International Voluntary Youth Projects as an educational tool to promote peace and understanding:

Exploring methods and concrete activities for applying concepts of ICL in daily practice through workcamps

Report of the study session held by
Alliance
in co-operation with the
Directorate of Youth and Sport
of the Council of Europe

European Youth Centre Strasbourg
24th June – 1st July 2007

Directorate of Youth and Sport
Direction de la jeunesse et du sport

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Executive summary

This study session builds on the result of the previous study session organised by the Alliance, by focusing on how to improve intercultural learning in daily practice in workcamps.

The study session included 35 participants and 5 team members, from Alliance member organisations, as well as other exchange networks and organisations. Most organisations work mostly with workcamps, while others focus on other types of voluntary service. The Alliance was given five places more, to invite other exchange networks to take part in the study session.

Initially the focus was on why voluntary service is used, what is it that we are all trying to achieve by organising these projects. Using the history of voluntary service as a staring point, the goal was discussed, including how this relates to intercultural learning. Using the previous experience of the participants, it was also discussed what motivates different people to take part in voluntary service projects.

To get a common understanding of some of the key issues related to the topic, the next sessions were then spend on different concepts related to the topic, such as culture, cultural diversity, intercultural learning and conflict transformation.

As all the organisations present are already working with intercultural learning in different forms, time was then spent sharing experiences, both good and bad. As part of setting the stage for the next part of the session, it was also discussed which actors involved in workcamps influence the intercultural learning that takes place.

The final part of the programme focused on developing concrete methods and activities that can be used to improve intercultural learning in workcamps. In small groups the participants worked on extending some of the methods that are already used in some organisations or designing new methods. All of these were written down so other organisations can use them.

The most important outcome of the study session is that the participants left the study session motivated to work on improving the way their organisations try to facilitate and promote intercultural learning in their projects, training, etc. Combined with a deeper knowledge of the role of intercultural learning, and ideas on how to improve it, this should enable them to make a difference in their organisation, and through trainings and seminars also help other young people.

A group of participants worked on how pre-departure training can be used to improve intercultural learning. Some of the ideas have been tested by some of the participants, and the ideas will be incorporated in the next study session organised by the Alliance, which will focus on this topic.

Another group worked on how to prepare workcamp leaders to facilitate intercultural learning and another group on how workcamp leaders can encourage participants to reflect during the camps. As several of the participants are involved in training camp leaders, these proposals are expected to be used when preparing camp leaders for the next season. As the Alliance is also considering running a common camp leaders' training, these results could also be used at the network level.

Another concrete result is that one of the groups, which was working on a training for trainers for camps leaders in workcamps which includes refugees as participants, are now trying to find funding for the project, so it can be carried out. Some of these results are also expect to be useful in the annual training for trainers organised by the Alliance.

These and the remaining results will be collected in a document, which will then be distributed to the participants and the Alliance members. At the end of the study session all participants received a CD with session plans for the entire study session, as well as various other material such as T-kits, and other publications which might be useful.

Ongoing evaluation was carried out during the entire session by having reflection groups at the end of each day, which was used to continuously adapt the programme to the needs of the participants. At the end of the study session both oral and written evaluations were performed. In general the evaluations were very positive, with all sessions being rated well by more than half of the participants, and an average rating for all session of four out of five.

Introduction

Aims and objectives

In February 2006 the Alliance organised a study session in cooperation with the Directorate of Youth and Sport about international voluntary service projects in conflict areas. One of the outcomes of the study session was that there was a need to focus on how to facilitate intercultural learning through daily practices during voluntary service projects. As a result of this outcome, and an assessment of the current needs of the Alliance member organisations, the topic for the study session described here was selected.

The aim of the study session was to study the notion of cultural diversity, and to reassess the concept of intercultural learning (ICL) in the context of voluntary service, in order to explore new relevant competences, methods and activities when dealing with intercultural learning processes in international voluntary youth projects. With the session the Alliance wanted to get a deeper knowledge about the topic of intercultural learning as it relates to the challenges we face in our international youth work: by analysing current practices, creating different ways of encouraging and implementing intercultural awareness among volunteers and local communities in their daily life in workcamps and other voluntary service projects.

The objectives for the study session were:
- to look at the aspects of intercultural learning in relation to aims of the voluntary service (international voluntary youth projects in particular)
- to deepen the knowledge of intercultural learning processes and issues of tolerance within youth projects
- to share examples, both good and bad practices and experiences in the voluntary service projects when dealing with intercultural communication
- to explore links between intercultural learning and non-violent conflict transformation and study the educational approach for implementing it in practice (during the youth projects)
- to work on concrete ideas of actions in the youth projects for promoting respect of cultural differences and intercultural learning competences
- to plan a follow-up (on individual, organisational and institutional /Alliance levels) with recommendations on each step, when preparing and running an international voluntary youth project (from recruitment of volunteers to evaluation of the project).

Participants

The study session was intended for active members of voluntary service organisations who are dealing with the international projects that are organised, i.e. volunteers, project leaders, trainers, or staff members, multipliers who are able to contribute to the study session and use the outcome in their organisation.

The participants' profile wanted for the study session was thus:
- Active member of an organisation dealing with international youth projects.
- Multipliers: volunteers, projects leaders, trainers or staff members who can use and help to spread the knowledge in their organisation.
- Motivated: interested in taking active part in the study session, and in using the output of the study session afterwards.
- Experienced: interested in contributing to the study session with their experience in the topic.

In addition to this, the diversity of the group and the ability of each participant to use the output of the study session were also considered.

Five places were reserved for participants from other exchange organisations/networks, and the study session included participants from both other networks such as SCI, CCIVS, SEEYN, YEU, and AEGEE, but also from other exchange organisations.

Content and flow

The programme of the study session can be divided into four phases.

Why voluntary service

Initially the goal of voluntary service was discussed, focusing both on why we organise it, how this has changed through time, and the personal motivation of young people taking part in voluntary service. The goal of this part of the study session was to get a common understanding of what we are trying to achieve, the role that cultural diversity and intercultural learning plays, as well as what participants are expecting, thereby setting the stage for the rest of the study session.

Culture, cultural diversity, intercultural learning & conflict transformation

Building on that the following sessions tried to widen the concept of culture, increasing the focus on cultural diversity in voluntary service, and look at how intercultural learning can be encouraged and facilitated in our projects. We then looked at conflict transformation, and then related that to how that can be used when trying to facilitate intercultural learning in voluntary service projects, thereby increasing the learning.

Sharing methods

As all organisations are dealing with cultural diversity and intercultural learning in their projects, trainings etc., time was spend sharing the methods used in the different organisations, focusing on different actors that play a role in the projects.

New methods

Based on the output from the previous sessions, the participants were given an opportunity to develop new methods and activities that can be used to promote intercultural learning. This output was then used in the follow-up planning, were participants were given an opportunity to start planning how these new methods could be used.

Programme – inputs and discussions

The following includes an outline of each session, as well as a summary of the outcomes/conclusions of the sessions based on the daily reports written by the participants of the study session.

Introduction

Introductions: People, CoE, Alliance

Introduction to the people who were at the sessions, the Council of Europe, the Alliance, the EYCS as well as technicalities such as travel reimbursement were made. Initial group building activities were performed the day before, but to get everyone started working together the session also included a group building exercise and introduction of each participant as well as each team member.

Introduction to the Alliance: a short presentation of the Alliance focusing on:
- What is the Alliance
- Who are the members
- What is the aim
- How does the Alliance work
- Why is the Alliance having this session

Introduction to the Council of Europe and the EYCS: Bastian the educational advisor made a presentation of the CoE and the EYCS, which included a quiz. The participants, who had been divided into small groups, had to answer questions about the CoE and the EYCS.

Technicalities: travel reimbursement, smoking, etc.

At the end of the session four committees were created:
- Social committee
- Reporting committee (writing daily reports)
- Energizer committee (prepare and facilitate energizers when needed)
- Time keeping committee (make sure people show up on time)

Aims, objectives, expectations

Aim: To get an agreement on what we are trying to accomplish
Objectives:
- For everyone to be clear on the aims and objectives of the study session
- To know the expectations of everyone
- To build trust within the group
- Think about common ways of working and fruitful cooperation.

Presentation by the team:
Initially the team presented their ideas about the study session focusing on:
- What is a study session and how is it different form a training
- The role of the team, and what do we expect from the participants
- Explanation of the aims and objectives of the study session
- Introduction to the programme including structure and flow, trying to relate each session to the objectives of the study session.

Expectations and contributions:
Initially the participants were given time to reflect on their expectations and possible contributions to the study session. They where then given post-its, and wrote both expectations and contributions down, and placed them on a large poster. Everyone had a chance to see what had been written down, and then the main topics were discussed in plenary.

Guidelines for fruitful cooperation:
To start the discussion on common guidelines the method dot-democracy was used. Each participant was given a piece of paper were they could write down one proposal for a guideline. The proposal was then put up on the wall, and everyone was given time to read the proposals. The papers that were used included: space for writing down a proposal for a guideline, a place were each participant could indicate whether they agreed or not, as well as space for commenting on strengths and weaknesses. So while walking around and reading the proposal each participant marked down whether they liked each proposal, as well as any comment they might have. Afterwards the papers were collected, and each proposal was discussed, and common guidelines were agreed on based on the proposals.

Why voluntary service

Initially the goal of voluntary service was discussed, focusing both on why we organise it, how this has changed through time, and the personal motivation of young people taking part in voluntary service. The goal of the part of the study session was to get a common understanding of what we are trying to achieve, the role that cultural diversity and intercultural learning plays, as well as what participants on a workcamp expect, thereby setting the stage for the rest of the study session.

Voluntary service – still relevant?

Aim: Get a common understanding of voluntary service, what we are trying to achieve, and its relevance today
Objectives:
- Know what voluntary service is
- Put voluntary service in a historical context
- Start reflecting on what is relevant today.

History: Five pictures from different points in the history of voluntary service were shown, while each photo was shown, a team member told part of the history of voluntary service. The history had been divided into the following five parts, matching each of the photos shown:
1. The first workcamp in 1920
2. The period between WWI and WWII
3. After WWII, lots of new organisation
4. 1948: CCIVS was created
5. 1982: the Alliance was created

Moving debate about voluntary service: The group was divided into two teams which discussed the following questions as a moving debate.
1. Workcamps are a way for rich kids to treat their guilty conscience
2. A workcamp is a peace-building tool
3. Workcamps are a service to the community
4. A workcamp is just a nice vacation
5. Volunteers are crazy to pay to work
6. International volunteers take away jobs from the local community
7. A workcamp in a developing country is development work.
Afterwards there was time for a debriefing.

Personal motivation of doing voluntary service

Aim: Getting a view of the motivation of doing voluntary service
Objectives:
- Starting self reflection on motivation for doing voluntary service
- Understanding of why people do this
- Why we learn from it, what makes it interesting.

Initially the participants spent 10 minutes by themselves reflecting on their own motivation for doing voluntary service. After that, the different types of motivation were collected in small groups on flip

charts. The groups discussed the results and the similarities and differences, ending up with a presentation for the other groups.

Culture, cultural diversity, intercultural learning & conflict transformation

Culture
Aim: Broadening the view of culture as being more than national identity
Objectives:
- Introduce the complexities of personal identities
- What does individual identities look like
- How does this relate to the context they live in.

The session consisted of two parts; an exercise called the onion and one called the timeline. Before the two exercises, as an energizer, the participants were asked to sit down with closed eyes, then wait one minute, and then open their eyes.

The onion: The onion exercise illustrates the idea that the human personality is made up of different layers. Each layer represents some influence that the person has received, starting from birth until the present day. In the centre of the onion you find the individual's birth, and early years going to the outside. The layers are divided into different parts, signifying the most influential people, activities or things during that period. Apart from this, the kind of person s/he is and the networks to which s/he belongs are determined by other factors such as gender and religion.

After an introduction to the exercise, each participant created their own onion, and was given time to fill it out. After everyone had had a chance to fill it out, the results were discussed, and the participants who felt comfortable doing so presented their onion.

Timeline: Every one of us experiences and interprets events in our lives very differently. This timeline exercise indicates which events have a significant impact on us. This exercise also helps to identify if there are global events that are significant to everyone in the group, or to see if there is a similarity between similar cultures. It also helps participants to realise that some important events are not linked to our national identity or to our religious beliefs and that cultures can share aspects, traditions, elements etc.

Each participant was asked to draw a timeline with events that have influenced their life. In five groups the participants were asked to find three common events which they all could agree on. While looking for the different events the participants were asked to compare similarities and differences within the cultures and maybe identify common important events. The activity then ended with a short debriefing session.

Cultural diversity
Aim: Common understanding of what cultural diversity means and what the word means
Objectives:
- Globalised environment
- Diverse societies, and in workcamps
- Diversity in roles, personal diversities

The session focused on getting a common definition of cultural diversity by focusing on the question: Which are the elements of cultural diversity. Initially the group was asked to tell about moments when they experienced cultural diversity, and this was then used as a starting point. Each participant was then asked to write down their ideas on pieces of paper. Once ideas had been written down, the participants were divided into five groups which had to agree on 7 answers of no more than 7 words.

Once the groups had agreed, the cards with the answer written on them were put on a sticky wall, and the similarities and differences were discussed. Time was spent on trying to categorise the possible answers, to give more clarity. Each of these clusters was the given a name, so that each name was answer to the question of the session.

The remaining time was spent discussing the consensus, and the view of cultural diversity that it represents. A part of the result is shown below:

Invisible	Half-visible	Visible
Personality	Subcultures from bikers to religion	Religion
Notion time	Gender roles	Language
Ideas, norms, values that influence our mind	Male and female in the society	Body language
Different ways of communication and relations	History	Symbols (Piercing, Tattoo)
Personal and cultural education	Society from family to parliament (social network)	Political system
Personal levels	Environmental Aspects of Geography and Relations to Nature	Ethnical composition
	Social Network (family, friends)	Access to information and education
	Psychological Aspects (humour)	Economical development
		Customs and visible expressions

Cultural diversity and voluntary service

Aim: Link the understanding of culture and cultural diversity to voluntary service
Objectives:
- Reflect on the diversity in the groups participating in voluntary service projects
- Relationship between local community and volunteers
- What does this mean for the projects we do (composition of groups, planning, types of projects etc.)

To start the session, a video about an SIW workcamp in the Netherlands was shown. In groups the participants were then asked to answer the following questions based on their own experience and the movie:
- What can be aspects of cultural diversity within a group of participants in a workcamp?
- What role does cultural diversity play in the relationship between a workcamp-group and the local community?
- What does this mean for our projects?

The results were summarised by the groups and written down on flipchart paper. Everyone then had time to read all the flipcharts, and add the following symbols:
- A heart for something they really liked
- A question mark for things that were unclear
- A flash if they did not agree

The results were then discussed.

Intercultural learning

Aim: To deepen participants knowledge of ICL
Objectives:
- What is the goal of ICL
- What is needed for ICL to happen
- What promotes/Facilitates ICL

Paper carrousel: Before the session four posters had been prepared, with one of the following questions written on top of the page:
- What is ICL according to you?
- What is needed to develop a real ICL experience?
- What are the goals of ICL?
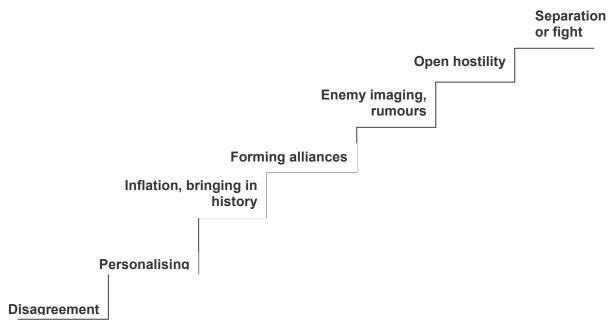- What is needed to facilitate an ICL process?

The participants were divided in four groups, and each group was given one of the posters. The groups then discussed the question writing down their opinions on the poster. Once each group had had time to discuss the question, the posters were rotated, so each group got a new question. The groups started by going through what the previous groups had written down, and then adding or commenting on that. This was repeated until all groups had had a chance to comment on all the posters. The groups were then asked to present the final poster they had, summarising the entire poster. After each presentation there was time for the entire group to discuss the result.

Conflict transformation

The two sessions on conflicts and conflict transformation were carried out by Behrooz Afshari, who had been invited to the study session as an expert for these sessions. The sessions started with a presentation of the conflict staircase:

1. **Disagreement about codes:** We want the same thing. But the way to approach it is different.

2. **Personalising the problem.** It is the other's fault, the other is stupid, and the other is the problem rather than the issue. (This depends on the majority-minority context)

3. **The issue is inflated**. More problems and disagreements occur and old ones are brought in. "You always want to be the Bosses and *we know* that you are against us."

4. **The dialogue of the deaf/Ghetto.** Each party gather around and seek alliances with their own friends, talk about rather than with each other and communicate through action: Turn their backs to each other, provoke the others.

5. **Making an enemy image.** The counter part is a terrible person. Now the parties only focus on the last thing that happened: The provocations! The original picture is forgotten or distorted.

6. **Open hostility.** The aim is to hurt the counterpart. If somebody in the group tries to be more diplomatic and tone down the tension, or tries to see the others' point of view they are looked upon as traitors.

7. **Physical separation/physical fight.** There is not enough space for both of us: the authority separates them, change places/spaces, violence, war....

```
                                                              Separation
                                                               or fight
                                              Open hostility
                              Enemy imaging,
                                  rumours
                 Forming alliances
        Inflation, bringing in
                history
     Personalising
Disagreement
```

After that Behrooz made a presentation on conflict transformation, and tried to use input form the participants about their experiences to illustrate the points.

The second session was used for the game mono-multi, an exercise in which three different cultures meet and have to co-operate/communicate under difficult cultural circumstances. The exercise started with the story:

"Due to an enormous storm a ship goes down to the bottom of the ocean. The passengers manage to reach a desert island. It seems also other ships wrecked because other groups from other ships managed to get there too.

The island is very mountainous and there seems to be only one spot where it's possible to live, which means that the passengers from three different cultures have to live together. Because of the location of the island it's not expected that help will arrive before the end of next month. So they have to survive for at least five weeks. Food doesn't seem to be a problem. There are lots of fruits growing and all kind of animals to hunt.

The first concern is to build a shelter where all people can sleep and hide in case of heavy rain and storm and which can protect them against wild animals. It's important to do this as fast as possible because this area is known for sudden changing in weather conditions. They'll have to do it together because there's not enough space and material to build more than one shelter. The material for building the shelter: cardboard, scissors, glue, rulers and pencils. The shelter must be stable and should at least be 50 cm high and 100 cm wide. It should have a roof and of course a door. They have 30 minutes to build the shelter."

The participants were then divided into four groups, each of which received a role. Three groups received a role card describing their culture/behaviour codes/belief. They were then given 15 minutes to prepare/practice. The fourth group were reporters taking notes during the exercise.

During the preparation the reporters were asked to focus on:
- How did the group manage to get into their new culture?
- How do they "practice" their culture?
- How do you think they accept their new culture?

During the building process they were asked to focus on:
- How did the different cultures react towards each other?
- Did cultural differences play a role in working successfully together?
- What main problems or conflicts did they meet in dealing with the other cultures?

After the time for building was over the participants met back in their groups to discuss the following:
- How did you feel during the simulation?
- Are you happy about the shelter that you built?
- What do you think about the construction process?
- Were there moments where you felt insecure or not respected?
- What do you think are the characteristics of the other cultures?

The final debriefing took place in plenary discussing:
- Can you see a link between this simulation and reality?
- What can we learn from this simulation?

Summary

As we reached the midpoint of the study session some time was spend summarising the work until then. This was done by going through the aims and objectives of the study session and the flow of the programme again, focusing and what had been done already, and what we still had to work on. Then we focused on the main concepts that had been discussed until then, such as culture, cultural diversity, intercultural learning, and conflict transformation.

Sharing methods

Good and bad practices

After dividing the participants in four groups they were given time to discuss the following questions:
- What are your best ICL activities
- What can make ICL as a negative experience in workcamps
- How does you organisation promote ICL in its workcamps
- What are the competences thought to leader to facilitate ICL
- What are the competences thought to participants
- How was the interaction with the local community used?

The facilitators of each group tried to focus the discussion on the practices of the organisations present, so the result at the end of the session was a better knowledge of what the other organisations present does to promote intercultural learning in their projects.

World Café

The participants then, in one big group, brainstormed on the actors that influence a workcamp:
- Volunteers (participants)
- Camp leader
- Local community
- Coordinator
- Sending + hosting organisation
- Staff
- Local administration
- Project partner (partner organisation)
- Trainers of camp leaders
- Media
- People you are working with or for
- Those who provide money
- Physical country conditions
- Networks of organisations

After some initially discussion on who of them could improve intercultural learning in the projects, it was decided that the major actors to focus on was:
- Participants
- Leader
- Organisation
- Local Community

The results of this were used for a World Café focusing on the four main actors' role in improving intercultural learning in workcamps.

Four tables had been set up, each with a poster with one of the actors written as a heading. The participants could then choose which table to sit at, and was then given time to discuss the questions, while a facilitator wrote the results down. After some time, everyone moved to a new table, the facilitator summarised the previous results, and the new group could then continue the discussion.

After everyone had had a chance to contribute to all four posters, the results were summarised, presented and discussed.

Summary of results:
Camp leaders:
- training (including short course on global education and simulation of WC, ideally they would participate in international trainings)
- Communication with key people
- Evaluations and reflections during the camp
- To prepare and provide info for participants
- Plan activities
- Teach basic words of local language
- Have and use concrete methods of ICL
- Visit local partner and see how things are (information about local community)
- To invite camp leaders from other countries, not only native ones.

Local community:
- Preparation meetings
- Promotional material
- Evaluation after the WC (if they want to repeat it...)
- Preparation with local media
- Exchange of experience with different local partners.

Volunteers:
- Preparation for specific situation within WC

- Information about customs, tradition, dressing…(culture) of the local community beforehand (in the info sheets)
- Getting information from previous volunteers (those who were in the same project, country… before)
- To receive training, reflection, evaluation during project
- Common planning of activities
- Basics of language of community
- Bringing their games, pictures…
- Information about hosting org.
- Seminar after workcamps
- Contribution to leaders training

Organisation:
- Make training for leaders
- Evaluation after camps
- Support leaders in planning of activities during WCs
- Work with info from previous leaders
- Evaluations of local community (based on report of camp leader) and volunteers…
- Invite the participants and leaders to share their experience
- Make clear agreement with local community (local partner)
- Meeting of host organisation and local partner
- Make sure that they send enough arrival info for volunteers (including pre-departure information to participant from sending organisation based on evaluation from former participants)
- Having international networks and exchange info and examples

New methods

Working on concrete methods and activities

Aim: Create concrete descriptions of activities, methods and approaches of ICL in work-camps. Objectives:
- Establish a work environment that encourages constructive and effective work.
- Facilitate participants work process aiming at designing great new activities and approaches to ICL in work camps

To start the day, a presentation of how to develop methods and activities was given, and the participants were shown an example of how a session plan for an activity can look like.

The results of the World Café had been written down and summarised, and put on posters in the room. Some of the headings were:
- Activities handbook
- How to facilitate reflection in a workcamp
- Emergency kit for participants to rescue workcamps without ICL
- How do you prepare volunteers for a workcamp.

The participants were then given time to have a look at the posters and discuss what they would like to work on for the rest of the day. After a short coffee break, the participants could either form groups to work on the heading listed on the posters, or form groups on other topics.
The groups then had the rest of the day to work on a method, activity or approach that could be used to facilitate intercultural learning. While each group worked, the prep-team was available to help with any question that showed up during the work. The following groups were formed:
- Pre-departure training for participants
- Training of workcamp leaders
- ICL handbook with tools/activities
- Working with the local community
- How to make participants reflect on ICL during a workcamp
- Reflection and evaluation
- How to use art to encourage reflection

- Methods: active listening, public meetings, conflict transformation.

Presentation

Each group was given the chance to present the result of their work the day before to the rest of the group. This was done by each group making a poster, and one person staying by the poster explaining what they had done, while the others moved around giving feed-back to the other groups. So by the end of the session everyone had had a chance to see what the other groups had done, and to get feed-back on their own work from the other participants. As all the descriptions had also been given to the prep-team, each group also got feedback from the team.

After this session the groups were given time to update their descriptions based on the feedback they had received.

Follow-up

Aim: Planning the follow-up
Objectives:
- Provide the tools needed to plan follow-up
- Get process started

Each participant was handed a piece of paper with a table of rows named: short, middle, and long term; and columns named: personal, organisational, inter-organisational, and network. They were then asked to fill out each cell of the table with their idea for follow up at a given level at a given time scale. Once the participants had written down their own follow-up plan, they were asked to choose the follow-up activity they would like to focus on, and write that down.

Based on this the participants were divided in groups, and were given the task to write down a project plan for the activity they had chosen. The plan included:
- Name of the project
- Date
- People involved
- Main aim
- Objectives
- People / groups / organisations involved in the project
- Needs of the people involved
- Activity plan

At the end the project plans were presented.

The campaign

The "All different all equal" campaign was presented by the educational advisor.

Evaluation and closing

Summing up

Before starting the evaluation of the study session, the entire study session was summarised, by asking the participants to lie down, and then reading a summary to them as a story.

Reflection groups

During the entire session the participants had been divided into reflection groups with one facilitator in each. Each group had spent half an hour at the end of each day reflecting on what had taken place during the day. In addition to given the participants a chance to reflect, the reflection groups was also used for daily evaluations, which provided feedback to the prep-team about the progress of the study session.

As the start of the evaluation of the study session the reflection groups met again, this time focusing on the evaluation of the study session.

Evaluation exercise

Two chairs were placed at either end of the room, and the facilitator asked an evaluation questions, and after each question the participants would stand at the point between the two chairs which represented their opinion.

Closing exercise

As a closing exercise everyone wrote down one or more statements they wanted to share with the rest of the group on a paper flower. Once the statements had been written down the flowers were folded up and but in trays with water, which caused the flower to open up. Everyone could then walk around and read the statements.

After the closing exercise the participants handed out the certificated to each other, and each participant was also given a CD with all session plans and handouts from the study session, as well as other material such as CCIVS publications, T-kits… Everyone was also given a written evaluation.

Some of the things said/written during the evaluation were:
- will include more ICL activities in training courses for workcamp coordinators
- will include more ICL activities in workcamps
- will share the new knowledge with colleagues and partner organisations
- will realise with other represented organisations one of the projects developed during the session
- will evaluate the ICL process in the organisation's projects once back home
- will get more involved in their sending organisation

The written evaluation asked the participants to rate different parts of the session on a scale from 1 to 5, with one being bad and five being good. The overall result was 4,0, and for all activities more than half of the participants gave a rating of 3 or higher.

Main outcomes of the study session

The most important outcome of the study session is that the participants left the study session motivated to work on improving the way their organisations try to facilitate and promote intercultural learning in their projects, training, etc. Combined with a deeper knowledge of the role of intercultural learning, and ideas on how to improve it, this should enable them to make a difference in their organisations, and through trainings and seminars also help other young people.

During the last part of the study session, the participants were split into small groups, each working on different ways of facilitating intercultural learning in international voluntary service projects. Each group wrote a description of their proposal, which was then presented to the other groups, and edited based on feed-back from the other groups and the prep-team. This includes proposal for a new training for trainers, ways of including intercultural learning in workcamp leaders training, and ideas for preparing volunteers.

As part of these sessions on developing new methods, descriptions of all new methods/activities were written down, and then edited based on feed-back from the prep-team and the other participants. Some of these descriptions have since been used by some of the participants in their organisation. In addition to this the descriptions will be distributed to all Alliance members, so other organisations can also benefit from the work done.

The ideas that focused on how to improve intercultural learning in international projects be preparing participants, will be used in the preparation of the next study session which focuses on preparation of volunteers and how that can be used to improve participation and intercultural learning. Some of the participants who worked on these proposals will also take part in that study session.

The participants who worked on a proposal for a new training for trainers, have since the study session continued working on the project, and are currently working on how this can be organised and how it can be funded.

Follow-up activities

Individual

Several participants left the study session with very concrete ideas on how they could use the outcome of the study session. In addition to this, a lot of people were motivated to be more active in their organisation, and for some in the Alliance. One example of this is trainers, who see an opportunity to use some of the outcome in one of their future trainings.

Member organisations

Several of the participants are trainers in their organisations, so the outcome of the session is expected to be used in future trainings of the member organisations. This includes preparation seminars for volunteers and training of future camp leaders for work camps.

Alliance

Some of the participants focused on the preparation of volunteers for international voluntary service projects, and how preparation seminars could be used to increase ICL during the projects. As the Alliance will be organising a study session focusing on preparation of volunteers in February 2008, the outcome of this will be used in the planning of the next session.

Several participants worked on ways that the training of camps leaders can be improved, so the camp leaders are better prepared for facilitating intercultural learning during a workcamp. The Alliance usually runs one training for trainers a year and the outcome will be used in the planning of the future training for trainers.

In addition to this the study session will provided input to the Training Needs Working Group in the Alliance, helping the Alliance focus future training activities.

Networks

As a part of the study session a group of participants worked on how a training for camp leaders focusing on inclusion could be structured, and thereby improve both inclusion and intercultural learning in workcamps. The group, which included both participants from Alliance member organisation as well as a participant from SCI, is currently working on realising this training,

Some of the proposed follow-up projects are related to how participants are prepared for international voluntary service projects. This fits very well with the next study session of the Alliance, which focuses on preparation. And the output of this study session will therefore be used when planning the next. Some of the proposal was already been tried out in a preparation seminar for volunteers, and the feed-back from this will also be used.

Appendices

Final programme
List of participants

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00					Breakfast			
9:00-10:30		Introductions: People, CoE, Alliance	Culture	Intercultural Learning and Conflict Transformation	Summary / Exchange of good and bad practices		Presentation of methods and approaches	
10:30-11:00		Coffee	Coffee		Coffee		Coffee	
11:00-13:00		Aims, objectives, expectations	Cultural Diversity	Conflict Transformation	Good and bad practices	Working on concrete methods of approaches for ICL in Voluntary Service	Planning the follow up	
13:00-14:30	Arrival	Lunch	Lunch	Lunch			Lunch	Departure
14:30-16:00		Voluntary Service - still relevant?	Cultural Diversity and Voluntary Service	Free Afternoon	World Cafe		All Different, All Equal Campaign / Reflection Groups	
16:00-16:30		Coffee	Coffee				Coffee	
16:30-18:00		Personal Motivations of doing Voluntary Service	Intercultural Learning				Evaluation and Closing Ceremony	
18:00-18:30		Reflection groups	Reflection groups		Reflection groups			
18:30-19:00		Free time	Free time		Free time	Dinner	Free time	
19:00-20:00	Welcome Evening	Dinner	Dinner	Dinner in Town				
21:00-???		Party!					Farewell Party	

List of participants names, organisations and countries

Participants

Name		Organisation	Country
Dmitri	Kopitov	SAEM	Georgia
Maja	Jacobsson	CCIVS	France
Olga	Terna	Alternative-V	Ukraine
Natalia	Piliugina	Alternative-V	Ukraine
Anna	Golubovska	Alternative-V	Ukraine
Sladjana	Dronbnjak	YRS VSS	Serbia
Alban	Krasniqi	Kosova Youth Network SEEYN	Albania
Scarlett Carina	Nobis	IBG	Germany
Manuel	Zschintzsch	IBG	Germany
Ruth	Zimmermann	IJGD	Germany
Maiju Anni Maria	Hämäläinen	Alliansi	Finland
Niko	Torvinan	Alliansi	Finland
Dania	Iliopoulou	CVG PEEP	Greece
Myrto	Tsoukia	CVG PEEP	Greece
Evangelos	Haviaris	CVG PEEP	Greece
Gordana	Gancheva	OVR Kavadrci	Macedonia
Anna	Dolinska	FIYE	Poland
Saliha	Metinsoy	TOG	Turkey
Natalia	Nikitina	SFERA	Russia
Helle Gerber	Nielsen	MS	Demark
Laura	Cattell	Concordia UK	UK
Jose	Alfonso	VIVE Mexico	Mexico
Hung Jung	Park	IWO	Korea
Noriko	Yoshimoto	NICE	Japan
Rein	Bibikov	EstYes/ALPS NGO	Estonia
Liudmila	Bobu	Resurse	Moldova
Wils	Jeroen	SCI	Belgium
Elin Sigridur	Sævarsdottir	SEEDS	Iceland
Maria H G	Knippenbergh	AEGEE	France
Agata	Patecka	AEGEE	Poland
Blendi	Dibra	AEGEE	Albania
Nur	Yildirim	Community Volunteers	Turkey
Sara	Tognon	Lunaria	Italy
Francesca	Magarotto	Lunaria	Italy
Jana	Maresova	INEX SDA	Czech

Team

Name		Organisation	Country
Elisa	Chiodi	CCIVS	France
Marietta	Protonotariou	CVG PEEP	UK
Dines	Justesen	MS	Denmark
Ina	Schröder	IJGD	Germany
Maloe	Klaassen	SIW	Netherlands

Educational Advisor: Bastian Küntzel
Supervising Educational Advisor: Iris Bawidamann