term volunteering with SCI](#)

[Climate for peace Campaign](#)

[Building Bridges Programme](#)

[SCI funding opportunities](#)

click

[SCI publications](#)

[Gender Blenders Toolkit](#)

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SCI International website ^{click}

Wiki page for camp coordinators ^{click}

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 by SCI International

Toolkit "Educational Evaluation in Youth Work"
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