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**“Voluntary service in conflict areas  
International workcamps as an instrument  
of conflict resolution and peace building”**

Youth Directorate of the Council of Europe  
European Youth Centre Strasbourg  
5<sup>th</sup> – 12<sup>th</sup> February 2006



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session, including participants' reports. It does not represent the official point of view of the Council of Europe.





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## Executive Summary

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### Background and rationale of the event

The Study Session “Voluntary service in conflict areas: International workcamps as an instrument of conflict resolution and peace building” took place from the 5<sup>th</sup> to 12<sup>th</sup> of February 2006 at the EYC in Strasbourg, France. It has been the 6<sup>th</sup> Study Session of the Alliance of European Voluntary Service Organisations, since 2000.

The title of our Alliance Study Session marks a challenging working field for most of our member organisations. Many member organisations are strongly connected with the historical development of international voluntary service, since they were founded. And therefore they are experienced and competent in voluntary service in conflict areas. For others, this topic is still a new and unknown area. As diverse as the Alliance member organisations are, as diverse are also the experiences in the field of conflict areas.

### Aims of the study session:

- **to study the notion of conflict and different approaches of dealing with it in the context of voluntary service emphasizing possibilities and limits of workcamps;**
- **to work on the importance of Intercultural Learning in the frame of conflict resolution.**

Taking into consideration the needs of the Alliance, interests of the participants and the aims of the study session, the preparatory team of facilitators selected following approach to the topic: the notion of “conflict areas” was defined as an area of conflict on different levels: geographical, cultural, historical, inter- and intrapersonal conflicts. This meant that the focus of the study session lay not only on geographical conflict areas like the Balkans, Israel, Palestine or Africa. Therefore, the whole world has been identified as areas of conflict in which international voluntary service can make a difference.

### What happened during the event? Reaching aims of the study session

The programme contained different elements relevant to the issue of conflicts in the context of the international voluntary service. In order to bring participants on the common level to study the topic we started with the activities, which first of all helped to define and to explore the notion of “conflict” and different approaches of dealing with the conflict.

As the context of the study session was framed with the practices of the international voluntary service, it was important to let the participants look at the history, original aims and development of the voluntary workcamps. Overview of the facts emphasised links between the voluntary service and efforts for reconciliation and peace building in the various conflict areas. During all elements of the programme there was time and space for the participants to come up with their own examples, to share experience in dealing with conflicts through workcamps and beyond. One of the objectives for this study session was to learn tools and strategies of dealing with conflicts for use in the voluntary service and workcamps in particular.

Due to the limit of time and different needs of participants, we concentrated knowledge-gaining exercises and capacity-building activities on such a practical tool as negotiation. We also put efforts to highlight the topic of different perceptions and culture diversity, drawing attention of the participants to the concepts of the intercultural learning, which is directly related with the conflict prevention. Therefore we dedicated essential time of the programme for the participants to work on the follow-up ideas (on individual, organisational and institutional /Alliance/ levels), regarding both practical steps to be taken by camp leaders in the voluntary workcamps and concrete project proposals, initiated by the participants of this study session.

We are very happy that the Alliance had the chance to invite the CCIWS to participate in the study session by making an expert input. Simona Costanzo-Sow has been invited as an expert for one day. Besides her input and expertise about voluntary service in conflict areas, she has been an important

resource person for the participants. Additionally to her input, Simona gave her feedback and help to the project which the participants have been working on.

The co-operation with CCIVS on the 2nd edition of a booklet about “Voluntary Service in Conflict Areas” has been very fruitful during the Study Session. The results will be visible soon, after CCIVS finishes the booklet. The intellectual contribution done by the group to the new booklet will certainly strengthen the cooperation between the Alliance and CCIVS

**Outcomes of the study session:**

In the end of this report we present the main outcomes of this study session, regarding:

- the objectives
- future projects and action plan
- a follow-up

The outcomes are presented in depth. This has been possible especially through the fact that the participants and the trainers of the study session have been carefully working with the results and evaluation. In the programme and within this report you will find detailed information about who the evaluation was done. To ensure a good evaluation, we have been choosing diverse methods. Besides a written questionnaire the participants had the chance to give concrete feedback in a verbal way, as well.

Eventually, it's important to mention that the results and the evaluation of this study session have been the starting point for the Alliance and the people who are in charge of training issues and needs to prepare a new application about the role of intercultural learning in voluntary service and international youth projects.

## Profile of Participants:

Besides the general conditions and profile requests of participants given by the European Youth Centre, we identified 3 different groups of young people who applied for the study session. The 3 different groups had the following connection with the topic of voluntary service in conflict areas:

- own experience as a participant in international voluntary service within a geographical conflict area
- responsibility to prepare and advise young volunteers who participate in voluntary service projects within conflict areas
- volunteers or member of staff who are organising international voluntary service projects within their own area (country).

**Sunday**

**5<sup>th</sup> of February 2006**

### *Programme*

Time	Content
Until 19:00	Arrival of the participants and preparation of the welcome tasks
19:00	Dinner
20:00	Welcome evening in the Austrian Room

The participants were asked to arrive on Sunday evening, before dinner. The prep team prepared a welcome pack with different materials. The folder, which was placed at the reception desk in the afternoon, included a programme of the week, a welcome letter with instructions for the evening, a participants' list, a travel reimbursement form and information about the Council of Europe.

After dinner, the Study Session started officially in the Austrian Room. Already the participants had prepared a world map with pictures of themselves and linking these to the countries that they came from. This map stayed all week on the wall and gave a first overview about the participants. Secondly, the participants were asked to prepare a mask that would somehow symbolize them. When the prep team welcomed the participants, we started with different activities in order to get to know each other. As a starter, everybody greeted each other by walking around, saying their names and greeting the other in the way that is used in their culture/country. After this short opening, the participants presented their masks.

The team facilitated different icebreakers for this evening, such as making a line in alphabetical order or birthday, without speaking and the Blanket-name-game.

**Monday**

**6<sup>th</sup> of February 2006**

### *Programme*

Time	Content
08:30	Breakfast
09:15	Welcome
09:30	Introduction of the programme (Monday and programme of the week)
09:35	Alliance Questionnaire and History
10:00	Carousel: getting to know each other
10:25	Coffee break



10:55	Expectations, Fears, Contributions
11:20	Aims and objectives of the seminar, way of working and presentation of the programme of the whole week
11:35	CoE (Presentation) and travel reimbursement
12:05	Technical information & Reporters, social committee and reflection groups (House rules, lists to signed in, announce meeting after dinner for reporters and social committee)
12:45	LUNCH
14:15	Group building – Part I
16:00	COFFEE BREAK
16:30	Group building – Part II + Debriefing
18:00	Reflection groups
19:00	DINNER
21:00	Intercultural Evening

## ***Welcome and Introduction***

The first day of the study session started in the big plenary on the second floor.

After the first “getting to know” session on Sunday evening, the morning session of the first day was dedicated to the official beginning of the seminar. The participants introduced themselves and their organisations and got familiar with the plenary setting and working methods.

The past study sessions of Alliance (2000-2004) within the EYCS were presented in order to inform the participants about the development and the background of this seminar. The Alliance has been co-operating with the Council of Europe in the field of study sessions for the last 6 years. The educational advisor presented the Council of Europe, the Directorate of Youth and Sports as well as the European Youth Centre and its activities. This introduction was important to set the frame for the study session and the rest of the week.

The introduction session also included the presentation and explanation of the programme and the objectives of this study session. These have already been outlined at the beginning of this report. Furthermore, the preparatory team informed the participants about the way of working. This was essential, because most of the participants were attending their first study session at the EYC.

### **Way of working together:**

- This will be a STUDY SESSION, NOT a training course!
- The participants (YOU) are the experts and the team will provide you space and methods to work together on the topic of “Voluntary Service in conflict areas”
- We will not answer all your questions nor teach you about conflict resolution
- Review of history of voluntary service, to see how it is today
- The seminar will be a laboratory to try out things!
- It's a starting point for further work and studies
- A possibility to exchange opinions and experiences
- chance to explore and to learn from each other
- the team will provide you with a programme which gives you the space and the chance to exchange your experiences and to share
- In order to make this possible, we created a programme, which will start with...

### **Interviews in the method of “carousel”**

The Carousel gives the chance to get to know each other in an informal way. This activity gave the opportunity to communicate in a structured way.

**Description:** All are divided in two equal teams, so they can form two circles of chairs to sit in front of each other face-to-face. Everyone has a paper and a pen. The facilitator gives a question to answer and both participants have a certain amount of time to answer the question to each other, before rotating chairs.

1. Sign the name and draw a portrait of the person in front of you without looking at the paper!
2. Interview one question to each other, write it down
3. Change

Questions were given by one of the trainers: what does your name mean/any nicknames? What is your educational background? How did you join your youth organisation? What is your experience in the voluntary service? Why are you here, on this study session?

**Outcomes:** The participants spoke about and exchanged personal experiences. This created a good basis for the next activities of the day.

### Expectations, fears and contributions

In order to see if the prepared objectives and the programme fit together with the expectations and contributions of the participants, this exercise was chosen:

**Description:**

1. Participants were split into 3 groups (in different corners of the plenary)
2. They were given the following questions to discuss and to note down:
  - With which questions are you coming to this study session?
  - What do you want not to happen in the study session ?
  - What can you do or contribute that your fears will not become true/reality?
3. The participants were sharing these questions in their small groups and after the 3<sup>rd</sup> round each group presented one question back to the whole group: expectations/questions, fears and contributions respectively. The other groups then added to the answers.

**Outcomes:** The floor was open to get to know what the participants expected and could contribute to this seminar. The participants were strongly invited to contribute to all sessions of the seminar. To ask about concrete contributions motivated the participants to get active and involved into the seminar. Here are the results from the small groups collected:

Expectations:	Fears:	Contributions:
<ul style="list-style-type: none"> <li>- to get more knowledge about conflict resolution (training methods, tools, different strategies, games, definition of conflicts)</li> <li>- to share and to exchange experience and to network</li> <li>- to find out new opportunities</li> <li>- to improve my skills in conflict resolution</li> <li>- to get new training skills</li> <li>- intercultural and antireligious learning</li> <li>- group-dynamic/building</li> <li>- fun (to meet nice people)</li> <li>- knowledge about workcamps</li> </ul>	<ul style="list-style-type: none"> <li>- Fear that we lost our time</li> <li>- Lack of inspiration</li> <li>- Conflict within the group</li> <li>- Unheard voices</li> <li>- Failing to get peoples names</li> <li>- Fear of not fulfilling my expectations</li> </ul>	<ul style="list-style-type: none"> <li>- personal experience (in voluntary work, conflict areas)</li> <li>- cultural background</li> <li>- tolerance</li> <li>- respect</li> <li>- listening skills</li> <li>- understanding spirit</li> <li>- energy</li> <li>- open mind</li> <li>- curiosity</li> <li>- international diversity, different perspectives</li> <li>- new ideas</li> </ul>

in conflict areas (more specific) - how can the volunteers influence the conflict? - to find new and old friends		
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## Group building

In the second half of the day the activities were focused on the process of group building, in order to provide participants with a good working atmosphere, which would last until the end of the week.

### Objectives of the group building session:

1. to let participants interact
2. to start building up a group identity and feeling which would ensure a good co-operation in the following days
3. to develop criteria and principles for a fruitful co-operation & good learning environment during the next days
4. to introduce some elements connected to the topics of the following days (volunteering, conflict ,ICL, communication etc)

### Activities of the Group Building session:

- A ball name-game
- A blind square
- Make a story
- Mute theatre / Pantomime
- Force the Circle
- List of principles "good working & learning environment"

The idea was to do a few exercises with different levels of physical contact, also building trust step by step in the small groups first, then bigger and bigger ("snow-ball"), so the final exercise was done all together! The first two exercises ("ball-game" and "blind square") were done outside.

### **A ball name-game**

**Description:** in 3 groups simultaneously; **Time:** about 5-10 min

Group members have to pass a ball to each other calling the name of the person to whom you through it. Everyone can get the ball just once. Facilitator checks the time result and encourages the group to try to do it once again, but faster, telling that it is possible to do in less than 10 seconds! The only rule: they have to keep the order to whom to throw a ball as in the very first time. The group can do 3-4 times for reaching a record result! Group is free to come up with various ideas (change position of how they stay, move hands etc). The participants of three different groups have managed to find various solutions regarding the technique of passing the ball in a record time. Brainstorming ideas and giving them a try on a spot have encouraged building a group feeling. The exercise also helped to comfort each other by remembering names.

We also made a short debriefing after the exercise with a question at the end "what is important for a good team-work?" So voicing some small details of this co-operation would be taken into account of the next activities.

### **A blind square**

**Description:** Still keeping same 3 groups; Time: 20-25 min

**Materials:** ropes, scarves or any kind of bandage to tie over eyes. Participants cover their eyes, and hold the rope in their hands. As soon as they are ready the task is given: "You must make a square". So, from that moment the group process starts. Actually the result - whether the square is made or not - is not so important as the process (this is a task for trainers to deal with in debriefing).

For this exercise we kept working in the same groups, it helped a lot that participants learned names and had some time to get used to each other's voices. Each group was dealing with the situation differently, as the process depended on the individual initiative and group spirit. It was a good exercise for team working as wearing blindfolds put the participants in new conditions, sort of extreme situation and also made everyone they were on a common ground. The element of keeping a rope in hands also adds a uniting spirit to this exercise.

After the time was over and groups could open eyes and see their results, we had another debriefing asking the same question as after the first exercise "what is important for a good team-work?"

*From reporters: Concerning the square game, most of the participants stated that there was not very good communication inside the group and there were people who did not have the opportunity to have their voice heard, and who stopped trying to share their ideas and visions about resolving the square dilemma, after several failed communication attempts.*

*Even the groups that tried to follow a strategy, this was not made based on a common decision and accordingly, some actions were taken just as a result of individual points of view. The participants found themselves into two different positions, some of them couldn't identify themselves a part of the group and adopting a passive attitude, and the others trying to impose their individual ideas, based on the assumption that their own ways to achieve the goal were the most appropriate and could lead to the desired result.*

*The feedback round showed that the both sides experienced different levels of frustration as a result of lack of communication and lack of common understanding – the passive ones because they did not have an alternative and couldn't express themselves and the formal leaders by not being able to impose their methods and achieve the goals although they were convinced they owned the key for a successful result.*

## **Make a story**

**Description:** Still keeping same 3 groups; Time: 10+10 min; Materials: pictures in three exemplars

The groups are separated. Each member of the groups gets a picture, from which they have to create a story in 10 minutes. The pictures in the groups are the same. But the group A is not allowed to speak, the group B is not allowed to show pictures to each other, the group C can speak and can show the pictures. When time passes the groups meet to present the stories.

After presentations we had a short debriefing after the exercise and then a question "what is important for a good team-work?"

*From reporters: The restrictions imposed aimed to analyse the difficulties of communication in different backgrounds such as the lack of verbal communication. It also highlighted the differences of working when able to communicate in certain ways and not others and how this impacted on group interaction. The group who were not able to speak found the task much more difficult than the other two groups and the different ideas within the group as to what the story was about was very evident when they made their presentation. The activity*

*highlights that it is easy to work together in perfect conditions but becomes harder when these conditions are not present.*

## **Mute theatre / Pantomime**

**Description:** Making 4 new groups; Time: 30 min

We asked groups to prepare a pantomime on a specific topic, related to workcamps and conflicts, so that the others could guess what it is. Just before presenting their pantomime we changed two of the group participants with two new ones from another group.

The aim of this exercise was to put groups into their “stretching zones”, by changing conditions very unexpectedly, so the reactions of the group members were based on intuition (new circumstances and time pressure). The teams are required to adapt and to integrate the newcomer and the new member also has to adapt to a new environment and act according to certain unknown rules. .It deals with the topics of inclusion and exclusion when already formed groups have to accept new members and how the group reacts to this.

### **Outcomes:**

There was a common reaction in each group, when the main actors were switched with people from the audience, for the members of the presenting group to make the new-comers follow the rehearsed scenario, rather than having someone who knew what was happening step into the main role. However most newcomers did feel that (to different levels) they had been integrated into the group and the others had tried to explain the scenario and to support them.

## **Force the Circle**

**Description:** Group: All together; Time: 10 min

We asked participants to form a circle and two volunteers had to stay outside and try to enter the circle in any possible way. We had a few rounds with different people trying different strategies.

*From reporters: A new element was introduced for the following moment, namely the conflict concept and its implications. All the participants formed a circle, first with the front side oriented to the centre of the circle and the second time with the faces outside the circle. Several people were chosen to break the circle and get inside; meanwhile the ones who formed the circle were given the tasks not to let these people inside. Without even trying to negotiate for getting to a common point, the two parts tried to use force, directly or indirectly, in order to achieve their goals and cooperation was not even taken into consideration, which offered several inputs on the micro level of conflicts.*

**Outcomes:** The exercise “force the circle” was a final culminating point in the “group building exercises”; it engaged the entire group and also contained tight physical contact. It was also important to see if the participants this time took into account what conclusions they had made through the day during other tasks. This exercise stimulates physical power to become an instrument and even usage of violence, the purpose is to let the group communicate and see various options for co-operation. The key question of the debriefing we had afterwards was: why physical power strategy dominates negotiation process? So, this sort of exercise was a good illustration for introducing the topic of “conflict resolution”.

## **List of principles “good working & learning environment”**

At the very end of the Group Building session participants were asked to synthesize the necessary skills for successful team work based on the previous activities and to create a common list of principles for a fruitful co-operation & good learning environment during the next days.

### **What is important for a good teamwork and good learning environment?**

- think before handle → nothing will go wrong
- in a big group it is hard to discuss and brainstorm. Suggestion: better to give

- flexibility from leader and group
  - respect
  - mimic
  - reflection
  - dialogue
  - cooperation
  - trust
  - feedback
  - good separation of the tasks
  - humor, fun
  - shared plans and strategies
- simple activities
  - to adapt to understand the situation
  - to enjoy
  - a good and creative leader
  - understanding
  - tolerance, accept others ideas
  - **communication**
  - try to get know each other more
  - always to be positive
  - **listening to each other and other opinions**
  - let people be involved into the group

One quotation among the result: **“You have one mouth and two ears, use them in this proportion“**

After the session on group building was over the prep-team introduced the idea of having daily REFLECTION GROUPS and the participants got split into 5 groups, to keep those during the week.

## **Reflection Groups**

Each afternoon, before dinner time, the prep team provided “Reflection Groups” for the participants. In 5 mixed groups, people came together to reflect about the day. Each of the 5 trainers provided different evaluation elements and methods for this small group activity. In about half an hour participants could give feedback about the daily programme; ask questions or report about important outcomes of the day.

Here is a short report of one of the participants about the reflection groups:

*Today we have used a very interesting method, which can be described as “your journey through the day”. We had to travel from one land to another and each land should express our feelings and our attitude to the different sessions of the day. This method really helped us to find out our thoughts and to think why we behaved in a certain way.*

*Thinking about reflection group as a method of conversation, I can say, that it is one of the best ways to express your problems and hopes. I noticed that not all the people can talk about it in a big group. But when you meet the same people every evening, they become your small team or even your family for this period and you feel very comfortable among them. It helps to relax.*

## **Intercultural evening**

The day culminated in the International/Intercultural evening, where participants shared their national food, drinks and cultures, and openly interacted with each other.

The “intercultural evening” already has a tradition in Alliance study sessions. For the last few years, we experienced this programme element as very fruitful and important. The prep team put it into the programme already on the first day in order to strengthen the group development and the “getting to know” each other. After the “social committee” had been introduced in the morning session, the intercultural evening has been its very first task to prepare. The volunteers of this group decided about

the method and the organisation of the evening. They informed the other participants during dinner, how the programme would look. Besides this, the participants presented traditional clothes, music, dances and more from four different continents (Europe, Asia, Africa and North America), the presentations were a highlight of this evening. The participants used the chance to ask questions, to tell stories and to exchange about similarities and differences of their culture. This has been the first big step for most of the participants on the iceberg of culture and to realize that there is more above the surface. This intercultural evening can be seen as an introduction to the ICL session on the next day.

**Programme**

Time	Content
08:30	Breakfast
09:15	Energiser
09:25	Technical Information
09:30	Intro to the day
09:35	Intro to the session and objectives
09:40	Intercultural learning (ICL) session
	Few short exercises as introduction to the topic
	Power Point Presentation with the highlights of ICL
	Exercise (working in groups): My ideal workcamp <i>Coffee break included</i>
	Discussion and debriefing of the exercise
	Some theoretical background: Iceberg and lily models
	The three zones model
12:45	LUNCH
	Energizers connected with the session's topic "conflict"
14:20	What is a conflict? Present objectives of session
14:25	Brainstorm on "what is a conflict?"
14:40	Presentation types and levels of conflict
15:00	Discussion of handouts/one type of conflict per group/analyse article and prepare a statue to symbolize it
16:00	Coffee Break
16:30	Presentation of statues
17:00	Underlying issues of a conflict – intro to the notion of "narrative"
17:15	Video – Promises
18:30	Brief Feedback on the video
19:00	DINNER with reflection groups

**Objectives of the Intercultural learning (ICL) session:**

- ICL awareness, what is it?
- Different perceptions, values; issue of stereotypes & prejudices
- Link with individual experiences (in the projects of voluntary service)
- Connection between ICL and topic of "conflicts"
- Issue of "tolerance" (to which extent can I negotiate my personal values?)

The ICL session consisted of few exercises and some theoretical inputs, followed by group discussions.

Activities of the ICL session:

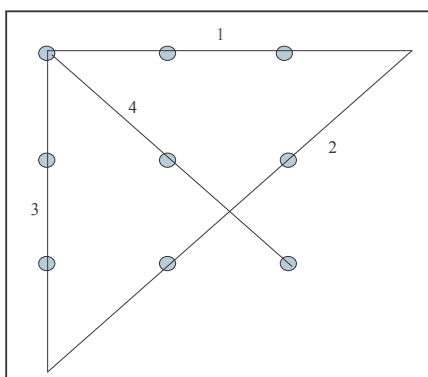
- Few short exercises as introduction to the topic: 9 dots, 60 seconds, Dynamic of changes
- Power Point Presentation with the highlights of ICL
- Exercise (working in groups): My ideal workcamp
- Discussion and debriefing of the exercise
- Some theoretical background: The three zones model; Iceberg and lily models

**9 Dots**

As a starter we had a short exercise with a simple task: connect 9 dots with 4 lines, without taking your pen up from the paper.



An image below depicts the solution:



The aim of this activity is to confuse the participants, as they think the task is impossible to do, as they try to connect dots staying in the borders of these 9 dots. The solution though shows, that you need to go beyond...

**Error! Objects cannot be created from editing field codes.**

*These images are from the Power Point Presentation on ICL (see appendix)*

## 60 seconds

**Description:** Everyone stands up and close their eyes. Stay while counting in mind till 60 seconds in silence. A trainer indicates when to start and when people feel that a minute has passed, they have to open their eyes and sit down.

*Participants report: In order to understand different ways of thinking we did a couple of exercises. One minute is a universal way of measuring time. Even though it's a set period every person has a different idea of it. The variations on how people perceived a minute were between 15 and 90 seconds. We do not only react differently to time but also to space. In order to gain more skills in intercultural learning we have to be aware of these small different aspects of dealing with everyday situations.*

### **Introduction:**

After those short exercises, Corinne gave an introduction about ICL: ICL is awareness of other people's values, perceptions, generally cultures. It deals with stereotypes and prejudices. Intercultural learning is in connection with conflicts. ICL is an issue of tolerance.

## Exercise: Dynamics of change

**Description:** Participants are put into pairs. They are told to turn away from each other and change a number of aspects of their appearance. When they face each other they have to see what the other has changed. The exercise repeats and each time participants have to change more elements.

7 dynamics of change

- Everyone closes up on him/herself
- Everyone thinks more about what s/he will lose than what s/he could gain
- People are not ready at the same time for change
- Even if the people are in the same situation, they are more preoccupied with themselves
- Too much change at the same time brings refusal and rebellion
- If the pressure is out, the people go back to the former position

## **Exercise: My ideal workcamp**

(adapted from the “Euro rail a la carte” activity)

The exercise aims to raise discussions on the topic of stereotypes and prejudices

### **Description of the “The ideal workcamp”**

You are leading a workcamp on a Croatian island.

You are going to do an excavation on a historical site.

You are now selecting some of the participants. You have received applications from the following people.

1. A Finn carrying lots of cheap alcohol and cigarettes.
2. An Italian DJ, whose pockets seem to be full of money.
3. An African HIV positive young artist.
4. A Palestinian activist in a wheel chair.
5. A German ecologist member of Greenpeace.
6. A convinced feminist from Holland.
7. A British hooligan; fan of his football team.
8. A French immigrant from a Paris suburb who speaks only French.
9. A Bosnian refugee living in Germany.
10. An overweight American teenager.
11. A Ukrainian student who does not want to go back home.
12. A young scientist from Oxford.
13. A Japanese girl who is taking special care for her skin.
14. A Greek student of archaeology who believes to know everything.

*From reporters: (A): In the first part of the exercise we were given a task - to construct the “Ideal workcamp”. We were given a list of applicants for the workcamp from all over the world and we had to choose the ideal 4 that we would like to have in our camp. On the other side we had to choose 4 of the applicants that we don’t want to take in the camp. At the beginning, all of the participants had 10 minutes for individual reflection of their personal choice. Then we split into 3 groups.*

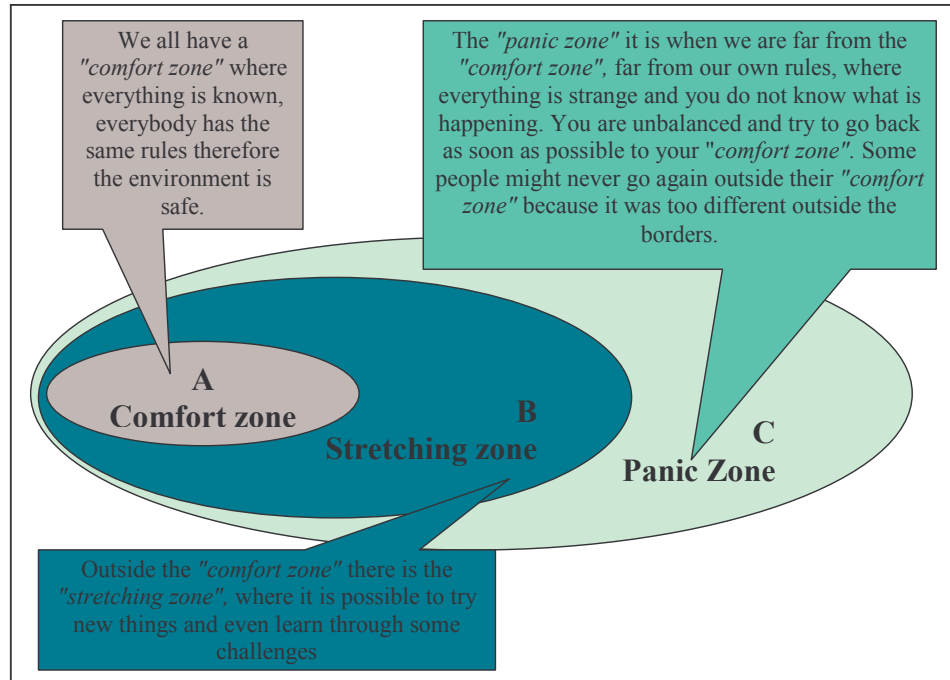
*From reporters: (B): At the beginning of the discussion each of the group members presented their choice and explained in short why they had made that particular choice. Most of them had a 4 person lists, but few of them could make a choice so easily. That led the discussion in another way, mostly in presenting ideas about the role of the diversity in the workcamp and about the “problem people” camp. The group decided that if they want to make the real choice they should talk more about each person. But they couldn’t make the final list. After the coffee break, they started to decide who to take in the camp and who not. That was when they asked to be given for 10 more minutes. Asking themselves “What do we want to achieve with the workcamp?” they started to form the list of participants. They had in mind that they want to have project-oriented workcamp. Because of the lack of time they had to decide rapidly and not everyone was 100% satisfied with the final list. The other two groups worked in a similar way. In one of the groups there were more discussions and disagreement than in the other one.*

Afterwards we all gathered in front of the Austrian room and had a presentation on our final choices, had a fruitful discussion about the stereotypes and peoples prejudices.

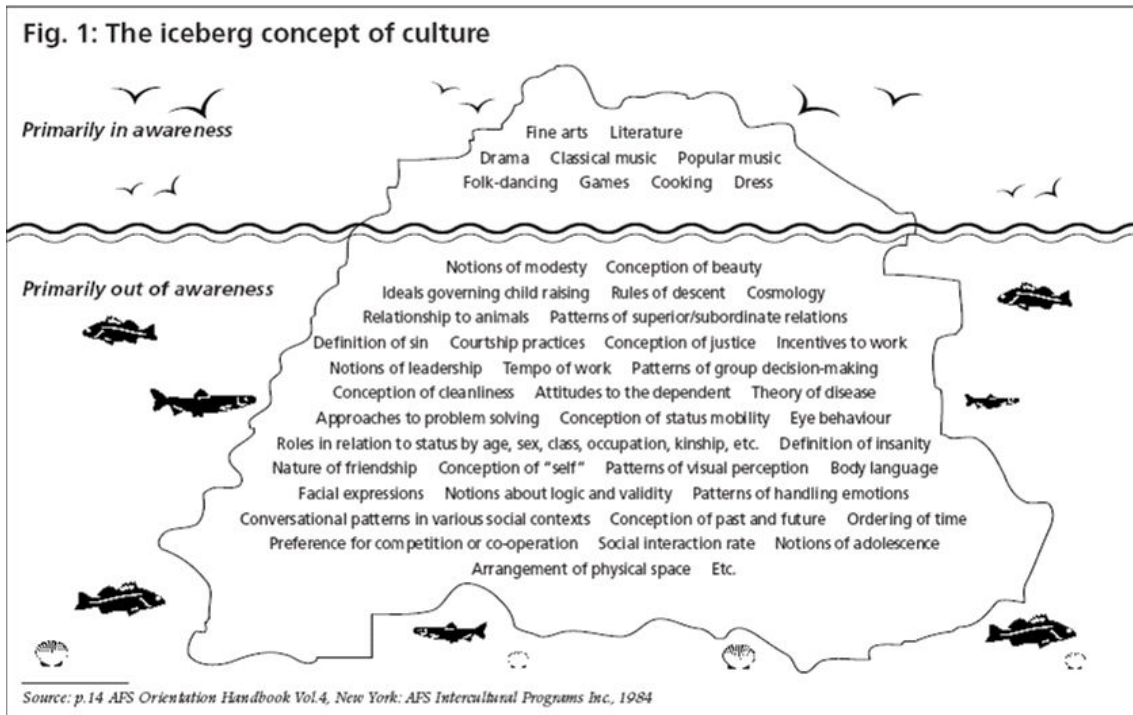
## Comfort-stretching-panic zones

A. comfort zone, B. stretching zone, C. panic zone (concept from Dirk de Vilder)

We presented the model and explained the differences between zones, what challenges it brings and had a discussion about participants' experiencing stretching zone. It was interesting to hear opinions about people getting into the stretching zone without actual travelling...this was leading us to the discussion about meaning of culture and its different components ("Lily pond" model).



## The Iceberg Model



(Taken from the T-Kit "Intercultural Learning, Page 10, original form AFS, see above!!)

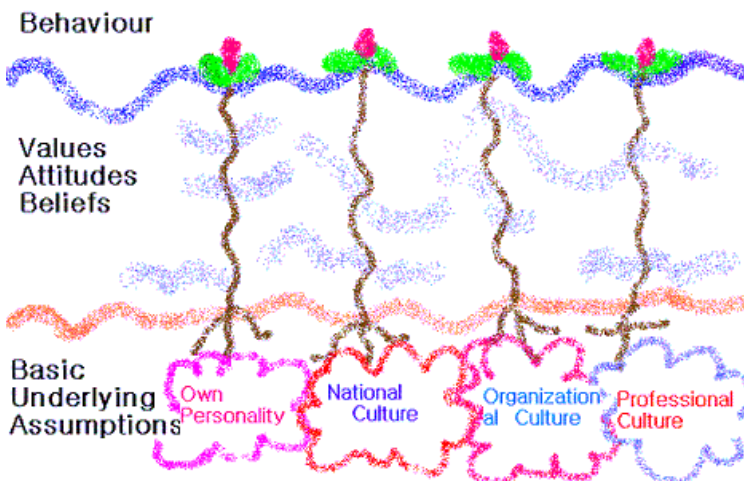
The Iceberg model of culture shows that only a small part of culture is visible (above the water). And the rest are below the water line and are out of the conscious awareness.

It is especially interesting to initiate a discussion on the topic "when two icebergs meet"... this leads to the theme of conflicts.

## The Lily pond model of culture

"Culture is like a lily pond" (developed from the theories of Edgar Schein)

"Culture is like a lilypond" E.Schein



The lily pond depicts lilies, which rest on the surface of the water – the behaviour of people, which can be observed. Just underneath the water are values, attitudes and beliefs of people and the roots of lilies are peoples' basic underlying assumptions e.g. their own personality, professional culture, family.

*Participants report: The trainers presented two models useful for explaining and understanding the notion of "culture": the "Iceberg model" and the "Lily pond model". The main point of those models is that the person is not only his/her appearance. Within his identity he/she carries his nationality, religion, experiences... etc.*

*We also talked about the zone of comfort, the zone of stretching and the panic zone. REMEMBER IT!*

### **Objectives of the session "What is Conflict?" (Theoretical basis):**

- To explore different levels / areas of conflicts
- To have a common understanding of "conflict vocabulary"
- To introduce different models of conflict analysis
- To demystify "conflict" as notion

*From reporters: What is conflict? The facilitator opened this session with brainstorming on the question "what is a conflict?" Some first reactions were: The participants gave many ideas regarding conflict such as: misunderstanding, war, terrorism, aggression, action against the others (positions), contradiction (contradictive positions), tears - feelings, violence of all kinds (verbal, physical, emotional, mental), clash of interests, different opinions/attitudes, fight, borders, barriers, tension.*

*Then the participants differentiated between **micro**, **macro** and **intermediate levels of conflicts**. After we passed onto discussion on different kinds or types of conflicts such as :, economical, political ,between generations, inside, family, geographical, personal, religious etc.*

*After putting down all ideas the discussion started. Participants added that there are conflicts only when you start being active and that the conflicts could be physical, verbal, micro, macro, including 2 or more people or only one person – inner conflict.*

*The facilitator explained that there could be many different explanations for the notion conflict and that it is very complex phenomena. He also mentioned that there were also different levels, types or dimensions of conflicts and he suggested focusing on four types of conflicts for further study: instrumental, conflicts of interest, conflicts of values and personal. We defined and understood the above mentioned types of conflicts through a discussion and numerous examples. We split into four groups to do a deeper analyse for each of these types of conflicts through individual experience. The participants shared their experience in groups. We tried to find solutions to the given examples, we discussed different perspectives and approaches to the conflicts. In order to present these types of conflicts to the others each group was given a task to make a statue. After presentations of all groups there was a discussion again. Some of conclusions were: the time could be a great factor in the approach to the conflict (as the time is passing the point of view of the same person is changing); position, motivation for solving and the involvement in conflict are of a big importance for the solution. There were talks about the role of a mediator in conflict situations. The group agreed upon the idea that there are always two sides in the conflict either inside one person or between people.*

### **Movie: Promises**

"Voluntary Service in Conflict Areas" was the title of this study session. Due to the intercultural setting and the needs of our member organisations, we did not focus on one particular "conflict area". The approach was very broad, taking into account different levels of conflict. After the first two days of the

study session, the team decided to show the documentary “Promises”. This meant to take the conflict in Palestine as an example. The aim of the session was to show a well-known situation where the conflict is extremely complex and is ingrained into different generations and to look at the different narratives of conflicts on each side.

### **What is the movie about?**

What is it really like to live in Jerusalem today? PROMISES offers touching and surprisingly fresh insight into the Middle East conflict when filmmaker B.Z. Goldberg returns to his hometown to see what seven children — Palestinian and Israeli — think about war, peace and just growing up. Living within 20 minutes away from each other, these children are nevertheless locked in separate worlds. Through candid interviews, the film explores a legacy of distrust and bitterness, but signs of hope emerge when some of the children dare to cross the checkpoints to meet one another. *(An Independent Television Service (ITVS) Co-presentation and a Television Race Initiative (TRI) selection. <http://www.pbs.org/pov/pov2001/promises/thefilm.html#index>)*

Director of the movie Jastine Shapiro.: “My hope is that after seeing PROMISES people won't reduce the Middle East conflict to just what they read in the newspaper or watch on TV. I hope that people will realize that nothing is simple, black and white. I hope that people who see the film will feel connected to human beings that are growing up in places of conflict all over the world and just around the corner. I think many people would like to believe that conflicts are good guys vs. bad guys. We tend to simplify things because we are overwhelmed emotionally with just being alive in the information age. It's easier to point fingers and turn away. It takes more patience to just sit back and listen.”

**Outcomes:** Promises is sensitive documentary, not an easy or light movie at all. The participants were touched and moved a lot through the stories of the children and the way they have been presented in the movie. Therefore the team provided a free space after it. The movie was the last session of the day and the people used the reflection groups, dinner and/or the evening to discuss and to speak about the movie. This has been an important issue for the team, to give the chance and time for the participants to reflect and to absorb the complexity of this conflict. This conflict together with the theoretical basis of Tuesday and Wednesday should provide the participants a deeper and better understanding of conflicts and the consequences on an international level; as well as the first idea about the chance and risk of voluntary service in such conflict areas. During the following days, “Promises” was in everyone’s minds and thoughts. The team used the movie as example in different sessions and referred several times to it on different occasions. Eventually, the participants picked up the topic and the conflict of “Promises” themselves while creating project proposals in Palestine (on Friday) or discussing the topic during the open space on Thursday.

**Programme**

Time	Content
08:30	Breakfast
09:15	Energiser
09:30	Intro to the day /Programme of the day (link to the objectives of the day)
09:35	Technical Information and Introduction of "Organisations Market" (see evening)
09:45	Intro energisers <ul style="list-style-type: none"> <li>↳ Pulling couples</li> <li>↳ Hand fist</li> </ul>
09:55	Theory on Violence (physical, cultural, structural) Link with the video
10:30	Exercises on negotiation Group A(A1, A2) & Group B (B1& B2) working parallel on different scenarios and preparation <i>Coffee break included</i>
11:00	Negotiation starts in group A and B
11:25	Debriefing in group A and B
11:40	Reflecting all together
11:50	How different approaches can be applied to different dimensions of conflict. Mediation as a tool
12:45	LUNCH
14:15	Energiser
14:30	Intro of session, objectives and link to morning session
14:35	Where do you stand
15:20	History of Voluntary Service / international workcamps,
15:50	Dimensions of voluntary service
15:55	Coffee Break
16:25	World Café
17:45	Results
18:15	Reflection Groups
19:00	Dinner
21:00	Organisations Market

**Objectives of the conflict session:**

Approaches to deal with conflicts

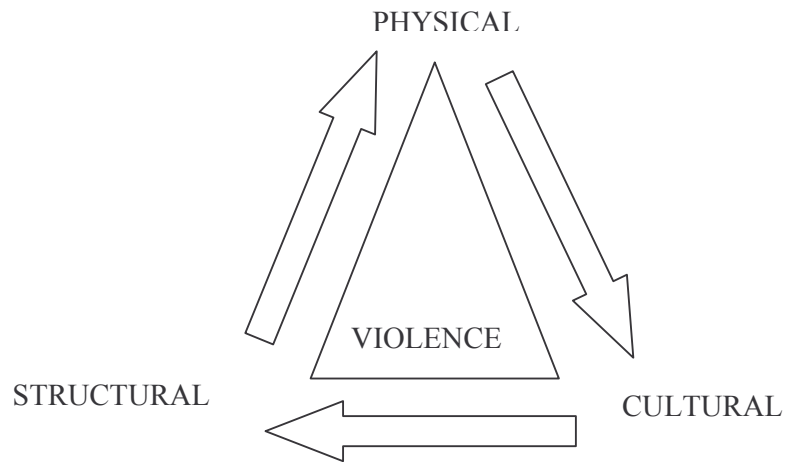
- To explore / learn about different approaches for dealing with conflicts
- And to learn how these approaches can be applied to different dimensions of conflicts

**Dealing with Conflicts**

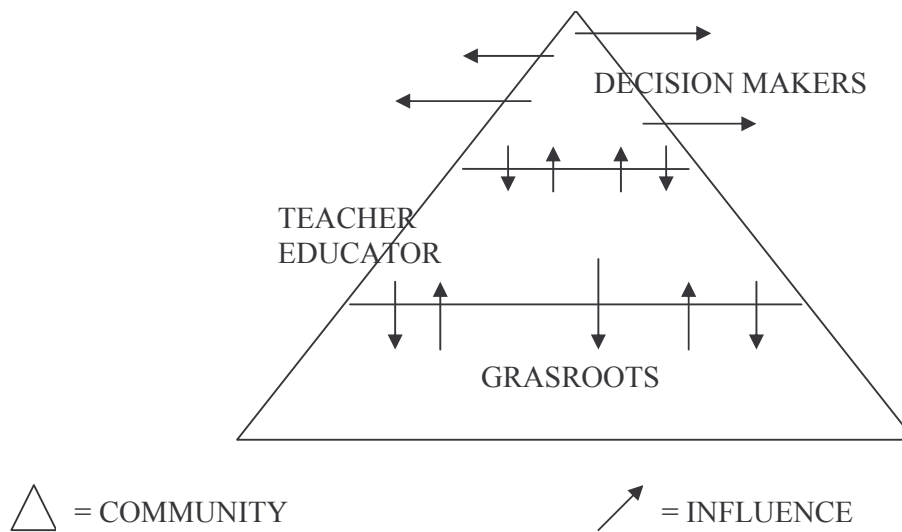
With the scenes and stories of the movie "Promises" of yesterday afternoon session in mind, our expert started the morning session with brainstorming and concluding about approaches to deal with conflicts. He used different models and pictures to create together with the active involvement of the participants a common understanding of the role of violence in conflicts.

The following images have been used during the session:

**VIOLENCE-MODEL**



**DECISION MAKING IN COMMUNITIES  
POWER AND INFLUENCE**



*From reporters: We started the day with energizers, and a quick game of 20-person twister waked up the people that were still asleep on their feet. Despite this, the fatigue of long, intense days is starting to show, and during the morning briefing there were a lot of saggy eyes around the room.*



*After the briefing of the day's programme, we proceeded to the first exercise. Grouping with a partner and joining hands across a line, we were asked to bring our partner to the other side, which immediately resulted in a dozen tugging-matches erupting along the line. One lone couple had caught onto the idea from yesterday, and calmly debated the issue, but for the rest, resolving the question was a matter of wrestling and superior force. Although it was a game where the scenario encouraged violent behaviour, it still efficiently illustrated the tendency to swiftly resort to force in human conflicts.*

*Osama led the following discussion of conflicts, engaging the group, and highlighting certain theoretical aspects of conflicts (different types of violence, the typical process of a conflict, the dangers of attributional errors, etc). Most people seemed to wake up after the exercise, and this was a good and engaging session, with lots of comments and ideas from many different participants. For me, the most interesting realization was the way that different ways of framing a conflict can have an extreme influence on the way that the conflict precedes, and the potential for resolving it: Focus on the difference of values, and the first step will have to be an increased understanding. Focus on the conflict as a question of resources and it will lead to a bargaining scenario. Focus on the conflict as a question of problem solving and it can become a joint search for a mutually beneficial solution. Of course, this is easier said than done.*

## **Negotiation Exercise:**

**Description:** The whole group needs to be divided into 2 equal groups. Those 2 groups are divided into 2 sub-groups each. Now, each subgroup gets a short scene description on paper. The group has 10 to 15 minutes to come up with clear strategies and demands, before it will meet the other subgroup. When they are prepared, they sit down each subgroup facing the others and the negotiation starts. It will last about 10 minutes. After this, the groups are changing the sites of the negotiation groups, and continuing it, immediately. The exercise finishes with a debriefing in the 2 different groups. In plenary the whole group will debrief the session together.

Here is one of the situations the participants were given:

“You are on the board of the directors of an NGO that is hosting long-term volunteers to work in your community. Originally the volunteers were supposed to be working in a community centre, however at the last moment the funding was cut. All your time was spent to rearrange the project and you were really happy to have been able to provide another project at such short notice. After all, the volunteers are still contributing to the local community. The people in the elderly home are really excited about having the volunteers there and the help is really needed. The volunteers will be getting their meals provided at the centre and so the monthly allowance (which was intended to cover food) is not really necessary. Also the one bedroom apartment belongs to the elderly home and so is the only accommodation they can provide. You've hosted a workcamp there before who thought the apartment was very nice. You feel like you have arranged everything very well in difficult circumstances and you're disappointed and angry at their attitude.”

*Come to the meeting with clear strategies and demands.*

The second sub-group was given the same situation but from the perspective of the volunteers:

“You have applied for a long-term voluntary project in Dreamland. In your project description it states that you are going to be working for the community centre on recreational activities for children in their free time. It was also your understanding that each of you would be accommodated in a one bedroom apartment with two volunteers per apartment and that you would have a small monthly allowance. It appears now that your work will actually be in an elderly home where you will have to do kitchen duties and tasks. You have also found out that all of you will be sharing the same one bedroom apartment and no allowances are going to be given to the volunteers. Soon you will have a meeting with the board of directors of the organisation to express how disappointed you are and to demand from them to take actions to adjust the situation. “

*Come to the meeting with clear strategies and demands.*

*From reporters: After a short introduction into the diverse problems of conflict and reflecting the emotional experience from the movie, that we have seen the day before, we were divided into 2 groups.*

*Each of the group went to its place and again divided into two groups of approximately 8 people. Each of 4 groups was given a scenario with the directions what they should do during the coffee break. That is – trying to have the best strategies how to manage the problem that they have to solve. To be clear – we had one group dealing with the problem of a workcamp – within which 2 new groups were: on the side of volunteers and local community representative. Another group was dealing with the problem of long term volunteer project. The following report is going to be focused on this problem.*

*The 2 groups that were dealing with the same problem was the group which had a problem of board of directories and unsatisfied volunteers. The strategy of the board of directories was very transparent as we were trying to choose two representatives (male and woman) who would address our suggestions to the volunteers. We classified the criteria which we wanted to make clear, i.e. the problems with: food, accommodation and money.*

*After coming together and starting the discussion we have come through one significant fact that was – the information that was given to the other side were not directly the same as those that we had experienced. The representatives that have been chosen to report our needs came to bilateral meeting with the volunteers; the whole discussion was led in a peaceful atmosphere. Questions were raised, some of them were answered. Volunteers gave their suggestions for solving the problem one by one. They also classified their problem so that we knew what had happened. Then an element of an “angry volunteer” appeared in the “body” of one of the prep team. We tried to make her calm, we didn’t want to get radical, hot tempered by her opinion. We didn’t feel like getting very emotive just because of her. Things have suddenly changed when Osama told us to stand up and change the position. Some of us looked disappointed as we wanted to come to the conclusion. We were observing how we coped with the new situation and our new position, already knowing what are the weak points of the other side. We tried to negotiate and then maybe an element of fighting appeared. But definitely we didn’t come to the solution. We didn’t have appropriate information. It was amazing how some people have changed inside of them. While they were in the position of the “board of the directors” they were calm persons, but when they were forced to change to the position of volunteers, they also switched to passionate persons. We came across the conflict of values/interests and problem solving.*

*The debriefing was in the plenary all groups together, answering to Osama’s question one by one:*

- Which strategies did we use? (diplomatic; we made a “contract” – only one person is speaking; tried to avoid direct confrontation; tried to be powerful);*
- How did we feel? (it was only matter of the fact, because it wasn’t a real situation)*
- Was it hard to be in a new position? (what was the engagement in the role play; changing sides – the advantage was that we knew what was the weak and strong side of the opposite side; we were in some context coming back to the movie we have seen the day before and tried to find the connections – e.g. there are always people who are criticizing the others although they have never met each other “person who is in power always makes us doing the same, although we change the roles”) but will we be the same in a real conflict? We don’t know. If we change and are e.g. elected to a very important person, we will definitely change our attitude and couldn’t be the same anymore. It is very hard to be neutral, i.e. objective. There is always this good and*

*bad part of us. There are different approaches and they may vary: negotiation, compromise, discussion, fight..., mediation process – win-win process*

*A short Powerpoint presentation on theory of conflicts followed.*

**Outcomes:** This negotiation exercise turned out to be very intensive. Participants took over the different roles and arguments with a lot of passion and engagement. The “distraction” of changing the sides of the different groups confused some people a lot, for the others it wasn’t any problem to adapt to the new situation and turning their arguments into the opposite. Some participants took this exercise mainly as “a game” trying out their power and roles as they liked. The facilitators of the exercise intervened into the negotiation with strong inputs and opinions in order to provoke the participants. This provocation worked very well in the sense that the participants picked up those arguments, presented very strongly. The debriefing in the sub-groups and the plenary discussions enabled the participants to look deeper into this exercise.

## **History of voluntary service:**

### **Objectives:**

- To give a brief overview of history of voluntary service on different levels
- To exchange good/bad practise (limits/borders) of voluntary service
- To inspire participants own ideas
- Status quo of workcamp
- Dimensions of voluntary service

## **Where do you stand**

The session began with the activity ‘where do you stand’. Participants have to stand on the ‘line of indecision’, with one side marked ‘yes’ and the other ‘no’. They read a statement, if they agree they go to the ‘yes’ side and if they disagree they go to the ‘no’ side. If they are not sure, they remain in the middle. The further they move towards the sign, the more strongly they agree or disagree with the statements. Each side then has to try and convince the other people of their position. Participants are able to move at any time, if they change their mind after someone has spoken.

The statements participants were given were as follows:

- Conflicts are a sign of difference and diversity and lead to greater intercultural understanding. They should therefore be encouraged on workcamps.
- Workcamps are only useful in resolving conflicts on a personal level
- The most important quality for a co-ordinator to have is to be a good mediator
- Volunteers need a special preparation before doing voluntary service in conflict areas
- Long-term voluntary service is a more effective tool than workcamps in areas of conflicts
- Workcamps today are a tool for peace.

Participants had the opportunity to explore their own and each other’s ideas relating to the topic workcamps in relation to conflict resolution; both on a personal and a global level. In general there was not consensus on any of the statements, but there were a lot of interesting debates and different views expressed. Quite often participants were not fixed in their ideas but moved their position, according to arguments of the others.

## ***History of voluntary service and international workcamps***

### **Timeline**

This exercise was to make participants aware of, or recall the origins of workcamps as a tool for peace and to look at the ways they had developed since they first started. They were split into pairs and each was given a fact or dates that they had to place on the timeline in the correct order. The facilitators went through the time line, checking that it was in the correct order and discussing some of the points mentioned on it.

The discussion points included the first workcamp as a reconciliation tool bringing ex-soldiers together to work in the village of Verdun; the growth of workcamps after the 2<sup>nd</sup> World War to deal with the reconstruction and reconciliation required; the development of labour brigades in the Soviet Union and how they differed from workcamps; and the development of networks in Africa, Asia and Latin America and whether these reflected the original aims of workcamps as a tool for peace.

The dates and facts that the participants had to put on the timeline were as follows. Not all the facts related to exact dates but rather to periods of time, which volunteers could mark using pieces of string.

**1920: FIRST WORKCAMP SET UP** by Pierre Ceresole in the war-torn village of Verdun in France. Ex-soldiers from the two sides were brought together: the practical aims being to rebuild the houses destroyed in the fighting; but the main aim being the idea that by bringing former enemies together to live and work on a common goal, it would break down the barriers of hatred and start the process of reconciliation. The workcamp split up when the local community insisted that the German and Austrian volunteers should leave the camp.

**START OF INTERNATIONAL NETWORKS YAP AND SCI**, which still exist today. At that time YAP (Youth Action for Peace) was called Christian Action for Peace.

During the war, workcamps used by the Nazi regime for their own purposes – promotion of ideology or for physical labour

People used the frame of workcamps to unite against and resist the Nazi regime.  
Proliferation of organisations in Europe to deal with reconstruction and reconciliation

**1948 - CCIVS** (Co-ordinating Committee of International Voluntary Service) created by UNESCO to act as co-ordinating body for all the organisation that had sprung up.

**1958 - COMMON DEFINITION OF WORKCAMP**s agreed by the world's organisers of workcamps at a meeting in New Delhi. *"A group of people living and learning together in simple conditions and working voluntarily for a common goal"*

Brigades developing in Eastern Europe – hundreds of young people working on much bigger projects: building roads; tunnels; factories.

Beginnings of the workcamp movement in Africa. The first African workcamp organisation was VOLU Ghana, which still exists today.

Dialogue and exchange between organisations in East and West very low. CCIVS tried to encourage but with limited success.

Lots of new organisations in Eastern Europe, massive increase in dialogue and exchange between West and East

**1982 - ALLIANCE CREATED** as a splitting-off of some members from CCIVS. The original aim was to create a European technical platform to deal with volunteer exchanges.

Development of workcamps in Central and South America

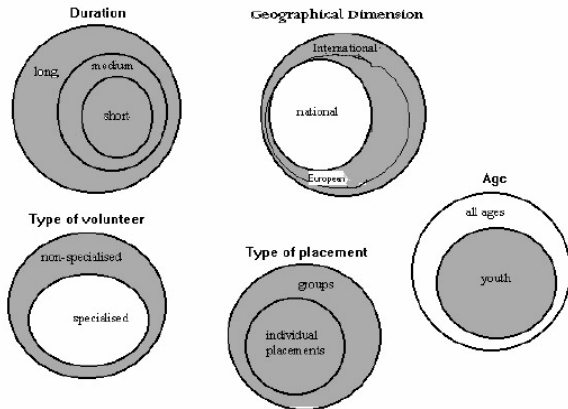
## Dimensions of voluntary service

Participants were given a short presentation of the different dimensions of voluntary service in relation to:

Age (youth/all ages)  
 Duration (short/medium/long)  
 Type of Volunteer (qualified/non-qualified)  
 Type of placement (groups/individual)  
 Geographical Dimension (national/local/international)

Diagram from: T-Kit International Voluntary Service, Page 10

### Dimensions of voluntary service



## World Café

Astrid opened the session by explaining the aim, method, etiquette, etc.

### Description:

**Aim:** To think over 3 different topics and come up with concrete suggestions to solve the problem

**Method:** There are 6 tables with 3 different topics lying on them. 4~5 people have a discussion of 15~20 minutes in one table and they move to other tables with different topics. But the host of the table doesn't move to another table instead s/he welcomes new-comers and explain what was discussed in the previous group.

### Etiquette:

- Focus on what matters
- Contribute your thinking
- Speak your mind & heart
- Listen to understand
- Link & Connect
- Listen together for insight & deeper questions

### Questions/Topics:

The three topics for discussion were:

1. Research has suggested that rather than breaking down stereotypes and prejudices, workcamps actually just reinforce them. Is this true and how can we make workcamps a real tool for intercultural learning.
2. What are the possibilities and limits of workcamps in conflict areas?
3. Is the original aim of workcamps as a tool for peace still valid today?

*From reporters: Astrid introduced the concept and the Café etiquette, framing the basic rules for the discussions to follow.*

*The fatigue of the programme and the long day showed in the slow start, and the initial problems of concentrating. But once the discussions got started, they proved to be capable of engaging people. I was concerned at first about how the discussions would develop, after the fairly heated debates of the previous exercise, but this proved unfounded as there was*

*no tension in the groups I sat in on. I volunteered to host, to make the job of reporting easier, and sat with three different groups on the topic of “Can work camps reinforce prejudices, rather than promoting cultural understanding?” (or something similar)*

*All three rounds of discussions proved interesting, with participants exchanging experiences, ideas and exploring the issues of the discussion with curiosity and enthusiasm. Disagreements were respected and encouraging, and all members of all three groups participated, contributing and putting points on the poster.*

*The summing up part where the groups presented their views was, unfortunately, less focused, with some signs of restlessness in the group. I felt that weariness, combined perhaps with some confusion as to the purpose of the café (leading to unclear perceptions of where the conclusions were supposed to go), made it difficult to maintain concentration.*

*I felt that the café was a good opportunity to share experiences and perceptions on workcamps with the other participants. Considering the immense pool of competencies held in the group of the study session, it was a good idea to provide a forum for this discussion. Many interesting insights and stories were given the room to surface, providing insights and varied perspectives on the themes at hand.*

*Participants Report – Part II about the table discussions: (by Jihye Kim)*

**1st group:**

*The question was if a workcamp reinforces the prejudices and if so, what can we do to prevent it. The group started discussing whether it does reinforce the prejudices or not. Most of us agreed that it DOES either when there's less contact (interaction) with each other or when a prior training is not given. It was also raised that prejudices are more likely to be made between the locals and the participants since they have less interaction with each other.*

*Reporter's comment: I personally was happy in the discussion process since everybody was equally asked to speak and everybody was very active in the discussion. The free atmosphere of the group enabled us to bring up our experiences and thoughts that come to our mind. According to Astrid's ringing, we moved to another table.*

**2nd group:**

*We were welcomed by the new host in the second group. The question was what are the possibilities and limits of workcamps in conflict areas. Nevertheless, the topic itself was very interesting and it was agreed that a workcamp is a very good chance to raise awareness among participants and also their families and friends. It was suggested that further actions such as publication, film-making, campaign etc. can be made back home.*

*Reporter's comment: Starting the talk without reviewing the previous group, I personally had uneasy feeling. But everybody jumped into expressing their ideas. It would have been better to have a brief summary of the previous group so that we can start from the level that is already established.*

**3rd group:**

*A long afternoon session, unfortunately, led people to exhaustion and restlessness. And the 3rd group of mine started with the host, explaining what to do and other participants drawing flowers and dots on the paper. Requested by the prep-team to come up with concrete action ideas, we started to discuss what the main aim of a workcamp should be. A lot of ideas came out such as Personal development, Intercultural learning, Promotion of understanding, etc.*

*Reporter's Comment: The conversation in our group was closer to simply listing up individual ideas of each person than trying to make a common ground that everybody agrees. And the result (action plans) was not that creative, which is understandable and expected considering the time and the atmosphere of the entire group.*

## **World Café – Results**

**Outcomes:** What are concrete ideas of projects, out of the World Cafe?

- Workcamps with older generations
- To invite people from conflict areas into local workcamps
- to add political discussion into workcamps
- To analyse actions involved in different types of conflict during the camp
- include historical standpoints
- training for host
- preparation of volunteers and leaders
- focus on youth and things that two parties have in common
- Sports tournament during workcamp – bringing people from different sides together
- articles and info campaign (include movies)
- moving workcamp in conflict area
- mixed marriages :o)
- Include intercultural learning elements into the workcamp start (e.g. Nobody says where they are from for few days (follow up with discussion about stereotypes)
- Make a questionnaire around ideas about nationalities and culture and ask locals (interaction) for their impressions and ideas
- Role-play the idea of cultural conflict
- Interaction-sports, tournants, etc.
- Ways to increase communication with communities
- Home stay for first part of the workcamp

## **Organisations Market**

The aim of this session was to give participants the opportunity to present their own organisation and to learn more about the work and practises of other organisations represented at the study session.

Participants were divided into three groups, by organisation. Each group had a specific area outside the plenary room in which to prepare an exhibition for the other participants.

It was left to groups as to how they wanted to work together but suggestions given included to look at similarities (and also differences) between organisations or to look at activities within the field of conflict resolution.

Groups were given an hour and fifteen minutes to prepare their presentation before the exhibitions were opened for participants to visit. There was also a space for participants to show DVD's that they had brought about their experiences and those of their organisation.

*Participants Report: The evening started in a very informal way continuing in a way the feeling from the World café.*

*All the participants started to prepare the presentations of their organisations on flipcharts. By the time they finished everything was so colourful all the participants competing to make their presentations more interesting and attractive.*

*After all the flipcharts were done we went to the plenary room for the presentations of Mexico, Japan and Italy and Senegal who had it on computers. I must say the evening started in a very good atmosphere with the presentation of Mexico, a short movie that said to us all 'Thank you' in different languages and the soundtrack of the movie was 'What a*

*wonderful world'. This was the feeling of the entire evening, seeing all those organisations from all the continents of the world you couldn't help thinking that it is a wonderful world we are living in.*

*Japan, Italy and Senegal continued and afterwards we went into the lounge area in front of the plenary room for a tour of the organisations. Some of them didn't have their country on it, one didn't really have the English translation but the people were there to tell me more about it and I didn't feel that anything was missing. You could take almost from every organisation leaflets, presentation papers just in case you would like to know more about them and by the end of the study session there were not many leaflets left.*

*It was informal and the evening continued without closing the market so until the last day of the study session you could see on the walls the aims, objectives, activities, symbols of all the organisations present there.*



**Programme**

Time	Content
08:30	Breakfast
09:15	Energiser
09:25	Open Space
13:00	Lunch
14:00	Free afternoon in Strasbourg
19:00	Dinner and night in town

**Objectives of the open space technology:**

- To check with participants what they've learned, what they still need
- To define what to work on for the rest of the seminar
- To share knowledge and skills
- To give the time and space for participants to show their interests and needs and let them work on those

**Topic of the Open Space: What question, issue or topic is burning inside you?**

**Note:** This open question has been chosen to open the space for all burning issues which still haven't been tackled during the last days. This allows as well to check what the participants still want and need to deeper discuss, to ask and to think about.

**Method – Open Space Technology**

**Description:** After the topic has been introduced, Anja and Astrid explained the method of Open Space Technology.

**The 4 principles are:**

- Whoever comes are the right people (participation is voluntary)
- Whenever it starts is the right time (Inspiration doesn't recognize timetables)
- Whatever happens is the only thing that could happen (Let go of your expectations)
- When it's over, it's over (if there's not more to say, move on)

**The Law of the Two Feet (or the law of Mobility)**

If you find yourself in a situation where you are neither learning nor contribution, it is your responsibility to use the law of two feet and go somewhere else to use your time more productively.

**Butterflies or bumblebees:**

There are two different roles one can take during the workshops are running. Butterflies are flying from one to the other topic, giving only short inputs before leaving again. The Bumblebees are staying much longer at one place. They are getting a lot out of one session already, before moving slowly to the next one. Participants are free to perform one or the other role during the session. It's up to them!

**Creating the agenda:**

The space has been opened for the whole morning to come up with workshop topics about the topic of this Open Space. Anyone who feels inspired and ready to offer one or more sessions is asked to write down a simple paper showing the title of the session and his or her name. After a short introduction to the whole group, one chooses a room and a time. When all individual sessions are fixed to the wall, participants' sign up for the sessions that they wish to attend. Participants then self-organise and start with the workshop they are interested in.

## Workshops:

Time/Place	A	B	C	D
10:20 – 11:05	Solutions to overcome constant or too complicated conflicts	Workcamps as a symbol of peace in conflict areas? How can workcamps be used as beneficial peace-building in a conflict area?	Do you have experience with workcamps in conflict areas? + Special skills to share regarding conflict resolution and workcamps	How the conflict in Jerusalem can be solved?
11:05 – 11:50	Multiculturalists identity – good or bad?	Can you be neutral in a conflict situation, should you be?	How are we able to keep our objectiveness? ...is it possible?	What is a conflict? Is it negative or positive?
11:50 - 12:30	With fun and leisure against the conflict	Body language and conflict resolution	What is waiting for us – peace or war? How can youth contribute in peace-building for Caucasus conflicts?	Are workcamps a possibility to have a right life in the wrong?

## Participants reports of one of the workshop:

### **How can the conflict in Jerusalem be solved?**

1. everybody should have the same aim
2. to understand other point of view

### **Main Problem is the land! To whom does it belong?**

Think of how a mother is solving the problem, when her children are arguing about a game

1. you can use it and then you can use it
2. if two are arguing, then a third is happy about it
3. to divide it into the middle
4. send everybody out and let them wait until they are no more aggressive, finally they have the same aim
5. campaign
6. The situation in Jerusalem is a circle of vicious, which just can be solved, when you break the circle in more than one point. You have to work on different to levels and dimensions in one time!!!
7. Do not focus too much on the past but on the future!!!
8. Government has the only right to decide about the land
9. Try to understand each party
10. Be aware of different types of conflict, which belong together or which are dependent (conflict of interests, identity, values, personal
11. It is hard to change the point of view and to empathise the other party  give them your glasses

### **Examples:**

Questionnaire about the opinions, visions, aims

- make inquiry in each part of Jerusalem  bring the answers together and publish it to everybody
- show the results to government, institutions, international organisations...

You lost your father. Do you also want to loose your mother? "

„Conflicts produce violence“

### ***Free afternoon:***



After the “Open Space Session” the group had a free afternoon in Strasbourg, ending with a dinner together, close to the cathedral with “tarte flambée”. Some of the participants used this possibility to visit the building of the Council of Europe, as you can see on the picture beside.

**Programme:**

Time	Content
08:30	Breakfast
09:15	Energizer
09:30	Intro to the programme and objectives, welcome and intro of Simona Costanzo-Sow of CCIVS
09:45	Intro of CCIVS, it's work in conflict areas and the co-operation with the Alliance
10:15	Presentation of the 2 <sup>nd</sup> edition of the booklet "Voluntary Service in Conflict Areas"
10:30	Group work on contributions, expectations and needs of the participants
11:30	Presentation and collection of the results form the working groups
12:45	Lunch
14:00	Presentations Positive and negative Practise Examples and tools to put ideas into practise
15:00	Project planning – Group work Part I
18:00	Reflection Groups
19:00	Dinner

**Objectives of the day:**

1. CCIVS - Alliance: Cooperation and Implementation
2. Positive and negative practise examples and tools to put ideas into practise
3. To start the project planning process

**CCIVS- Alliance: Cooperation and Implementation**

Simona Costanza Sow was invited to join the study session as an expert in her position as director of CCIVS, a network that co-operates with the Alliance and that has a lot of experience in the field of conflict resolution. She began the day by giving an introduction to CCIVS and their work (see appendix)

After the presentation, she asked a series of questions and people who could answer yes were asked to stand up. The idea of this was in order for her to gain a greater understanding of the level of involvement of participants in their organisations and networks.

The questions (and number of people who answered yes) were:

1. Who has heard about CCIVS before I came here? / 10
2. Who has participated in any activity run by CCIVS? / 3
3. Who has participated in more then 5 workcamps? / 6
4. Who has participated in workcamps in conflict areas? / 3
5. Who has led a workcamp in conflict area or had to mediate conflict in a workcamp? 8/16
6. Who is part of a training group in their organisation? / 21
7. Who is a member of staff? 12
8. Who has participated in an Alliance seminar or event? / 5
9. Who has represented your organisation at Alliance TM and GA? /2
10. Whose organisation is situated in a conflict area? /7
11. Who thinks that the EYC is a great place for seminar? / 21

Simona then presented the CCIVS booklet 'Voluntary Service in Conflict Areas'. CCIVS are hoping to update the booklet and wanted the input of the participants in this process.

Participants were divided into four groups by a game and were given 3 questions to discuss:

1. What kind of chapters would you like to find in a booklet for voluntary service organisations, which aims at facilitating their ways to deal with conflict on different levels?
2. What would be particular useful for your organisation?
3. What would you be able to contribute?

**Results of the brainstorming:**

- Definitions and theory (types of conflicts, types of approaches)
- Methods and approaches
- Guidelines
- For organisations/ camp-leaders
  - o Mediation skills
  - o Tips and tricks
  - o To link personal skills
  - o Conflict management, resolution + prevention
- For volunteers
  - o To involve them into the process through intercultural learning
  - o Games, exercises, energizers
  - o Link individual to global
- Examples, case studies, experiences
  - o Case studies of how conflict were solved
  - o Examples of projects – link theory and practice
  - o Ideas for future, follow up

**Other:**

- Create a network of organisation interested in issue/ touched by issue
- Publish booklet on web
- Focus on involvement of locals
- Selection of volunteers for such projects
- Conflict as a resource
- To work with traumatized people
- Subdivide levels – workcamp in conflict area, conflict in workcamp, communication + conflict + an interpersonal level
- Role of the workcamp (chance to have a neutral space)
- Issue of safety
- Set up a chat room

**Positive and Negative Practise Examples and tools to put ideas into practice**

The aim of this session was to give participants some first hand accounts from the prep team of their experiences in conflict areas. Osama, Corinne, Helen and Simona talked about their experiences respectively in Palestine, the Democratic Republic of Congo, Sudan and Palestine.

*Participants report: Helen, Osama, Corinne and Simona talked about their experience of voluntary work in conflict areas. And Simona gave us good advice:*

*You need to listen in order to HEAR  
You need to watch in order to SWITCH  
You need to observe in order to UNDERSTAND*

*Points from the accounts included:*

- *a foreigner can explain better to other foreigners what will be expected of him - orientation session*
- *not try to be adventurous and try to discover by yourself*
- *border officials might want to know the names of sending-organisation and why/what are you doing*
- *find some way to get news*

- *people with whom you are working must trust you*
- *be aware that you cannot solve the problem in your time*
- *work with emotional distance*
- *with the work in different groups, be sure every group has the same information*
- *be careful, because you don't know how you were introduced*
- *be humble and do not try to teach*
- *try to understand the interpersonal and intercultural issues*

**Major challenges:**

- I. *listen*  *watch*  *ask a lot of questions*  *understand the situation*
- II. *information is knowledge*

**Things to consider:**

- *Information about the host NGO and foreign country before is very important*
- *Locals identify you with an organisation and maybe they do not like it*
- *know the environment*
- *Be aware which organisation you represent, never forget where are you coming from*
- *Local transportation*
- *Be impartial/ neutral*
- *Respect of host organisation*
- *Orientation*
- *Preparation*
- *Prepared for the impact of the foreign country*
- *Be sure that your motives and the host NGO's motives are equal*
- *Knowledge/history of the country*
- *Try to learn about both cultures/ both sides of the conflict*
- *Build up/ establish common ground*
- *Build common trust*
- *Be open and transparent in your work*
- *Be prepared to be surprised*
- *Simple approach even to complexity - simple answers about complex issues*
- *Try to learn the language*
- *Expect the unexpected*
- *Establish support group/feedback*
- *Be careful, because you could put people at risk*
- *Go to learn not to teach*
- *Think twice, do not take unnecessary risks*
- *Be aware of being perceived as a stranger*
- *Aware of misunderstandings*
- *Cultural awareness appreciate*
- *Maybe locals do not want your help*
- *Research in advance*

**Kinds of work:**

- *international workcamps*
- *integration projects*
- *Youth Centres*
- *Trainings*
- *Children Projects*
- *Peace-Missions*
- *Volunteering in refugee camps*
- *Long term voluntary Service Coordination*

## Project Planning – Part One

Participants were asked to brainstorm different ideas as to what projects they would like to work on and implement within their organisations. The group came up with the following list:

- training seminar for conflict mediation
- long term project in Armenia: curriculum for peace education
- make movies from different countries - research
- media projects
- creating a world paper - weekly newspaper about conflict areas
- training courses for outgoing officers
- a case study trip to Cyprus
- workcamp for volunteers of conflict areas in a neutral area
- exhibition about positive images
- make identity projects in central Asia
- build a caravan and go in conflict areas to bring happiness
- international voluntary service with the topic of women and peace
- plan international camp for Balkan countries
- study session with volunteers of a Balkan understanding
- workcamp in conflict areas without focusing on the conflict
- conflict management
- educational work in non-conflict areas to publish the problems of conflict areas
- environmental workcamps in conflict areas
- publication project focusing on negative approach to conflict
- training for camp leaders who work in conflict areas
- information campaign for promotion in schools
- integration projects for migrants
- working with children in conflict areas
- projects about the conflict in western Europe
- support school exchanges to new members of EU

The ideas that individuals had come up with were then arranged into common topics and areas of interest. In the end four general areas were identified:

1. Training skills: conflict prevention; resolution; mediation
2. Perception of conflicts: changing images
3. Artistic expression
4. Workcamps in conflict or post-conflict situations

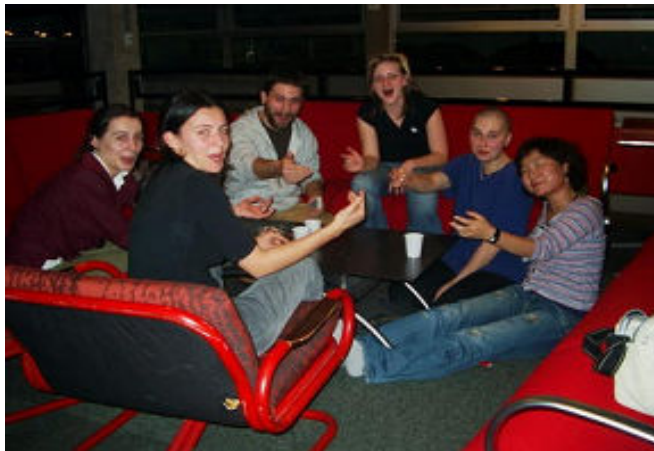
Participants were asked to join the group that they were most interested in working on. Groups could then split up as desired, but it was recommended that any group should have a minimum of three and a maximum of six participants. As people were interested in different topics, it was emphasised that it would still be possible to join working groups even if they hadn't been involved in the original planning. It was also emphasised that it would still be possible to work on any areas or projects that weren't able to be included at that time.

Participants then had the opportunity to start working on their projects, which they could work on until 11.30 the next day.

***Programme***

<b>Time</b>	<b>Content</b>
08:30	Breakfast
09:15	Energizer
09:30	Intro to the programme and objectives + Technical Information (reports, project proposal form)
09:45	Groups work on proposals
11:30	Presentations + feedback Type up in Action Plan
12:15	Personal Action Plan
12:30	Finishing comments
12:45	Lunch
14:00	Evaluation
16:00	Closing of the seminar
17:00	Preparation of "Farewell"
19:00	Dinner
21:00	Handover of Certificates and FAREWELL PARTY

Having spent the previous evening and the morning preparing their project, the groups then presented these in plenary and they were typed up into the Action Plan, which included a description of the project; who would be involved; who would be the lead organization (this organisation would be responsible for feedback to the Alliance); when the project would take place and what (if any) support was needed to carry out the project. The Action Plan in full follows.





## Action Plan

Project	Activities	Working Group	Lead organisation	When by?	Support needed
Moving Movie camp – Let the world come in	- Travelling workcamp: 7 volunteers and one leader, 7 workcamps in 7 villages in 3 countries (Slovakia, Serbia, Hungary). Volunteers will make a movie of the activities	Sasa (YRS), Barbi (INEX SL), Ivana (INEX SL)	INEX SL	Preparation – January 2007 Project – Summer 2007	
Training course in conflict resolution with a focus on negative approaches to conflict	- Training course - Produce a manual about negative approaches to conflict	Lena (Alt-V), Julia (EST YES), Latif (WAYN), HUJ, Sharon (Vive Mexico)	Alternative-V	Spring-Autumn 2006 – project writing and fundraising February 2007 – prep team meeting April 2007 – TC	
Raising co-operation between people in Serbia, Bosnia and Croatia	Three consecutive workcamps in the different countries – promoting the same message. Meeting of volunteers at the beginning and the end.	Tanja (YRS) and Gigi (Legambiente) – looking for partners for the project, Iryna (Alt-V) Sue (NICE), Malene (MS)	YRS	September 2006 – Prep meeting Summer 2007 - Project	Contacts for funding
Creative images in Central Asia and Europe	Gather participants from GB, Denmark and Germany. Project in Kyrgyzstan - with Kyrgyz youth. Seven weeks – preparation, workcamp, homestay, exploring. Creation of film and pictures. Awareness-raising campaign on return.				

Study visit to Middle East – changing perceptions towards conflict	Training for participants Study visit to Palestine Evaluations Follow-up activities in home countries			Project duration: 4-6 weeks Study visit: February 2007	
European Awareness in Youth Voluntary Work	School exchange with a focus on intercultural learning. 4 week programme – 2 weeks Macedonia, 2 weeks Germany.	Karina (BG), Natasa (IDSCS)		May 2007 – preparation meeting. Summer 2007 – exchange.	
Youth Exchange project – ARCO (Artistic Representations of Cultural Opportunities)	Youth exchange (15-25) in Tallinn, Estonia. Artistic workshops during project. Volunteers from organisations in Estonia, Finland, Italy, Germany.			Project – summer 2005	



## **Evaluation**

- Journey through the week
- Reflection groups
- Hot chair
- Pizza
- Letter to myself
- Written evaluation forms
- Pillow

There were various methods chosen for the session on Final Evaluation (oral and written, individual and in groups), so the participants got more chances for self-expression.

### **Journey through the week**

We gathered all together in the Austrian room, asked the participants to sit comfortably and close eyes. Playing soft music at the background the facilitators reminded essential events of each day of the study session, so it gave an overview of what happened in the group and what the learning points were.

### **Reflection groups**

We had a final meeting with the daily reflection group, so the participants could give feedback about the day and also close the week in their reflection group. Facilitators used different methods in each group.

### **Hot chair**

This was a short interactive method to evaluate certain points of the event, but mainly to move the people around.

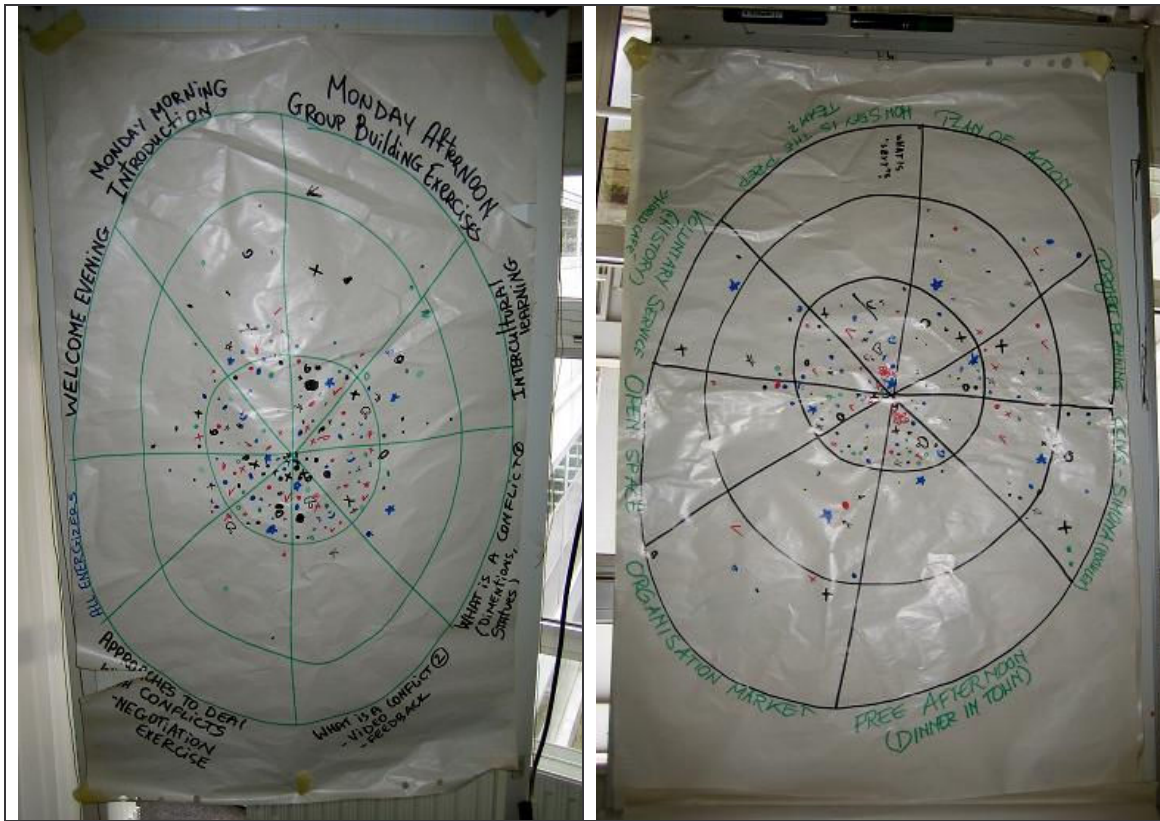
The facilitator was in the middle of the circle, telling some particular categories to be evaluated (like programme, content, leisure time, group etc) and the participants were asked to move as close as possible if they valued it very high and positively and respectively to move as far as possible if they did not like the named issue at all.

We have not asked the participants to comment on their allocations due to the lack of time, so this activity became more as an energizer for the group to move from one evaluation method to another.

The way this method usually works, is that the facilitator says just few categories to be evaluated and then the participants come up with their own categories. So the chair is open and it is “hot”, cause the issues are burning! And also the person who sits on it, won’t sit long there. After the category\issue to evaluate is said, participants move and freeze, so the facilitator asks different people (from the centre, middle and outside) to comment their positions.

### **Pizza**

This was a traditional visible anonymous method for evaluation on individual level, but within the entire group. There were images (one common for the whole group) of circles divided into different sectors, reflecting each session/element of the programme we had during the study session. Each participant was asked to mark each sector according to the value they give it: centre – liked it a lot, middle – could be better, edge – did not like it.



## Written evaluation forms

Meanwhile everyone also got a written evaluation form to be filled in and returned by the dinnertime. The results of the questionnaire have been collected afterwards. The prep team evaluated and summarized them.

## Letter to myself

This was suggested as an optional individual reflection: to write a letter for yourself to be received in 2 months time after the study session.

## Pillow

This was the final group gathering, official closing of the study session. The group was sitting in the big circle and we had a pillow in the very middle. Anytime any person could come to the middle, do with the pillow whatever he/she wanted and also say few words to the group (if wanted, of course).

## ***Outcomes of the study session***

Did the study session fit and fulfil its objectives? Did the content and the programme of the seminar fulfil the needs and expectations of the individual participants and the Alliance member organisations?

Besides the outcomes of the sessions, which are presented in the report already and the results of the evaluation, we conclude on the following results:

1. The objectives, which were set for the study session, were clearly reflected and applied in the programme. This approach met the expectations and needs of the participants.
2. The personal interest of participants, their active participation in discussions and sessions and their high motivation to work on the action plan and a follow-up proved that the current topic is relevant and topical for member organisations of the Alliance.
3. "Conflict Areas" have been defined by the participants regarding their understanding, approach and involvement within this topic.
4. Regarding interests of the Alliance organisations and profile of the participants of the seminar, the notion of "conflict areas" as it was stated in the topic of the study session got a broader approach: the programme did not focus on the "conflict area" as a particular geographic area, but rather studied the notion of "areas of conflicts" on different levels
5. Through a variety of methods and activities the participants experienced different ways to deal with and understand the meaning of "conflicts" better. Besides theoretical inputs of the programme they had time and space to share personal experiences of being involved in different areas of conflicts. This helped the group to deepen their knowledge about possible consequences of conflicts of different nature/happening on different levels.

- **Regarding future projects and the Action Plan:**

Looking at the project proposals and the prepared Action Plan which are included in this report - it is possible to say proudly that the outcomes are looking very promising! The discussion and the communication within the email group (which was set up by participants after the session) confirm a good follow-up of the study session. Group members are offering each other participation in the various projects, including the ones they initiated on their own. They also share information about seminars and interesting materials. Some sub-groups continue working on developing the project proposals fixed in the Action Plan started in Strasbourg.

Being realistic we have to admit, that not all proposed projects will find implementation. But the initiation, which has been made during this study session, makes an important and recognizable contribution to future projects within the Alliance and with partner organisations.

The co-operation with CCIVS on the 2nd edition of a booklet about "Voluntary Service in Conflict Areas" has been very fruitful during the Study Session. The results will be visible soon, after CCIVS finishes the booklet.

We are very happy that the Alliance had the chance to invite the CCIVS to participate in the study session by making an expert input. And the intellectual contribution done by the group to the named booklet will certainly strengthen the cooperation between the Alliance and the CCIVS.

- **Regarding a follow-up:**

As mentioned above, the email group of the participants and prep-team was set up by the end of the study session. It gives the opportunity to keep communication, to share material and information, photos of the study session and more. And currently the participants are in frequent contact exchanging emails.

Some participants of the study session presented the very first report, giving an oral feedback, only a few days after the seminar to the member organisations of the Alliance during the Technical Meeting, which took place in March in Belgium.

The present written report is an important step in order to work on the follow-up of the seminar. It will be distributed to all participants and all member organisations of the Alliance. Furthermore, this report is aimed at providing the readers with clear information about the issues covered during the study session, also detailed description of all elements of the programme and its outcomes in order to help the participants to work on a follow-up within their own organisations.

The report is also considered to be a helpful intellectual source for the Alliance to continue the work on projects within conflict areas, as well as to empower international workcamps as being a tool of conflict resolution and peace building, which was reconfirmed by participants during this study session.

With this Study Session, the Alliance made an important step within the field of its work in areas of conflict. This start could become a basis for future study sessions to develop and go deeper into the topic. Right after the seminar, the Alliance prepared a new application for a study session in 2007, being inspired by the results of this seminar, so the new study session would become a logical follow-up of the current event. The results and experience of this study session have been a main contribution of this application.

## Appendix

### Participants List:

No	Surname	Name	Organisation	Category
	Grassi	Corinne	EYC/DYS	Educational Advisor EYC
	Abu Katta	Osama		Expert
	Costanzo-Sow	Simona	CCIVS	Expert
1	Bartlett	Helen	Concordia UK	Team member
2	Arvaniti	Chrysafo	CIA	Team member
3	Kuzina	Anna	Estyes	Team member
4	Weber	Astrid	IBG	Course Director
5	Weber	Jenni	Allianssi	Participant
6	Bessonova	Julia	Estyes	Participant
7	Nobis	Scarlett Carina	IBG	Participant
8	Galdo	Alessandra	Legambiente	Participant
9	Lazzaro	Luigi	Legambiente	Participant
10	Valleperas Prats	Anna	COCAT	Participant
11	Müller	Maria	pro international	Participant
12	Volkman	Manulea	pro international	Participant
13	Schröder	Ina	IGJD	Participant
14	Madariova	Ivana	INEX Slovakia	Participant
15	Briedova	Barbara	INEX Slovakia	Participant
16	Hroneska	Natasa	IDSCS	Participant
17	Bodnar	Iryna	Alternative-V	Participant
18	Nahapetyan	Hasmik	HUJ	Participant
19	Vinichenko	Olena	Alternative-V	Participant
20	Ruse	Emanuela	Women Development Foundation	Participant
21	Mammadli	Leyla	Azerbaijan Youth Association Friends of Europe	Participant
23	Kim	Jihye	IWO	Participant
24	Bjelanovic	Tanja	Young Researchers of Serbia	Participant
25	Rakezic	Sasa	Young Researchers of Serbia	Participant
26	Sueyoshi	Kazuhiro	NICE	Participant
27	Mbengue	A. Latif	WAYN (Senegal)	Participant
28	Klem Thomsen	Frej	MS	Participant
29	Devald	Ida	MS	Participant
30	Pena	Sharon	VIVE	Participant
31	Poulsen	Rikke	MS	Participant
32	Adlem	Kirsty	UNA	Participant
33	Vladu	Louise Daciana	UNA	Participant
34	Post	Malene	MS	Participant

## Programme:

### “Voluntary service in conflict areas International workcamps as an instrument of conflict resolution and peace building”

Youth Directorate of the Council of Europe, Strasbourg – 5<sup>th</sup> – 12<sup>th</sup> February 2006

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
8.30-9.00 Breakfast									
9.30-12.30 (coffee break 10.45-11.15)		<b>Introductions</b> - Council of Europe, Youth Directorate - Alliance - Participants - Programme	<b>Intercultural            learning            elements</b>	<b>Approaches to            deal with            conflicts</b>	<b>Open space</b>	<b>Tools and            strategies            Putting ideas            into practise</b>	<b>Plan of action            Follow-up</b>		
12.30-14.00 Lunch									
14.30-18.00 (coffee break 15.45-16.15)	A R R I V A L of participants	<b>Group building</b>	<b>What is            conflict?</b> Theoretical basis	<b>Voluntary            service</b> Brief history Exchanges Practises Experiences	Free afternoon	<b>Putting ideas            into practise</b>	<b>Evaluation</b>	D E P A R T U R E	
18.15-19.00		<b>Reflection groups</b>						<b>Reflection groups</b>	
19.00-20.00 Dinner					<i>In town</i>				
Evening	Welcome	Intercultural evening		Organisations market	In town		Farewell party		





