



of European
Voluntary Service
Organisations

ALLIANCE GUIDEBOOK



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Alliance Guidebook 2021

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PART I - General Information

1. The Alliance

1.1 History and Aims

The Alliance of European Voluntary Service Organisations (Alliance) was founded as an NGO in 1982 by seven voluntary service organisations as a network of national and independent organisations dedicated to international voluntary service (IVS). It was meant to serve as a technical platform for the exchange of volunteers for workcamps.

Since then, more and more organisations joined the network (in 2017, the Alliance is composed of 50 members from 28 countries). The members began to cooperate closer, developed common standards for workcamps, campaigned together for youth and volunteering related topics towards decision-makers. Nowadays the Alliance is a European based, international non-governmental youth organisation that functions as a cooperative network.

“The Alliance consists of like-minded national organizations involved in International Voluntary Service, in particular short-term voluntary projects – workcamps, as a tool of non-formal education and open space for informal learning. Alliance members support and encourage local communities in organizing voluntary projects that answer the needs of the community and foster the active participation of citizens, especially young people, allowing them to encounter and understand different cultures and people. Through International Voluntary Service Alliance members promote intercultural understanding, peace, democratic participation and equality, in the spirit of respect for universal human rights.

The aims and objectives of the Alliance are:

- (i) To provide voluntary service organisations with opportunities to discuss and exchange experience and information within Europe.
- (ii) To facilitate and improve the co-operation between voluntary service organisations.
- (iii) To promote and work together in the field of International Voluntary Service, primarily on the issues related to intercultural understanding, peace, active citizenship, social inclusion, respect of human rights, gender equality, youth mobility, sustainability, recognition of non-formal education.
- (iv) To look after the interests of its members through exercising influence on international bodies involved in voluntary service, youth policy, youth training and youth exchange, as an initiative for the furtherance of International Voluntary Service.
- (v) To inform members about debates and developments at a European and non-European level which are of relevance to the Alliance members.
- (vi) The Alliance aims at the widest possible co-operation at a European and a non-European level.
- (vii) The EC ensures that the functioning of the Alliance is in accordance with the common interest of its members.” *Constitution, article 2.2*

The Alliance is based on membership but is open to cooperation with other partners in the field of

international voluntary service.

The Alliance functions through a fully democratic process: each year the members participate in a General Assembly through which the annual Plan of Action is debated and approved. An Executive Committee (EC) made up of five permanent positions (President, Vice President, General Secretary, Treasurer and Vice President for External Relations) is elected every two years to guarantee the implementation of the Plan of Action. Working Groups are also formed each year to focus on specific working areas and priorities of the network.

1.2 Membership, partner and Guest Status

1.2.1 Membership¹

Membership of the Alliance is open to national organisations involved in international voluntary service. Member organisations promote international understanding, peace and voluntary service which enable people, particularly young ones, to encounter and exchange with different cultures. Full membership is open to organisations from a member state of the Council of Europe but organisations from other countries can become Associate Members.

New organisations willing to become full or associate members need to have carried out international voluntary service in their own country for at least two years and to have an exchange relationship with Alliance members. They are first welcomed in the network as Candidate Members. After two to five years, they can apply to get the full or associate membership status, which is decided by the General Assembly (GA).

The rights of the members are:

- Participate and host all Alliance events and projects
- Be represented by the Alliance at the European political level
- Have the right to vote at the General Assembly
- Be elected at the Executive committee (position being restricted for Associate members)
- Make proposals for constitutional changes and changes of the standing orders
- Make proposals to Executive Committee for decisions at the General Assembly or Executive Committee
- Propose and coordinate working groups, seminars etc.
- Receive support in case of problem
- Use the centralized database network and website
- Propose updates of all technical matters
- Propose new organisations for invitation list or membership
- Use the Alliance as a medium for the exchange of human resources and experiences
- Receive information and influence on international organisations, which the Alliance is in contact with
- Have their organisation included in the Alliance publicity

1.2.2 Partner and Guest status²

¹ Further information on membership can be found in the Standing orders (chapters 2 and 3).

² Concrete Information about application procedures for guests and partners can be found in the Standing Orders (chapter 11 and 12) as well as application and support forms (Appendix 11,12).

The Alliance also has official partners, with whom the members exchange volunteers more often. A partner is an organisation involved in International Voluntary Service, implementing workcamps, currently working with Alliance members and well known by the Alliance because they have already joined events they were invited to; moreover they already respect and follow Alliance Quality Charter. Partners have permanent invitation to one of the main Alliance events, the yearly Technical Meeting of IVS organisations.

New organisations, already working in the field of international voluntary service activities or planning to do so, can apply to become guests. The guest status entitles organisations to a one year participation to Alliance events. In order to become guest, an organisation needs at least the support of five member organisations that have experience in cooperation with this organisation. Additionally, a tutor from one member organisation is needed to supervise the cooperation. The GA decides on the acceptance of a guest application. The main criteria for this decision are the quality of the work and the potential of co-operation within the Alliance. A guest organisation automatically loses this status after one year and can reapply by reporting about the quality and quantity of exchanges. An organisation can be accepted as guest for a maximum of three years. It is expected that, after three years of being guest, an organisations applies for partner status if it fulfils the criteria (see procedures for Partners).

A list of the network's member organizations is published on the Alliance website every year after the General Assembly (GA).

1.2.3 Involvement programme

According to the Congress resolutions the Alliance is expected to grow through the involvement of new organisations. Alliance General Assembly 2014 decided to mandate the Alliance Development Committee to implement and follow up an involvement incentive system of new organisations not cooperating yet with the Alliance and preferably based in European countries where the Alliance does not have members and partners (GA decision downloadable by MOs at this link: <https://goo.gl/atP3iW>).

The Alliance **Involvement Program** aiming to open new partnerships for the network was launched for the first time in 2015 with the first objective of mapping possible new partners that could potentially become members in the future.

The IP is a 2year process that consists in researching new organisations and supporting them to organize IVS activities with Alliance members.

Those organisations have a specific status, the « coup de coeur » guest status, and therefore they are:

- invited to capacity building and contact making Alliance events, with priority access over partners and guests;
- they commit to organize at least one workcamp (following the Alliance Quality Charter) each year;
- A buddy organisation is appointed to support them.

Since 2015, several organisations have reached the Alliance through the Involvement Programme.

All organisations interested to contribute to the programme are kindly invited to contact the Alliance Develop Committee at adc@alliance-network.eu

1.3 Management and structure

1.3.1 General Assembly

The highest decisional body in the Alliance is the General Assembly (GA) of members, which takes place every year in November. It is a statutory meeting where all members (only members) are encouraged to participate. All full and associate members are entitled to one vote. Each and any member or Working Group/Committee can submit proposals or motions for adoption.

The GA evaluates the projects run by the Alliance itself or by the members and plans the future activities and priorities of the network. Apart from electing the Executive Committee members, the GA appoints several positions to individuals mandated by member organisations to represent the network, coordinate groups or develop specific tasks.

These positions are:

- coordinators of the Working Groups and Committees (with one-year-mandate)
- Statistician
- Internal Auditor
- Board of arbitration

The GA also appoints the network member organisations hosting two staff positions (Secretary and Course Director) and decides where the next meetings will be held.

At the Alliance General Assembly in October 2017, the Gender Equality Working Group carried out its first gender watch in the Alliance history. The aim of the gender watch was to measure the active participation of male and female delegates of the member organisations on the network's most important discussions and to raise awareness on gender equality within the network.

The gender watch took place on the third day of the General Assembly where many important changes on the guidebook were discussed. The watch lasted approximately 2 hours. The results were showing the big difference on participation level between male and female delegates of MO's.

The gender watch was carried out by a member of Gender Equality Working Group and one member of Acces4All Working Group.

1.3.2 Executive Committee

The Alliance Executive Committee (EC) is in charge of the management and the operation of the network according to the strategic plan of action (PoA) adopted by the General Assembly (GA). Every year at the GA the EC gives account of its work in form of reports.

According to the Standing Orders, the responsibilities of all the EC members are as follows:

- represent the Alliance in meetings, and ensure feedback into the Alliance
- co-ordinate non-EC members involved in the implementation of Plan of Action
- co-ordinate working groups appointed by the General Assembly
- confer with hosting organisations on preparation of events

- ensure accurate production of the GA minutes or other constitutional meetings
- stimulate strategic developments of the Alliance
- collect the proposals for constitutional changes
- encouraging new membership
- ensure the continuity of respective position in the EC by recruiting and preparing new members to carry out the duties after new elections to the EC
- take ad hoc tasks decided in the EC

The EC is also the first forum to contact in case of conflicts between members that concern the Alliance and its functioning.

In reality, on a day-to-day basis these tasks are distributed between different EC members. All members of the EC, however, take decisions collectively - this means that, apart from specific tasks, all the EC members have a responsibility of general decision-making/management in the Alliance. The EC consists of six members:

- **President (P):** The president is responsible for the overall representation of the Alliance and common cooperation between members. The president is responsible for the work of the EC and represents the network legally.
- **Vice-President (VP):** The role of the Alliance Vice president is to be a contact person for the Alliance projects and to ensure coherency and communication between working groups.
- **Vice-President for External Relations (VPER):** The Vice-President for external relations is responsible of external representation and external policy of the Alliance.
- **Treasurer (T):** The treasurer is responsible for the finances of the Alliance. He/she administers the accounts and proposes short- and long-term financial policies.
- **General Secretary (GS):** The role of the Alliance Secretary is to manage the general means of the Alliance (writing applications and reports, maintains voting, keeps archive and website up to date, etc.). The General Secretary coordinates the work of the Alliance Secretary.
- **Additional Member (AM):** The General Assembly decides every year whether to open a position for Additional Member, who would assist the EC in specific tasks and/or be trained to undertake a future position in the EC.
- **Alliance Secretary (AS):** Non-elected and non-voting member of the Executive Committee, in charge of supporting the EC in the daily tasks (projects applications and reporting, communication tasks as newsletter preparation and website update, attendance of Alliance events and projects meetings, report of the meetings, support to organisations hosting Alliance events...).

The Alliance EC is also supported by Alliance Course Director (ACD) and Alliance Financial Assistant (AFA).

1.3.3 Management Committee

The Management Committee (MC) is the consultative body of the Alliance. It is formed of the coordinators of the Working Groups and Committees, and the EC members.

It supports the EC in decision-making and provides for broader involvement of the Alliance members in the strategic management of the network. Its tasks are:

- to support execution of the Alliance Plan of Action,
- to strengthen connection between the Alliance Executive Committee and Working Groups,
- to ensure consistency of the Alliance events,
- to facilitate information flow between the Executive Committee, Working Groups and the Alliance members,
- to discuss main proposals and issues for the General Assembly, e.g. budget, Plan of Action, changes in the Constitution and Standing Orders,
- to prepare potential Executive Committee members.

1.3.4 Working Groups, Committees and Task Forces ³

The Alliance is a network for its members and by its members, promoting democratic competences among young people. The Alliance is very proud to have succeeded over the years in engaging in its management and development an impressive number of staff and volunteers, mainly through the Working Groups and Committees.

Since 2019, these are³:

- **Alliance Development Committee (ADC)**: It focuses on the strategic development of the Alliance and IVS movement in general
- **Access for All Working Group (A4AWG)**: It is in charge of implementing the Alliance Accessing Policy.
- **Environmental Sustainability Working Group (ESWG)**: It is in charge of implementing the Alliance Sustainability Policy.
- **External Relations Committee (ERC)**: It focuses on the external representation of the network, campaigns and use of social media and is closely cooperating with the Vice President on External Relations (VPER).
- **Gender Equality Working Group (GEWG)**: It promotes gender equality as one of the core values within the Alliance and to assure the development of the network and its member organisations with regard to the topic.
- **Alliance Monitoring and Evaluation Committee (MEC)**: As a follow-up to the 2019 Task Force on Monitoring and Evaluation and as output of Congressino 2019, the newly established Monitoring and Evaluation Committee is in charge of several conceptual as well as hands-on tasks related to M&E.
- **Staff Development Working Group (SDWG)**: It takes care about the quality of the concrete work done by the member organisations. It analyses members' needs and challenges they face and react on common issues by offering tools and support systems.
- **Training Needs Working Group (TNWG)**: It develops, monitors and implements Alliance's educational policy and assesses training needs in the Alliance. It supports other working groups with their educational activities.
- **Alliance Pool of Trainers (A-PoT)**: Alliance Pool of Trainers is a trainer source for Alliance Educational Activities. It is a resource of knowledge, skills,

³ For more information about the action field and aims of each Working Group and Committee, refer to <http://www.alliance-network.eu/committees-and-working-groups/>

experience and expertise available for member organisations and the whole network. The Alliance Pool of trainers is open for participants of the Alliance Long Term Training Course (LTTTC) and for qualified trainers from member organisations. Admission is decided by the Course director in cooperation with Management Committee (MC) and Executive Committee (EC). The Course Director (ACD) is as well responsible for the coordination of the Alliance Pool of Trainers (A-PoT).

Working Groups and Committees are responsible for the implementation of the Plan of Action. Furthermore they develop initiatives and bring their ideas to the GA to be voted. Each working group and committee has a coordinator who ensures that the yearly plan of action of the WG is realised and its goals reached. Individuals from member organisations can join any working group or committee by sending a letter of appointment from their organization after the GA.

Task Forces are approved by the GA for a very specific mission in a very limited period of time (usually from GA to GA). Over the years, the Alliance already had several task forces dealing with topics such as impact tools gathering, Global Action Task Force...

During the year 2021 just one Task Force will be active. In fact Alliance General Assembly 2020 established a **4 year Task Force** that will extraordinarily exist until 2024 and that will be in charge to work on the needed changes in Alliance structure as well as on the empowerment of the network Secretariat.

1.3.5 Board of Arbitrators (BoA)

In case of a conflict between members, Alliance organisations have the right to turn to the EC for the support. The EC should evaluate whether the conflict concerns the Alliance and its functioning. In such case the EC should first invite parties to solve the conflict bilaterally. If the conflict is not solved at bilateral level the EC will call the Board of Arbitration to take over the conflict resolution. The BoA is responsible to mediate between the organizations in conflict seeking the suitable solution and to submit recommendations based on the Alliance Constitution, Standing Orders and existing policies to the parties of conflict and to the EC. The conflict parties should follow the recommendations of the BoA. The BoA reports to the EC and GA about the follow up and result of the mediation.

1.3.6 Alliance Placement Tool Steering Group (APT)

Alliance General Assembly 2017 adopted a common placement tool for the network.

A Steering Group was then set up to be in charge of the tool management and future developments. The Steering Group consists of four people: Alliance Treasurer, MS Denmark, a representative from Alliance Development Committee and one from Staff Development Working Group. The Steering Group should consist of both Plato users and non-users.

The Steering Group (SG) aim is to ensure that all members are capable of continuing placing volunteers as easy and effective as possible, no matter if they are using the common placement tool or other systems. The SG should especially focus on the fact that other systems are respected and have easy access - automatically or manually - to

Alliance Placement Tool projects and Free Place Lists. Furthermore, the SG is in charge of collecting feedback and requests from members (APT users and non-users) and to develop APT accordingly. The Steering group is in charge of supporting APT users and non-users and is accountable by the General Assembly, in accordance with the duties defined.

1.3.7 Alliance Pool of Trainers

The Alliance Pool of Trainers (A-PoT) was launched in 2014 with the adoption by the General Assembly 2013 of the first [Training and Education policy paper](#), where the profile, duties and benefits of Alliance pool of trainers and other educational structures were detailed.

A-PoT is primary meant to be a trainer resource for Alliance Educational Activities. It aims to facilitate empowerment of individuals and to be an important resource of knowledge, skills, experience and expertise that will contribute to capacity building and development of Alliance as a network, its member and partner organizations as well as any institution cooperating with Alliance.

The objectives and tasks of the pool are:

- Upon request to be available for the members with tools to make their work more convenient, effective and efficient
- To implement Alliance Educational Activities (e.g. LTTC) in cooperation with the ACD
- To contribute in all stages of a project they are selected for from the application phase to the evaluation
- To provide services (trainings, facilitation, moderation and consultancy) to the Alliance, its member organizations and institution that align interests for cooperation
- To ensure quality of Alliance educational activities by having a proper range of training topics and expertise
- To foster a space for education, creativity and exchange of good practice and experience among trainers
- To ensure space and opportunity for participants to become more experienced, to develop (training) methods and give them opportunity for self-development;
- To promote equity, social cohesion and active citizenship in Alliance educational activities.

The Alliance Course Director is in charge of coordinating and promoting the tool, launching the call for new trainers to join the PoT and to select its members, who must be mandated by an Alliance member organisation and should commit for at least 2 years. More details are in the Alliance Educational Framework.

1.4 Constitutional Documents and Policy Papers

A policy paper is a political, decision-making tool that aims at providing guidelines for decisions and recommendations for action. All the policy papers listed here and the

amendments to constitutional documents are debated and adopted by vote of the Alliance General Assembly of members, which meets every year in November and is the highest decisional body of the network.

1.4.1 Constitution and Standing Orders⁴

The Alliance is governed by the rules set in the Constitution.

In 1993, the first version of the Standing Orders was created. They contain several procedures and -until then- unwritten rules in the Alliance. They serve as an interpretation of the Constitution, which is frequently used. The Standing Orders are meant as a set of rules and guidelines to help moderating the life of the Alliance e.g. process of decision making, voting etc.

1.4.2 Alliance Quality Charter⁵

It has been produced as a target for which all organisations working in the field of international voluntary service should aim. The Charter sets the standards of our work together, thus enriching the experiences for all those involved: the volunteers, the hosting communities and the hosting and sending organisations. This document is the standard benchmark by which organisations can evaluate their work together and therefore strengthen their partnerships. For Alliance members, partners and guests those standards are binding.

1.4.3 Alliance Congress Resolution⁶ and Resolutions of Alliance Congressino.

The "Resolution of the congress 'Values and role of IVS in the current political, social and economic situation' of the Alliance of European Voluntary Service Organisations" was developed in 2014 in the first Alliance Congress by 42 international Voluntary Service Organisations. This paper describes the current state of development of the network, its strength and weaknesses in the following areas: Cooperative Network, Membership Policy, Sustainability Framework, Monitoring and Evaluation as well as Visibility and Advocacy. As annexes you can find as well the visions and recommendations developed during the congress concerning these topics.

5 Years after the Congress it was decided to organise an event aiming to assess at which level, the resolutions developed at the Congress of 2014, have been implemented.

Alliance Congressino (meaning a "small Congress"), was implemented in Belgium, prior to Alliance GA 2019. Resolutions, strategies and roadmaps have been developed there and they will determine Alliance work until 2024. For further information you can check this link: bit.ly/2FPtSdL

⁴ Both documents can be downloaded from Alliance website (<http://www.alliance-network.eu/constitution-standing-orders/>)

⁵ All policy papers can be downloaded from Alliance website (<http://www.alliance-network.eu/alliance-quality-charter-ivs/>)

⁶ Included in the booklet "Looking into youth future with hope and trust" (<https://goo.gl/8e277n>)

1.4.4 Accessing policy paper

The Alliance Accessing principle is to offer voluntary opportunities for all, regardless of origin, gender, cultural and social background, economic position, education, religion and beliefs, physical and health conditions, and/or disabilities. The policy is implemented by the Access for All Working Group (A4AWG).

Since 1998, the Alliance has implemented projects and practices aiming at facilitating the access to international voluntary service to all young people or adults facing exclusion. From 2004 to 2014, the network decided to launch an accessing campaign at international level. Since then, the accessing practices have become one of the permanent main priorities of the network. The accessing policy has been gradually developed with the approval of a policy paper in 2009, updated in 2017.

1.4.5 Alliance Educational Framework

Pursuant to its vision, mission and program, the Alliance implements educational activities such as international trainings, study sessions, seminars, conferences, etc. according to its educational priorities. The purpose of this Educational Framework is to clarify processes and roles in the Alliance Educational Activities and act as guideline to allow effective implementation of this framework in the network in cooperation with the member organisations (MOs).

1.4.6 Sustainability policy paper

The aim of sustainability has been present in the organisations and actions of the Alliance since 2008, when members of the network discussed about possible ways to raise awareness for environmental issues. As diversity is part of our network, there have always been organisations working further into the topic and collaborating with the network to create space for discussion. The first launch of the Campaign for Sustainability in IVS in 2010, with as many as 22 organisations and 3 networks that joined, shows how much this topic had already been acknowledged back then.

The policy paper on sustainability, adopted at the GA 2017, is part of the network's efforts to outline and clarify the principles and opportunities at hand regarding sustainability in Alliance. It explains the role of the ESWG, establishes the link between sustainable development and IVS and presents the structure of the Alliance Sustainability Campaign.

1.4.7 Gender equality policy paper

Created by the Gender Equality Working Group, this paper refers to the educational framework and the background of the Alliance's policy on gender equality. With thousands of workcamps around the world, Alliance member organisations offer a huge number of different volunteering opportunities every year. The Alliance aims to make these experiences a space of gender equality and works towards an equal society with no gender gaps or bias'. Alliance builds and proposes strategies to establish inclusive IVS projects, capable of guaranteeing fundamental rights for every volunteer. The policy paper was adopted by the GA 2018.

1.5 Alliance events and projects

1.5.1 Regular annual or biannual events hosted by members

The Alliance organises several meetings and trainings throughout the year in order to support the common work, programmes and projects of members, develop their interests as well as to strengthen the cooperation and development within the Alliance and its partner networks.

In addition to the GA, there are other regular meetings/events hosted by member organisations:

- The Technical Meeting (TM) in March provides space for members, invited partner and guest organisations to exchange annual workcamp programmes and discuss relevant issues, mainly through bi-lateral discussions.
- The General Conference (GC) is one of the traditional and oldest Alliance events held with the support of the European Youth Foundation. It takes place in November every second year just before GA. It provides opportunities for staff and volunteers of member organisations to evaluate their work, to exchange ideas and experiences and broaden their expertise about subjects of common and current interest.
- The September Joint meeting, which allows the EC to jointly work with working groups and committees coordinators (the Management Committee) to evaluate what was done during the year and the actions to further develop within the network before the upcoming GA.
- The Staff Meeting (SM) taking place in November every second year just before GA (alternating with GC) is an opportunity for all staff working on volunteer exchanges to evaluate the past placement season, discuss challenging points in cooperation and practical procedures, learn from each other, give suggestions for improvements to the whole network and the GA.
- An Info session whose aim is to give all TM participants the opportunity to get updated about the network activities and campaigns.
- The Long Term Training Course (LTTTC) takes place during a longer period of time each second year. The LTTTC is designed as a whole learning process that consists of three educational events, linked by online learning. Additionally a practical learning phase is part of the training course, where participants lead a camplleader training in their national organization. During the whole period of time, participants are followed by a mentor, who answers their questions and concerns and provides guidelines concerning the practical learning phase. The person in charge of coordination of LTTTC is the Alliance Course Director.

The LTTTC aims on qualifying the skills of individual trainers within the network and thus raising the quality of trainings held on each member's level. Furthermore the LTTTC wants to educate qualified trainers for the Alliance Pool of Trainers (A-Pot) in order to be able to answer the increasing needs for trainings within the network. Generally the LTTTC wants to spread the knowledge about the Alliance, its campaigns and main documents and understand how the network works within the member organisations.

The LTTTC targets engaged volunteers of member organisations that have at least

experience of leading a workcamp and want to upgrade their skills to become trainers. The LTTC is as well open for people who are already trainers, want to deepen existing skills and connect at international level. Applications are decided by Alliance Course Director and the Coordinator of the Trainings Needs Working Group.

The LTTC was introduced with the adoption of the Training and Education policy paper in 2013. Before that, StS, Training of Trainers (ToT) and Post Camp Event (PCE) were implemented as three separate events with no necessary interlinking in themes or objectives. As a general statement, each of these three events can be described as follows:

- The Study session (StS) is organized in cooperation with the Council of Europe (CoE) Youth Sector and therefore it usually takes place in one of the two European Youth Centres of CoE. This event represents an occasion for Alliance members to exchange experiences and develop new ideas together on themes relevant for their work. Furthermore, the purpose of the Study Session is to make participants aware of the resources and policies available at European level promoting active participation of young people in International Voluntary Service experiences (IVS).

Within the LTTC, the StS aims at introducing to participants the Alliance and the topic chosen for the LTTC.

- The Training for Trainers (TfT) aims at providing basic trainers' skills to use non-formal education methods and methodologies. Its main aim is to empower young volunteers to run training courses on local level as well as support other educational activities in the field of NFE initiated by Alliance members.

Within the LTTC, TfT aims at training multipliers and facilitators on methodologies and methods related to the chosen LTTC topic.

- The Post Camp Event (PCE) aims to address both – trainers and active volunteers to evaluate their experience during the season. Thus PCE is supposed to provide an opportunity for volunteers to become active on international level, it furthermore stresses possibilities and opportunities of active participation in the Alliance.

Within the LTTC, PCE aims at evaluating both – the LTTC and the workcamps attended or ran by volunteers, the practice phase activities realized during the summer season, plan the follow-up and develop recommendations for the GA.

1.5.2 Thematic projects

The Alliance increasingly works on common multilateral projects, which provide the members with opportunities to develop their own activities within a familiar and confident structure through existing partnerships, or to explore new fields and get to know new partners from different institutional or geographical origin.

Since the 1990s with the establishment of the first programme Youth for Europe and the following Youth and Youth in Action Programmes, the Alliance has been implementing projects in a variety of fields with the support of the European Commission. Apart from supporting regular Alliance events, the European Youth Foundation (EYF) of the Council of Europe has also supported the Alliance since its very beginning to implement international activities that allowed the network to develop and

grow.

In addition to providing valuable and innovative working experiences, these initiatives have also enabled the Alliance and its members to position international voluntary service within a contemporary context and achieve greater recognition.

This is a non-exhaustive list of the main and most innovative projects lead by the Alliance network as an International Youth NGO:

1. "I'VE - I have experienced" Strategic Partnership: after getting closer to the complex issue of evaluating and recognizing learning in volunteering through RIVER project in 2012-13, the Alliance decided it was time to work as a network for the development of a common recognition tool customized to the Workcamp experience and to the needs of volunteers and IVS organisations. Thanks to the initiative and coordination of Lunaria, I'VE project was born in 2014 with the support of the Italian National Agency of Erasmus+. On September 2016 the final I'VE system for the recognition of competences developed in workcamps, was publicly launched at an international event in Brussels. I'VE is a documented system to be implemented during a Post Camp Event, through an innovative approach that matches non-formal education, peer assessment and IT tools. A description of I'VE session is included at chapter 9 of this Guidebook. The full system and more information about I'VE is available on the project website: www.ive-experienced.eu.
2. "Begin anywhere: volunteer, inspire, engage" capacity building: it was part of the Workplan 2014 "Looking to a youth future" supported by the European Youth Foundation, and it took place in Serbia on June 2014. It aimed to efficiently plan innovative international youth voluntary projects so that they become a real opportunity for a deep and durable personal change in the participation of young people. Among the outstanding results is the identification of the 6 main dimensions of a workcamp: educational, productive, touristic, social-emotional, financial, political.
3. EVS for Inclusion: the first short term EVS projects in workcamps to facilitate the supported access to IVS of young people with fewer opportunities, were realized since 1990s through the member organisations (Maximising Inclusion project). The first centralized EVS inclusion process, coordinated by the Alliance with the help of a project assistant, was the RAINBOW project (2009). It was followed by "Go for the NEETs" EVS project (2013). In previous years the Alliance cooperated closely also with SCI, YAP and AVSO to prepare and implement projects for the access to IVS programmes of youth in risk of exclusion.
4. Volunteer Messenger Training Course: it was implemented twice in 2010 and 2012. The aim was to prepare active volunteers of member organisations to become "volunteer messengers" and promote IVS among young people in their communities.
5. Study visits: the first study visit was realized in 2012 in the Balkan region to strengthen cooperation between the Alliance and SEEYN (South Eastern Europe Youth Network). The second study visit is realized in Thessaloniki European Youth Capital 2014 on September 2014, to map social activism through volunteering answering social and economic crisis in the town of Thessaloniki.
6. Training course on External Relations "Young people building peace and intercultural dialogue through advocacy and cooperation" (2013): it was

coordinated by the External Relations Committee and the Training Needs Working Group of the Alliance.

7. Learning Bridges for Youth empowerment, creativity and participation (2012-2013): a long-term cooperation project lead by the Alliance and involving members and other organisations from Latin America. The aim was to create a common space for European and Latin American IVS organisations to explore and analyse innovative and alternative ways for the reinforcement of social cohesion, civil society development and inclusion.
8. "Volunteering with the Alliance" video project (2013)¹¹: with the support of EYF, volunteers from Break the Couch film makers team realized a promotional video about international voluntary workcamps of the Alliance members.
9. ECO-logical Training Course "Environmental Sustainability as key factor in voluntary work" (2013): The project comes from the work started on 2008 by the Alliance Sustainability Campaign and by the intention of the ESWG members to actively promote environmental sustainability and the good practices on that field, among young people, camp leaders, youth leaders, local project organizers and local associations. 23 participants from 15 organisations learned about Sustainability as well as the Alliance Sustainability Campaign. The training was organised by Citrus/ Solidarité Jeunesse in France.
10. "Energy Free Day" (2014)⁷: At the same day all electricity in *Alliance* voluntary projects have been switched off. The occasion served as a learning project, starting point for discussions and a measure to gather attention in public.
11. Study Session "SAGE: Self-Assessment on Gender Equality" (2017): This study session was developed by the Alliance of European Voluntary Service Organisations and organized in partnership with the Youth Department of the Council of Europe in May 2017. The aim of the Study Session was to raise awareness on importance of gender equality in International Voluntary Service (IVS) organisations: in our main activities – workcamps. During 6 days around 30 participants of the Study Session SAGE had a chance to develop three different tools: Self-Assessment Tool (personal level), Organizational Assessment Tool (organizational level), Educational Event Assessment Tool (event level). Beside self-assessment tools, one of the outputs of the Study Session was also the first draft of the Alliance Policy Paper on Gender Equality and as third output participants of Study Session created a document - Critical Remarks of the Council of Europe's practices on gender equality.
12. ERSI project (2018): an Erasmus+ KA1 project, addressed to increase participation and engagement of volunteers and coordinated by Alliance member organisation IBG. ERSI entailed 3 events: a January Meeting of Youth workers; a training on social media communication; a General Conference on Monitoring and Evaluation. ERSI project is a perfect example of how the Network can empower and support its members.
13. Study session Contrapunctus Europeus (2019): This study session, financially supported by the European youth Foundation, will take place at the European Youth Center of Budapest in June 2019. The study session is implemented by the Alliance in cooperation with YEN - Youth of European Nationalities. Its goal

⁷ More information can be found at:

<http://www.alliance-network.eu/our-campaigns/environmental-sustainability-campaign/energy-free-day-2014/>

is to map the current political situation in Europe, exchange knowledge and perspectives on populism and raising right-wing movements throughout the continent and provide its most active members - trainers, facilitators, placement officers and youth leaders - with multiplier competences, which will help them promote values such as cultural diversity, intercultural learning, human rights, democracy, active participation and the rule of law in the programmes of their organizations.

2. Perspective in IVS

The first and main kind of IVS project all around the world is the **workcamp**. This is, still nowadays, the common working educational tool of Alliance members.

Workcamps generally last 2–3 weeks and consist of about 10–20 volunteers coming from a number of countries. Projects are often in remote areas, in regions where local people may have minimal opportunity for meeting others from different countries.

The volunteer groups bring new ideas and experiences into communities, providing a stimulus for ongoing work. The individual volunteers benefit from the interaction and mutual learning both within the group and with the local communities.

2.1 History of workcamps

2.1.1 The beginnings

The beginnings of the workcamp movement lie in responses to the First World War: in 1919 and 1920 there were two conferences to look at ways of dealing with the intense feelings created by the war. One result of those conferences was the setting-up of an international workcamp in France in 1920. Later in the 1920s further workcamps were organised in Switzerland to deal with natural disasters. These projects were seen as an alternative to compulsory military service and from this movement Service Civil International (SCI) evolved, an organisation that campaigns for the rights of conscientious objectors and organises workcamps. From these beginnings, SCI branches in various European countries developed. During the same period (1921) the Christian Movement for Peace was founded. This developed over time into a similar structure to SCI, with workcamps organised by national branches exchanging volunteers between different countries. During the 1920s most workcamps involved some form of peace work so, eg., instead of being forced to join the military, young men could do practical work in an organisation such as SCI or YAP.

The first social workcamp was held in Wales in 1932 (at the same time it was the first workcamp ever in the UK). During the 1930s, further workcamp organisations were established by the Quakers in the USA and Canada. In 1939 the Conservation Corps was established with the support of the US government. Also in the 1930s the first workcamp in Asia was organised to support the clean-up operations following a disastrous flood in India.

During the first 20 years these workcamps had a somewhat different flavour to those organised today: women did the kitchen work rather than the manual work; there was

a wider range of ages; they could continue for months or even years and volunteers would arrive and leave at different times (eg. there was a six year workcamp in the UK to remove a heap of waste earth from a mine).

During the Second World War the workcamp idea was kept alive. Following the war, in the period between 1945 and 1950, many new workcamp organisations were created to aid reconstruction in Europe and reconciliation between former enemies. Organisations with similar aims were founded in the communist countries of Central and Eastern Europe.

Especially after the end of the Second World War in 1945, most workcamps were concerned with repairing the damage caused by the war: there was a lot of manual rebuilding work especially in Poland and Germany. In general there was a big need for volunteers to help people. In many cases they had no food, no homes, no money, etc., and a lot of volunteers from across Europe helped voluntarily with distributing food to those people. They also helped refugees from different countries in finding their relatives. In addition, workcamps at that time gave people from different countries possibilities to reconcile with former 'enemies'.

In 1948 the Co-ordinating Committee for International Voluntary Service (CCIVS) was founded under the auspices of UNESCO to aid the co-ordination between these many new workcamp organisations and to promote the ideals of volunteering. In the 1950s, 60s and 70s CCIVS became a link between Eastern and Western organisations and between the new organisations established in Africa, Asia and Latin America after 1950. In 1982 the Alliance of West European Voluntary Organisations (first name of the Alliance) was established to provide a technical structure for the independent European organisations (national organisations who were not members of SCI, YAP or communist organisations).

2.1.2 Today

Since the 1950s the roles of the IVS organisations and the workcamps they organise has changed somewhat. Today most countries have several IVS organisations, many of which are involved in workcamps (as an indication, CCIVS has approximately 171 member organisations in around 84 countries).

The nature of the workcamp has changed from being a kind of relief work to being a tool for addressing a wider and more varied range of issues. However, the aims of workcamps are more or less the same: to facilitate the understanding of other cultures, political systems, religions and geographical conditions. From these aims we hope that volunteers will make use of their experiences and knowledge to further social and economic equality. Workcamps make it possible for people from across the world to live and work together on an equal basis, to work with a local community and assist in solving problems in society at large.

The most important task in arranging or doing voluntary work is the involvement of people, especially young people. Workcamps give young people insights into other cultures, which they will not experience going on a normal 'holiday' or backpacking around the world. They give the volunteers the possibility to become integrated within a local community through meeting, working and socialising with local people, while at the same time living and working as part of an international group. Volunteers have to

focus themselves towards at least three main points: they have to *build contacts with the local community* and the people living there; they have to *function in an international group* in which nobody knows each other beforehand; and they have to *realise and act upon the group responsibility* in which everybody has to contribute.

Working in multilateral groups and in local communities gives volunteers opportunities to meet and confront differences and prejudices, and hopefully breaking some of them down. Some prejudices will be confirmed: there is not necessarily something wrong in having preconceived ideas about others, they are not always negative ideas, as long as it is accepted that there are differences in culture, religion, etc. The (often intense) challenge of living in a group leads many to realise that 'you can't love everybody' but you can respect people who do not necessarily share your views.

With this in mind, the international workcamp reflects the surrounding world. But the most important difference between a workcamp and the surrounding world is the difference in the way individuals respect each other. In an increasingly interdependent world, it is vitally important that workcamps continue and we support young people to take part in (international) voluntary work. Those who have worked in an international group and tried to make decision in a democratic and participatory way are valuable spokespersons on the importance of tolerance between people. We believe that direct meetings between ordinary people with different cultural, religious and political beliefs are necessary in order to avoid conflicts between nations and solve social conflicts in the future. These are big words... but important nevertheless!

2.1.3 Kinds of workcamps nowadays

Alliance members, partners and guests organize a wide variety of workcamps. These are categorized according to the kind of work done by the volunteers, and the kind of public (volunteers) they are addressed to.

Most workcamps imply that the volunteers do some form of manual work and/or organize free time, cultural or educational activities. According to the latest internal Alliance statistics, in 2015 Alliance members organized 1210 workcamps, out of which Environmental (ENVI), Renovation (RENO) and Manual (MANU) camps constituted 61%. They were followed by work with children (KIDS) and Construction (CONS) projects constituting all together the 11% of camps organized in 2015.

Some workcamps are addressed to specific target groups of volunteers, such as: families with children (FAM), young people under 18 years old (TEEN) or people over 50 years old (SENIOR).

A more detailed list and description of the kinds of workcamps is available at [chapter 4 \(Part II\)](#).

2.2 Alliance principles in IVS

The Alliance provides individuals with a chance to exercise volunteering, whatever their nationality, gender, age, economic, social and physical conditions. The Alliance believes that volunteering is an opportunity and a right for everyone. High quality voluntary service projects are one of the

key tools to promote and put into practice intercultural dialogue, active citizenship, sustainable development and peace.

*Alliance
Representation
Guide (2018)*

Volunteering is the key characteristic of its activities and projects, as well as the way the network is run. The whole concept of the Alliance, including management, is based on voluntary work, which is considered as a tool to improve active citizenship and democratic, political participation.

2.2.1 Volunteering

The whole concept of the Alliance, including the management, is based on *voluntary work*.

This term refers to all forms of voluntary activity, whether formal or informal, full-time or part-time, at home or abroad. It is undertaken of a person's own free will, choice and motivation, and is without concern for financial gain. It benefits the individual volunteer, communities and society as a whole. It is also a vehicle for individuals and associations to address human, social or environmental needs and concerns. Formal voluntary activities add value, but do not replace professional, paid employees (Definition of volunteering from AVSO).

The Alliance promotes International Voluntary Service (IVS), involving volunteers from different countries and aiming at promoting intercultural education, understanding, peace, active citizenship and democratic participation in societies. We believe that volunteering is **an opportunity and a right for everyone**.

The most common form of voluntary service within the Alliance is the short-term voluntary project or workcamp, which brings together people from different backgrounds and countries to work on projects that benefit local communities. Workcamps are a way for an international group to work and live together, to interact with the local community and experience cross-cultural understanding.

Other forms of IVS include Mid and Long Term Volunteering. These projects provide volunteers with the unique chance to express their personal commitment and solidarity for projects lasting from 1 to 12 months (also benefiting local communities).

2.2.2 Participation

Participation is a process through which members gain influence and share control over development initiatives and the decisions and resources that affect them. Participation improves the quality, effectiveness and sustainability of projects and strengthens membership. **Since the foundation of the Alliance of European Voluntary Service Organizations in 1982, the network developed from a technical platform of volunteer exchange towards a cooperative network.**

In the Alliance, participation is a fundamental principle. Within the Alliance, participation means:

- Participation of volunteers (volunteers are actors of the project) in workcamps, long term voluntary services and educational activities (Study Visits, Training for Trainers, General Conferences, Evaluation meetings).
- Active participation in the community life: voluntary work as a tool to improve active citizenship and democratic, political participation.
- Active membership within the network: Members voluntarily take responsibilities for relevant tasks, working groups (every year) and can be elected to executive positions (every 2 years).
- Active cooperation with other networks on IVS related issues.
- The Alliance also encourages participation on a political and organizational level by building up or improving the skills of its members.

Through short, medium and long-term voluntary service activities, Alliance members participate in the development and improvement of local communities by strongly cooperating with them at every stage of the activity (from designing the project to the evaluation).

The way the Alliance considers participation is reflected in the management of the network. Based on democratic structure, Alliance works on its initiatives through an annual plan of action thanks to voluntary participation of staff and board members, active volunteers of its member organisations to 9 different committees and working groups:

- Executive Committee (EC)
- Alliance Development Committee (ADC)
- External Relations Committee (ERC)
- Access for All Working Group (A4AWG)
- Environmental Sustainability Working Group (ESWG)
- Monitoring and Evaluation Committee (MEC)
- Training Needs Working Group (TNWG)
- Staff Development Working Group (SDWG)
- Gender Equality Working Group (GEWG)

This structure allows us to tackle different target groups and topics in the frame of IVS (social inclusion, sustainability, advocacy, staff development). It also permits to coordinate, monitor and facilitate initiatives coming from and managed by members. Since the Management Committee, consisting of EC and working group coordinators, was established as a new operational method in 2005, the importance of active membership was extended. Through that development the constitutional structure reacted on the immense growth of the network.

The current working groups are open to the participants (staff and board members of the organisations, active volunteers etc.), where they can deepen their knowledge and extend their individual work on the topic.

Furthermore, Alliance considers that participation is also about taking part in decision making bodies, this is why the Alliance is represented at (and actively takes part in) the Advisory Council on Youth of the Council of Europe (if elected) as well as the Youth

Forum Jeunesse (YFJ). Alliance representatives attend several European or international events throughout the year. The network also wishes to expand its political participation on the European level to advocate on youth work and IVS.

The Alliance is an organization **for its members, by its members.**

2.2.3 Mobility

The concept of mobility perceived by the members of the network, not only ensures the possibility for everybody to travel, but also to change points of view by meeting different cultures, learning and understanding them through international voluntary service projects. We believe mobility of each kind causes social change.

Mobility within the Alliance is divided into two basic types. There is the mobility of volunteers on various voluntary projects (such as workcamps, mid-term and long-term voluntary projects) and the mobility provided by the large scale of learning opportunities such as seminars, training courses, meetings, events, debates which are organized by Alliance members and partners. Both types of mobility encourage and support learning mobility of youth, including young people with fewer opportunities.

One of the main aims of the Alliance is to lobby for Volunteer Visas and also reduce other mobility obstacles like financial or language barriers.

2.2.4 Social inclusion

International Workcamps, apart from being an intercultural and citizenship action, are also a valuable learning experience. Workcamps can be a first step towards inclusion for volunteers with fewer opportunities. A mixed group of volunteers with different backgrounds and variety of physical, mental, social or economic differences will achieve practical experience of integration in a non-formal way

Through two General Assemblies (2002 & 2004), Alliance decided to have a permanent inclusion policy based on 5 priorities:

1. To open all our workcamps for people with fewer opportunities
2. To plan collective events: volunteer post camps, leader study sessions, advanced planning visits etc
3. To develop supportive Accessing Tools
4. To request funds from local bodies, European Commission or Council of Europe whenever it is possible in order to support exchanges or events
5. To search for resources in order to support the coordination of this action, keep coherency, provide support and evaluate the results and the outcomes.

The Alliance developed a document that states clearly the aims and the principles of the Alliance's accessing policy. This policy is implemented by the Access for all Working Group (A4AWG) monitored by the Executive Committee.

2.2.5 Non-formal education

In general, non-formal education refers to the learning which takes place outside formal educational curricula. Non-formal education activities involve people on a voluntary

basis and are carefully planned, to foster the participants' personal and social development.

The Alliance considers non-formal education (NFE) and intercultural learning as a way to enable personal growth and social development of all participants. Workcamps are also a non-formal educational tool where a learning-by-doing approach and learning from each other are applied. Through all its activities, the Alliance aims to empower young people to accompany them in their intercultural process, to develop among them relevant learning opportunities, to contribute to organisational and youth policy development.

2.2.6 Environmental Sustainability

Sustainable Development is based on ethical principles such as responsibility and justice and deeply differs from the classic idea of Economic Development. The concept of Sustainable Development aims at providing a better quality of life for everyone, for people today and for generations to come, while offering a vision of progress that integrates immediate and long-term objectives, local and global action and regards social, economic and environmental issues as inseparable and interdependent components of human progress.

Alliance recognizes Sustainability as a key element for its strategic approach and plan of action because sustainable development will not be implemented by governmental policies alone: in addition to large-scale political and economic decisions, it must be taken up by society at large as a principle that guides the many choices each citizen makes every day.

In this framework, workcamps help building a conscious relationship between communities and their surrounding environment and nature. They are conceived as a chance to raise awareness about sustainable good practices among all the actors involved in our projects: volunteers, local communities and administrative councils. While the Alliance is a network working together in the field of voluntary service, promoting intercultural dialogue, understanding and peace, we need to include environmental sustainability, as it is a basic, important component of a peaceful world.

2.3 Alliance Quality Charter in IVS

The Alliance Quality Charter⁸ has been produced as a target to which all organisations working in the field of international voluntary service should aim. This Quality Charter sets the standards of our work together, thus enriching the experiences for all those involved: the volunteers, the hosting communities and the hosting and sending organisations. This document should be a standard benchmark by which organisations can evaluate their work together and therefore strengthen their partnerships.

For Alliance members, partners and guests those standards are binding. Priority should be given to the cooperation among members, partners and guests of the Alliance.

⁸The current version of the Quality Charter was adopted by the GA 2014.

1. Volunteers' Rights & Responsibilities

1.1 Rights:

1.1.1 All volunteers should be informed of their rights and responsibilities as volunteers; requirements and conditions of their projects; details of the hosting organisations and background to the workcamp movement in general.

1.1.2 Volunteers should be informed of any language requirements, work responsibilities, the number of working hours, type of accommodation and general conditions of the project.

1.1.3 Volunteers should be informed about any significant changes to the project as soon as possible.

1.1.4 Volunteers must be provided with accommodation (including washing facilities and toilets), and adequate food or budget for it, according to local standards. The group will not be expected to pay any additional fee, which was not included in the project description, for their own food/accommodation whilst on a workcamp.

1.1.5 Volunteers must receive all necessary health and safety instructions regarding the work, accommodation, free time activities and transport (if necessary, for the project) and be provided with the necessary safety equipment to carry out the work. A first aid kit should be available in the workcamp.

1.1.6 Volunteers have the right to adequate supervision during their project.

1.1.7 Emergency procedures concerning accidents, during or outside the working time, must be explained to volunteers.

1.1.8 Volunteers should have opportunities to express their opinions/concerns on the progress of a workcamp to a responsible person and where possible be included in the decision process.

1.1.9 Volunteers must not replace paid labour or volunteer on a for profit project.

1.1.10 Volunteers have the right to know how their fees that they give to either/both sending or hosting organisations are used.

1.1.11 Volunteers have the right to extra support to facilitate their inclusion on a project, providing this is agreed beforehand with the host.

1.2 Responsibilities:

1.2.1 Volunteers must accept and abide by the rules and conditions of the hosting organisation.

1.2.2 Volunteers should inform themselves of the voluntary movement, the workcamp philosophy and be motivated to take part on the project.

1.2.3 Volunteers must prepare themselves for the project by reading any information given to them by the sending/hosting organisations.

1.2.4 Volunteers are responsible for arranging and funding their travel (unless they are going on a supported programme), for seeking professional advice on current medical precautions and arranging their visas with the help of their sending organisation.

1.2.5 If the volunteers cancel their place on a project they must inform the

sending organisations as soon as possible.

- 1.2.6 Volunteers are responsible for obtaining adequate insurance, especially when it is not provided by the hosting/sending organisation.
- 1.2.7 Volunteers should arrive on time and participate for the entire duration of a project.
- 1.2.8 Volunteers must send any information that has previously been requested to the hosting organisations (e.g. confirmation slips, travel details etc.) and if these change they must inform the host as soon as possible.
- 1.2.9 Volunteers should be flexible and understand that details of the projects can change at the last minute.
- 1.2.10 Volunteers must be active participants and support good group dynamics as this is a key to a successful project.
- 1.2.11 Volunteers are responsible, as a group, for organising their free time activities along with the support of the leader.
- 1.2.12 Volunteers must obey the laws of the hosting country. They are also responsible for their own behaviour on the project and they should respect the culture and traditions of the local host.
- 1.2.13 Volunteers must not engage in violent or discriminatory behaviour (e.g. racism, sexism and homophobic behaviour).
- 1.2.14 Volunteers must inform their sending organisation of any relevant health issues that they might have before they go on a project. This is only applicable if the health issue poses a risk to the volunteer or to other people. This information will be treated in the strictest of confidence.
- 1.2.15 Volunteers are responsible for providing feedback on their experience to their host and sending organisations.

2. Hosting Organisation's Rights & Responsibilities

2.1 Rights:

- 2.1.1 Any volunteer not abiding by the agreed rules of the workcamp can be expelled from the workcamp.

2.2 Responsibilities:

- 2.2.1 Each host organisation must implement and respect the rights of the volunteers (see section 1.1).
- 2.2.2 It is the responsibility of the hosting organisation to ensure that the host community understands the international and social aspects of a workcamp and is motivated to achieving these in addition to the project work.
- 2.2.3 Hosting organisations should only accept volunteers from a sending IVS organisation, unless there is no IVS organisation in a particular country and a volunteer applies directly.
- 2.2.4 If a volunteer is refused a place, the hosting organisation should give a

reason (e.g. full workcamp, too many females, etc.)

- 2.2.5 If a workcamp is cancelled the hosting organisation must propose an alternative workcamp for the volunteers already placed on it. The replacement camp should be as close as possible to the original project in terms of dates, type of work and work location.
- 2.2.6 Hosting organisations should ensure that all communication regarding placements of volunteers is done efficiently. They must inform sending organisations about any changes regarding the project as soon as they occur.
- 2.2.7 Hosting organisations should do all they can to ensure a volunteer is issued with a visa when required and they should clearly communicate the visa procedures with the sending organisation.
- 2.2.8 Detailed information (the 'info sheet') should be available no less than four weeks before a workcamp is due to start. This information should include an emergency telephone number of the hosting organisation. Hosting organisations are recommended to follow the template provided in the Alliance Guidebook.
- 2.2.9 Hosting organisation will provide adequate food and suitable accommodation.
- 2.2.10 There should be a trained person (usually a project leader) responsible for each workcamp to supervise the volunteers and ensure its smooth running. They should also ensure that the volunteers are included in decision making.
- 2.2.11 Hosting organisation must inform sending organisation about any no shows within three days from the start of the workcamp.
- 2.2.12 Hosting organisation must inform sending organisation if a significant problem (health, safety or wellbeing of a volunteer) occurs on a workcamp or if a volunteer leaves early.
- 2.2.13 If, during the time of a workcamp, a volunteer is hospitalised then the hosting organisation is responsible for their wellbeing until the volunteer leaves the hosting country.
- 2.2.14 Hosting organisations are recommended to have insurance for their projects but in the event that this is not possible they must inform the sending organisations and volunteers before the projects begin.
- 2.2.15 If, during the time of a workcamp, a volunteer has to be repatriated for any reason then the hosting organisation is responsible until the volunteer leaves the project/workcamp.
- 2.2.16 Hosting organisations must inform all the volunteers about any health and safety instructions regarding the work, accommodation, free time activities and transport (if necessary for the project).
- 2.2.17 Hosting organisation should inform sending ones about any relevant remark concerning volunteers.
- 2.2.18 Hosts must provide volunteers with meaningful and not for profit volunteer work.
- 2.2.19 Hosting organisations are responsible to take into account Alliance policies which include environmental sustainability and social inclusion practices when organizing International Voluntary Service projects.

3. Sending Organisation's Rights & Responsibilities

3.1 Rights:

- 3.1.1 If any significant accident or incident affecting the health, safety and wellbeing of a volunteer (e.g. hospitalisation/arrest) occurs, the sending organisation has the right to be informed.

3.2 Responsibilities:

- 3.2.1 Each sending organisation should implement and respect the rights of the volunteers (see section 1.1)
- 3.2.2 The sending organisations must inform volunteers about the workcamp movement, voluntary service, what they can expect on a workcamp and what is expected of them. They must also be clear on how their projects are funded.
- 3.2.3 Sending organisations are responsible for providing volunteers with all the necessary information including: preparation/training sessions; handbook; infosheets; contact with past participants, etc.
- 3.2.4 Sending organisations should only recruit volunteers who are resident in their own country unless there is no sending organisation in a particular country.
- 3.2.5 The Volunteer Exchange Form (VEF) of each volunteer must be sent to the hosting organisation. It is the responsibility of the sending organisation to submit a completed VEF.
- 3.2.6 The emergency contact section of the VEF must be filled in and the hosting organisations have the right to refuse a volunteer if it is incomplete. It is the responsibility of the sending organisation to submit a completed VEF.
- 3.2.7 Sending organisations from countries where a visa is required should inform hosting organisations about visa regulation. Sending organisations should do all they can to ensure a volunteer is issued with a visa when required.
- 3.2.8 If the sending organisation receives significant or outstanding evaluations about a workcamp they should inform the hosting organisation.
- 3.2.9 If a volunteer cancels his/her participation the sending organisation must inform the host organisation as soon as possible.
- 3.2.10 Sending organisations must inform volunteers about the Alliance policies, which include environmental sustainability and social inclusion.

2.4 Alliance past and permanent Campaigns

⁹Following the principles and understanding of IVS outlined in the Representation Guide, the Alliance implements one permanent yearly campaign - the International Campaign for

⁹ More information about all the campaigns, including past visibility campaigns, is on Alliance website: <http://www.alliance-network.eu/our-campaigns/>

Sustainability in Voluntary Service. Other ad hoc campaigns might be organized to ensure the international visibility of the network and to promote the values of IVS, such as the "Not in my camp!" campaign 2017 to raise awareness against gender discrimination in workcamps¹⁴. The Accessing Campaign for inclusion, implemented since 2009, has now become a standard practice.

2.4.1. Raising Peace

Raising Peace is a networking activity coordinated by the CCIVS. Alliance has been a partner in the initiative for several years. This year, under the frame of Raising Peace action, common efforts of the IVS networks will be jointly invested on celebrating 3 important dates for the IVS movement: SCI Anniversary on August 17th, the International Peace Day on September 21st, and the International Volunteer Day on December 5th.

2.4.2 International Campaign for Sustainability in Voluntary Service

In 2009, several International Voluntary Service organizations agreed on the importance to promote and coordinate common actions for environmental sustainability and gave life to the International Campaign for a Sustainable Voluntary Service. The 2012 Alliance General Assembly approved the creation of a working group (Environmental Sustainability Working Group – ESWG) in charge of the promotion and follow up of the Campaign, which now carries it on in the form of an initiative that gets constantly updated and developed.

Being aware of the delicate relationship between human beings and the surrounding environment, all actors volunteers, camp leaders, organisers – are invited to reflect upon their impact on local communities as well as their role in our global society.

Objectives

The overarching objective of the International Campaign for Sustainability in Voluntary Service is to sensitize and support the IVS organisations and volunteers by providing clearly set and constantly evolving methodologies and tools that will help them to adopt the principles of the sustainability Campaign and eventually join it. The underlying message it aims to convey is that a transition towards sustainability is necessary and well possible.

Its medium-term objective is to increase the level of environmental sustainability of IVS projects by empowering IVS organisations to improve the impact of voluntary service projects on environment and society. In the long term, the Campaign aims at fostering changes in society and policies, bringing about new attitudes and measures that improve the lead into a sustainable future.

Implementation

A reminder of the Campaign is sent out every year by the ESWG, ideally before the Alliance Technical Meeting. It (re-)invites all organisations and sister networks to contribute to a joint sustainability effort by:

- respecting and promoting the principles of the Campaign, involving as well camp leaders, volunteers and local partners.
- using and spreading all the tools provided by the ESWG.

- participating in the international common actions organised by the ESWG.

Methodologies

- **Action.** The Campaign is based on 4 principles of action: Reduction of consumption/pollution; Critical consumption; Actions to improve the environment; Actions of education for sustainability. We are not only working for sustainability by means of IVS projects, but also in our daily lives and individual action.
- **Education.** It is up to us, as social and educational organisations, to step up, learn and experiment, and eventually share our experiences with volunteers and partners, so that society comprehends that a change towards sustainability is necessary and possible. At this stage, we acknowledge that our camp leaders play a key role as multipliers, and it is our goal to sufficiently train them to fulfil this role.
- **Networking.** The more we are working together for the Campaign, the better and stronger it will be. We can create synergies by identifying and respecting common standards of sustainability, and sharing our best practices and learning process with other organisations, networks and communities.
- **Tools.** The Environmental Sustainability Working Group created a toolkit in support of all Alliance organisations, in order to give them practical instruments and methodologies to improve the sustainability in workcamps and volunteering projects.

For Organisations

- **Green Office Infosheet** (*to be used in the offices*): a practical one-page infosheet on sustainability in the office that can be printed and kept on the wall as a daily reminder. Sustainability is about everyday life at home and in our working space!
- **Training Workshop for Camp Leaders** (*to be implemented in trainings for camp leaders*): a model of workshop aimed at informing and involving the camp leaders in the Sustainability Campaign; it is to be implemented in organisation's national seminars and can be carried out in approximately 2 hours and/or be modified according to the different needs of each organisation.
- **Sustainable Lifestyles: Today's facts and Tomorrow's Trends** (*for educational and information purposes*) this report provides a synthesis of research, leading policy and practice, and stakeholder views on potential pathways toward sustainable lifestyles. The purpose of this report is to provide the necessary background information to support the SPREAD social platform participants in creating a holistic vision of sustainable lifestyles in 2050 and recommendations for a plan of action.

For Camps and events

- **Environmental Sustainability Handbook** (*to be shared with local project partners and camp leaders*): a collection of recommendations on good ecological practices to be implemented during workcamps and all events; it is to be sent to local project partners and camp leaders (to be discussed with the volunteers), and organisations should use it when organising events.
- **Sustainable Transport Infosheet** (*to be sent to volunteers & camp leaders, and used when organising events*): a listing of low-impact travel options in several

countries; it is to be sent to the volunteers before or together with the workcamp infosheet, and should be used by organisations when organising events.

- **Sustainable Food Infosheet** (*to be sent to camp leaders, and used when organising events*): a collection of information on the correlation between food and environment, containing several recipes; it is to be sent to camp leaders (to be discussed with the volunteers), and should be used by organisation when organising events.
- **Climate4Peace Toolkit** (*to be implemented by organizations*): a practical set of theory and tools about Climate to learn and put in practice in workcamps. A whole package about sustainability, divided into work part and study part with very practical hints to use during workcamps.

Fun & Nice-to-have

- **Booklet "Seed up and regrow!"** (*to be shared with volunteers and camp leaders*): a collection of tips and instructions on how to regrow plants from kitchen leftovers, make compost or seed bombs - at home, in the garden, on the balcony or even in the office. Originally produced in the framework of the "["IVS against Climate Change" campaign](#)", as thank-you to participants of the Alliance's [Common Action "Cook4Climate Day"](#) in 2015, it can now be shared volunteers and partners to serve as inspiration for many other sustainability campaigners and home gardeners.
- **Sustainability Games** (*to be used in trainings for camp leaders, and shared with camp leaders*): a collection of games addressing and interlinking various topics such as sustainability, development and environment; it is to be shared with camp leaders and used by organisations in their trainings for camp leaders, providing an easier access to the sustainability-related issues.

2.4.3. Not in my Camp!

The Not in my camp! campaign on Gender Equality in IVS aimed at preventing possible gender-based discrimination, sexism, sexual harassment or LGBTQI+ phobia in international voluntary service (IVS) projects. The campaign was run from 2016 until 2018 and aimed at encouraging Alliance member organisations'

2.4.4. Accessing practices and former Campaign

"Access For All (A4A)" has been for many years a common priority among our members. An A4A-working group actively stimulates the members to open their camps to other target groups and to give visibility to the different ongoing actions in the associations.

The Alliance's Accessing principle is to open international workcamps and other intercultural learning activities, for people with fewer opportunities to spread peace, tolerance and mutual understanding worldwide. **Taking part in an international volunteering project can play an important role in the personal and social development of volunteers** and all the workcamps should aim to make this opportunity available to a wider range of participants. Alliance accessing policy also recognizes that

all participants can benefit when a workcamp is made up of a diverse group of volunteers.

In recent years, members have sent to workcamps several hundreds of volunteers. For instance, during the campaign held in 2013, the A4A working group 25 organisations signed up and exchanged over 190 volunteers, a number which is increasing every year more.

Increasing inclusion is now an important part of the work of the Alliance and its members. All members of the Alliance are invited to open up their workcamps to volunteers with fewer opportunities.

The Access 4 All Working Group supports members of the Alliance to send and host volunteers with fewer opportunities on international workcamps.

The work of the group includes:

- Providing support tools, advice and guidance to member organisations (through communication, support forms, a guidebook and methods);
- Organising training and development opportunities for members working in this area (through trainings and conferences);
- Providing a forum for members to share experiences, give advice and develop new projects;
- Collecting and sharing information and statistics about the work of the Alliance in the field of inclusion.

The former Accessing Campaign and current Accessing practices, derives from a history and a long process of inclusion programmes and cooperation, that eventually led to the establishment of the campaign and the adoption of the Accessing policy.

In 1998 Alliance, SCI, YAP were invited by the European Commission to a pilot centralised EVS project in order to offer young people with fewer opportunities the opportunity to experience voluntary service through international workcamps.

Since then, Alliance succeeded five more approved inclusion projects (under the EU youth programme) with the European Commission, in which 200 young volunteers with fewer opportunities participated.

Through two General Assemblies (2002 & 2004), Alliance decided to have a permanent inclusion policy and in 2004 it decided to raise this accessing policy to international level (not only European).

Since then, many actions have been taken to promote the participation of youngsters with fewer opportunities. Among them, study sessions, trainings and conferences in order to reflect about the working methods, related to the mentorship, peer-to-peer support, leaders' role, accessibility in the voluntary projects and more.

PART II - The workcamp season step-by-step

3. Calendar

February		<ul style="list-style-type: none"> Collecting and translating your workcamp programme (into English).
March	Before the Technical Meeting	<ul style="list-style-type: none"> Preparing your programme to be distributed at the TM in different formats (doc, txt, xml)- print only the requested amount. Preparing Exchange Agreements, Filling the online Yellow pages..
	At the Technical Meeting	<ul style="list-style-type: none"> Bi-lateral meetings with partners.
	After the Technical Meeting	<ul style="list-style-type: none"> Preparing the programme for your brochures or website through which you will recruit your volunteers (for some organisations this involves translations of the texts).
April-May-June		<ul style="list-style-type: none"> Placements: incoming/outgoing. Training of camp leaders In May: preparing and sending the info-sheets to the partners whose volunteers you have placed on your workcamps.
June, July, August, September		<ul style="list-style-type: none"> Lots of phone calls; last minute applications; cancellations of volunteers; mothers who want to know if their children arrived! Checking the arrivals of the international volunteers on your workcamps.
September-October		<ul style="list-style-type: none"> Preparing the evaluation of the exchanges with your partners. Beginning the statistical reports.

November	<ul style="list-style-type: none"> ▪ General Assembly of the Alliance and Staff Meeting ▪ Bringing the evaluations (list of volunteers present, no shows, any particular reports) of your exchanges. ▪ Preparing the statistics for the Alliance (if you are an Alliance member).
December-January	<ul style="list-style-type: none"> ▪ Starting preparing a new season!!!

Off-Season workcamps

Nowadays workcamps are organised all over the world, all around the year. The above monthly schedule does not necessarily fit in this case but the cycle is broadly the same: the workcamps have to be presented well in advance to your partners, the placements are still made and, of course, the info-sheets have to be created as soon as possible.

4. Technical Meeting

The annual Technical Meeting (TM) of the Alliance is held in early March, hosted by a different member organisation each year. It is the main point at which all members, and many invited partners and guests, meet to exchange and discuss the programmes for the forthcoming workcamp season. It is a very large event: to give an indication, in Tallinn, Estonia, in 2016 the TM was made up of approximately 155 participants representing 85 organisations from 47 countries. The TM normally takes place over 5 days and is principally made up of bi-lateral discussions. Through a system of appointments, the representatives speak with all the partners they need to.

To the newcomer the TM can appear like a speed dating event! **Depending on the depth of discussions entered into, every minute of every day can be taken up with meetings so it can be an exhausting experience! There are ways of making the time as productive as possible, particularly through good preparation beforehand.** Firstly, it is important to remember that organisations taking part in the TM expect **to gather the programmes of all their partners in order to then begin the recruitment of volunteers once back in their own countries.** So they need the concrete information from each other about the workcamp plans for the following months. There are certain things that need to be brought to the TM:

- **Background information about your organisation** (especially important if you are a new organisation): year of foundation; structure of the organisation; scope of activities; funding; technical details such as contact people, address, e-mail, Skype contact, etc.
- **Workcamp programme** with concrete details (see next page for more information).
- **Information about your country** or region can be useful for the partners to understand more about the contexts in which your activities take place.

It may also be necessary to discuss issues or concerns from the exchanges of the previous summer so **it is useful to bring statistics and any outstanding evaluations.**

4.1 Preparation

Before the TM, which is a highlight of the year and the real start of your placement work, you should first be full of energy! If you prepare your work well from the initial stages, you will have all the advantages of setting up a successful season. The next pages are here to help you to prepare and enjoy your work!

Standardization of the presentation of the workcamp programs

In terms of presentation there is one requirement for the Technical Meeting, which is that the workcamp program presentation has to be brought in an electronic format (on USB, CD). Following the commitment undertaken by our network in the field of environmental sustainability through the International Sustainability Campaign, general recommendation during the TM is to share project information in an eco- friendly way, by using mostly internet and electronic documents instead of printed programs (i.e. using a laptop and/or sharing files, printing only one consultation copy of the program if needed). Nevertheless, we understand that for some of us it may be difficult to carry out bilaterals in an effective way without paper support.

Introducing to/description of the organisation

The programme should begin with an introduction outlining practical information on the organisation, general conditions for participation (e.g. age limits, etc), a general description of the programme of projects (e.g. how many, possibilities to host disabled volunteers, etc). It is important to be as concise as possible and use clear language. If there are specialised terms used in describing the work on your projects then you should include a definition of those words or terms. It is useful to include a separate document with a map of your country showing the location of the projects.

The program should begin with the introduction outlining practical information on the organization (approximately 50 words) including the following information:

- ✓ Name of the organization:
- ✓ Year of the foundation:
- ✓ Location of the central office:
- ✓ Aim and objectives: (in few sentences)
- ✓ Type: NGO, governmental, other
- ✓ Activities: workcamps, EVS, MTV/LTV, etc.
- ✓ Responsible persons: for workcamps, general matters, EVS, MTV/LTV, etc.
- ✓ Working days and hours:
- ✓ Official website:
- ✓ Contact addresses: e-mail, Skype, other
- ✓ Telephone and fax number:
- ✓ Emergency number: this number should be used only in emergency situations and not shared with volunteers

- ✓ General conditions for participation in your workcamps:
 - age limit
 - common language used in the camps (i.e. English, but there is certain amount of camps where the knowledge of the local language is requested)
 - Participation fee: a) No; b) yes - for all camps or for certain camps, reason; for some camps.

4.2 Formatting the programme

When providing your programme there are certain requirements necessary when saving into an electronic format:

- Do not use language specific letters such as á, æ, è, ì, ñ, ð, ç, ж, т, б, ø, etc.: they cannot always be recognised by other computer languages. Please replace them with the phonetic sounds with Latin alphabet letters.
- Do not use **bold** or underline in .txt format version.
- Save the file in Word (.doc - but not .docx) and .txt format. When saving the **.txt document save it under "UTF-8" encoding.**
- Please **do not use tab but just the space bar.**
- Create an .xml version file of your programme (PEF) compatible with the Alliance Data Interchange Handbook (ADIH). To produce this document you may follow the standard set by the ADIH or you can use an online form of those provided by other Alliance members in order to produce them without too many difficulties. Since GA 2017 the Alliance manages Plato (a placement software developed by MS) and recognises the placement software owned by members, compliant with the data interchange handbook. To produce a valid PEF it is recommended to exploit the specific Plato functionality (open and free for all the organisations of Alliance Invitation List 2018).

The other recognized systems can be used as well.

4.2.1 Compulsory headings for the programme description (.doc and .txt file) Code *

The code which uniquely identifies the camp in the project databases. No camps sharing the same code, even if managed by different organizations, shall exist. While project codes formatting is left at the discretion of each organization, particular care should be taken in ensuring the consistency of such codes. For instance, given an organization whose code is ABC, codes could/should be "ABC-01", "ABC-02", "ABC- 03", etc. but not "ABC/01", "ABC-2", "ABC 3". Codes which are duplicates of other codes already present in the database are a cause for rejection of the file.

Name *

The name/title for the project

Location *

The place where the project/workcamp will take place

Region *

The region of a country where the project/workcamp will take place

Country *

The country where the project/workcamp will take place

Start date *

The starting date of the project in format YYYY-MM-DD (year-month-day)

End date *

The ending date of the project in format YYYY-MM-DD (year-month-day)

Type of work *

The work type of the project/workcamp (list of work types is described on page below)

Number of vols *

Number of total (males + females) places for volunteers

Min age *

This element defines the minimum age required for participation in the camp/project. When omitted, the standard Alliance rules apply. The value should be specified if the partner's rules concerning age (or the rules applicable to this specific project) don't follow the usual Alliance practices.

Max age *

This element defines the maximum age allowed for participation in the camp/project. When omitted, the standard Alliance rules apply. The value should be specified if the partner's rules concerning age (or the rules applicable to this specific project) don't follow the usual Alliance practices.

Description *

A medium sized text with a description of the project work, where possible should include separate sections on:

- **Partner:** Clear description of the local host organisation and their motivation to host the workcamp.

Specify 1 or 2 most relevant goals among Goal 1-15 (since Goal 16 – Peace and Goal 17 – Partnership are common to all the IVS projects) in the head of this item. <https://sustainabledevelopment.un.org/sdgs>

Examples: "In this project you are actively working for quality education (UN SDG4 QualityEducation) and helping to support biodiversity (UN SDG15 LifeonLand)" or "By

volunteering in this project you support the foundation in including more children in their program (SDG11 SustainableCommunities)" or " Your support will help the community to avoid the dangers of flooding (SDG13 ClimateAction and SDG11 SustainableCommunities). You are also encouraged to write the simple outcome of the previous year(s) and expected outcome for this year preferably related to SDGs at the end of the "Partner" item. Feel free to add the pictures and/ or write url to show the outcome more visibly and in details. For further information on SDGs in workcamps description check Annex XIV.

- **Work:** Description of work – identification of the problem or need (why are we running this workcamp), specifying the task and involvement of the volunteers, description of the expected impact and possible previous achievement of the same project/workcamp in previous years.
- **Accommodation and food:** Detailed description of accommodation (e.g. tents with numbers of participants per tent or own tent, kind of building etc) and basic facilities (e.g. toilets, showers) and how the food will be cooked or provided.
- **Location and leisure:** Description of location by emphasizing more information related to the project and less the touristic aspect of the place. Description of leisure activities, including study part in connection with the local partner, work and location (if any).
- **Requirements:** Any special requirements for participation at this camp (motivation letter, special documents, level of spoken language, skills, experience, etc).

Participation fee *

The Participation fee element specifies the amount of the (possible) participation fee. Please specify why participation fee is needed, where it goes and in which proportion.

Languages *

A comma-separated list of languages requested for the project. In case of second (or third etc) language, please specify which language(s) is/are basic and what level is required (basic, intermediate, advanced).

4.2.2 Optional elements that maybe included into the .doc and .txt file Summary

This description will be used by the sending partners on their social media channels, for the promotion on your workcamp. The summary should include the reason for organising the workcamp, the information of the local host organisation, the work the volunteers will carry out, the geographical location of the project. The summary should not be more than 2-3 short sentences and use appropriate language for social media.

Accessibility

This field indicates if the project/workcamp type/work/location is accessible for volunteers with less opportunities/disabilities. *Additional information should be provided in the "description" field.*

Vegetarian

Indicates if vegetarian food will be available.

Family

Indicates if whole families, with kids, are allowed.

Airport

The nearest airport

Train station

The nearest train station

Number of vols m

Number of places available for male volunteers

Number of vols f

Number of places available for female volunteers

Max vols per country

Maximum number of volunteers per nationality

Max teenagers

Maximum number of teenager volunteers

Max national vols

Maximum number of national (local) volunteers

Notes

Short remarks for the project, anything that doesn't fit in the fields listed above (e.g. there will not be camp leaders, etc.) Give information about possible transport limitations (eg. "Please note there are no buses after 6.30 pm"), latest arrival time at the major terminal, earliest departure time from major terminal.

4.2.3 Camplists

Following the introduction should be a summary camplist of the projects in your programme as follows (the European date system should be used, day/month):

Code/Name	Location	Dates	Type	No. of vols	(Ages)
MS01 AARHUS	Aarhus	20.06 - 10.07	KIDS	13	(18- 30)
MS03 BORUM	Aarhus	10.07 - 29.07	RENO	18	(18+)
MS04 SKAGEN	SKAGEN	03.08 - 18.08	DISA/TEE N	18	(15- 17)

Projects should appear in chronological date order. The camp code should always begin with the initials of your organization, then the number.

**The agreed organisational codes of Alliance MEMBERS are as follows:
(organisations in alphabetical order)**

Name	Code	Country
ALLIANSSI	ALLI	FIN
ALTERNATIVE-V	UAALT	UKR
ANEC	ANEC	FRA
COMPAGNONS BATISSEURS BELGIQUE	CBB	BEL
CHANTIERS JEUNESSE	CJ	CAN
COMPAGNONS BATISSEURS FRANCE	CBF	FRA
CITIZENS IN ACTION	CIA	GRC
CIEE JAPAN	CIEEJ	JPN

COCAT	CAT	ESP
CONCORDIA FRANCE	CONCF	FRA
CONCORDIA UK	CONC	GBR
DE AMICITIA	ESDA	ESP
DEINETA	CSA	LTU
EGYESEK	EGY	HUN
ELIX	ELIX	GRC
ESTYES	EST	EST
FIYE	FIYE	POL
GHD	GHD	TUR
GRENZENLOS	GL	AUT
GSM	GSM	TUR
HUJ	HUJ	ARM
IBG	IBG	DEU
IBO ITALIA	IBO	ITA
IJGD	IJGD	DEU

INEX - SDA	SDA	CZE
INEX SLOVAKIA	ISL	SVK
IWO	IWO	KOR
JEUNESSE & RECONSTRUCTION	JR	FRA
JAVVA	JAVVA	BEL
LEGAMBIENTE	LEG	ITA
LUNARIA	LUNAR	ITA
LYVS	LYVS	BLR
MS DENMARK	MS	DNK
NICE	NICE	JPN
NIG	NIG	DEU
PRO-INTERNATIONAL	PRO	DEU
Rural Centre for Human Interests	RUCHI	IND
SFERA	SFERA	RUS
SIW	SIW	NLD
SOLIDARITES JEUNESSE	SJ	FRA

SVI	SVI	ESP
UNION FORUM	UF	UKR
VIMEX	VIMEX	MEX
VIN - Volunteers Initiative Nepal	VIN	NPL
VIVE MEXICO	VIVE	MEX
VJF	VJF	DEU
WCIA	WCIA	GBR
WORLD FOR YOU	W4U	RUS
XCHANGE SCOTLAND	XS	GBR
YAP ITALY	CPI	ITA
YOUTH for Smile (Jaunatne smaidam)	YS	LTV
YRS - VSS	VSS	SRB

**The agreed organisational codes of Alliance PARTNERS are as follows:
(organisations in alphabetical order)**

Name	Code	Country
Associação dos Jovens Voluntários	AJOV	MZB

de Moçambique		
Asociación Costarricense de Interculturalidad	ACI	CRI
AYA	AYA	RUS
Bridge to the Future	BF	AZB
Brigada de Voluntarios Bolivarianos	BVBP	PER
Cambodian Youth Action	CYA	CMG
Chantiers Jeunesse Maroc	CJM	MAR
Dejavato Foundation	DJ	IDN
Digevu	DGV	RUS
DreamWalker China	DWC	CHI
Field Services & inter- cultural Learning	FSL	IND
GIED	GIED	PHL
Gerakan Kerelawanan Internasional	GREAT	IDN
Green Volunteers for Green Future	NICE	LKA
ICJA Freiwilligenaustausch weltweit e.V.	ICJA	DEU
IIBC - PKBI Indonesia International Workcamp of Perkumpulan Keluarga	IIBC	IDN

Berencana Indonesia		
Informagiovani	IG	ITA
Instituto Português do Desporto e Juventude	IPDJ	PRT
Kenya Voluntary Development Association	KVDA	KEN
Leaders	LS	KGZ
Mongolian workCamps Exchange	MCE	MNG
Open Houses	OH	DEU
Passage Zebra	PZ	RUS
South Africa Volunteer Work Camp Association	SAVWA	ZAF
See Beyond Borders (SEEDS)	SEEDS	ISL
Solidarités Jeunesses Vietnam	SJVTN	VNM
Autonomous non-government organisation for support and development of social tourism "Smart Travel Bureau"	STB	RUS
Sodrujetsvo	SODVO	RUS
Sunshine Volunteers	SVI	CHI
Uganda Pioneers Association	UPA	UGA

Uvikiuta	UVIKIUTA	TNZ
Volunteer Action for Peace-UK	VAP UK	GBR
Volunteers For Peace	VPF	USA
VolTra	VT	HKG
Volunteers Spirit Association	VSA	THA
Volunteers for Peace Vietnam	VPV	VNM
VYA Taiwan	VYA	TWN
WorldWide Friends	WF	ISL

**The agreed organisational codes of Alliance GUESTS are as follows:
(organisations in alphabetical order)**

Name	Code	Country
Colorful House	CH	GRG
Educated Youth Society	EYS	DZA
FUNPROCH Chiriboga	FPEC	ECU
Fundacion SES	SAS	ARG
WeCollab	WeCollab	COL

Zimbabwe Workcamps Association	ZWA	ZWE
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Within the camp lists, **the type of work on the project** is shown by abbreviations as follows.

These are the abbreviations recognized by the Alliance, do not use others.

Agriculture	AGRI	Family	FAM
Work with animals	ANIM	Work with kids	KIDS
Archaeology	ARCH	Language camps	LANG
Art type	ART	Camp leader	LEAD
Construction	CONS	Manual work	MANU
Cultural projects	CULT	Renovation	RENO
Work with people with disabilities	DISA	Work with refugees/asylum seekers	REFU
Educational	EDU	Social project	SOCI
Work with elderly	ELDE	Sport project	SPOR
Environmental	ENVI	Study theme project (history, research)	STUD
Festival	FEST	Teenagers	TEEN

For Teenage Camps and Family Camps, it is recommended that the abbreviation "TEEN" followed by the type of work, e.g. TEEN/RENO or FAM/CULT, etc. The precise conditions should be explained in the detailed project description. These are the abbreviations recognized by the Alliance, please do not use others.

See the [Alliance Data Interchange Handbook \(ADIH\)](#).

Detailed description on a printed document

Following the summary list there should be a detailed description of each project as follows:

Partner: Description of the local partner.

Work¹¹: Description of the work, the local host project, and the theme.

Accommodation and food: Brief description of the accommodation and facilities and food.

Location and leisure: Brief description of the area, and nearest big town to locate the place on a map.

Requirements: Any language skills, past experience, if there are possibilities to host volunteers with disabilities.

Language: Language that the volunteers will use. A comma-separated list of languages requested for the project.

Airport, train/bus station: Nearest train or bus station and international airport and any useful information to enable volunteers to buy travel tickets as soon as their place is confirmed.

Participation fee: Mandatory when fee is required.

If you have participation fees on any of your workcamps an explanation of why there are additional fees must be given (i.e. what the money covers and how it will be used).

If the work or conditions of a project change significantly after the camp lists have been exchanged (i.e. after the Technical Meeting) all partners should be informed immediately to avoid volunteers being surprised by any changes.

4.3 The Yellow Pages

The Yellow pages is a form organisations fill in before the TM in order to have an updated contact details collection easily accessible anytime during the busy season. It also contains the most important information and highlights of your programme. The link to fill the Yellow Pages 2021 is the following:

<https://forms.gle/Q6E1KnJz1J65Q9xc8>

¹⁰ Camp code; Name; Location, Region (if applicable); Start date – End date; Type of work; Number of vols; Min- Max age

¹¹ A medium sized text with a description of the project work, where possible should include separate sections on: Partner (description of the local partner organising/hosting the project); Work (description of work); Accommodation and food (description of accommodation and food); Location and leisure (description of location and leisure); Special requirements (description of special requirements).

4.4. Exchange agreement forms

The exchange agreement form is used by most organisations during the Technical Meeting and/or in preparing the season. It has different uses, specifically:

- As a document providing basic information concerning the framework of the exchange (i.e. methods of communication during the placement season, medical coverage on the projects, exchange fees, etc.)
- A record of important, relevant and up-to-date information, e.g. address, telephone, fax, e-mail, Skype, contact persons for the season, working hours and a 24 hours emergency telephone number.
- For reserving places with your partner organisations on workcamps.
- By signing the agreement between two associations this certifies a co-operation for that current year. This is to facilitate partners coming from visa countries and using exchange agreements as an official document with embassies. Please make sure that the following sentence is incorporate at the end of your agreement:
 - *By signing this document we agree with the Alliance Quality Charter and our cooperation for the current year.*
 - *Information you provide will remain confidential and will only be held on the internal database of partner organisation. Access to this information is limited to staff with a genuine and essential need to have such access and will not be available to other persons unless given permission.*

See an example of the Alliance Exchange Agreement in [Annex III](#).

5. Recruiting Volunteers

5.1 Websites and brochures

There are different means of recruiting volunteers and of course each organisation has its established methods, suited to the local and national climate in which they work. Many still produce a printed brochure and most nowadays rely on a website and social networks to promote and present the workcamps. For ideas on how this is being done, it is worth visiting a selection of sites. On return from the Technical Meeting, as soon as you are back in the office, the race to produce a programme for your volunteers begins! Translation, layout, proofreading, etc: a lot of working hours are waiting for you! Nowadays the programmes are produced faster than in the past, programmes are put on the web some time before paper versions are available and application requests to partners are made

earlier (as soon as beginning of March).

Alliance Quality Charter regarding the recruitment and preparation of volunteers

Sending organisations should only recruit volunteers who are resident in their own country unless there is no sending organisation in a particular country. (3.2.4)

Hosting organisations should only accept volunteers from a sending IVS organisation, unless there is no IVS organisation in a particular country and a volunteer applies directly. (2.2.3)

The sending organisations must inform volunteers about the workcamp movement, voluntary service, what they can expect on a workcamp and what is expected of them. They must also be clear on how their projects are funded. (3.2.2)

Sending organisations are responsible for providing volunteers with all the necessary information including: preparation/training sessions; handbook; infosheets; contact with past participants, etc. (3.2.3)

Each sending and hosting organisation should implement and respect the rights of the volunteers (see section 1.1) (3.2.1)

Hosting organisations must inform all the volunteers about any health and safety instructions regarding the work, accommodation, free time activities and transport (if necessary for the project). (2.2.16)

Sending organisations from countries where a visa is required should inform hosting organisations about visa regulation. Sending organisations should do all they can to ensure a volunteer is issued with a visa when required. (3.2.7)

Hosting organisations should do all they can to ensure a volunteer is issued with a visa when required and they should clearly communicate the visa procedures with the sending organisation. (2.2.7)

Detailed information (the 'infosheet') should be available no less than four weeks before a workcamp is due to start. This information should include an emergency telephone number of the hosting organisation. Hosting organisations are recommended to follow the template provided in the Alliance Guidebook. (2.2.8)

5.2 Volunteers Exchange Form (VEF)

A copy of the current Alliance Volunteer Exchange Form (VEF) follows at the end of the guidebook in [Annex IV](#)

The form with your organisation's logo/name & address in the bottom left-hand corner should be distributed to your volunteers for them to fill out completely when making their workcamp choices. When you send the VEF out, you should include instructions for the volunteer on how to fill out the form and, when it is received in your office, double check that everything is filled out clearly and completely. If filled in by handwriting, it is very important that the volunteer's name and address is written clearly in capital letters and they use clear writing for the rest of it. It helps to explain to them that one copy will be going to a foreign organisation that may not be familiar with names and addresses in your country and with different handwriting styles.

If necessary in your country, make sure to declare on the VEF that the personal data of volunteer are used for exchange procedures only.

This is an explanation of the VEF and its contents:

Surname: the last name or family name

First name: given name or name by which someone is known

Gender: male/female/other

Address and telephone numbers: address and telephone numbers where the volunteer can be reached at this time.

E-mail:

Birth date: the European date system should be used (day/month/year)

Birthplace: Optional following the decision of Alliance General Assembly 2018

Nationality:

Passport number: necessary for visa applications

Occupation:

Emergency contact: name of parent or person to be contacted in case of emergency and their day and night telephone numbers

Languages:

Remarks on health/special needs/diet: the volunteer should mention if he/she is vegetarian, diabetic, has allergies, etc.

Past volunteer experience: the volunteer should include any experience in their background which might be relevant to their placement

General skills: the volunteer should mention his/hers skills which might be relevant to the placement

Workcamp choices according to preference: the volunteer should fill in code, name and dates of each workcamp they would be interested in participating in, with the understanding that they could be offered any one of them

Why do you wish to take part in a volunteer project?: Important that the volunteer writes something here to indicate their motivations. A choice may be made from several

volunteers based on their response to this question

General remarks: if the volunteer wants to be placed with another person this is where they should include the name of that friend or any other personal requests
See a copy of Alliance VEF in [Annex IV](#) at the end of this document.

6. The Placement

The placement procedures in all organisations include two types of work:

- 'incoming' - placing the volunteers from partner organisations on your workcamps
- 'outgoing' - placing your volunteers on the workcamps of partner organisations.

In some organisations, the same staff member (or volunteer) might be responsible for both incoming and outgoing placements. In others they will be different people. During the TM, or at the beginning of the season, you have to identify clearly who is your contact: if you are an "incoming staff" you will work with the 'outgoing staff' and vice-versa.

6.1 Incoming Placement Procedures

The incoming staff place volunteers from partners on workcamps run by their organisation. The work starts well in advance of the TM, in preparing the programme to give to the partners. As an incoming staff, it is an advantage if you know well the projects organised: in some, but not all, organisations the incoming staff are responsible for setting up and co-ordinating (not necessarily leading) the workcamps.

6.1.1 Communication about incoming volunteers

It is the normal practice that all exchange correspondence must be sent to the partner sending organisation, not to the volunteer directly. This may change if there is very little time before the start of the workcamp but, in this case, the sending organisation should be informed that the information has been sent directly to the volunteer. When you send an e-mail message to many partners, try to avoid a long first page of receivers by using the 'blank carbon copy' (bcc).

Members, partners and guests are invited to use Alliance mailing list: placement@alliance-network.eu for all exchange matter things. This mailing list includes all organisations from the Alliance invitation list (members, partners and guests), their e-mail addresses related to exchanges.

When you receive a placement request you should answer as soon as possible and not later than two working days after you have received the request. If you confirm the placement, please indicate the projects code, name and the exact dates in order to avoid misunderstanding from partners and volunteers. In case you cannot accept the volunteer please always give the reason.

In the subject of the e-mail write your decision and repeat the name of the volunteer and project code:

e.g. Acceptance: Jan Novak for GEN 17 Non Acceptance: Jan Novak for GEN 17.

You can answer by e-mail or if you do so over the Skype or phone, always send a written e-mail message afterwards.

6.1.2 Free Places List (FPL)

The Free Place List (FPL) is the summary list of your workcamps that is sent to all organisations to keep them informed of vacancies for their volunteers. You can reach all organisations from the Alliance invitation list (members, partners and guests) at once through the email address placement@alliance-network.eu **AND** the Google group placement_alliance@googlegroups.com

The Free Place should be updated in Alliance Placement Tool, PLATO, at least once a week, normally on a friday. After updating your Free Place List you can download a PDF to send to your partners. If you don't have login information to PLATO write to plato@ms.dk who can provide you with the information.

6.1.3 Infosheets/packs are essential materials in the placement procedure: you should take care in preparing these documents with appropriate information and on time.

After the brief workcamp description, from which volunteers have applied, this is the first part of their preparation. The infosheet should always be sent to sending organisation that will resend it to the volunteer(s). If there is any change in the infosheet later and you want to send it again, be sure to highlight the changes to enable a quick understanding. The infosheet should be sent not later than four weeks before the camp starts. There are certain items, which should be included as a minimum within all info sheets:

Code and name of project: as appeared in the original workcamp programme list.

Project dates: state clearly the dates that volunteers should arrive and depart.

National partner organisations/local host: it is important that volunteers are aware of the philosophy of the hosts and it will help to prepare them for some of the working conditions. It will help volunteers to know for and with whom they are working.

The organisation: information should be included about us as hosting organisations.

About Alliance of European Voluntary Service Organisations: It is also recommended to add a description of Alliance network and the Alliance logo.

Theme/project: if there is a special aspect of the project, particularly that which relates to the work and/or host, it should be mentioned here.

Description of the work: as clearly as possible, so that requirements and expectations can be understood. Working hours should also be included.

Number of volunteers: total number that will be in the group (nationals and internationals).

Age limit: define minimum and maximum age of the volunteers due to the policy of the hosting organisation

Accommodation/food: the basic facilities should be included as a minimum: bedding and washing arrangements, kitchen facilities, etc. This should also include the address of the accommodation.

Things to bring: any general items such as sleeping bag, recipes, etc. and specific items such as strong footwear, etc.

Leisure: it should mention the possibilities for leisure time, or if certain activities have been arranged in advance. Volunteers should know if there are many activities where they are staying, or if they will have to create their own entertainment.

Landscape/surroundings: it is good if volunteers can have some idea of the challenges they will face in the local environment, e.g. if there are certain social problems in the area or if it is very isolated.

Leadership: it may not be possible to say early on who will be the camp leader/s but their role in the group can be outlined (are they work/technical leaders or only domestic ones?). It might be important to outline the leadership philosophy of the hosting organisation. In case there will not be a camp leader, please specify.

Language spoken: 'official' language of project.

Meeting point: it is also essential to give an alternative in case volunteers miss the rendezvous. This must include some kind of emergency contact number for use on the day of arrival.

Map: sometimes it will be most appropriate to give a national map to locate the camp in the country, while some other times a local street map will be more useful.

Travelling instructions: check the accuracy of the bus/train timetables and costs involved, etc. No information is better than incorrect information!

Sustainable travel: Transport represents almost a quarter of Europe's greenhouse gas emissions and in International Voluntary Service we are trying to minimize our ecological footprint by reducing the impact of our activities. Due to the fact that volunteers need to cover medium or big distances to reach the workcamps, we encourage you to think about compensating your travel's carbon emissions and to choose the most ecologically friendly means of transport, check our Sustainable Transport Infosheet. Before your workcamp, calculate at this link <https://bit.ly/2Y3W9ak> the carbon emission your travel would generate through different transportation means. Afterwards, here <https://bit.ly/2MZjCmZ> you can calculate the CO2 emissions generated during your workcamp if transports were used during the experience. There are different ways how carbon emissions can be offset: by planting trees, making donations to carbon offset projects... Activities like switching to a green energy supplier, eating vegetarian/vegan and using public transport also contribute to a smaller carbon footprint.

Emergency contacts: It is necessary to write the mobile telephone number and email address of campleader. Include also the office address and office phone/contacts of the host of the project.

Insurance: Specify if the hosting organisation provides insurance for the volunteers or not. If yes, indicate the time period and what it covers.

Extra fees: amount and explanation of extra fees - Specify the need and where it will be used; also be clear about how, when and in which currency any fees are to be paid.

It can be useful for the volunteers to have more information about the hosting organisation and practical information about the **country of the workcamp**. It is not necessary but it can help a lot and avoid practical problems (e.g. expectations about the workcamp, changing money, local transport...). Some Alliance members have produced such type of booklet for incoming volunteers. Here is an example of contents of a booklet:

- Introduction about the hosting organisation (aims, activities)
- What to expect, what not to expect on a project (group life, work, leaders, rules, insurance, quotes from ex-volunteers, how to prepare yourself, etc.)
- General info about the country or region (history, geography, socio-political structure, language, culture, the people, some useful phrases, climate)
- Travelling in the country (buses, trains, planes, hitch-hiking)
- Useful information (telephone, post, money, official-opening hours, public holidays)
- Suggestions for accommodation in the main cities Useful addresses, web links
- Things to bring
- Map of the country, how to find the host organisation's office

In the framework of the International Campaign for Sustainability in Voluntary Service, the Alliance Environmental Sustainability Working Group has developed the **HYPERLINK** "<http://www.alliance-network.eu/environmental-sustainability-tools/>" **Sustainable Transport infosheet**.

This is a collection of information suggesting a low-impact travel choice in several countries; it has to be sent to the volunteers before or together with the workcamp infosheet

6.1.4 Confirmation slip

This document, usually (but not always!) distributed with the infosheet, is useful to avoid or reduce no- shows and organise the arrivals of the volunteers.

Name/Surname of the volunteer:.....
<input type="checkbox"/> I confirm my participation in the workcamp MS06 Odense
<input type="checkbox"/> I have read the infosheet and agree to take part actively in the workcamp and host
<input type="checkbox"/> I expect to arrive at the meeting time/meeting point indicated in the infosheet

The minimum data on this slip should be:

Some organisations also ask the means of transport, or the flight number....

6.1.5 Cancellation of workcamps

As the hosting organisation, if one of your workcamps is cancelled you should inform all your working partners immediately. A cancellation is an exceptional situation and has to be managed as an exceptional problem!

Those partners who already have volunteers placed on the workcamp should be contacted as a matter of priority, then all other partners. If you have another project to offer any placed volunteers you should offer them this project through their sending organization; you should not just transfer them without giving them a choice.

Alliance Quality Charter regarding the cancellation of workcamp (2.2.5):

If a workcamp is cancelled the hosting organisation must propose an alternative workcamp for the volunteers already placed on it. The replacement camp should be as close as possible to the original project in terms of dates, type of work and work location

6.1.6 Immigration issues

It is the shared responsibility of both sending and hosting organisations to support volunteers if they need a visa to enter the country of the workcamp. Both partners must do all they can to ensure a volunteer has all the necessary and accurate documentation and that they have some understanding of the visa procedures.

There are certain actions that can be taken to make the process easier and more likely to succeed but at the same time it is difficult to give specific advice here as every country has a different and changing approach to immigration issues. But there follows here a general list of points, which **host organisations** should be aware of:

- Host organisations should maintain a dialogue throughout the year with their

Embassies in the countries concerned; preferably developing personal contacts and checking each year for changes in the procedures. The Embassies should be aware of all partner organisations in that country. Where several organisations in one hosting country co-operate with partners in the sending country it could be useful to initiate a common correspondence/action.

- Host organisations should send invitation letters at the earliest possible time.
- Host organisations should send a **supporting letter to their Embassy** in the country concerned which contains at least:
 - a reference to previous correspondences
 - a list of accepted volunteers with names, dates of birth, birthplaces, addresses, passport no's, occupations, etc.
 - a clear description of where, for what purpose and for how long the volunteers are being invited to the country (not using the words '**work**' or '**workcamp**')
 - official stamp and signature of the organisation
 - copy of this correspondence should be sent to the immigration authorities in the hosting country.
- A copy of this correspondence should be sent to the immigration authorities in the hosting country.
- The official **invitation letter to the volunteer** should contain at least:
 - details on the volunteer: full name, date/place of birth, address, passport number, occupation;
 - a clear description of where (the project address), for what purpose and for how long the volunteer is being invited to the country (not using the words '**work**' or '**workcamp**')
 - a clear indication that food and accommodation are provided and mention if that the volunteer is insured for the period
- If it is possible, the host organisation should arrange to collect or meet volunteers when they know there may be a problem at the border. Otherwise, the host organisation should send a letter to the authorities at the arrival/immigration point.
- If necessary, the workcamp leaders should be instructed to register the volunteers with the immigration authorities.

See an example of an information letter from host organisation to overseas embassy about the incoming volunteers requiring visas in [Annex V](#) at the end of this document.

See an example of an invitation letter from host organisation to incoming volunteer in [Annex VI](#) at the end of this document.

6.1.7 Additional documents

Hosting organisation might request to receive other documents from the volunteer. These are again sent through the sending organisation:

Motivation letter – at least a short motivation must be a standard part of each VEF but

sometimes hosts need to see specific interest of the volunteer in his particular project and this can be illustrated through extra motivation letter that volunteer send to his sending organisation.

Medical forms – are provided by hosting organisation. Volunteer needs to provide requested information. Form usually doesn't have to be filled in by a medical doctor. For teenagers, a parent/guardian must sign the form (see a template for this document in [Annex VII](#)).

Scaffolding certificate – the form is provided by hosting organization. It needs to be filled in by a medical doctor (see a template for this document in [Annex VIII](#)).

Certificate of good conduct/Police check – official confirmation from the state police that volunteer has no previous criminal record. In case it is provided only in volunteer's national language, sending organisation confirms its content in English by stamped and signed statement.

Parental authorization – necessary document signed by parents of teenage volunteers; the form is usually provided by the hosting organization (see a template for this document in [Annex XVI](#)).

References – sometimes requested from volunteers joining workcamps where they work with children. Details are given by the hosting organisation.

6.2 Outgoing placement procedures

The outgoing staff places volunteers from their organisation on workcamps run by partners.

You will start the placement work just after the TM, as you start to prepare the workcamp lists for distribution, either on your website or in booklet form (this can be a heavy job if you have to translate the projects into your native tongue). You should have already started the promotion of workcamps (a year- round activity for most organisations) just before the TM to be sure to have the candidates ready to apply.

Keep in mind that getting places might be a real race as some destinations or projects are very popular and some partners may have quite small programmes. It depends on how you have worked during the bilateral talks at the TM, and in rare cases if you have reserved places or not.

6.2.1 Requesting places

Volunteer Exchange Form (VEF) with complete information should be provided in order for the hosting organisation to be able to make a proper decision about your request. Sending organisation is responsible for providing a complete VEF including volunteer's motivation for participation in the workcamp.

Requests usually are made by e-mail or by placement tools. In the e-mail body you can state the volunteer's first and family name, gender, age and any special needs the volunteer has. Put the code, name and dates of the project in which you are requesting the place.

An example of e-mail:

Subject: INEX-SDA application form: Jan Novak for GEN 17

Dear Zafer,

Can you please accept our volunteer Jan NOVAK, M, 23, to your project GEN-17 VILLAGE SCHOOL taking place from 12.07.2013 to 26.07.2013?

Please find the VEF attached. Thank you in advance.

Signed:

Your name

Name of the organization Full contact details

The hosting organisation should try to respond to a request for placement within two working days. If there is no answer after more than two days, the sending organisation can send the request again, changing the subject of the email to:

6.2.2 Relations with volunteers

It is important to develop good and friendly relations with your volunteers. You should help them to be confident and well prepared for their experience and, when they return, you will have good feedback and people who will gladly spread information about your organisation.

It can mean you need to spend a lot of time on the phone and e-mail but remember that the volunteers are the heart of our activities; they are the life-blood of all voluntary organisations!

- As soon as the hosting organisation confirms a placement, contact the volunteer to confirm his/her acceptance on the workcamp.
- As soon as you receive the infopack or infosheet send it to the volunteer.
- Give all possible assistance to your volunteer for any visa procedures.
- Between the confirmation to the volunteer and the start of the project, expect to spend time by phone with your volunteers to answer to their questions and to build up a personal and supportive relationship with them (the amount of support needed by the volunteer will, of course, vary widely).
- Some hosting organisations will contact you because your volunteer did not send their reply/confirmation slip or special form (medical form, parental authorisation etc.).

6.2.3 Cancellations of volunteers

It should be remembered that a place on a workcamp 'belongs' to the hosting, not sending, organisation and it is their responsibility to manage all matters relating to the preparation, execution and follow-up of that workcamp. As sending organisation, if a volunteer informs you that he/she wish to cancel a place which has already been confirmed by the hosting organisation then it is your responsibility to cancel that place immediately with the hosting organisation. If by chance you have another volunteer of the same gender interested in this workcamp, you can ask the hosting organisation if they accept the replacement.

You must not hold on to the place (in the hope of finding a replacement) until just before the workcamp starts - this can result in a wasted place (and is very frustrating for the hosting organisation).

Alliance Quality Charter regarding the placements of volunteers

Priority should be given to the cooperation among members, partners and guests of the Alliance. Sending Organisation

3.2.5 The Volunteer Exchange Form (VEF) of each volunteer must be sent to the hosting organisation. It is the responsibility of the sending organisation to submit a completed VEF.

3.2.6 The emergency contact section of the VEF must be filled in and the hosting organisations have the right to refuse a volunteer if it is incomplete. It is the responsibility of the sending organisation to submit a completed VEF.

3.2.7 Sending organisations from countries where a visa is required should inform hosting organisations about visa regulation. Sending organisations should do all they can to ensure a volunteer is issued with a visa when required.

3.2.9 If a volunteer cancels his/her participation the sending organisation must inform the host organisation as soon as possible.

Hosting Organisation

2.2.3 Hosting organisations should only accept volunteers from a sending IVS organisation, unless there is no IVS organisation in a particular country and a volunteer applies directly.

2.2.4 If a volunteer is refused a place, the hosting organisation should give a reason (e.g. full workcamp, too many females, etc.)

2.2.6 Hosting organisations should ensure that all communication regarding placements of volunteers is done efficiently. They must inform sending organisations about any changes regarding the project as soon as they occur.

2.2.7 Hosting organisations should do all they can to ensure a volunteer is issued with a visa when required and they should clearly communicate the visa procedures with the sending organisation.

6.2.4 Immigration issues

It is the shared responsibility of both sending and hosting organisations to support volunteers if they need a visa to enter the country of the workcamp. Both partners must

do all they can to ensure a volunteer has all the necessary and accurate documentation and that they have some understanding of the visa procedures.

There are certain actions that can be taken to make the process easier and more likely to succeed but at the same time it is difficult to give specific advice here as every country has a different and changing approach to immigration issues. But there follows here a general list of points which sending organisations should be aware of.

- Sending organisations should do everything possible to ensure their volunteers are motivated primarily for the workcamp.
- Where possible sending organisations should establish and maintain a dialogue with the appropriate Embassies in their country (invite them to visit projects, arrange meetings, etc.).
- Sending organisation should provide an infosheet to the volunteer on how to apply for a visa, for which countries they are required, how long it takes, how much it costs, what additional information will be required and what he/she will be required to show at the border when a visa is needed.
- The volunteer must be sure to read and understand the visa requirements and conditions he/she is given by the sending organisation.
- Sending organisations should inform hosting organisations of the problems they are experiencing with their Embassies.
- Sending organisations are responsible for transmitting adequate details on the volunteer to the hosting organisation. Official invitations can only be completed when the necessary information is provided, including at least the following:
 - full name
 - date/place of birth
 - address
 - passport number/date of issue/date of expire
 - occupation
- Sending organisation should try to prevent changes in the volunteers they are sending once the hosting organisation has been informed.

7. Health and safety issues

¹²A definition: '*Regulations and procedures intended to prevent accident or injury in the workplace or public environments.*'

Health and Safety should be thought about throughout the process of workcamps. From choosing hosts and projects, to volunteers, transport, accommodation, free time and meals. As an Alliance member, partner or guest organisation, we should always be thinking if what we are delivering is safe for everyone involved.

It is also important that you have read and understood the Alliance Quality Charter as part of this section of the guidebook.

¹² Please note this document is a good practice guide. If you have questions or comments about this please do contact the Alliance EC. *Note by Fiona Callender, Brighton, UK*

7.1.1 Risk Assessments and Managing Risk

All of the volunteering activities should be risk assessed. This isn't a complex exercise and most people already do this when planning, preparing and organising their volunteer projects/workcamps. For good practice it is advised that you record your risk assessments and most importantly you share this information with staff, volunteer leaders and the volunteers that will be taking part on the workcamps/projects.

It is important to note that risk assessments should be working documents that are updated and can be changed. We all know that workcamps can change at the last minute and that outside factors that we cannot always control can affect the projects/workcamps. These can be from weather, illness, and natural disasters to volunteers not turning up (no shows) and host cancelling at the last minute. That is why it's important to make sure that all your camp leaders are trained in how to assess and manage risks.

A five-step guide to Risk Assessment is:

Step 1 - Identify the hazards

Step 2 - Decide who might be harmed and how

Step 3 - Evaluate the risks and

decide on precautions Step 4 -

Record your findings and

implement them

Step 5 - Review your assessment and update if necessary

See an example of the Risk Assessment form in [Annex IX](#) at the end of this document.

7.1.2 Reporting incidents and accidents

It is very important that all Alliance organisations have some sort of system that records and incidents and accidents. Do check your in-country laws as many countries will require this. It is important that all camp leaders have been trained on what to record. For good practice this is also recommended to protect the volunteers, organisations and camp leaders.

A **"Near Miss"** is an unplanned event that did not result in injury, illness, or damage – but had the potential to do so.'

It is well documented that learning from 'Near Misses' can avoid accidents and injuries. For example a volunteer using a damaged tool which eventually breaks and narrowly misses hitting them. As responsible organisations it would be wise to inform the host who can then check the rest of their tools to see if they are in safe working order. Do encourage your camp leaders to get themselves and the volunteers to let the host know if equipment is not working. Remember it is the host's responsibility to ensure that the volunteers have access to safe tools.

An example of Incident is sexual harassment and inappropriate non-consensual touching. When a volunteer is targeted by another volunteer, a camp leader or a person from the hosting team by sexual harassment and inappropriate non- consensual touching, the situation needs to be considered as a source of stress and guilt. This situation also has the

potential to become a sexual assault which then is becoming a health and safety issue. Such incident needs to be appropriately addressed and camp leaders to be trained on the topic.

7.1.3 Emergency Procedures

It is very important that your organisations have thought about how to deal with an emergency procedure. It will be even better if you have written documentation that your staff and volunteers' leaders are familiar with. Below is an example of an Emergency Procedure at Concordia UK Volunteers:

In the unlikely event of a major crisis occurring, below is a step-by-step guide on how to deal with it. What type of major crisis could your organisation deal with?

1. If a volunteer that we are sending overseas has an accident or major incident happen to them whilst on our partners project
2. If there is an accident or major incident on a UK project

All partners have a duty of care in inform us as soon as reasonably possible that there has been an incident. All partners have our mobile number which is manned 24 hours a day –

(00 44 7809164764)

Once we take that call remember to get the following information:

- a) The names of the people involved in the incident
- b) What the incident is and how serious it is
- c) Where did it take place
- d) When did the incident take place
- e) Their phone number so that you can call them back
- f) What they have already done – have they told the host?

Reassure them.

What that staff member does after the call:

Call a senior member of staff – either the Volunteer Programme Manager (VPM), Chief Executive (CE) or Deputy Director (DD)

Next steps:

A staff member preferably a senior person must then inform the local police if it is a serious accident or death – they will then inform the parents – **DO NOT INFORM THE PARENTS YOURSELF** unless agreed by the senior staff members

1. Ring Concordia's insurance company to inform them of the accident (check with the Chief Executive which one to contact)
2. Contact the British embassy within the country of the volunteers' incident to identify ourselves and establish a contact name
3. Contact the FCO (foreign Commonwealth Office) if appropriate
4. **Make a written log of all the events including times, dates, names of people and what steps you have taken**
5. Call the partner back to check on progress

If the phone call is out of office hours, it might be necessary for a member of staff to go to the office to set up an incident centre (man the phones) as parents might want more information and want to visit the office – especially if it is a multi-incident. Also remember that there won't be a lot that you will be able to do especially out of hours as many places will be closed. There is also a big chance that the press will get hold of the information and want access to the building. We will always leave this to the Chief Executive or Deputy Director to deal with.

Line of Command: UK Programme Co-ordinator/International Volunteer Programme Co-ordinator

Will always report to: Volunteer Manager (if they are on holiday – please report direct to the Chief Executive and Deputy Director.)

The Volunteer Manager (VM) will then report to the Chief Executive/Deputy Director who will then inform the Board of Directors

After the incident:

- Contact our partner and ask for a written report of the events
- If necessary the CE, DD or VM should send a press release out
- Contact the family of the volunteer (discuss this with CE, DD or VM first)
- As a team evaluate the incident

If a volunteer that we are sending overseas has an accident or major incident happens to them whilst on our partners' project

If there is an accident, major incident or serious illness on a UK project

All co-ordinators who co-ordinate on UK projects will have had training. In that training they will have been briefed on the UK programmes Health and Safety procedures and the emergency response procedures. This outlines what they need to do as co-ordinators if an incident occurs. The host will have this document too so they can refer to it if necessary.

In this document they are told to inform either the UK Programme Co-ordinator or the Volunteer Programme Manager as soon as reasonably possible after an incident.

Once that call is taken and it is established if it is a major incident the following will need to be done:

1. The names of the people involved in the incident
2. What the incident is
3. Where did it take place
4. When did the incident take place
5. Their phone number so that you can call them back
6. What they have already done – have they told the host?
7. Reassure them

What that staff member does after the call:

Let a more senior person know what has happened

Next steps:

1. A staff member preferably a senior person must then inform the local police if it is a serious accident or death – they will then inform the parents or Interpol if the person is not a resident of the UK – DO NOT INFORM THE PARENTS YOURSELF unless agreed by the senior staff members
2. Ring Concordia's insurance company to inform them of the accident
3. Contact the British embassy within the country of the volunteers' incident
4. Contact the sending organisation in that volunteers' country
5. **Make a written log of all the events including times, dates, names of people and what steps you have taken**

6. Call the co-coordinator/host back to check on progress

If the phone call is out of office hours, it might be necessary for a member of staff to go to the office to set up an incident centre (man the phones). All the emergency numbers and address will be at the office and it might be that you will need access to these. Also remember that there won't be a lot that you will be able to do especially out of hours as many places will be closed. There is also a big chance that the press will get hold of the information and want access to the building. We will always leave this to the Chief Executive or Deputy Director to deal with.

Line of Command: UK Programme Co-ordinator/International Volunteer Programme Co-ordinator

Will always report to: Volunteer Manager (if they are on holiday – please report direct to the Chief Executive and Deputy Director).

The Volunteer Manager will then report to the Chief Executive/Deputy Director who will then inform the board of directors

After the incident:

- Contact our partner and send them a written report
- Visit the project to assess what has happened, check the Risk Assessments
- Keep in regular contact with both the host and the co-ordinator to check on progress.
- It might be necessary to assist the volunteer or their family with insurance and getting the volunteer repatriated to their country
- Make sure that if it was an accident during the work that you have access to the co-ordinators and hosts risk assessments
- If necessary, the CE, DD or VM should send a press release out
- Contact the family of the volunteer (discuss this with CE, DD or VM first)
- As a team evaluate the incident

See an example of Major Incident Proforma form in [Annex XI](#) at the end of this document.

7.1.4 Insurance

Many of the workcamp/projects are insured for the volunteers and cover health care.

In the EU all residents can access the European Health Insurance Card (EHIC). But there are some countries that are unable to get insurance. For those countries that volunteers

can access insurance easily and cost effectively then encourage your in-coming volunteers to have their own insurance. The insurance would be to cover accidents and health. As good practice you can ask for these details from the volunteers before they start a project so if you have to call on behalf of the volunteer you have the policy numbers at hand.

Another type of insurance is for personal possessions. This is up to the volunteers to organise but you can, at the beginning of the project, make sure that there is a safe place to leave valuables and if you cannot find a place make sure the volunteers are aware of this and that they are responsible for their own items.

Don't forget that if volunteers lose items during their project they will most likely need a local police report before claiming from their insurance. You or your camp leader might need to assist with this.

Alliance Quality Charter regarding the emergency procedures

Sending Organisation

3.2.6 The emergency contact section of the VEF must be filled in and the hosting organisations have the right to refuse a volunteer if it is incomplete. It is the responsibility of the sending organisation to submit a completed VEF.

Hosting Organisation

2.2.11 Hosting organisation must inform sending organisation about any no shows within three days from the start of the workcamp.

2.2.12 Hosting organisation must inform sending organisation if a significant problem (health, safety or wellbeing of a volunteer) occurs on a workcamp or if a volunteer leaves early.

2.2.13 If, during the time of a workcamp, a volunteer is hospitalised then the hosting organisation is responsible for their wellbeing until the volunteer leaves the hosting country.

2.2.14 Hosting organisations are recommended to have insurance for their projects but in the event that this is not possible they must inform the sending organisations and volunteers before the projects begin.

2.2.15 If, during the time of a workcamp, a volunteer has to be repatriated for any reason then the hosting organisation is responsible until the volunteer leaves the project/workcamp.

2.2.16 Hosting organisations must inform all the volunteers about any health and safety instructions regarding the work, accommodation, free time activities and transport (if necessary for the project).

7.1.5 On the project/workcamp

Below is a check list of areas that you should be aware in terms of Health and Safety whilst planning, preparing and running a volunteer workcamp/project.

1. Hosts and volunteering work:

It is really important that the hosts of the projects brief the camp leaders and volunteers on what the work is that they need to do. They should also do orientations of the work site and point out any local hazards that are there. It is also good practice for a host or camp leader to show the volunteers how to use any tools that may be required for the work to take place.

2. Accommodation:

The volunteers should have an orientation of the accommodation by the host or a responsible person. They should think about the following 3 areas:

- a. Fire – make sure that the volunteers know how to get out of the accommodation if there was a fire and if there is any fire fighting equipment that they know where it is.
- b. Preparing food – make sure that all the volunteers are aware of food hygiene issues before they start to prepare any food. They have access to clean water and hand washing facilities.
- c. Security – make sure the volunteers are able to keep their personal belongings somewhere safe and that any accommodation that they are using is secure enough to prevent unwanted intrusion.

3. Transport:

If a project/workcamp needs to use transport to get the volunteers to and from the worksite then it's important that the Alliance organisation has made sure that any vehicles used are suitable, safe and that the driver has the correct driving license and insurance. If the organisations need a volunteer to drive they must make sure that they have the correct documentation, the volunteer is happy to drive and that all in-country rules are followed.

4. Free time:

This is the most likely time when an accident can occur and often it is linked to alcohol. The camp leader or host can give local knowledge of any activities that maybe risky and they should inform the volunteers of these. A common activity that can be very risky is swimming especially in the sea and open water. Make sure that all volunteers are aware of local hazards and if you are not sure then advise against the activity. It is also important that the volunteers also understand that if they chose to do an activity that has been highlighted as risky that they need to be responsible for their own actions.

5. Safeguarding:

Definition: *'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully'.*

Each country will have its own policies on this but when working on children's projects it's important to be aware that as the Alliance we want to avoid any inappropriate conduct by adults or peers that is abusive in any way. This also applies to the conduct of volunteers between themselves. A good practice procedure would be to ask any in-coming volunteers to have a police check or certificate of good conduct to bring with them to a project when working with children.

6. Lost Volunteers:

Many organisations will have dealt with lost volunteers, usually at the start of a project/workcamp. Normally they will eventually find their way to the meeting point or volunteer accommodation or work site. If you have provided detailed info sheets with contact information such as phone numbers and addresses and you still don't have the

volunteer then make sure you contact the sending organisation so that they can contact the volunteer directly.

Volunteers will sometimes want to go off on their own to get some fresh air or peace and quiet. This is fine but for good practice the camp leader should have a plan for that the volunteers agree to prevent volunteers going missing unnecessary. For example, if a volunteer goes off on their own they need to tell someone where they are going and what time they should be back.

7. Correct paperwork:

- Make sure that all groups, hosts and organisations have a current list of all participants with emergency contact details, any medical issues and checking that the volunteer has insurance to cover health insurance.
- Make sure that all your info sheets have the correct information on them.
- Choose safe pick up points that can be easily found.
- Know where your nearest hospital is to the workcamp/project and make sure the leader knows this information.
- Make sure that the leader has access to emergency numbers of staff from your organisations so they can inform you if there is a problem.

As well as your organisations being responsible for the volunteers, it's also very important to remember that all volunteers are responsible for their behaviour and actions. But by ensuring that you have thought about what risks can happen and how you can deal with them will in turn, help towards keeping the volunteers safety.

8. During the workcamp

Let's get on and run the workcamp now!

If all the preparations have been done correctly and on time, the start of your projects will be easier. Otherwise, you will have to deal with more problematic situations and 24 hours won't be enough per day to deal with all of them! As a **hosting organisation** you have to prepare your leaders (see the [chapter about Leaders Training](#)), your local organisations/partners, etc. Some days before the beginning of the camp, the volunteers will start to arrive in your country. From this time you have to manage or co-ordinate (usually in co-operation with others):

- The arrivals of the volunteers
- Problems at the border
- The meeting point.

Once the volunteers have arrived and the workcamp has started, the list of responsibilities is not over. Some of things you should keep in mind are:

- The big part of responsibilities is now transferred to the **leaders**. Therefore, it is very important they are well prepared and trained to assume these responsibilities in the name of the hosting organisation.
- Late arrivals/no-shows: within one or two days from the beginning of the workcamp, you should call the leaders in order to find out whether any volunteer did not arrive

(no-shows) and to check if everything has started well

- Within 3 days you should inform partners in case of no-shows or emergency situations
- At the end of the workcamp, carry out an evaluation of the project (with leaders and volunteers) and deal with any requests for extensions of visas.

See examples of:

Evaluation form for Camp leaders in [Annex XII](#). Evaluation form for incoming volunteers in [Annex XIII](#).

As a **sending organisation** your work is not necessarily over when the workcamp has started.

You have to manage or co-ordinate:

- Anxious parents who have no news from their child!
- Keep a copy of the info sheet. It can be useful in case of emergency and to reassure the family.
- Manage requests of partners (no-shows, problematic volunteers, emergencies...).

Alliance Quality Charter regarding the running of workcamps and conditions for volunteers

Volunteers

1.1.2 Volunteers should be informed of any language requirements, work responsibilities, the number of working hours, type of accommodation and general conditions of the project.

Volunteers must be provided with: accommodation (including washing facilities and toilets), and adequate food or budget for it, according to local standards. The group will not be expected to pay any additional fee which was not included in the project description, for their own food/accommodation whilst on a workcamp.

Volunteers must receive all necessary health and safety instructions regarding the work, accommodation, free time activities and transport (if necessary for the project) and be provided with the necessary safety equipment to carry out the work. A first aid kit should be available in the workcamp.

Volunteers have the right to adequate supervision during their project.

Hosting Organisation

2.1.1 Any volunteer not abiding by the agreed rules of the workcamp can be expelled from the workcamp.

2.2.2 It is the responsibility of the hosting organisation to ensure that the host community understands the international and social aspects of a workcamp and is motivated to achieving these in addition to the project work.

Hosting organisation will provide adequate food and suitable accommodation.

There should be a trained person (usually a project leader) responsible for each workcamp to supervise the volunteers and ensure its smooth running. They should also ensure that the volunteers are included in decision making.

9. After the season

Although workcamps nowadays run throughout the year, there is a general pause and sigh of relief around September/October time, when the summer season comes to an end. It is at this time that we can look back to and reflect on the workcamps and exchanges, and evaluate the biggest part of the year.

If we are to improve our activities then it is important that a review process takes place at this point in the year, to identify weaknesses or areas that need improvement. For this reason, it is strongly recommended that each host organisation evaluates its own workcamps. There should be a basic statistical evaluation, to gather together the data on the exchange work.

9.1 Evaluation and follow up

Although host organisations should inform their sending partners of any no-shows within one or two days of the start of the workcamp, a summary of arrivals/no-shows should be prepared at the end of the season, providing a statistical overview of the partnership. This overview can be supplemented with any notable remarks about the exchange work, e.g. any areas that did not work well, or new developments in the partnership.

The sending organisation will receive evaluations or reports from volunteers as they start to arrive back from their workcamps. Usually they will be good reports, but naturally some will not be entirely happy with their experiences. It is important that we listen to their remarks and, where necessary, feed this information back to the host organisation.

See an example of the Evaluation form for outgoing volunteers in [Annex XIV](#).

Many organisations invite volunteers to a Post Camp Event in the autumn, an opportunity to meet others returning from workcamps and to share their experiences. This is an important chance for organisations to develop and deepen the relationships with the volunteers, and to bring them more closely into the life of the organisation. The kind of information and feedback volunteers can provide straight after their experiences can provide a valuable resource for informing and preparing future volunteers. A Post Camp Event is also an excellent way of beginning the recruitment of leaders for the next year.

Alliance used to run the international Post Season Event (PSE) once in two years in

September/October to which each member organisation could send active leaders or volunteers to share their experiences, reflect on the role of volunteering in becoming active citizens and developing a sense of social cohesion and strengthen the training strategy of the Alliance. Since the adoption of the Educational and Training strategy and the establishment of the LTTTC in 2013, the PSE has turned into the evaluation and follow-up event of

The LTTTC. Still, leaders and volunteers of Alliance organisations are invited to take part in the whole LTTTC if they wish to get more actively involved in the workcamp and IVS movement on Alliance level.¹⁸

As voluntary service organisations it is important that we give volunteers as many opportunities as possible to go further in their voluntary activity. Their participation in a workcamp is often just a first step and straight after it they are usually very open to new ideas for going further. Most organisations now have more to offer than simply a summer workcamp programme and an event or meeting can be the best way of passing the information on. It is also the most important and fundamental way of enriching and rejuvenating our organisations, by bringing in that young and fresh experience. The I'VE Post Camp Event, explained in the next section, is a useful tool not only to support the recognition of the learning dimension in workcamps, but also to motivate volunteers to keep being active after the workcamp experience.

9.2 I'VE Post Camp Event

In this section we will present a short description of a usual I'VE Post Camp Event, that all IVS organisations sending volunteers to workcamps are invited to implement at the end of the season with the returning volunteers. "I'VE - I Have Experienced" is a documented system to speak out about competences developed by volunteers in workcamps. More information about the development of I'VE and the research work underneath it, is available on www.ive-experienced.eu. I'VE system is open source and available for free download from the website.

The advantages of using I'VE:

- Returning volunteers get the chance not only to evaluate their projects but also to recognize the learning outcomes (and potential!) of their workcamp experience.
- Voluntary projects are evaluated in a funny and youth-friendly way, using non-formal methodology, peer assessment and IT tools.
- IVS organisations have at their disposal a complete and easy-to-implement system for implementing the usual Post Camp Events in a standardized way.
- Data on the learning outcomes of workcamps can be collected for future analysis and advocacy action, through the I'VE platform that automatically produces the final certificates.
- Organisations have greater chances of triggering longer term participation of young volunteers in other activities and outside the usual summer season, by helping them to recognize and valorize the learning effects of their volunteering and social involvement.

I'VE Post Camp Event takes place during one day (up to 7 hours), it include the use of a

mobile APP but can also be implemented for offline and non-IT use. The methodology is based on non-formal education and on peer assessment. It comprises several sessions as described in the Tool Kit (www.ive-experienced.eu/the-system-outputs):

Welcoming participants and preparing to use the APP

- "The Human Bingo" for getting to know each other and making the first steps in the workcamp dimension
- "Should I stay... or should I go" to trigger self-reflection on personal fears and expectations before going to the workcamp.
- "The Photo Appointment" to allow participants to reflect and share the learning outcomes and challenges of the workcamp and to express their personal experiences.
- "The World Cafe of Competences" to get more familiar with the competences listed in I'VE system (as resulted from the researches) by relating them to the personal experiences of participants.
- "The Clockwork Endorsement" to run, in a peer approach, the endorsement of competences acquired by each participant, and to produce the certificate for each volunteer.
- "The final ceremony and evaluation" to officially recognize the participation in the workcamp and development of competences, and to receive feedback about the Post Camp Event.

I'VE Tool Kit goes together with the **APP for smartphones** (androids and iPhones), the **management software** for the web and the certificates, the **Handbook for Facilitators** and the **Users' Guide** for organisations to prepare the PCE and inform properly the participants.¹³

¹³ For more information about Alliance trainings and conferences for leaders and volunteers to get more involved in the life of the network and contribute to develop the IVS movement, consult Chapter 1.5 of this guidebook.

9.3 Statistics

Gathering statistics may not sound like the most exciting activity but it is a really useful point for evaluating the work each year, and the evolution of our common activities. Within the Alliance, one member organisation takes responsibility for gathering and compiling the statistics of all members, and is appointed every year by the GA as *statistician*.

Every year, each member is asked to prepare and submit its statistics through a tool (a new one is currently being developed) and by a **specific deadline**.

It is important to respect that request and return the information by the specified date. At the present date, only member organisations are required to submit their statistics (not partners nor guests).

PART III - Running the organisation and the projects

10. Volunteers are the life blood!

10.1 The important of involving volunteers

The involvement of volunteers in the functioning of an organisation is a fundamental and delicate question for each voluntary organisation.

A benefit/cost analysis is not, of course, the only logic we adopt in our choices, especially in the voluntary and not-for-profit field.

One fact is that volunteers can provide more flexibility, creativity and innovation to the organisations' projects and services, since, compared to staff, they're by nature less focused on the efficiency of the working process (volunteers do not have a working contract which binds them), and more interested in the quality of results and how the principles they care of are reflected in the organisation's actions.

Having volunteers in our organisation also means having a larger number of people dedicated to our mission, therefore an important help increasing the organisation's "production" and giving origin also to an economic benefit.

But there are more ethical reasons to explain why volunteers' participation and contribution is fundamental for an organisation; volunteers ensure to keep our work and its "products" based on social and relational principles with permanent attention to the "human content" of our actions. **Organisations are made of and by people:** why spending so much time and effort to make people grow to active citizens through our organisation's activities, if we're not ready to let those very same people act as "citizens" inside our organisation?

A volunteer is a multiplier of motivation, for older/newer volunteers and staff, who can positively influence the organisation's choices and directions, improve the organisation's life bringing in his/her contacts and relations, and better bridge the organisation's mission to its social environment.

That is why it cannot be doubted that welcoming volunteers deep within our organisations is a great resource and opportunity.

It is true that involving volunteers in the organisation needs time and attention, which can only be given by staff; nevertheless through a good strategy and a structured organisation it is possible to achieve great results, which ensure the relevance of the voluntary organisation and its ongoing commitment.

From their first-hand involvement the volunteers realize the importance of what they are doing and develop their commitment to do it; from their first-hand experience in a volunteering project they can provide valuable up-to-date ideas and/or procedures.

Moreover, volunteers can progress through different steps of commitment when remaining linked to the organisation. From being involved as "consumer" volunteers to starting to cover important missions, functions and roles, assuming great responsibilities. During their

progress they gain valuable experience, which will advantage the organisation at a later stage.

The next question arising is how to involve and retain such volunteers and how to maximise benefits for both organisations and volunteers.

10.1.1 Strategies

To be able to involve and bind volunteers to our organisation, we firstly need to answer the following two questions:

- Are we prepared to involve volunteers in our organisation?
- Why would someone be interested in volunteering in our organisation?

Involving volunteers takes time and preparation: it's an activity itself, also called people-raising. It concerns at initial stage:

- creating moments and opportunities for candidate volunteers to take part in the organisation's activity as protagonists, rather than consumers;
- dedicating time to relations, to meet and getting to know people, rather than simply advertising;
- creating an involvement path, gradually opening the access to roles and responsibilities in the organisation to new people, which have to be different from the ones given to salaried staff to avoid job-substitution and to prevent conflicts
- developing guidance skills of staff and experienced volunteers to accompany newcomers;
- providing space and equipment that volunteers can use.

Both staff and experienced volunteers must be prepared to provide help and guidance in the initial stages, while letting newcomers develop and implement their own ideas as far as possible. Staff must see themselves as having a co-ordinating role rather than an all-encompassing managerial role. In general, volunteers must be allowed and encouraged to assume as much responsibility as they feel at ease to carry.

This means that an effort must be made to involve people, that the structure and rules of the organisation must be clear to everyone, that there is a welcoming and helpful attitude to new people, and that incentives must be given for volunteers to honour their initial interest and commitment. This implies that regular contacts must be kept with potential volunteers (eg. people who have taken part in a workcamp) and that they must be offered possibilities with low entry barriers to become involved.

On the other hand, volunteers differ in their skills, their interests and the time-commitment they can offer. Therefore it is vital that there are different forms and levels of possible involvement. This means not only offering camplading and prep-teams, but also other missions and/or working groups at local, national or international level. In order for them to be able to progress and to become independent from strong guidance, there must be clear rules on strategies and working methods of the organisation, rather than case-by-case decision-making.

The reasons why volunteers get involved are as plentiful and as diverse as the volunteers

themselves. So it is difficult to find a 'one shoe fits all' strategy. Moreover, each volunteer organisation has a different outlook on life as regards their mission, working methods, size, functions etc.. However we can identify **two general reasons why volunteers are interested in getting involved.**

To have social contacts: staying together, sharing common experience, and building genuine social relations without the usual bonds of family and work/school. It's about one's personal and social development. Volunteers also believe that they can benefit for their personal development from contributing to the organisation's work: these can be social skills, leadership skills, practical skills ranging from driving a minibus to computer skills as well as organisational skills and/or CV development.

To help the others: creating wellness for others or for a specific cause (environmental, cultural, social etc.). It's an idealistic reason: volunteers believe in the relevance of the organisation's work and they want to contribute to it. Through the organisation's mission is possible to help other people, the environment, the culture etc. and that is "morally" the right thing to do.

Of course, one reason doesn't exclude the other; normally we find both of them mixed together. The great thing is that the reasons for a volunteer to remain involved in an organisation can evolve.

It is important to explore not only the reasons to enter the organisation, but also **the reasons to stay.**

Volunteers' motivation to stay in the organisation is strictly linked to his/her evolution in terms of interests, expectations and needs, and the organisation's awareness of his/her evolution. Beside a good atmosphere, an organised structure and an efficient communication, it's important that a volunteer can always "find his way" inside the organisation, keeping a useful and active role.

It's therefore fundamental that the organisation keeps a constant eye on its volunteers to understand their evolution and the opportunities that their presence and commitment offer, and how the organisation's work is in line with the social and practical benefits they receive.

No volunteer will stay with the organisation for a long time if they do not enjoy the group life. So it's a good idea to make sure that it's not always only work and that there is a time and space for socialising and getting to know people. This is important because volunteers contribute at their most after they have been with the organisation for some time.

In many countries it is becoming more and more difficult to find enough volunteers to participate in workcamps as well as to become active in voluntary service organisations. This is not the same for every country, but in general this issue also has negative consequences in bringing volunteers into the organisation. **Volunteers who have participated in workcamps are more likely to become active in the organisation than people who are not familiar with the activities.** When there are fewer volunteers sent on workcamps, there are also fewer volunteers you can ask to become active.

We can identify a few conditions that might originate the decrease:

- It has become much easier to travel independently to the other side of the world. A workcamp is no longer the only 'safe' way to travel. Many countries in the South have opened up more for tourism, so young people feel more confident to travel independently.

- With the help of the internet it's easier than ever to access information. It is much easier now to apply for voluntary work without having to go through an IVS organisation.
- Young people have become more individualistic; they are less interested in and used to group activities. Moreover, people are more critical towards their holidays, they want value for money, they buy services.

So, if it's more difficult to find volunteers for workcamps and therefore also for a deeper involvement in the organisation, it's important for the continuity of an organisation to give priority to the values and benefits of volunteering, adapting policies and strategies.

10.1.2 Types of volunteering

It is often possible to identify two "extreme" groups of volunteers in the organisation: let's call them the "volunteers of the past" and the "volunteers of the future".

The first group consists of volunteers who have been active for many years in the same organisation. They are responsible for long term or permanent tasks, they probably founded the organisation which is almost their family. The second group is made of people who join the organisation because they're mainly interested in 'tasting' a little bit of many different things.

The first one have a stronger bond with the values and the identity of the organisation; the second ones are more focused on the organisation's activities, often preferring small tasks that don't cost too much time or responsibility. The first ones are still acting the mission of the organisation; the second ones are active as long as they like it.

Of course those are extremes; in between we can find different shades of engagement.

In general "long term volunteers" seem to be the most attractive target for us to base our recruitment on; we have to keep in mind that it's harder to find people ready to commit for a long time in an organisation, for example because:

- it takes time to get to know an organisation from the start, though difficult for anyone to have long term commitment intentions from the very beginning;
- the IVS projects we deal with are mainly about mobility, so people that get closer to our organisation are probably interested in mobility for themselves as well;
- workcamps, especially, are an entrance door for people to volunteering; only few will continue volunteering and more probably in a specific field (environment, culture, social issues etc.).

These are only a few examples; in general we have to keep in mind that everyone's combination of motivations is complex, and that only few match with our organisation's mission.

On our side we have a large number of people reached by our activities, either outgoing volunteers or local volunteers. If our organisation cannot survive on only "zap-minded volunteers", we have anyways to invest our time on them, while keep looking for long term volunteers, because it's most probably the best way to have some of the zap volunteers to turn into long term ones.

10.1.3 Attracting volunteers

It is important to realise how urgent attracting volunteers into the organisations always is. Organisations should make a good plan of action, to clarify who is coordinating people-raising and how everyone can be involved in welcoming new volunteers.

It is important to think about:

- how you can reach the two types of volunteers (long-term and zap);
- defining the volunteering opportunities inside the organisation, such as helping out with events, supporting the preparation of the season etc.;
- how to keep volunteers active. For the zap volunteers especially, it is important to be reactive; when they show interest they shouldn't have to wait a long time before they are contacted again, always keeping an eye on their motivations to be involved and the benefits they receive;
- observing if and how the structure of the organisation change or could change, in order to well manage staff and volunteers together, but with different roles and responsibilities to avoid conflicts.

Volunteers can be attracted from the following "sources":

- a. Participants of workcamps** are a good source to tap into for bringing volunteers into the organisation.

You can already start promoting your organisation during preparation weekends/days. The volunteers often know little about the organisation that sends them abroad. A good introduction to the organisation can open up their eyes for the other possibilities the organisation offers (cv- building, training, social contacts, leisure time etc.). The preparation is a good opportunity to show the volunteers the face of the organisation. This means that many active volunteers and representatives of the board should be present and a good atmosphere should be created. Volunteers could then already start to think about becoming active after they have returned from their workcamp. You could even think about expanding the preparation (weekends and evenings) and give the volunteers an active role in the preparation. This way the step towards becoming active is easier. However, on the other hand the compulsory part of the preparation should not be too long, because the 'zap' volunteers might not be willing to spend too much time on it.

Not only the preparation, but also and especially the evaluation is a good opportunity to attract new active volunteers among workcamps' participants. The volunteers have the workcamps fresh in their minds, and we can show them that their positive experience doesn't have to stop with one workcamp; you can have the same nice atmosphere in a voluntary service organisation. The best way to approach the volunteers is in an informal way. Apart from that it is also good to have a formal presentation of the organisation. It should be as easy as possible to become active, and it should be emphasised that it does not have to cost a lot of time, that it is also possible to cover only small tasks. The new volunteers should feel that they are welcome and important; they should not get lost on their way into the organisation. Once again, it is important that not too much time passes before the volunteers are contacted by a member of the organisation. If it happens six months after the workcamps the volunteers will have gone on to other things.

- b. Campleaders** are often volunteers the ones who first participated in workcamps and already know the organisation because of trainings and the preparation for their workcamps. They can be asked to recruit campleaders themselves for the year after, or to find new workcamps and help to organise them.
- c. Word-of-mouth:** in general this is often the most important form of 'advertising' for our work. When something is learnt from or recommended by a friend or relative it is more likely to be trusted and acted upon. Active volunteers can ask their friends and acquaintances to become active, this usually works very well. They can also be invited first for informal activities.

Five ingredients for a successful training for outgoing volunteers

1. Contents

The aims and objectives have to be clear for each workshop and must cover the basic topics to address questions and to give a concrete idea of what a workcamp is. The contents are based on the experiences of past years. These points are important:

- motivations and expectations of the volunteers
- information: about your organisation, the voluntary service
- movement, workcamps in general, the hosting organisation,
- the country (culture, health, transport, practical things) and
- rights and responsibilities of the - participants and
- organisations;
- intercultural learning; group living.

2. Experienced volunteers

You will need leaders of workshops and resource persons for a group of 12 participants. These past volunteers (and past camp leaders) are the heart of the training. They have a direct relationship with future volunteers and have a pass on the values of the sending organisation, the contents and the spirit of a workcamp. For 70 participants, you will need 10-12 past volunteers. Usually, it is very easy to find these volunteers because they want to share their experiences with future participants. Usually, two days before the preparatory training, we organise a preparation meeting (an evening) with these volunteers to explain the aims and spirit of the weekend and to clarify their roles and responsibilities. Some of them can have the opportunity to lead a workshop for the first time and to manage a small group and it is important that co-ordinators of the training give them the necessary support and feedback for developing skills in this field (maybe they will become the camp leaders of the future!).

Also important are 'very short-term' volunteers: experienced volunteers who will take part for just a few (e.g. two or three) hours during the training to give brief testimonies. Volunteers who are not available for the full duration of the training can still make an important contribution and give more points of view for the future participants. It is also a good way to integrate new volunteers in the organisation. For a group of 70 participants, around 10 'very-short term' volunteers are sufficient.

3. Participants

Of course! It is useful to ask for a confirmation of their participation one week before the training to have time to replace cancellations, withdrawals, etc. and to prepare the materials and documents of the training.

4. Documents

Papers for workshops and information for participants (participant guides, workcamp descriptions, contracts, VEF, guides/books about the countries, reports of previous volunteers, etc.).

5. Logistics

Find a convenient local venue for training, food, refreshments, material for activities and for the evening (music, decoration, etc.). If the volunteers have the opportunity to prepare the meal together, it is a good way of giving them a first taste of workcamp (at least allow them to do the washing up!).

To conclude, it's also important to keep in mind that some of our volunteers might wish to stay in our organisation becoming staff at some point of their involvement path.

When possible, we should take into account all the forms of volunteering programs (such as Civic Service or other types of local/national mid-long term voluntary programs) that allow us to reinforce the voluntary life of our organisation, contributing to a variety of engagement opportunities that make our work environment so rich and unique.

10.2 Preparation of outgoing volunteers

Many organisations run preparatory training sessions for volunteers, mainly for participants taking part in projects in Southern countries – Africa, Asia and Latin America. These sessions are often integrated in a preparation over the course of two to five months and include many weekend seminars and trainings. Some organisations run the training over a whole weekend one or two months before the project, preparing them for potential cultural shock.

Preparing volunteers for a 'north-north' project can be also important because it helps the participants:

- to have a better understanding about voluntary service and workcamps
- to be well prepared for the experience of a workcamp
- to clarify their objectives and expectations
- to meet experienced volunteers
- to gain tools to be more involved in the project.

A preparatory training is useful:

For the participants: they meet experienced volunteers and other participants sharing the same energy and concerns; find answers to their questions; personalise the relationship with the sending organisation.

For the sending organisation: better knowledge of the participants; the feeling of belonging to an organisation made up of experienced volunteers; to energise the associative life of the organisation; to give a better support to the participants.

For the hosting organisation and host community: they receive volunteers who are better prepared, knowing what a workcamp is and it facilitates the integration and

involvement of the participant within the project.

Planning

Many organisations do not have a lot of staff members and time to organise preparatory meetings. For example, Chantiers Jeunesse (CJ) in Canada has developed preparatory meetings for all their participants taking part in a workcamp in a northern country. The concept is based on involving experienced volunteers in a training session of 1-2 days, gathering between 60 and 80 participants. In the same time during the meeting, volunteers choose their project and begin to prepare themselves for the experience. In fact, these meetings offer a quality preparation for the participants and enable the sending organisation to save time and to increase the quality of support available to the participants.

10.3 Supporting and retaining volunteers

Volunteers can be stimulated to become more involved in different ways:

Organising social activities

In 2000, a group of students carried out a small internal research project for SIW. It turned out that the main motivation for volunteers to be involved in SIW is for social contacts. Because there is so much work to be done this is sometimes forgotten, but it is a very powerful means for involving volunteers in the organisation. So keep this in mind and plan ideas for activities, such as:

- Excursions/outings: these are open to all staff and volunteers of the organisation. SIW organises these outings four times a year, eg. to a brewery, a games evening, dinner in an Ethiopian restaurant, etc.
- One big social event of the organisation (we call it the 'SIW staff party', volunteers are also considered to be staff). We combine the party with our yearly General Assembly meeting, since we hope that more people will then visit this meeting (many more volunteers go to the party than to the meeting!).
- Special activities related to public holidays, eg. a Christmas dinner or New Year's party.

The advantages of social activities are that everybody can participate. In the second place volunteers can meet many other volunteers, experienced and new ones, from different Working Groups, which is good for team building and exchanging information in an informal way. To keep the volunteers motivated and active, you should satisfy their needs for 'coziness' in the organisation. Volunteers don't want to only do their work and have meetings, but also to have fun and to meet people/friends.

Stimulation of the cohesion in the organization

This issue will be different within each organisation, but within SIW there is a strong group culture. There are different groups of volunteers that are quite independent from one another: many of the group members feel that they are members of that particular group, but not of SIW as a whole. There is little interest for other groups or SIW in general. This causes problems for activities and policies that exceed the group level. Volunteers do not move on to other groups

and knowledge is not transferred to others outside the group. This means that you have to stimulate the general cohesion within the organisation, for more general volunteer involvement.

Ideas to support the cohesion in the organisation

- Make an internal yearbook with pictures, addresses and a short description of every volunteer/paid staff. You can also make a poster with all the pictures and hang it on the wall in the office.
- Arrange the office in such a way that there is a cozy place where volunteers can meet each other informally (if this is possible in the office). Try to create an atmosphere like a youth association or student union. Volunteers tend to go more often to the office then, and they do not associate it only with meetings or work.
- Send regular newsletters with information about the organisation and activities. SIW has a formal and an informal newsletter (written by volunteers, independent of the board and with some jokes and gossiping). Also build an e-mail network, so that everyone can send e-mails to everybody (or an intranet).
- Try as much as possible to involve volunteers in general policy discussions and activities that exceed the group level. Make a lot of promotion for the annual General Assembly and policy discussions. Explain to the volunteers why the discussions are important *and* interesting. You could also organise some debates on special topics, and invite all the volunteers. Involve the volunteers also in the organisation of the activities.

Training and coaching of volunteers

To stimulate the involvement of volunteers, the organisation should give a good settling into the work, and should offer trainings and courses, so that the volunteers gain experience. This also reflects the fact that we don't expect them to know everything when they first come into the organisation. This could stimulate their involvement in the organisation, and they can also improve their work because of the trainings and courses. It is important that they pass on the information that they received at the training/course to other volunteers/staff. It could also be an international training, such as the Alliance Training for Trainers. Apart from the oral settling in, there should also be a good introduction of the organisation and explanation of tasks on paper. Finally, the paperwork should be accessible in the office so that all volunteers can easily obtain the information they need.

International activities

Active or potentially active volunteers can be stimulated to participate in international activities, particularly those of the Alliance, eg. the LTTC, trainings, seminars, the Technical Meeting, the General Conference or the General Assembly. The international activities are often very exciting, and participation can motivate the volunteers to become more active at the local level. In the second place they can use the knowledge, experience and developments at the international level in their work at the national level.

A veterans network

Make a network (by e-mail, newsletters, activities) so that veterans (old members) can stay in touch with each other and with the new volunteers, in order not to lose important knowledge

and experiences that have been accumulated through time. Veterans can be invited to meetings of groups or to the annual meeting. A weekend for veterans could be organised, where knowledge and addresses can be exchanged.

Stimulate the “zap volunteers” to become “long term volunteers”

All the above recommendations contribute to this process. There should be a designated person or group that coaches the volunteers and frequently checks if they do tasks that suit them, or if they would like to do more or other things. The way the organisation works with the volunteers should be flexible. Nobody should be burned-out due to voluntary work. On the other hand voluntary does not mean that one is free of obligations. When somebody promises to do something he or she should finish the task. The aim is not, however, to turn all zap volunteers into classical volunteers, it is good to have a list of phone numbers/e- mail addresses of volunteers who can be asked for smaller, short-term tasks like representing the organisation at information markets or cooking at events. Of course there are many different IVS organisations, with different structures and different working methods. The above views and recommendations are mainly based on the organisational structure of SIW in the Netherlands. However, they may provide every organisation with information they can use, although not everything is relevant for everybody. We hope that this reflection will give some tools for stimulating the bringing in and involvement of volunteers in IVS organisations.

10.4 Mid and long term volunteers as support during the season

In the same spirit as workcamps, a Medium/Long Term Volunteer (MTV/LTV) project is an exchange between a person who gives his/her time, work and energy to a worthwhile project, and a host organisation which offers to the volunteer an opportunity to experiment, to learn new things, to meet interesting people and to develop personal skills and capacities.

10.4.1 Why host an MTV/LTV; why choose an MTV/LTV instead of an employee?

The reasons to host an MTV/LTV in your office during the hectic period are easy to find: you can learn a lot of things about the work procedures in another culture, gain something more (motivated volunteers) than simply a help for the placement tasks, give more dynamism to your permanent staff and to your active members and, of course, find a future permanent staff member or compleader. If you run your project only with partner organisations, hosting an MTV/LTV is also an opportunity to know better the sending organisation, their structure, and internal rules, etc. You can involve your MTV/LTV staff in different training events for volunteers - in this case, they are a demonstration of your international spirit for your members. They can help to improve the contents of the training with their different points of view.

Be careful! To run an MTV/LTV project is not cheaper than recruiting an employee! Think of the time for supporting and coordinating the volunteers, the costs of the accommodation, the pocket money, the visa procedures, etc.

10.4.2 Applicant requirements

Which kinds of skills are necessary? This is the typical question without an answer! What are you looking for exactly? What do you expect from a volunteer without experience in the administrative work of an IVS organization, which is a very specialized field?

It is first of all necessary **to define the role/s** of the volunteer. Requirements could be different if you need a volunteer for incoming, outgoing or for the general reception. One of the most important things in this project is to be able to choose the right person for the right task. If you know, e.g. that the volunteers that you are sending abroad are mostly young and that it is likely that their parents will be in contact with your organisation, for this task it would be wise to choose the most patient of your volunteers and one who has a good knowledge of your language.

Usually an ability to communicate in English and in the language of your own country and word processing, spread sheet & internet skills are the minimum requirements.

Previous workcamp experience (better if long term) is also an interesting criteria for making a choice. This is important for the group life in the office during the long working days of the season but also in the free time of the group of MTV/LTV s (if you run a project with several volunteers).

A few days experience in the office of the sending organisation before starting the project can be a good idea. After the selection of the CV, you can ask the sending organisation to host the volunteer to explain procedures, read through documents such as the Alliance Guidebook, etc. During this period of selection/training take the time to discuss with the applicant and the sending organisation the motivations of the volunteer and their attitude to work (willingness and abilities to contact people by phone, good level of English, etc). It will be important after the beginning of the project for sharing the tasks between your volunteers.

An organised approach is a very important thing. If you work with other staff (paid or voluntary), with procedures, rules, timetables, etc., the volunteer must quickly learn your methods and they must correctly organise the work in the beginning to be able to 'survive' during the hectic period of the season. The mentor of the project (or the supervisor in the office) must take the time to explain not only what to do but also why. To meet with the expectations of the volunteers, the work must be well organised in easy and clear tasks but with enough flexibility to give the possibility to take more and more independence and responsibility.

This is the reason why, at the same time, a successful volunteer needs to have an independent and confident nature. This can help you to develop new and better procedures, new attitudes to the work and also better improve the relationship with your partners. In this case the role of the supervisor of the MTV/LTV is to check the work with the help of the partner. For example, a couple of weeks after the beginning of the project you can contact your partner organisation to ask their opinion and advice about the work of your MTV/LTV. First of all this is 'politically' correct because your MTV/LTV is normally a volunteer without experience, responsible for maintaining the contacts with very experienced partners. And, at the same time, you cannot check all the messages of all your MTV/LTV s!

An experience of work in a team can be a plus. For example is not easy to explain in a few

weeks before the season what a participant to a weekly meeting must share with the others, how it is important to respect the timing for a working group, etc.

A sense of humor, a positive, open and flexible attitude during stressful periods are also really important, especially if you run a project with three or four volunteers.

10.4.3 Three periods

During an MTV/LTV project in the office, it should be possible to have three different periods.

The **first period**, when the volunteers are enthusiastic towards their new experience, all is a discovery and you have enough time to share with them. It's probably the best time to build a confidence between you and the volunteers. During this period of training you must arrange with the volunteers the best place for everyone in the work, explain all the targets of the season (to give motivation) and why they exist. You must be open to listen to all requests and ideas, give reasons if suggestions have to be refused and explain the wider contexts in which you are all working and in which decisions have to be made.

The **second period** is the hard time of the season: hundreds (hopefully) of applications, faxes, phone calls and e-mails: it's the moment of stress. The mentor/supervisor must appreciate the growth of the quality of the work, to encourage the efforts of independence but must be able to make fast decisions and give orders, even if sometimes that's not a pleasure.

During the **third and final period**, the mentor must save the motivation of the volunteers, encourage them to take part in the activities like national meetings and international workcamps to discover the reality of the organisation outside the office. It is also the period when the volunteers can take their holidays.

10.4.4 Advice and suggestions

- If you run EVS projects, you can ask the volunteers who finish to stay in your organisation for an MTV/LTV project (or, sometimes, the other way round).
- In the case of a team of MTV/LTVs in shared accommodation, one of the volunteers can be nominated to be responsible for the flat.
- Organise a weekly meeting to keep the work focussed and allow a place/space for discussing private issues or problems
- A weekend of fun with your active members can close the stage of training shortly after your volunteer/s arrival: it helps them to build up a range of social contacts. You can organise it like a weekend workcamp.
- If the volunteer agrees, a good end of the project is to lead (or take part in) a workcamp.
- The best period to host an MTV/LTV is 15 days before the beginning of the season (e.g. mid-March) until the end of August, or more if the volunteer is joining a workcamp.
- A week of holiday is necessary. It's a good idea to agree on any holidays at the beginning but you must be ready to allow free time when you can see that the volunteer is tired and stressed.

Hosting a Medium/Long Term Volunteer in your office can be hard and stressful but a very profitable experience for everyone involved.

11. Camp Leaders' Training

The leader is one of the key roles in an international workcamp, and the level of his/her preparation influences the quality of the workcamps that we run. It is very important to prepare volunteers for the role, not only to develop the necessary skills but also to build the self-confidence in volunteers so that they feel able and willing to lead. Many of the ideas presented in this chapter were discussed during previous Alliance trainings.

11.1 Planning

These are some of the fundamental points to remember when preparing a training event:

- **Training team:** most organisations use a team of trainers who have experience in leading workcamps. It is important to get the right people involved from the start, people with the relevant experience and abilities. We encourage the organizations to involve "junior trainers" as well, who have a previous experience in campleading to keep the sustainable amount of trainers within organizations for the future as well as provide opportunities for personal growth as trainers. It is useful if the team starts meeting regularly several months before the training.
- **Recruitment:** most participants at a training will be volunteers with experience in workcamps but they still need to be 'recruited', meaning letting them know about the training and introducing them with all the potential benefits they might get out of attending the training and running the camp is very important. Therefore, it is important to send out information in advance and encourage people you know and have shown previous interest or skills to lead a workcamp. It is advised that there is a continuous/long term work with potential camp leaders in order to keep them motivated and informed about the possibilities of leading a workcamp or being involved with other ways. This can be achieved through the creation of an address book, a facebook group, personal contact, etc...
- **Time, place and daily life:** the practical arrangements are just as important as the content of the training. The training should be long enough to fit in all sessions identified as the key competences for each workcamp leader. There is no standard length of the training within the Alliance, but there are 3 most frequent duration periods: a) a weekend, b) 3 full days (usually from Thursday afternoon till Sunday afternoon) and c) 1 week. Deeper we are developing our educational and training strategy and strengthening the influence of our campaigns, more obvious it becomes that the good training for camp leaders should include more workshops which will provide participants with skills in leadership, group dynamics, intercultural learning, social inclusion, environment protection, gender emancipation, local legal issues, conflict resolution and organizational issues. Even though this is not the real possibility for many organizations due to the limited resources, an ideal training should include all these topics. Ideally it will be at a time that gives enough preparation before the workcamps starts, and also when many volunteers are likely to be available. The venue needs enough space and facilities whilst being welcoming and favouring a comfortable atmosphere. Then there is food and accommodation to think about, remembering that the trainers and participants will be very busy and may not have always time to cook. It is a popular approach to run the training like a workcamp in a way that it becomes a realistic preparation for leaders.
- **Materials:** people are bound to forget things, therefore it is useful to provide them

with handouts and other resources, which they can take away with them and use them later in case they want to refresh their memory. A Leaders Handbook can act as a reminder and summary of the training, and be a helpful companion to the leaders, which again will help keep them confident. We recommend all materials are provided in electronic version.

11.2 The Programme

Each organisation's programme will be different but there are ways to make sure that the programme is effective. If participants are bored or don't understand why topics are being discussed, then the training is less successful. In this case, you should make sure to provide several elements which will help you assure the quality of your training course and those are:

- 1) **Aims and objectives:** it is important to be clear about what the training should achieve and what participants should get out of it. A useful starting point is to brainstorm their expectations and do the needs assessment. By knowing what leaders feel insecure with and how they imagine the role of a workcamp leader, it will become clearer to you how to get them there. To achieve this it is useful to always bear in mind what the aim of each session is and why it is included, then it will remain relevant and useful. As each session starts you can introduce the aims and the objectives so there is a clear focus and common understanding within the group.
- 2) **Expected outcomes:** write the outcomes that you can realistically achieve given the number of participants you will work with and the time that is realistic for the activity. The objectives should be written as concrete as possible in behavioral terms (what they will be able to do at the end of the training) and reflect the knowledge, skill and attitude requirements identified.
- 3) **Define the themes** you are working on and what kind of expertise you need within the training team. You can start preparation by answering these questions: what are the themes tackled by your activity? How much do they reflect the learning objectives that you put? How deep do you plan to go? What kind of expertise will you provide? What kind of experts do you have in your group?

There will be certain subjects relevant to some organisations only but others apply to workcamps in general:

- **About a workcamp:** main stakeholders (local partner, local community, volunteers, camp leaders, sending and hosting organization) involved at the workcamp and their roles, responsibilities and expectations.
- **What does it mean to be a leader, what is leadership and the role of a leader:** this offers a good introduction and helps to ensure that everyone has a clear and common understanding of what it is all about.
- **Team building and group dynamics:** the leader will be responsible for bringing a group together so looking at different personalities, team exercises and practical ways to motivate groups or settle people in are useful.
- **Intercultural exchange:** this is what workcamps are all about! Making culture visible and offering ways to facilitate intercultural exchange are helpful.
- **Communication:** this is a basic key of workcamp life, and is about more than just language, eg. non-verbal communication, creating a democratic group life, active

listening.

- **Problem solving:** unfortunately things do go wrong and conflicts can arise so leaders should be confident to deal with them. Using real life problem scenarios as examples can be good. This is a good time to let people know what support is available during projects.
 - **Practicalities:** everything, from home shifts and cooking for a group, to safety at work, budgets and social activities can be included here. This can be a good session to involve experienced leaders and ask them to share experiences.
 - **Mission/Vision:** Presentation of the organization's vision/mission and its activities to build the long- term cooperation
 - **Mix-n-match:** Matching the camplleader's couples and try to find the best workcamp for each camp leader (according to their experience/motivation/needs of the workcamp ect.)
- 4) Producing a non-formal education material.** Make sure your design includes variations of approach to suit all learning styles. Include exercises, activities, discussions, role plays, case studies etc. to make the learning more efficient and accessible to all participants and their potentially different learning styles.
- 5) Simulating a workcamp:** if people feel that they have already experienced what it is like to lead a project they will be more willing and able to lead. Giving people responsibility to lead certain workshops or aspects of the training (e.g. social events) will develop this attitude, also having a workcamp atmosphere and building a group spirit will help. Apart from using the training as a simulation of the workcamp itself, if time allows you so, you could organize half of the day of simulation of the workcamp, where every participant will get his/her role and a task what to do. This should be based on problematic situations from the real camps, in order to show what is possible to happen during the camp. Participants could be challenged by getting the role they showed the least interest or openness for. For example, the shy or lazy or participant who is joking all the time could get a role of a serious and well organized leader. Or serious participant could get a role of lazy participant. Participant who is showing less open-minded attitude towards vulnerable groups could get a role of a participant with special needs/fewer opportunities. The key point with this method is a simple rule "try walking in my shoes" and what often happens is that only when a participant gets into an opposite role, he/she becomes aware that there are other points of view and approaches to deal with them.
- 6) Learning styles:** variety and fun is the key! People get bored if they are just sitting and listening to a lecture. Visual aids, using different trainers and giving participants things to do or discuss will keep them interested. Giving leaders a chance to find things out for themselves (learning by doing) is another way to build confidence.
- 7) Evaluation:** in order to keep improving the training it is necessary to evaluate and ask leaders what needs to be changed or improved. It can also be useful to ask for feedback during the training and adapt to what people say. The evaluation process also acts as a reminder to participants of what they have learnt. Daily group reflections are recommended through the use of various methods which can also be used by the camp leaders themselves during the workcamp.

Breaking up the programme with ice-breakers and games helps keep people actively involved, and also helps bringing the group together. Follow up after the training is also important in order to maintain leaders' confidence and to offer continuing support.

12. Specific kinds of workcamps

12.1 Off season workcamps

Even though most workcamps take place between June and October, some projects are being organised throughout the year in many countries. These we call 'off-season' camps. For some volunteers they might be the only opportunity to participate in a workcamp at all.

Why is it useful to organise an off-season camp?

For a long time there were only camps in the summer months. So why are there now more and more organisations offering off-season camps? It seems like a good idea to get rid of the link between workcamps and traditional 'holiday' time. This will help to **get the idea across that workcamps are not a cheap adventure holiday, but a voluntary service with serious aims**. Furthermore, by offering workcamps at other times more people get the chance to become volunteers. Not all potential volunteers are high school or university students with long summer vacation. By offering off-season workcamps other people from more countries and different backgrounds are given the chance to participate in a workcamp. This will certainly help to create a more diverse volunteer group and a more dynamic cultural exchange between people from different social backgrounds.

There are also more practical reasons to organise off-season workcamps. It offers organisations the chance to redistribute their workload in a more equal way. For most organisations the busiest time is leading up to and including the summer. It might not be possible to offer 'extra' camps during the summer, but could be possible to do some extra off-season camps during less busy periods. Also there are often really worthwhile projects, which have the constraint that they can only be done at a particular time. It seems a pity to discard these projects simply because of time constraints on the side of the IVS organisations.

12.2 Working with youth with fewer opportunities

As already mentioned in [Part I of this guidebook](#), since 1998 the Alliance has developed an accessing policy aiming to facilitate access to international voluntary service for all young people or adults with fewer opportunities. Its aims and principles have been gathered in the **Alliance Accessing Policy**.

The Alliance's Accessing principle is to offer a complete educational process that includes preparation, tools, projects, follow up, among other; and make international workcamps open for all, regardless of origin, gender, cultural and social background, economic position, education, religion and beliefs, physical and health conditions, and/or disabilities.

12.2.1 Benefits

Involving people with fewer opportunities in our voluntary projects not only represent a

work and compromise, but it can give the organizations, staff and other volunteers many benefits.

Some of them can include:

- New possibilities for a large number of volunteers which normally would not have joint our workcamps (A4A Guidelines)
- Workcamp exchanges can now be inter-social as well as inter-cultural. This will enable projects to live out the original idea of international exchanges and help fulfil their potential as enriching, valuable personal experiences for all participants (other volunteers, camp leader, local host etc). (A4A Guidelines)
- It is a new and motivating way of working with people: to follow one volunteer in a process and to have personal contact with them. It also provides us with more possibilities to see and value the results of our work. As result the staff members gained new motivation and energy for our daily work. (A4A Guidelines). The reinforced mentorship process can have as a result the creation of a stronger bond with the volunteer, which can lead to a later involvement of the participant in their organization.
- The workcamp organisation projects a new image which increases its standing as a socially active body. Consequently, it may be able to gain more respect from outside bodies - becoming valued in a different/higher way. (A4A Guidelines)
- The deconstruction of the prejudiced view of international workcamps as merely an alternative way of holidays for the "average middle-class student". In this perspective workcamps can become highlighted as an educative tool. (A4A Guidelines)

12.2.2 Who are we talking about?

When we talk about youngsters with fewer opportunities what do we mean?

Our starting point is that each person is different, their lives and background are unique, we should therefore be very careful when placing labels, categories or classifications on their life and thereby running the risk of reducing individual identities to "cases". It is important to be aware of the different understandings and criteria of "fewer opportunities" in different countries. Partners (hosting and sending organisation) should clearly outline and formulate their interpretation of "fewer opportunities", and understand the needs and issues implicit in this interpretation.

(A4A Guidelines)

Profile of the participants

>> A big majority of these volunteers with fewer opportunities are male. This is a confirmed trend and express the opposite of the data referred to the usual figures of participation.

>> Most of the volunteers sent abroad are youngsters from 18 to 30 years old. However, in the national level the organizations tend to host a big number of minors, as a first step for them in the voluntary service.

>> Most of them suffer social and economical difficulties, usually linked with educational difficulties, and in some cases, with cultural differences.

>> Most of the volunteers sent abroad were introduced to the IVS organisation by a social service.

(Report A4A 2012 - trends remain the same according to last statistics referring to the year 2017)

However, based on the experience, we can identify different situations that do not allow or make it difficult for a person to access a voluntary project, such as social obstacles, educational difficulties, economic obstacles, cultural differences, geographical obstacles, disabilities, health problems, among others. Our aim is to create the conditions to facilitate, through a reinforced mentorship providing information, preparation, communication and evaluation, the participation of the youngsters who for any reason experiment difficulties to become volunteers. Thus, they will have the opportunity to be the actors (and not only the beneficiaries) of a transformative action, and at the same time this will promote a greater diversity in our volunteer projects.

12.2.3 Steps for the inclusion

The A4AWG promotes throughout the year inclusive practices among the members of Alliance. Every year in March, during the Technical Meeting, when the workcamps season is launch, the A4AWG presents the tools and shares good practices to ensure the inclusion in Alliance workcamps. From April to October, workcamps and exchanges are organised. In November, the year's accessing project is evaluated. *(Alliance Accessing Policy)*

a) Introduction: the A4A Toolkit

The mobility of A4A volunteers is facilitated by the common tools, and in close cooperation between sending and hosting organisations.

These tools are meant to help the organizations in their work for facilitating the participation of youngsters with fewer opportunities. They are meant to be used during the whole process (before, during and after the workcamp), and involve the sending organization, the volunteer, and the hosting organization in different steps. The A4A tools are common for all organisations of the Alliance but in some cases the organizations have tools created by themselves or according to the needs of their funders. The toolkit is accessible online at: <https://goo.gl/u2Z3bV>

Access 4 All Guidelines	Document that promotes inclusive practices among organisations, presents good practices, funding opportunities and resources from A4AWG
Accessing Workcamp List for Mobility and sensitive restrictions	For the recruitment of the young volunteers in order to find a suitable project in the specific case of mobility and sensitive restrictions.
Volunteer's background and feedback form Volunteer's background and feedback form	This form consists of two parts: the first one provides hosting organisations with information about volunteer's profile and background and incorporates information found on the VEF. Completed by SO The second part includes feedback from the Leader and the HO and helps to evaluate the workcamp experience, including information about skills and attitudes that the volunteer has developed as well as suggestions for future opportunities; it also provides feedback about the whole exchange process. Completed by HO and Leader
A4A Travel Journal	This is a personal tool filled in by the volunteer to facilitate self-This form consists of two parts: the first one provides hosting organisations with information about volunteer's profile and background and incorporates information found on the VEF. Completed by SO The second part includes feedback from the Leader and the HO and helps to evaluate the workcamp experience, including information about skills and attitudes that the volunteer has developed as well as suggestions for future opportunities; it also provides feedback about the whole exchange process. Completed by HO and Leader The Travel Journal can be used to support the final evaluation with the volunteer.
A4A Volunteer Evaluation	This form is designed to help Sending Organisations evaluate the project with a volunteer after a placement. It could be used as the stimulus for a debrief interview rather than a form for the volunteer to complete.
A4A Season Evaluation Form	This report collects information from Alliance organisations about exchanges and outputs as well as feedback about the A4AWG and toolkit.

b) How to build a partnership

Often one of the first difficulties is to get in contact with young people with fewer opportunities. In general they are not aware of our associations or the opportunities of voluntary services such as workcamps, EVS or others possibilities of mobility for them. In order to establish the first contacts and overcome the problem of information one keyword for success is "cooperation".

Potential partners for cooperation can be found in the field of Formal, Professional or Non-formal education and also organisations active in community development in disadvantaged areas. They can also be foster homes, social services or just local youth associations. It's very important that these organisations are in direct contact with the youngsters and are interested in the potentialities of voluntary service and international workcamps as a tool to stimulate the youth personal development.

Concrete examples of partners can be: youth centres or community centres, Institutions such as secondary schools or professional training centres or institutions/organisations who by definition are dealing with some kind of disadvantaged youth.

The examples above could be helpful for those organizations willing to undertake a political decision "for a proactive strategy" aimed at including in their activities young people with fewer opportunities.

- *The A4A Guidelines and Toolkit can be very useful to start the process, especially for the organizations who work on this topic for the first time*

c) Better knowledge of the volunteer and identify obstacles

Once contact has been made with young persons who may need more support (either through an Institution or not) it is important to get to know them better.

The goal is to identify the obstacles in the volunteers' situation (personal and practical) and to use this knowledge to bring out their global profile.

This should primarily be done directly with the volunteers; however the cooperation of the relatives and/or the eventual Institutions is also important!

It is important to identify factors that can be both structural and personal, which will hinder the successful participation that can be both structural and personal. These obstacles can be, among others: no travel experience; no language skills; self-confidence; no working skills; relatives and peer's reaction; financial difficulty; physical or medical needs.

Some obstacles can be overcome by good preparation; others are maybe more difficult to tackle.

However, it is important to empower the volunteers and make clear that, despite some obstacles, IVS activities are accessible for all.

- *In this step, a very useful tool is to fulfil the Volunteer Background and Feedback form. It will guide the sending organization in the collection of the required information that have to be provided to the hosting organization.*

d) Finding a suitable project

Once the youngster has showed interest in participating to a workcamp and has expressed

some motivations and wishes, the next step is to find a suitable project.

This step relies on a good communication between the sending and a potential hosting organisation. The project description should give all information about the work to be done, the location, the accommodation etc. A volunteer who needs support may require more concrete information about the project than an experienced volunteer.

Another way to identify and prepare suitable projects is to clearly inform the hosting association of the volunteer's particular difficulties. Still the discussion it's about the communication between the sending and the hosting parties, but at this point it's introduced a new requirement: confidentiality! It's fundamental to keep every time a professional confidentiality in the relations with the volunteers and partners! It's important to avoid the risk that information about the volunteer could become spread out among a few actors.

- *The sending organization can send to the possible hosting organization the Volunteer Background and Feedback form, that can help to understand better the needs, capabilities and in general, the profile of the volunteer.*
- *The Alliance Accessing List compiles the projects that reserves places for volunteers with fewer opportunities, including the description of the accessibility of the projects*

e) Preparation

Helping the volunteer to prepare the project aims to make them an actor. There are two levels in the preparation: a personal level and a practical level.

This step starts with a precise description about the chosen workcamp/project. The volunteer might still be nervous about going on a workcamp. The sending organization has to be sure that the description is as precise as possible to reassure them. That is a way to avoid "bad surprises" once on the workcamp. To prepare the volunteer, sometimes it is also important to precise what the workcamp "is not".

On the other side the workcamp has to remain a challenge, therefore the volunteer has to know that there's always an "unpredictable" part in projects such as the composition of the group, the weather, the group dynamic, etc.

The preparation has to include practical information, as the information on country, culture and language, the workcamp and the travel.

- *The Partnership Agreement will clarify the responsibilities of each part and will contribute to the engagement of the volunteer in their own responsibilities*

f) Hosting

The hosting organization should look at how to secure a framework, which will enable the volunteer to participate in the group experience without being excluded.

On the camps proposed, the leader team have to be particularly able to care of the volunteer – if needed – and able to evaluate his/her experience.

Before the camp starts, the camp-leaders of the projects have to be informed about the special needs of each volunteer. They should be aware of the general content of the user's guide and the tools and be aware

– if possibly - of the difficulties encountered by the volunteer.

In any case the workcamp leader should feel ready (with the help of the hosting organisation) to host a volunteer who needs extra support. For this reason it is useful to choose a camp with experienced leaders, with resources in group dynamics and conflict resolution.

However, it can happen in every workcamp that the camp leader could have volunteers who face difficulties, even if those difficulties were not specifically mentioned before the workcamp. What it's important to stress here is that any volunteer could turn out to need more support than the rest of the group members. It is necessary to pay attention to the group as a whole and not only to volunteers with fewer opportunities.

Another important point is the communication during the camp. Some basic points to take into account are checking if the volunteer has arrived safely, and their evolution; informing the sending partner if there was any problem in the camp, if they have to leave earlier; at the end informing the sending organization about the evaluation of the experience.

- *Among the different resources that the volunteer can use to analyse their evolution during the project, there is the Travel Journal.*

g) Evaluation

The individual evaluation of the experience is especially important in this case. It might focus more on the development of the volunteer and will probably pick up on fears mentioned in the preparation.

This evaluation will normally take place orally between the volunteer and a representative of the sending organisation. The evaluation will be much easier for the sending organisation if they have received a short report from the hosting organisation and maybe even the compleader. In this way it will be possible for the sending organisation to give the volunteer other points of view on his presentation during the camp. If the contact to the volunteer was made through a social institution it has to be taken into consideration the role that the social worker should play in this process: the evaluation could also include the volunteer's social worker.

There are several other ways of evaluation, e.g. conduct evaluations in small groups of volunteers. This gives the volunteer the opportunity to learn something from the experience of others as well, and to define their own problems or fears in a better way.

The evaluation doesn't finish with the volunteer, but continues with the communication among the sending and hosting organization. Through the compilation of the general evaluations done by each organization, the A4AWG can establish the new tendencies, be aware of the main difficulties and specially, have a clearer idea of the general situation and evolution of the exchanges regarding youngsters with fewer opportunities. Moreover, it will be useful to present the work done on this issue to the network and to other institutions and funders.

- *The Leader's feedback form, included in the Background and Feedback form, is a tool to collect the feedback of the camp leader, which can provide the complete overview of the experience.*
- *The Workcamp evaluation is a tool, which can guide the sending organizations in running the evaluation with the volunteer. It helps to take into account different topics and to see evolution done by the participant.*

- *The General evaluation is filled by each organization and include the data of the exchanges (quantitative and qualitative analysis) as well as evaluations and best practices.*
- *Providing the participant the Alliance Certification or any other certificate gives recognition for the volunteer and can be used in the future to document their experience.*

h) Follow up

The end of the project it's not the end of the experience! The new and hopefully exciting experience of the international workcamp should also be a new starting point for a continual process of education and volunteering.

For a youngster with fewer opportunities the challenge of an international workcamp is much higher. In many cases they are not as self-confident as others, and at the same time, they are not as experienced. Taking these two points into account, successful participation in an international workcamp will acquire a very high individual value. The chances that this experience will initiate a change in attitudes and open new horizons are higher.

It is also the responsibility of the sending organisation to support the volunteer after the workcamp and to open doors for the continuation of their individual development.

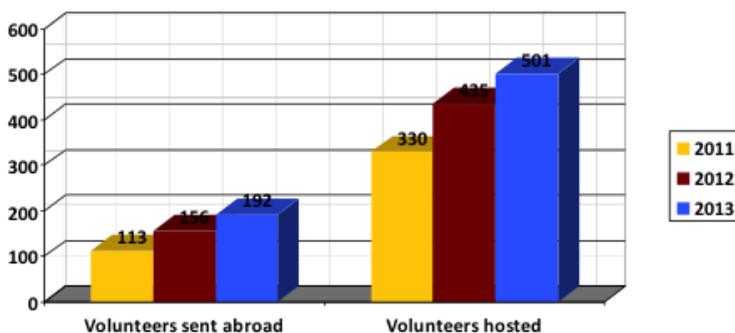
The experience of previous years has shown that many of these volunteers are really motivated towards a next step. So the organizations should be prepared to give the volunteer an overview of possible next steps and even about concrete offers for the near future. But what can be a next step?

The next step can include many possibilities as learning, employment, personal life and, last but not least, volunteering. A next step in volunteering can be in their local community, another international workcamp, an MTV- or LTV-project, a training for campleaders, or preparation of new volunteers....

12.2.4 Current projects and tendencies

a) Trends

Inclusive practices and the accessing policy are one of the main priorities of Alliance. In the last years, some trends can be observed:



- **Offer complete educational process:** A strong majority of the volunteers sent abroad (80%) receive a special preparation process. The sending organizations usually provide different actions to prepare the volunteer for the project; the most used are the previous meetings and preparatory activities, but other ideas are implemented, such as trainings, or short workcamps in their own country as a previous step. Almost half of the hosting organizations provide the leaders with special preparation. Therefore, a complete process is often provided, consisting in the preparation but also including a reinforced mentorship when participating in the project and once back home an evaluation and follow-up. Most of the organizations try to involve the volunteers in their activities after their first mobility experience.
- **Financially supported:** Over 50% of the international exchanges are financially supported. This number increased year by year; therefore, the A4A exchanges seem to be closely linked to the access to specific grants. Among the places financed 45% of them were financed by the EVS short-term projects, now ESC. About exchanges not directly linked with workcamps, the organisations also used Youth exchanges, Youth initiative, Youth in Action training course... Some organizations also count on regional or national funds, depending in many cases on the country. A very clear fact is that the participation of volunteers with fewer opportunities is really higher in countries where the public bodies support the workcamp as a tool for non-formal learning and social inclusion.
- **Quality of the partnerships:** Almost all the organisations are either happy, or very happy with their collaboration under the A4A frame. Even though the collaboration between partners is good there is a will from many organisations to promote among more partners inclusive practices. The communication among partners is often designated as the most important point to take care of.
- **Partnerships with social organizations or institutions:** As it was already identified last year most organizations (especially those with a longer path of social inclusion issues) maintain stable and successful collaborations with social organizations, institutions (although they are opened at the same time to receive volunteers directly in their organization) or youth centres. They have partnerships established that continued over the years, and create new ones.

Working with social partners, institutions or youth centres is the basis for the development of an inclusion project and it allows promoting international volunteering in youth who wouldn't have had access or wouldn't have approached to voluntary organizations. In summer 2017, 40% of A4A volunteers sent abroad and 60% place within the country came through cooperation with local partners, whereas 30% of the volunteers sent and hosted came through social services.

Although a good local networking seems to be an important factor in favour of more social diversity in the workcamps, some organisations expressed the difficulties to work with such services in the actual context.

Moreover, the organisations stretched out the fact that it is important to have clear basis in such partnership in order to avoid bad experience for the volunteer or the hosting organisations.

Nevertheless, the social organisations can also play a role of mentor, support the follow-up of the experience, and include an experience such as an international voluntary project in a wider path. It can also encourage the volunteers to involve themselves more in the organisations and to go on with the volunteer path.

- **Positive evaluation of these participations:** The experience for the A4A volunteers is successful and very few volunteers left, or had to leave, their camp before its end (3%).
- **Other inclusion activities:** many organizations work on the social inclusion further than the exchanges of volunteers with fewer opportunities. Thus, other inclusion activities are done, with local or international partners, using different techniques and formats, such as trainings, workshops, youth initiatives.... Many organisations express their will to have leader training with the topic of inclusion.

Convenience of tools:

- The tools provided by the A4AWG have received during the last year positive feedback. The most used has been the "Volunteer Background and Feedback report" (including "pre-departure form", the VEF, the "Volunteer evaluation form" given by the hosting organisation, as well as the "Leader's report"), which was followed by the "Volunteer evaluation form" and the "Accessing Workcamp Campaign Guide".
(Report A4A 2013)

b) Difficulties

In carrying out a bigger number of exchanges: even if the exchanges done have successfully exceeded the ones planned at the beginning by the organizations, this number could have been higher, as in some cases some difficulties have arisen:

- in case of financially supported exchanges: all the sending organisations weren't able to fill in the places there committed to fill;
- the mobilisation of the youngsters as well as their preparation and follow-up is time-taking and asks extra human resources. Moreover, some youngsters eventually don't participate in the projects;
- a lot of unforeseen costs are not covered and have to be supported by the sending organisations or the volunteers (missed flight, early return...);

- it is very hard to have a long-term involvement from youngsters with fewer opportunities;
- the number and type of the exchanges is conditioned by the financial support.

For more information:

Alliance's accessing policy updated by GA 2017
 Access for All Toolkit
 Access for All Guidelines
 Alliance A4A Infographics
 A4AWG Annual Reports

All these documents can be found in the members' area of Alliance website:
 HYPERLINK "http://www.alliance-network.eu/a4a-tools/" <http://www.alliance-network.eu/a4a-tools/>

c) **Conclusions**

The social inclusion work appears to have a crucial importance within the Alliance and it is present as a key issue in many of its member organizations, who are strongly committed with the accessibility in the voluntary projects. However, new hindrances are appearing: the future changes in the YiA program, as well as the reduction of funding for working on social inclusion make arise some possible difficulties in the very close future. All the previous work done in the last years have helped us in terms of having tools and methods to improve our work, approach new topics and having had experiences and concrete practices related to the A4A. And these efforts of our organisations and our network should continue, investing time and human resources on trainings, seminars and specific projects directly oriented on the fight against exclusions.

12.3 Teens camps

Teenage workcamps are for volunteers aged between 14-17 years who are willing to support voluntary work and / or who want to gain first experiences in intercultural exchanges and learning.

12.3.1 What is different towards other workcamps?

Not only is the age limitation different towards other camps, but also the content and processes of the camp itself: less hours of work, more assistance by group leaders, more free time activities, specific training of group leaders, accommodation (separated rooms), assistance transfer and so on. Furthermore, the host organisation will have to organise much more and in much more detail than for regular workcamps. Self-organisation or "laissez-faire" methods are not working for teenagers as good as at the regular workcamps.

More assistance is needed before and during the camp by the host and by the sending organisation. For example: transfer to and from the camp should be simple, better to offer pick-up services and meeting points, very detailed info-sheet are necessary, emergency contact for parents, and qualified group leaders are essential. The camp leaders should be prepared accordingly.

Also the work in the camp is different. Depending on the law of a country certain type of work cannot be done, certain machines or tools cannot be used, and the working hours are limited. It is necessary to review country specific laws and regulation on child labour and protection. However, not all teenage camps have a work task. They rather have other activities such as theatre-workshops, team building activities or study session on certain topics such as sustainability, environmental protection or democracy.

Also the sending organisation will have more work with sending teenage volunteers, especially with parents. Parents want to be informed about all kinds of details. Consequently it is helpful if the host organisation is gathering all necessary information and communicates them to the sending organisations; this will lead to more trust and less amount of work to all involved members. Since the decision of joining a camp is still influenced or dependent on parents, it is necessary to consider their needs and offer high assistance.

12.3.2 Why running teenage camps?

The demand of teenagers for workcamps is constantly rising since the last ten years and until now demand is exceeding supply, therefore why not fulfilling the demand and linking to this new target group. Gaining in such a young age international experiences has a huge impact on the personality. They are very loyal volunteers and often other family members like sister or brother will join another camp as well, as statistics from different organisations show. Parents are very good in mouth-to-mouth propaganda and spreading the word about international workcamps.

Often the problem is to find suitable projects for this age group and the limits towards holiday camps is narrow. Due to the fact that less work or even none compared to the planning, can be done by the teenagers, project partners won't see at first sight the advantages a workcamp will have for themselves. Therefore, the argumentation line needs to be well prepared in order to be convincing. For example: every community has their youth and often not many of them have the chance to travel, especially in the remote or rural areas. Consequently a workcamp onsite enables them to meet the world in front of their houses - it is a huge chance and experience for them too.

12.3.3 What are the challenges of teenage camps?

Challenges are high degree of care and accuracy in organising and running the camp, special group leaders training, good infrastructure, more free time activities, high degree of support and assistance to volunteers and parents, higher costs, financing the project and well elaborate health and safety plans.

Very important topic "group leaders training"! The group leaders have to receive special training on how to take care of kids, how to guide them, how to solve problems. Teenagers are not as independent as adult and will need more assistance in all circumstances. Furthermore "Insurance" - does the insurance provided by the host organisation cover teenage activities and work? "Health and Safety" if work will be done in the camp, it is important to check the working conditions, country specific instructions and labour protection law need to be respected.

Why the necessity of teenager activities?

The first step is always to understand what is the motor that leads us to take certain actions, particularly regarding the making of a proposal of voluntary projects addressed to teenagers: it's extremely important that all the actors involved clearly state and are aware of the reasons of this necessity.

From the point of view of organisations:

- "The sooner you start, the best results you can get" – recruitment of "future capital"
- Raise awareness about global issues / citizenship
- Empowerment through participation
- Help inclusion of young people with fewer opportunities
- Active young people to be involved in the organisation
- Youngsters gain skills and attitudes to tackle issues of the future
- Promote aims of non-profit-organisations
- Responding the needs of teenagers and parents
- Impact on local communities

From the point of view of parents:

- Teens learn new skills such as communication, language, social skills
- Teens will gain first experiences of globalization and travelling
- Make the teenager "grow up" (learn how to cook, clean, ...)
- Encourage the teenager to do something useful and get new interests
- Workcamp as "punishment" (yes, some parents want to punish their kids, since they have to work)
- Child should get the opportunity the parents did not have
- Secure way to spend vacations
- Overcome the shyness

- Activity with purposeful programme

From the point of view of teenagers:

- to get off the parent’s house
- to have fun, to go abroad, to meet new people, to be active
- to be independent, have no one to tell what to do
- to make own rules and be free
- to learn good cooperation, language and other skills
- to be taken seriously
- to break down the separation between adults and teens
- purposeful use of energy
- feeling good and useful after the camp

From the point of view of group leaders:

- to get experience in managing a teenage group
- a great sense of achievement through an incredible rewarding experience
- to have a greater outcome because it is more difficult to go through
- teens have more energy than adults
- to provide good offers/ activities and to help youngsters to feel “being part of it”
- transfer the values of autonomy, responsibility, ...
- try to build rules together, find new ways and methods of handling teens

12.3.4 Who are the teenagers?!?

As there are different age limits in different countries and different age limits for organisations, in this chapter the target group ‘teenagers’ is defined from 14-17 years old (both included). There are some pre- teenage camps as well, age limit 12/13 until 17, but won’t be discussed in this chapter.

Beyond everything else, how do teenagers feel about approaching a voluntary camp? What encourages a teenager towards a new experience is often the result of a delicate balance of motivations and fears; that’s why it’s important to keep in mind the different points of view, the different perspectives, the different limits.

Their Motivation:	Meet new people	Doing something
	New experience	useful Exciting
	Go abroad	adventure Search for identity
	Have fun	Escape home, independency
	Look good on CV	Learn (language, soft skills)

	Parents as motivators	Challenge
	Fall in love	
Their Expectations:	Get new skills See another country Make friends	Escape routine Good camp settings (leader, accommodation..) To have "forbidden" experiences
	To do something useful	Improvement of language skills
Their Needs:	Limits in camp life Freedom within borders Task division Security	Space to express themselves Trust Participation in decision making Communication / Explanations
	Variety of tasks Identification	To learn something out of the "stereotypical classroom" concept Support and assistance
Their Fears:	Getting ill or homesick Fear of others and locals	No care from parents To have too many responsibilities
	Not to fit in the groups Language problems Travelling alone No freedom	Not to find friends Too much and too hard work Unfulfilled expectations Being teased
	Authorities, being treated as kids	
Their Contributions	Fun and humour Open minded Approach of doing things Specific skills	Fresh spirit and ideas Share experiences Energy and enthusiasm Curiosity to learn

12.3.5 Pedagogical objectives

One of the most important educational aim is to guide the volunteers towards autonomy and being responsible; Volunteers are considered as an actor of the camp and not consumer, they are involved in the decision-making process and are invited to propose activities, as in adult camps, they are participating in all the daily tasks and those tasks are used as educational tools as well.

To reach this aim, it is recommended that the team of leaders prepares in advance an 'educational project' (inspired by the overall educational guideline of the organization) which will define and lead all activities and relations with the participants during the

workcamp. This educational project is very important and the leading team usually meets for one week-end before the season to prepare it together: it sets the educational goals as well as operational objectives they wish to achieve with the volunteers, what means they will use, they agree on methods on how to deal with conflicts or emergencies and they set some evaluation standards.

With teenage volunteers, it is important to consider that they are not always individuals who chose to go on a specific workcamp. The volunteers can be less 'volunteers' than on adult camps: they have not always chosen by themselves this kind of activity; often their parents or mentors (if they live in a specialised institution) have sent the application and 'placed' them on a workcamp for the summer.

Then the volunteer receives a confirmation and detailed information about 'what a workcamp is' with the infosheet. On arrival, one of the main tasks of the leading team is to bring the young people to be 'volunteers' and from one year to another it is possible to see volunteers who started when they were 14 and continued being volunteers abroad and then camp leaders!

Practical aspects

The teenage volunteers are not 'autonomous' regarding the law and are not used to acting by themselves, and the sending and hosting organisation and group leaders are responsible for them. They cannot leave the camp without an authorisation signed by the parents/guardians.

For the same reason, it is necessary to have an official paper, often called parental authorisation, signed by parents/guardians which transfers the authority of them towards the hosting organisation (who is represented in the camp by the group leaders). The content of this official paper is country specific. Therefore the hosting organisation needs to check local law and regulation (see a sample form for parental authorization in [Annex XV](#)). For example: sport and swimming permission, allowed to travel alone to and from the camp, medication and health, permission to take photos of the child and so on. Camp leaders should be informed and well prepared regarding the potential health needs of the volunteers (allergies, asthma...). Camp leaders should find out in advance where the closest doctor, hospital and pharmacy are.

Keep in mind

- personal development: autonomy, responsibility, independence
- social development: socialisation, language learning, intercultural relationship
- development in the society:
 - provide the three important steps: knowledge / information, develop attitude and skills, put it into action / to play an active role
 - spreading values
 - teaching and learning values: environmental projects, respect of cultures, inclusion, integration etc.
 - find interesting projects and hosting organisations which promote the values they represent

12.3.6 Practical organisation: Participants

Try to balance:

- the gender
- the nationalities (extra care of the proportion of the nationalities while recruiting the volunteers, e.g. not more than 2 participants from each country per group, otherwise you risk groupings)
- the age
- the number: on a teen camp, the optimum balance in number of volunteers is between 12 and 18 participants.

Acknowledge the age and experience while giving the tasks

- it's advisable to have a number of participants not lower than 10
- the maximum number of participants depends

from the camp requests

Consider the biological rhythm of the teenagers:

- certain wake-up time
- certain meal time
- regulation of the timetable

Period and duration

- From July to end August to have all the possible nationalities
- Consider the possibility of organizing camps during the winter break
- Duration: 10 to 20 days

Vacations of teenagers – only run the camp during holiday season:

- Netherlands / Lithuania / Belgium: all July and August
- UK: from late July till early September
- France: all July and August + even possible in June
- Germany: 6 weeks between July till mid-September
- Finland: all June and July till mid-August
- Estonia / Sweden: all June / July and August
- Slovakia: from mid-June till end of August
- Italy: from early June till end of August
- Turkey: mid-June till mid-September
- Usually there are only a few volunteers coming from overseas countries

Camp leaders

- Consider the profile of the future leader regarding requirements such as:
 - leading skills
 - experience (to have already participated in a volunteer camp is positive)
 - language skills

- capacity to take initiatives
- evaluation of the camp leader's background
- During the training sessions, it's possible to identify the leaders and organise them by pairs to run the camps
- Gender and even nationality: if possible, try to find the right balance in the leader teams
- Age: 18 + and balance of age (not only too young)
- Recruitment of leaders:
 - within the network of volunteers
 - contact with school/university/youth workers
 - advertisement in internet, etc.
 - more recruitment may be possible with an attractive salary
- Organise for leaders a presentation of workshops to reach the objectives
- Provide leaders with inductive methods:
 - co-operation
 - games
 - role plays
 - trust games
 - self-awareness
- Prepare guidelines for leaders and hosting partner (emergency procedures, health & safety instructions)
- Structure the workcamp around the objectives and the group composition
- In the organisation of the workcamp give tasks and responsibilities to everyone, to change the roles
- Remind and explain the values
- Consider your organisation's and leaders' behaviour as an example for teenagers
- Give group leaders special training in order to handle teenagers: include training about law and regulations, duty of supervision, empowerment, teenage specific problems (puberty, sexuality, gender orientation...), emergency procedures ...

Extra people

- Will you need any extra people? Translator, driver, tour guide, local coordinator, local contact person or co-leader (e.g. if the main leader is from a different city), etc?
- Identify which extra people are the key people (e.g. the shop keeper - maybe you can open an account in the shop, if it's a camp where you buy the food, or they would deliver the food for the camp, etc.)
- If it's a small community make an agreement with the pub/shop about selling alcohol - if they are allowed to sell it to the teenagers (check with the law); or agree how much alcohol the pub can sell to the participants (e.g. no more than one beer, or ask if it's possible to have non-alcoholic beer)
- Identify if there are some private businesses which can give you some in-kind contributions: free entrance to the swimming pool, cinema or museum
- Before the workcamp begins identify what kind of practical problems you might have, and identify the contact people who can help you solve them (e.g. if you know in advance that there is only one shower which breaks down, have the phone to the

plumber)

- Identify the key services in the area –doctor, hospital, emergency, fire, transportation, ambulance, etc.
- In case you have sensitive intercultural cases, make sure you know the right contact people (e.g. if you have a female Muslim who needs to see a doctor, make sure you have contact to a female doctor)

Accommodation and food

Consider the following key factors when choosing the accommodation:

- comfort
- legislation (usually two sleeping rooms are needed and split by gender)
- budget
- sanitary facilities / hygiene
- environment (leisure opportunities, health / safety hazards, local community)

Consider the following key factors when choosing the food (raise awareness of group leaders about this subject, since most minors do not have experiences to cook at all or for such a big group):

- nutritional value
- variety
- quantity
- schedule
- storage conditions
- attractiveness

Consider the following options to decide who prepares the food in the camp:

- volunteers with supervision
- camp leader
- host organization
- professional cook

Type of work, working tools

- Take into consideration the skills needed in the certain type of work while organising a workcamp
- Keep in mind the educational aspects, while the methods differ from organisation to organisation
- Try to keep volunteers motivated by explaining the aims and involving them in the organisation process
- It is advisable to recruit a “technical leader” who should be focused on the work (at least one of the leaders)
- Consider the age of participants when choosing the working tools

Safety / health

- Make sure there's at least one person aware of safety and medical skills
- Set basic rules of safety and health for participants and organise workshops regarding these topics during the camp
- Train leaders to focus on health and safety issues by observing the participants while working
- If the hosting organisation cannot provide insurance, it is recommended to that group leaders ask participants to give them copies of the health / travel insurance
- Teenagers who take medication should inform the group leaders about the use of the medication: when to take it, how to take it, how to store it. Often this information is not mentioned in the application form or in the parental authorisation. Group leaders should pay attention to it.

Legislations in different EU countries and rules on the projects

Please check your own legislation regarding minors/teenagers (if there is a difference in between) in your own country and even about sending teenagers abroad if ever you plan to do so.

Each organisation can also apply any additional rules regarding its own laws but should let it know to its partners (e.g. Smoking cannabis is forbidden on every SIW camps in Netherlands even if you can do it outside the camps). See more details under "Rules".

Leisure time activities

- Balance the working hours with leisure time
- Prepare a lot of options for the leisure time, then it's up to the volunteers to choose among them, group leaders should be aware that self-organisation is only working to a very limited extend. Teenagers need a lot of support in the decision-making process. Sometimes it is advisable to start with a set schedule and bit by bit involve the teenagers in arranging and making the schedule.
- Prepare a variety of different activities for the leisure time
- A budget for leisure activities can help, but keep in mind that it might be possible to benefit of the local environment without spending money (also "simple" activities are fine, hiking, BBQ, painting, international days, or for example football and games etc.)
- Propose activities that permit to know better the local community, the country, its culture, local initiatives and activities related to the work the volunteers are involved with etc.
- Transport can limit the possibilities, even if it's possible to ask locals to help with private cars (check with the law)

Budget

- Build partnerships with other networks, which are usually working with teenagers, to reach new funds
- Think about a specific budget for activities that must be higher than in an adult camp (as well as search for other activities which are not economically demanding)
- Since teenage camps have higher costs (less work is done, group leaders receive special training and more preparation work is done) most organisations raise an extra-

fee which has to be paid either in advance by bank transfer, paid to the sending organisation or paid in cash upon arrival.

Involvement of the local community and host – only some suggestions

- Make contact with the municipalities to find out which ones are actually interested to host a teenage workcamp, and which ones have the capacity to host such events
- Inform the Mayor, schools or local press about the workcamp, discuss the topic of the project
- Ask your active volunteers to search for good host places, make a network of local activists to help you coordinate the workcamps
- Explain to the local host / community what is a workcamp giving all the details
- Explain to the local host / community the difference between a teen camp and an adult camp (works, legislation, rules, etc.)
- Discuss technical needs (accommodation for teenagers etc.)
- Explain the importance of a good relationship between locals and teens
- Involve the local host in a project, make the local host be part of the project
- Welcome the local people to come and see the camp so that they are familiar with the workcamp
- Prepare the local youth beforehand to integrate with the workcamp once it starts
- Plan and organize joint activities for the local youth and the international workcamp (football, international evening, workshops, work together, bonfire, families' hospitality)
- Make a weekend workcamp for the local population to make them aware what a workcamp is, so that they are more aware of the concept (e.g. engage the local teenagers to paint a classroom over the weekend)
- Ask the municipality if it's possible to delegate a contact person who would be helping the leader to coordinate the workcamp, the activities and the integration with the locals
- Make an evaluation with the host as well and ask for possible expression of interest for running a teenage camp the following year
- Make sure the workcamp leaders meet/know the important services in the local community - health centre, doctor, fire; who to contact in case of emergencies - are there certain procedures in the community?
- During the project (planned in advance), to help with transport issues, it's possible to involve the local communities / municipalities / etc. and/or also locals to help with private cars (check with the law)
- Take care of visibility on the area to show what's happening (flyers, posters, media)
- Invite journalists during the camp to promote the organisation and the volunteers' work,
- Invite funders / supporters of the initiative and/or future funders ("financial partners")
- Find tools to show to the financial partners the impact of the workcamps

Information (infosheet, parents etc.):

- Provide clear information in the infosheet
- Organise an easily reachable meeting point (be on time at the meeting point!) and clearly mark the meeting point (by signs, balloons, direction arrows, group leaders wear uniform t-shirts...)
- Use a simple and easy language for teens (pictures etc.)
- Group leaders send a letter to volunteers and parents before the camp to:
 - Introduce themselves
 - Inform them about latest news and plans
 - Share the pedagogical objectives of the camp
 - Communicate the basic rules of the camp
 - PLEASE NOTE: due to personal data privacy not all contact details can be forwarded to all volunteers in a camp. Therefore it is recommended to put email addresses in blind copy. Only show addresses from volunteers or parents who gave their approval!!! It may be the case that parents receive pictures from the camp or are involved in discussions which were not meant for them and can put hosting organisations into trouble
- Help the volunteers to have detailed information about the travel possibilities to go back home
- Send a questionnaire to volunteers and parents after the camp, to evaluate the effects of the camp on the teenagers

Legislation

- Find legislation regulations of the hosting country
- Apply legislation regulations to the workcamp realities
- Ask an expert to check the correspondence
- Arrange responsible people
- Be sure parents and participants are informed about legislation

Communication structure

- The hosting organisation should keep regular contact with the local partner
- Hosting organisation should keep the sending organisation informed about important issues, e.g. if the volunteers are complaining, if they come late to work or refuse to work, if they have any small or big accidents, etc.
- It is recommended that the team of leaders keeps a diary of the camp and notes every important issue
- Stress in the infosheet the contact person for the parents (the camp coordinator in the office or the host or group leaders)
- If the camp is in an isolated place where there's poor mobile range, make sure you have some system of communication - arrange a time when the leader will be available on the phone so that you can call them from the office
- It should be clear that parents contact their children's sending organisation
- As sending organisation make sure to have the full contacts to the parents/ guardians for emergency cases. If the teenager comes from a 'broken' family, make sure you

know which parent to contact in case of emergency

- As hosting organisation an emergency plan is very important: Group leaders need to know whom to contact when an important emergency case happens (name, phone numbers, emergency procedures and so on). Hosting organisation usually doesn't get in touch with parents directly; it should be done by the sending organisation or depending on the case by professionals. However, hosting and sending organisations should make sure to have the phone numbers of parents/ guardians.
- As sending organisation make sure that the parents and teen volunteers know in advance what a workcamp means and that it cannot be compared with regular holidays, where you can expect nice accommodation and a variety of leisure activities. If feasible, organise a meeting with parents to explain the key concepts and to answer their questions and fears (have an 'open-doors' meeting or information day for those who want to come)

12.3.7 What to do to support teenagers before, during and after the project

Before the project (only recommendations)

- Sending organisation: help to choose the right project; offer preparation days; be there for answering questions; Help with the translation of the infosheet; provide contact to other participants in advance
- Parents: help to choose the right project; help with the translation of the infosheet (if able to), give assistance in well planning the travel details; explain country specific characteristics; enough pocket money.
- Hosting organisation: provide contact to other participants in advance; provide the infosheet including emergency contact numbers; Email – address for questions; provide info / pictures / materials about the project, accommodation, etc.; detailed travel information; what to bring list; letter to volunteers and / or parents from group leaders; Authorization forms

Involving teenagers in the management of the project

<p>Work</p>	<ul style="list-style-type: none"> • offer a strict timetable in the beginning, be more flexible afterwards • split responsibility in smaller groups • leave space to be creative (for ex. the colour of fence) • let teens choose if there are different tasks to do • reflection at the end of the day • explain the aims and the sense of the work • encourage to take picture / show process of the work • give reachable smaller goals
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	<ul style="list-style-type: none"> • delegate sub leaders for smaller groups and let roles change
Leisure	<ul style="list-style-type: none"> • make proposals, let teens choose, be flexible • welcome letter: encourage to bring materials • hang paper to collect ideas • balance between fixed and free time • good introduction in the beginning to give possibility to take over initiative • build action groups or let individuals plan certain days
Contact to locals	<ul style="list-style-type: none"> • get in contact with the neighbourhood / local communities • “international evening” for locals (make invitations, prepare food ...) • party with local teens • city rally • publicity, make locals aware of the camp
House work	<ul style="list-style-type: none"> • schedule • teams for every day • shopping decided day by day (if possible) • cooks should be shoppers • welcome letter: “bring recipes and ingredients” • good introduction in the beginning (how to clean kitchen, accommodation, rubbish ...) • make budget transparent and involve in spending it

Global management

- Feedback (create space to give it)
- Observation
- Point out good characteristics
- Preparation beforehand (welcome letters ...)

Rules

In the rule-making process, consider the following key factors:

- legislation, safety, health, educational aims: these factors give origin to non-negotiable rules
- efficiency, local host, group dynamics: these factors give origin to negotiable rules
- consider attitudes, norms and values on how to handle "sex, drugs and rock'n'roll", what is allowed, what needs to be forbidden and what to do if rules are violated

Make a list of rules set by the host organisation and the local host:

- inform the volunteers about the rules in the infosheet
- inform prepare the leaders about the rules
- inform the local community about rules

Inform the group of volunteers about the rules at the very beginning of the camp:

- provide papers to be read and signed
- explain the rules to volunteers in a plenary introduction
- provide posters and rules reminders to place in the key points of the accommodation

Modify the rules (if the rules can be flexible) by negotiation:

- What are the consequences if rules and regulations are not respected by the volunteers? As it is the case with "adult" volunteers there will be some teenagers who won't respect and follow the rules. It is important to have a set plan on how to handle those situations, what to do with the volunteer. Often it is good to inform the volunteer who is breaking the rule to inform him/ her about the process (for example the volunteer will receive three times notification when he/ she breaks the rules. If the third time is reached the host organisation has the possibility to send the volunteer home. The cost of the travel has to be covered by the parents. Therefore it is important to involve parents in this process and allow them to have a say to their child. The consequences of breaking rules and regulation should be discussed between group leaders and host organisation. The graveness and impact it has on the groups' life has to be considered and evaluated.

Evaluation of the camp

- Give and collect questionnaires
- Leader's report and leader's personal specific recommendations on different points (e.g. food was good, but we didn't have enough spoons, or there was a basketball

court but no ball so you have to bring your own, etc.)

- Revise the infosheet
- Were there any problems before?

What to do as sending organisation with teens after they return from a workcamp

- Keep in touch: create a mailing list/social media groups/newsletter/website/chat room/blog with RSS,
- Inform about new projects by sending programme of workcamps.
- Share experience: celebration event, postcamp event for teenagers, regular meetings to stay in contact and have fun (once a month), camp diary.
- Promotion: articles on newspaper, at school, create DVDs/presentation/videos/roadshow exhibitions
- Improvement: create a notebook with advices for futures volunteers; get suggestions in the evaluation forms of volunteers.
- Involve teenagers in the work of the sending organization: as mentor or ambassador, make publicity, collect information from the leaders about future potential active members.
- Offer new challenges to teenagers: organise short project (e.g. on a week-end), participate in seminars / compleader trainings / other voluntary experiences (EVS, Youth Exchange etc.)

12.3.8 How to send and host teenagers? A glance

Expectations that can become tasks...

	Before the activity	During the activity	After the activity
Sending Organisation	<ul style="list-style-type: none"> • find applicants • provide information • constant contact communication everybody • travel support, but travel agency service 	<ul style="list-style-type: none"> • stay in contact with everybody 	<ul style="list-style-type: none"> • opportunity to meet other • volunteers • evaluation and feedback with hosting organisation • ask for feedback from volunteers • provide info about new projects for teens • allow

			volunteers to continue to be involved in the organisations
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Hosting organisation (Local host)	<ul style="list-style-type: none"> • keep contact to local host • offer training for leaders • prepare and provide infosheet • prepare the project • (accommodation, travel...) 	<ul style="list-style-type: none"> • provide enough and purposeful work • support the group leaders in concerns, problems, emergencies • fulfil the objectives • provide appropriate accommodation food and budget • hold communication between host and sending organisation, host and leader, parents, if necessary 	<ul style="list-style-type: none"> • “thank you” to leaders • to help leaders to organise the departure of teenagers • evaluation with sending • organisation and feedback • (give certificate to volunteers)
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<p>Group Leaders</p>	<ul style="list-style-type: none"> • be involved in the preparation of the project • give correct information • be in personal contact for info and updates • write letter to volunteers • checkup the camp environment • plan the programme • be motivated • join the training 	<ul style="list-style-type: none"> • take good care of the teenagers and their welfare • keep teens busy and interested • give parents the possibility to contact their children • work • manage the budget • meet special needs of specific volunteers (diets...) • support in case of emergency • deal with conflicts • general management of the camps • be link between teens and locals • motivate the teenagers 	<ul style="list-style-type: none"> • help teenagers to get home • administration (close the budget ...) • write a report for hosting • organisation • keep in touch • handle evaluation with • volunteers • help to improve organisation tools for teenager workcamps
<p>Teenagers</p>	<ul style="list-style-type: none"> • choose the right project • organise the travel • be motivated • arrive on time • get the necessary information (for example about the country) 	<ul style="list-style-type: none"> • participate and be motivated • do not create problems • be open and curious • accept the rules • help and support each other • have good behaviour 	<ul style="list-style-type: none"> • give feedback, be open for • evaluation • keep in touch • send pictures • be more mature and independent • get active in sending • organisation • come back alive and

			with new skills and knowledge
Parents	<ul style="list-style-type: none"> • be honest • support the teen (travel arrangements, get information...) • put no pressure • give money • give authorization • give emergency contact • give all the info (dietary, medical) 	<ul style="list-style-type: none"> • trust the hosting organisation • do not interfere • be available all time • collaborate in potential problems • do not call too much! 	<ul style="list-style-type: none"> • encourage participation in follow-up activities • listen to teenagers and show interest • encourage further participation

... and expectations which cannot be transformed into tasks:

- towards local host: press and media release
- towards the sending organisation: offer travel agency service
- towards the teenagers: applications including interviews, high level of independency
- towards group leaders: clean the camp alone, keep in touch after the camp, be in contact with the sending organisation

12.3.9 The concrete experience of France (Unarec)

As with a lot of French organisations, UNAREC has many years of experience in running teenage workcamps. Every year many camps (around 2 million kids are attending one) are organized for children and teenagers in France. Since 1936, a very structured framework called "education populaire" was designed and developed by a powerful movement (including NGOs, trade unions and other stakeholders) in cooperation with the state. The teenage workcamps are part of it. Hence the law in France is very strict for all activities with children/minors we have to respect many rules when we organise activities for under 18 volunteers.

It is recognised as a non-formal education tool by the state.

Most of our teen projects are 14 to 17 years old. We figure out that the age difference, although quite important for teenagers, is never an obstacle to the group spirit, and even brings rich exchanges in addition to the intercultural aspect.

We have also experienced “pre-teenage” workcamps, for 11 to 13 years old volunteers with smaller groups and adapted work.

Those projects demand some additional element, especially regarding the transportation of foreign minors and therefore it is more “risky” to organize international workcamps with such young people as it is difficult to find foreign parents ready to let them travel by their own or able to accompany them there. It remains feasible as we organised one camp per year during four years.

What is different from an adult workcamp?

Framework

Most of the group are composed of 20 volunteers (half of French/half of foreigners) and have a team of leaders, either 3 or 4. According to the French law, 80% should have a leader diploma and one of them having the “camp director” diploma. Therefore the team is formed of:

- the ‘Director’ who is a paid campleader, who has obtained a diploma recognised by the Ministry of Youth and Sports; it is compulsory to have this person on any activity with minor participants. The Director is legally and personally responsible for all the things happening on the camp and if s/he leaves for any reason during the project, he/she has to be replaced or the camp has to be closed
- the ‘group-life camp leader’: this person must as well have passed a diploma (the step before the Director diploma), recognised as well by the Ministry of Youth and Sport. It is possible to have a second campleader without diploma or as a trainee you need an internship to get the campleader diploma)
- the ‘technical camp leader’: as the same role than in an adult camp but with less responsibility towards the group outside the work time.

Educational aspects

One of the most important educational aim is to guide the volunteers towards autonomy and being responsible; Volunteers are considered as actor of the camp and not consumer, they are involved in the decision-making process and are invited to propose activities, as in adult camps, they are participating in all the daily tasks and those tasks are used as educational tools as well.

To reach this aim, the team of leaders prepares in advance an ‘educational project’ (inspired by the overall educational guideline of the organization) which will define and lead all activities and relations with the participants during the workcamp. This educational project is very important and the leading team usually meets for one week-end before the season to prepare it together: it sets the educational goals as well as operational objectives they wish to achieve with the volunteers, what means they will use, they agree on methods on how to deal with conflicts or emergencies and they set some evaluation standards.

With teenage volunteers, it is important to consider that they are not always individuals

who chose to go on a specific workcamp. The volunteers can be less 'volunteers' than on adult camps: they have not always chosen by themselves this kind of activity; often their parents or mentors (if they live in a specialised institution) have sent the application and 'placed' them on a workcamp for the summer.

Then the volunteer receives a confirmation and detailed information about 'what a workcamp is' with the infosheet. On arrival, one of the main tasks of the leading team is to bring the young people to be 'volunteers' and from one year to another we are pleased to see camps volunteers who started with us when they were 14 and continued being volunteers abroad and then campleaders!

Practical aspects

The volunteers are not 'autonomous' regarding the law and are not used to acting by themselves, and we are responsible for them. They cannot leave the camp without an authorisation signed by the parents.

For the same reason, we cannot keep them on the project without a signed paper of the parents regarding their medical information. So we ask the parents to fill a paper with medical authorisation and information about any health issues concerning their child, and send it before the workcamp starts. Indeed, campleaders have to be informed and well prepared regarding the potential health needs of the volunteers (allergies, asthma ...). The doctors around the campsite are always informed of the project and that we may have emergencies during the whole projects.

The work is also different: first they work less than on adult camps (about five hours a day compared to seven on an adult camp); it is less 'technical' and they do not use electrical tools.

The group is usually made up of 20 volunteers and three campleaders.

The teenage camps are often visited by an Officer from the Ministry of Youth and Sport at the regional level, who checks that everything is done regarding French legislation on the camp, particularly the hygiene, the diploma of the campleaders (they have to show the official papers), the security. They also ask about the educational project. Then the Officer sends a report; if the camp is not well organised and with good conditions, they can close the project and the volunteers have to be placed on another camp or sent back home.

In conclusion we could say that **it is challenging to organise Teenage Workcamps but when it does succeed (which is of course our aim), the outcomes are very wide and deep, the educational impact being way stronger than on regular teenage camps or adult workcamps.**

12.4 Family Camps

"Enjoy your family camp, work for a better future of peace!"

In 2003 the Italian association Legambiente started the promotion experiences where parents and 4-12 years old children could participate together making voluntary action. The original impulse was not simply to allow children in voluntary camps but mainly to create a sort of temporary community where adults and children can share the idea of

voluntary activity for protecting the nature.

Adults and children, as a matter of fact, in our daily life are living in something similar to parallel worlds. It is more and more rare that parents and children really do something together: work and school take away for a large part of the day while leisure time on weekends is mainly for recreation with sport, walks and cinema. Family experiences ("camps") have the ambitious conception to be a potential chance for making these parallel worlds meet and cross.

Since the first attempt in 2003 some other organisations started to open their ordinary camps to families and gradually more organisations organise camps for families only.

12.4.1 The idea

Workcamp organizations propose voluntary camps conceived on purpose to receive parents and children together. If the foundation of camps is always the common sense of the voluntary commitments, these experiences are richer thanks to the connections between adults and children, among children and among parents too. Undoubtedly it requests a strong adaptation of the camp programme and a good sense of social life, but the effort is paid back with deep human relationships and a strong educational experience for all, linked to the voluntary work for a common social, cultural or environmental work. Parents and relatives are invited to participate – whether this is a whole family or single parent.

12.4.2 Important remarks

Immediately at their first draw, the family camps suggested some key points about the children (age limits, activities during the camp, language), adults (expectations, motivations, pairs, single parents), children assistants (role, tasks), local hosting group (preparation, involvement, role). Here we give some interesting observations:

- There is high percentage of participants of family camps that repeat the experience the next years.
- In 2003, only 3 families were composed by both parents, while the other 7 parents were divorced or separated (one woman was a widow). 9 children out of 11 were the only children in the family. It seemed that family camps were more attractive for situations with single parents or children. Actually, immediately from 2004 – when the information started to be spread more properly the composition of families appeared to be in various combinations such as whole families with one or more children, single parents with children, single parents with new partners and children, families with grandparents or relatives. This is another rich input in terms of exchanges and human relations.
- Parents are always quite well equally represented by mothers and fathers, while in adults camp everywhere in Europe women are the largely dominating groups.
- As for children's schedule and care, different methods have been experimented through the years: in one camp, 8 children have been followed by only one professional "animateur", who has had already working experience in children summer camps. In other camps, local volunteers not particularly skilled in the play-schemes provided the activity schedule. In other international camps children had "animateurs" but one of the parents on rotation was expected to stay with the children as well, in

order to involve parents in the scheme. Today, *the first idea of having staff persons dedicated to children while their parents are working as volunteers has been generally abandoned: involving children side by side with their parents also in practical work appears today a more appropriate approach to the educational schedule introduced by the family camps/experiences.* Still facilitators are needed to ease the working activities of the group, involving children in games and actions suitable to their age and offering not dangerous tasks for them in order to feel integrated into the project.

- **Parents-Volunteers:** a volunteer and parent expose himself/herself quite a lot in a family camp. The living together with other families the whole day and night, with the task to fulfil and new community rules to share, implements an observation of your behaviour and a confrontation of educational approach with the other parents. Eating, going to sleep, even shower, rest time and playing attitudes are submitted to a new dimension. During the work in morning and at night when children are sleeping, parents exchange ideas and personal history about education and children growth. It has been observed that it takes half of the camp duration before parents really begin to communicate about others personal opinions and ideas. Although some conflicts also arrived the general feedback is more than positive. To be remarked: several of the parents were at their first voluntary experience, coming to camps only because they had the chance to come with the family or being pushed by the partner.
- **Children-Volunteers:** almost all children react very positively to the camps dynamics, enjoying the community life and the project idea and very proud to be part of the group. Sometimes they have to fight against some of the parents who demonstrate exaggerated protective (and possessive) attitude. We had also the insertion in the international camp of a child affected by autism: his mother reported how important and happy this experience has been for her and his son. The initial quite a strict rule about age limit in the camp has been revised in 2004 and 2005 due to the inscription of several full families with 2 or more children at different age whom were impossible to divide. On this issue some arguing raised among the parents, with some supporters of the homogeneous age as a condition and some other remarking a very positive input for their children the fact to share room and activities with other children at different ages.
- **Project and voluntary action:** some reported negative remarks from the participants to the first camps as the lack of a real planned project in which volunteers and children could be involved. Sometimes the purpose was not clear, the tasks quite vague or having very few working hours per day. This was mainly because local communities thought that a family camp was supposed to be rather a special form of holiday than a real voluntary camp: leisure time has been on the contrary organised quite well. Local hosts were frequently surprised by the fact that parents in camps are usually highly motivated volunteers, really wishing to have a voluntary experience with real useful action to share with the children. So, camps organized in latest years offered a more peculiar attention on identifying a proper project with clear purposes to be reached by the end of the camp.
- **Local communities:** all local groups who hosted family camps have been surprised by the high variety of new implementations offered by the camps, in terms of educational issues, human relationships, volunteers' motivations.
- **Accommodation and food:** the best is an accommodation located in the same place of the camp's purpose in order to save time and energies for moving people. Lodging in a school represents also a stimulating input for children who find amusing living in a school without studying there! The logistic with 3 separated big rooms – for children,

fathers and mothers - normally is very well accepted by everybody. 99% of the children love to have a common sleeping room only for children. Anyway flexibility is a must for the organizers and participants, so that exceptions and changes can be introduced in any stage of the experience. Food and cooking is one of the main subject of conversation in family events and lunches and dinners are often time and energies consuming. At the same time the quality of the available cooks is frequently very high!

- Costs: camp experiences for families do cost a bit to organizers in terms of practical stuff and efforts spent. Usually participants give a contribution to the sending organization and then also a smaller extra fee to the local hosting community. All travel costs are on charge of the participants. Being interviewed about the coherency of these fees to the camp logistic, participants in general answered that these costs are reasonable for 10-15 day staying, including food, accommodation, staff and material for children. Nevertheless, some effort has to be made to reduce the costs for participants, in particular for the larger families.

12.4.3 Typical doubts, Reasonable Solutions

a) Family camps are more difficult to manage than ordinary adult camps

No, the spirit of a workcamp is the same in adult camps and in family ones. The context is also the same as well as the basic conditions: common project, shared accommodation, daily tasks for the group, proportion in working and leisure, relationship with the camp leaders.

b) Children are a problem for insurance and responsibility

No, as they are together with the parents or relative children are always under their responsibility. As for insurance, you have to check with your insurance scheme whether there are any special limits according to the age.

c) We don't have so many rooms in the accommodation for hosting different families

It's not necessary and not wished to have separate room for every family attending the camp. The idea is that for few days you offer the opportunity to break the family routine in order to solve it in a community life. Furthermore, the composition of the families is also proposing several combinations such as whole families with one or more children, single parents with children, single parents with new partners and children, families with grandparents or relatives. So, two common rooms – one for male and one for female participants – is the minimum needed condition. When possible, a third room just for children is always welcome by youngest participants. Then, flexibility is a must: you can have a young child wishing to stay with his mother also during the night, or a young girl preferring the women's room instead of the children' one. No problem to accept such exceptions, also because after one or two nights the increased confidence among the group can lead to a different personal approach and changes can be allowed. Exception: before accepting in your camp parents with very young kids (under 1 years old), try to see if it's possible to have a separate room for them, because night and day needs of these babies can be sometimes not compatible with the group life. More important: the accommodation has to be safe for children and possibly with a free space around the building for playing.

d) The number of participants in a family camp is too big

When you fix the number of participants for any camp you take in consideration different items: accommodation, work, hosting community, need of vehicles, etc. For a family camp you consider the same, but you have to think about a balance between children and adults. A too small group (less than 12 people) can lose interest, a very big one (more than 20) can create problem of management. Perhaps the ideal format is around 16 participants, 8 adults

and 8 children.

e) *I don't know which alternative activities I have to propose to children in a workcamp*

You don't have to invent special activities for children. The purpose of any family camp is exactly to do camp activities together - adults and children alongside. For once parents and children get prepared together in the morning and they go together for a common activity. The project has to be explained well to children too, they have to understand its meaning and the importance and they have to be involved in the results of the workcamp. Hopefully you propose some creative activities in the afternoon (better if linked to the project) such as manipulating clay, drawing, painting, decoupage and other ideas in which also adults and parents can join. So just prepare some material, which will turn anyway useful in case of rainy days.

f) *The work to be done is dangerous or too hard for children*

Work in workcamps should never be dangerous or too hard! Anyway, in family camps you have some strong adults for your needs in terms of work. Parents are "ordinary" summer volunteers, aware of their role: in this camp they are also parents exchanging with other parents and their children in the attempt to experience a temporary community life focused on the project and on an educational experience

Children "work" as well as volunteers, with activities they can attend and always supported and guided by parents and group leaders which propose them breaks with games and short excursions. Normally after a while, children start just playing around the area of work, so they don't lose the contact and can be supervised easily. The rhythm of working is of course slow and working time not exceeding normally 4-5 hours. A good point is to have - when possible - small tools for children or tools they can use in safety. Children will be also encouraged to take part in the daily tasks of preparing meals and cleaning.

g) *We need a special camp leader only for children*

As for any large camp at least two leaders or facilitators are welcome. Children like to identify a reference person to them, somebody that also the parents can trust when sometimes different activities are proposed. Nevertheless it's not compulsory that you have a very skilled person in activities with children and you can also think to have two leaders operating both for all camps necessities and dynamics. It's also possible to charge one of the parents (an identified person or on rotation) so that camps leaders can have some support during the working time for being sure that children are rightly involved and attended.

h) *Can I put limits in the ages for children or adults?*

Yes, you can. If you desire, you can fix the age of the children in a certain period (0-5, 5-10, or 8-12, or 10-15, 0-15, etc.) according to the condition of your camp. It's not always easy to keep these limits because in case of families with two or more children of different ages. Probably you decide case by case when you get the applications. Normally it's never a problem having among the youngest participants children at different ages: they can discover how interesting it is to live together with older or younger brothers and sisters from different countries! You can pay attention during the placement not to leave just one child alone with a huge age distance from the others (i.e. a 5 y.o. child with the 10 children of 10-15). If you have 2-3 children for period of age, you have a very nice mixed camp. As for parents, you can try to have parents under 30 if you can work only with young people, but it wouldn't be easy to find enough participants.

i) *Family workcamps are not as productive in terms of work as an ordinary adult camp*

Wrong! Parents are very highly motivated and don't look to the work in a camp as the compensation for food and accommodation. They live the camp for the community life and the experience to share among them and with their children. Actually, you have to pay

attention to the project you propose more than in the ordinary camps. The work has to be well prepared and clearly explained in the info-sheet and during the camp. The purpose of the camp should be well scheduled and properly reached. Even you have to think about extra tasks.

j) Free time is a problem

Families want – as any other volunteers – to discover the area of the camp. So excursions have to be proposed (but participants can pay for transport!) and good information about leisure time opportunities have to be given at the beginning of the camp. You should also consider that families like simply to share time together as the community of volunteers is already enough living for getting fun and entertainment. Furthermore children don't go to sleep very late in the night so that normally there is not a big pressure for "doing something" all the time.

k) Language is a problem because of children

Yes, language is a problem, but not a big one. It can happen also that some of the parents don't speak enough English. Without hesitation other languages are also used among parent and camp leaders, crossing each other in a moderate chaos. Some children can express themselves in English others don't, so then the help of their parents is necessary for getting the right information for the daily life. Anyway, after few hours, children of different countries start playing together without an interpreter.

l) Food is a problem

Parents are normally able to cook and you can meet even very good cooks, capable to avoid bad use of food and to recycle what is remaining from the previous day in a very tasteful new meal. Who is in the kitchen service knows that there are also children eating so that the food is always accepted by all. You should think about a variety of options for satisfying children, but quantities are reasonable so that food is not taking too much the camp's budget.

m) Funds are a problem

For some only youth organizations, getting public funds for a family camp is really a problem. Some organizations save money on their own – such as solidarity funds – in order to support these special projects. In the past some European funds have been touched for supporting family camps. Alliance members can try to investigate more in details if new European budget lines can be used in future for this purpose. Anyway, a family camp doesn't cost more than any other camp.

n) Perhaps families don't find our country enough interesting...

Come on, there is no ugly country! Families in workcamps are looking for special experience and not just for tourism abroad. More than the sun and the monuments, families pay attention to the difficulties and the cost of the travel, the chance for children to have fun and to learn, the practical project to achieve. Furthermore, new destinations are always looked with an interest by families who already attended the first camp.

12.4.4 Alliance Standards for Family Camps (2009)

Some questions about the organization of a camp for family are still open. The organisers in recent years tried to get a homogeneous background for family camps but still a real list of key points has not yet been established. Here some suggestions:

- **Extra-fee:** are they strictly necessary? Is there a minimum age for the children to pay?

Perhaps in the first year of running a family camp an extra fee can cover some of the items that need a special care (food, second leader, leisure time, etc.). Then, whenever possible, the financial charge to families should be minimized (considering inscription fee and travel costs). We can try to keep the extra fee to a maximum of 50 Euros per participants. Children younger than 5 years old should be free of charge.

- **Nationalities, cancellations, what to bring, etc.**

Mixed camp is always the best offer for a family camp, but probably there is a need for more flexibility in family camp. Sometimes more participants from the same country can help to solve communication problem in case some participants are not fluent in English.

Cancellations are a bigger problem than in ordinary camp, because a whole group of 2-4 participants cancels at the same time. Sending organizations have to inform interested families about this, and ask them to get proper information about travels and costs before confirming their participation.

Even more than in ordinary camps, the list of "what to bring" has to be very clear. This is because it happens to have people at their first camp experience. Heavy luggage can also be an obstacle for single parents, so that being detailed in the explanations help in solving problems. Particular attention has to be paid to the sleeping bag and mountain shoes as this can take a lot of room in the luggage. It is also important to inform how easy is to reach local shops because family can buy some simple personal stuff at the arrival instead of carrying it from abroad. Also a section about "what not to bring" can be useful (i.e. electronic personal games or DVD players, as children can discover that there are other possibilities for playing).

12.5 Senior Volunteers

12.5.1 Hosting organisation – Preparing a project

a) Arranging the tasks for the volunteers

When considering senior volunteers exchanges we immediately need to sort two points out:

- ✓ which activities volunteers will be engaging in and
- ✓ under what conditions these activities will take place.

Due to the fact that actually the limit to designing a senior exchange is only represented by our fantasy, it is not possible to outline certain fields of activities or even specific conditions. People can volunteer in a wide variety of different areas and senior citizens can volunteer in any of these as long as it suits their individual needs and qualifications. We want to stress how important individual needs and prerequisites are, as well as the specific context under which the respective exchange takes place.

However, we can list several general characteristics which are in line with the aims of an exchange programme for senior volunteers as described above. For obvious that my seems, the work needs to be useful, real work, allowing the senior volunteer to carry out meaningful tasks that are feasible and achievable.

On the one hand, it might be helpful for an organisation and also for a volunteer to work in an area he or she has previous experience in. On the other hand, a senior volunteer should also get the opportunity to work in completely new areas, to be able to use further skills or acquire new ones. The ideal type of work might differ for the volunteer and for

the organisation. It is important that the placement of volunteers happens in a way which assures added value for both parties.

Whatever qualification a senior volunteer may have or the characteristics of the work and the organisation are, it is important that these two sides match. This is a crucial aspect which has to be in place to ensure a successful exchange programme. Firstly, the volunteer and the organisation need be honest. Most importantly the volunteer should not overestimate his or her abilities and experience. Both need to define their offers and their limitations precisely and frankly. The type and the area of work and the actual tasks need to be set by the host organisation and the volunteers should choose what suit their needs and interests.

Taking into account that we are all humans, for how well you can prepare your exchange, circumstances can be such that the match between the volunteer, the work proposed and/or the hosting organisation is not adequate. In these cases, all those involved should be flexible. If problems arise it is important to be prepared to change the tasks or the working conditions and the organisation should always be ready to provide a Plan B as a fallback option.

Two key issues with respect to working conditions are the overall length of the voluntary work placement and the expected number of working hours per day and/or per week.

Work and free time should be well balanced. The right equilibrium also depends on the needs of the organisation and the stamina and capabilities of the volunteers. It is hard to identify a minimum and a maximum working time. While the overall financing structure of an exchange programme will need to define a minimum working time (probably about 20 hours a week), no maximum should be defined per se. However, it is very important to agree on and fix the amount and type of time allocation for each individual placement. So while it is hard to give abstract time recommendations, on the level of the individual placement, fixed agreements with preceding negotiations – that take into account both party's needs - are necessary.

Concerning the length of placement for senior volunteers, it is also difficult to define an ideal or preferred duration. It is generally agreed that the average senior person will not be prepared to spend as much time abroad as a younger person might be willing (or able) to spend. Anything between two and four weeks may be considered feasible but someone may prefer a longer stay: some volunteers may feel that two weeks are too short, especially from the point of view of how useful the volunteer's placement is for the organisation.

b) Contact person and team work

One of the main principles of a successful volunteer work placement is that the volunteer is not left alone. Good communication and caring for the needs of the foreign volunteer are fundamental for a good placement.

At least one responsible contact person is crucial. There are several possibilities and examples of how this can be sorted out. In many cases the responsible contact person is a paid staff member, who is responsible for coordinating volunteers within the organisation. Also, it can be helpful to have a local volunteer as a "local friend" or mentor. Also a "hotline" or phone number in case of emergency or dire need should be in place.

In general, opportunities for regular communication and reflection of the voluntary work arrangement should be provided. Such regular meetings should enable working conditions to be adapted if necessary.

For most senior volunteers it is very rewarding and important to feel that they are part of a team. The organisation should support this. Of course, there will always be occasions where the volunteer would prefer to work alone or it is necessary for him/her to do so. This needs to be clarified at the beginning of a work placement.

Of course, apart from this "safety network", all the other personal contacts should not be forced or preordained in a systematic way, but the organisation should create opportunities that support volunteers in establishing personal contacts with other international volunteers as well as with local ones.

c) *Hosting side framework conditions: arranging the hospitality: food, accommodation, local transport*

The arrangement of suitable practical conditions for the reception of volunteers is the task of the hosting organisations. We will go through different possible arrangements and solutions to host senior volunteers: the best thing would be providing them with a single room with private bathroom. It is understandable that this is not always possible. So a twin room could do, especially if it is assigned to two friends. But we discourage any arrangement in a dormitory or in a multi-bedroom.

Believe it or not, the bed is generally a serious concern for the volunteer: if you think that one third of their service will be spent in it, it is easier to understand why, to say nothing about backbone aches that more easily affect all of us at a certain age.

Among the others, we have experimented with the following accommodation facilities.

- Staying with a local family

This represents a very good opportunity for volunteers to know about local life, culture and customs and also for the host family an interesting learning chance. Volunteers do not need to worry about their food everyday and focus on other elements of the programme. Of course, the relationship between host family and volunteers is very important and should be monitored by representatives of the hosting organizations.

- Having a room with independent (or not) facilities

A room with facilities where the volunteer is working (like a guest house in a school or a room of an orphanage, etc) is also a good solution. This is ideal for better communication with the host organization, and they do not need to worry about transportation. On the other hand, the time of volunteers might tend to become repetitive and boring in this case. So they certainly need additional arrangements (cultural, social) outside the institution for refreshment.

- Sharing a vacant house or apartment with other volunteers

Living alone and independently is a good way. Volunteers can have private time. On the other hand, the volunteer may easily feel to be isolated from local community.

- Being accommodated in a Hostel or Bed & Breakfast

If you can afford it, this would be a solution that would make the most of the volunteers very happy, even if it may encourage the feeling that they are on vacation. Of course, there is nothing wrong in being on holidays, but the risk is that the volunteers are perceived by the local community as special tourists, and the volunteers may feel the same way towards the hosting environment. If the project forecasts a good integration between volunteers and local community, it might not represent a problem at all; again, it is a matter of monitoring how this relationship develops.

d) Food

Believe it or not, volunteers eat three times per day. And the host organization needs to provide these meals. In case of home stay, the hosting family will take care of the meals. If it is not possible to share meals in the project, a reasonable amount of money will be given to the volunteers to arrange the meals by themselves. Please remember to ask (via their sending organisation) if volunteers have special dietary requirements and ensure beforehand that those can be met. Otherwise it is very important to inform the volunteers that it is not possible.

Most of the volunteers (like all of us) have their own eating habits, so it is important that the sending organisation advise the volunteers to be flexible about the food explaining them that this is also an interesting and valuable part of the intercultural learning process of their experience.

e) Local transportation

If the volunteers are accommodated far from the service placement, it is the task of host organisation to make arrangements for the local transportation. In this case you need to explain to the volunteers the way to get to the working place from his accommodation by walking or using public transport. In latter case, hosting organisation should provide tickets or monthly card. Do not forget to supply volunteer with the city map, where most of important points will be mentioned - accommodation place, working place, shops in the area, main sights, etc. This arrangement will depend on the situation, only do not forget that the distance between workplace and accommodation is to be seriously taken into account when organizing an exchange.

f) Insurance

Another important practical arrangement required to protect both the volunteer and the host project is insurance. Needless to say, that the host organisations or the volunteers themselves could encounter extreme financial problems if volunteers are not covered by insurance.

The sending organisation should make sure that the volunteers have adequate insurance cover. Several commercial companies cover travelers against anything happening during their trips - excluding any accident that is related to a work situation. This could be a solution, but this option should be used with great caution because volunteers' claims may well be deemed invalid. The problem resides in the fact that volunteers do not have a recognized status, they are somewhere in between a tourist and a worker without properly belonging to any of the two categories.

A good solution could be to apply to the insurance scheme run by some international voluntary service organisations: as an example, we quote Service Civil International (SCI). They exchange more than 10,000 volunteers each year from one country to another and they have a collective contract with a major insurance company that covers all their volunteers and to which other organisations can apply upon request. It is possible either to apply to SCI or to enquire of other international voluntary service organisations about similar arrangements.

Another possibility is to check at local level whether insurance companies are willing to ensure senior volunteers abroad and under which conditions. And it is important to remember that in all EU countries, citizens have the rights to access health assistance as in their own country. So before volunteers leave, they should not forget their Health Insurance Card that certifies that they have this right in their country.

12.5.2 Sending organisation - Find and prepare your volunteers

a) Recruiting volunteers: professional and linguistic skills

While from one side, in some country, a project is being prepared for foreign volunteers from abroad, on the other some organisation is likely looking and preparing some volunteers to send.

In fact, the recruitment and preparation of volunteers in our "play" is a task of the sending organisation as defined previously. In many cases the volunteers themselves look in their countries for an organisation that can help them to find a suitable project abroad. Should you be an organisation with good and established contacts in other countries, you may think to propose yourself as sending organisation, draft agreements and gather information on projects abroad to propose to your volunteers. Of course, if you are an organisation working with volunteers, it may be interesting for you to send them volunteering to another country in order to widen up their horizons and give them the chance to learn and do something new, stimulating and rewarding.

Being this a learning experience, one of the main features of these projects as we have organised them since the beginning, was that every volunteer should have been able to perform any project in order to give the chance to all to access this intercultural experience abroad. Many volunteers came to us with the idea of "helping" in the cooperation projects like those carried out in the South of the world. These projects require qualified volunteers with specific skills: of course, they are fundamental and deserve all of our respect and admiration but it is not what we want to propose. The focus of our proposal is an educational one, it is based on the exchange and on the mutual intercultural learning among people coming from different backgrounds, either national, cultural and social. This is why we talk about "recruitment" more than "selection". In fact, under this perspective, in principle, everyone is suitable to perform a period of voluntary service abroad, regardless their skills, because every person will surely have something to learn and to teach at the same time. Every skill may turn out to be useful, not only those related to the practical work to be performed in the project.

The language is one of the factors that exclude most of the volunteers. Indeed, we should be honest on this: a volunteer in a foreign country who does not speak a word of the hosting country nor some English or other of the most known languages run the serious risk to feel isolated in a project. In this case they should not be sent alone, but at least with some mates who can translate for them. Or they could be encouraged to learn at least the basics of the language of the hosting countries: this may be sufficient, but the volunteers should assess whether they have enough extra-verbal communication skills – such as body language for example. At the same time, it must be said that even if volunteers can speak all the official languages of the European Union, but they don't like to talk (or better to communicate) to other people, again they should assess whether this is an experience they really want to do. This proposal is quite specific so it is understandable that not everybody will like it or will need it. We just need to make things clear both for organisation and volunteers.

b) Sending side: preparing your volunteers

One of the main responsibilities of a sending organisation is the preparation of the volunteers. The training tool kit, which is prepared alongside this handbook, will give an idea of some possible scheme in order to develop the preparation of the volunteers; here

we would like to underline the reasons why we believe it is important. What we suggest is to organise a seminar one or two days long, gathering all the volunteers who are leaving soon even if in different projects. We already said and we will insist later that not everybody may like the proposal of this experience, so it is important to clarify few things:

1. Volunteers are not useful in the sense of solving situations that otherwise would collapse without them. Plenty of local volunteers can do it in the same way avoiding long trips and with an easier management. But they are important because they represent a different culture, from a different background and with a different lifestyle.
2. What they are doing is basically an educational experience: they are learners and teachers at the same time. In many cases they will be in contact with young people and maybe working with them, but they will surely have to do with different ways to do things, different kind of people that probably they have never met before. In this sense they should leave with an open mind and being responsive to everything they see and to all the persons they meet.
3. As a consequence, volunteers do not have to necessarily be involved in projects enhancing their technical skills. Of course, these skills can be appreciated in a project, but if an organisation need a hydraulic or a doctor, they will find them locally. A volunteer who can “do nothing” – if such a person exists – but of course ready and willing to learn, would be eligible for this programme as well.

These features make this programme uninteresting for some people and we believe it is important to make them clear before departure, so if volunteers misunderstood the whole experience they have their chance to withdraw or maybe simply changing their mind: they could say, they will try but at least they have the awareness of what the whole thing is all about. The hosting organisation will be highly grateful to you, if you could manage to prepare your volunteers in this way.

12.6 Weekend workcamps

Many organisations organise regularly or occasionally weekend workcamps. Let’s learn from experiences of UNA Exchange who organises a handful of weekend workcamps each year.

These projects are designed to reflect the spirit of a regular workcamp – offering volunteers an experience of cultural exchange as they live and work with other volunteers, becoming involved in the local community where the project takes place.

12.6.1 The basics

- Usually weekend projects host between 6 and 10 volunteers with 1 or 2 volunteer leaders
- As with a regular workcamp, the volunteers live communally.
- We try to ensure that weekend projects still have an international element, inviting international students from local universities and our hosted EVS volunteers to participate.
- Recruitment of volunteers is done via social media posts, mailing lists to volunteers who have expressed an interest in weekend volunteering, via our

newsletter, on our website and by asking key partners (ie local universities) to spread the word amongst potential volunteers.

- We don't charge hosts for setting up weekend projects as they're often organisations who we're already working with on other activities. The small volunteer fees help to contribute to basic set-up costs.
- We set up weekend projects using the same model as two-week workcamps. We've adapted the same Project Outline Forms and Conditions of Cooperation to reflect the shorter period.
- We charge volunteers a small fee to take part in the project – but often offer discounts to target groups (i.e. NEETS).

12.6.2 Why organise a weekend camp rather than a regular workcamp?

- Each summer, the spaces that we offer to UK volunteers are very minimal as we need to prioritise workcamp spaces for our international partners. Hosting weekend workcamps makes projects more accessible to volunteers from the UK who want to take part on a national volunteer project.
- Weekend projects also make volunteering more accessible to volunteers who may face barriers that stop them from joining an international project. These barriers may be financial or time restrictions, lack of confidence, lack of prior travel and/or volunteering experience.
- Weekend volunteering is often viewed as a 'taster' for people interested in joining a longer-term project later on. They can help to develop confidence as the first step for some young people before they join a workcamp or short term EVS project internationally.
- A short project often allows for one off task to be carried out by volunteers, or for work that has been started in the summer in a 2 week workcamp to be completed.
- Weekend projects also give leaders who have attended our Leaders' Training, a less daunting first experience of leading a volunteer group.

12.6.3 Who to approach in regard to hosting a weekend project?

- We often work with host projects that have previously hosted a regular workcamp for UNA Exchange (now merged with WCIA), although we have also organised one off weekend projects with new partners or projects that we know just want to run a one-off activity.
- Projects that have a short piece of work and could do with some extra pairs of hands, but who do not have enough work to be able to host a group of volunteers for two weeks.
- Similarly, project hosts who may not be able to afford to host a group for a two week period but have a small pot of money that would cover expenses for volunteers for a weekend.

12.6.4 After running weekend projects for several years we have made the following observations:

We only run 2-3 weekend projects a year, as there is not enough demand from volunteers to warrant more projects than this and in the past we have had to cancel projects due to a lack of volunteer numbers.

EVS volunteers often join the weekend projects as a way to see another area of Wales and to expand on their voluntary experience. International students at local universities are often interested, too. In both cases, this helps to maintain an intercultural aspect for the volunteering.

Volunteer sign up often comes quite last minute, possibly because travel arrangements are easier than for an international project.

They are mainly environmental projects, although we have offered various types.

PART IV - Partner network and institutions

13. International Institutions

The Alliance implements its activities, projects and constitutional meetings also thanks to the support and involvement of international institutions such as the Council of Europe, the European Union and the Asia- Europe Foundation. The Alliance is also an active member of the advocacy and lobbying platform European Youth Forum.

13.1 Council of Europe



The Council of Europe (CoE), based in Strasbourg (France), is an organization that now covers virtually the entire European continent, with 47 member countries. Founded on 5 May 1949 by 10 countries, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

The primary aim of the Council of Europe is to create a common democratic and legal area throughout the whole of the continent, ensuring respect for its fundamental values: human rights, democracy and the rule of law.

Objectives of CoE:

- to protect human rights, pluralist democracy and the rule of law;
- to promote awareness and encourage the development of Europe's cultural identity and diversity;
- to find common solutions to the challenges facing European society;
- to consolidate democratic stability in Europe by backing political, legislative and constitutional reform

The Council of Europe should not be confused with the European Union and its consultative body, the European Council. The two institutions are very distinct in purposes and extension. The 27 European Union states, however, are all members of the Council of Europe.

The Council of Europe is composed of three Directorates General (DGs) on Human Rights, Democracy, Rules of Law, and covers all major issues facing European society other than defence. Its work programme includes the following fields of activity: human rights, media, legal co-operation, social cohesion, health, education, culture, heritage, sport, youth, local democracy and trans-frontier co-operation, the environment and regional planning.

By granting consultative status to over 350 non-governmental organisations active in several fields, the Council of Europe is building a real partnership with those who represent people across the European continent. Through various consultation arrangements (including discussions and colloquies) it brings NGOs into intergovernmental activities and encourages dialogue between members of parliament and associations on major social issues.

For more information about the values, structure and activities of CoE and the three DGs,

you can consult their webpage <http://www.coe.int>

13.1.1 CoE Youth Department and the co-management

The Youth Department is part of the Directorate of Democratic Citizenship and Participation, under the Democracy DG. Its main functions are to:

- elaborate guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels;
- provide funding and educational support for international youth activities aiming at the promotion of youth citizenship, youth mobility and the value of human rights, democracy and cultural pluralism;
- bring together and disseminate expertise and knowledge about the life situations, aspirations and ways of expression of young Europeans.



It also encourages the development of youth associations, networks and initiatives, and stimulates international co-operation between youth organisations.

The Council of Europe sets every two years a **programme of priorities** for the youth sector, that provides a framework for the activity of the sector itself and the youth organisations that it supports.

The projects run by the Youth Department are pursued through activities ranging from training courses, study sessions, seminars, expert meetings and research, publications and advice on youth policy development. The **European Youth Centres** in Strasbourg and Budapest and the **European Youth Foundation** all play a vital role in implementing these activities through seminars, training courses and visits by experts to specific countries.

A basic functioning principle of the Youth Department is the **co-management system**, which aims to fostering greater **youth participation**. The co-management involves representatives from youth non- governmental organisations (NGOs) sitting down in committees with government officials who together then work out the priorities for the youth sector and make recommendations for future budgets and programmes. These proposals are then adopted by the Committee of Ministers, the Council of Europe's decision-making body.

The committees that compose the co-management system, where the Alliance as IYNGO has been participating for many years, are:

- the **European Steering Committee for Youth (CDEJ)**: it brings together representatives of ministries and organisations responsible for youth matters from the 49 States parties to the European Cultural Convention. The CDEJ also organises the Conferences of European Ministers with responsibility for youth matters and drafts youth policy laws and regulations in member states.
- the **Advisory Council on Youth (AC)**: it is made up of 30 representatives from youth NGOs and networks who provide opinions and input on all youth sector activities. It also ensures that young people are involved in other activities of the Council of Europe.

Alliance is currently elected in the Ac for the mandate 2020-2021, elected with other 19 organisations by the European Youth Forum Jeunesse (YFJ).

- the **Joint Council on Youth**: it brings the CDEJ and the Advisory Council together in a co-decision body which establishes the youth sector's priorities, objectives and budgets.
- the **Programming Committee (PC)**: it is a subsidiary co-decision body made up of eight members each from the CDEJ and the Advisory Council. It establishes, monitors and evaluates the programmes of the European Youth Centres and of the European Youth Foundation. During the Alliance mandate at the AC, 2014-2015, the Alliance had the chance to participate in the PC work as substitute member.



For more information about the Youth Department of CoE and the co-management, consult http://www.coe.int/t/dg4/youth/Coe_youth/CoE_and_young_people_en.asp

13.1.2 The “tools” of the Youth Department

The Parliamentary Assembly of CoE decided in 1969 the establishment of two important instruments to support the actions of non-governmental youth organisations and networks: the European Youth Foundation and the European Youth Centres. The starting point was the recognition in CoE of the need to give young people a voice at the centre of decision making - a voice to be heard at a top level - a voice that empowers. Non-governmental youth organisations along with government representatives are involved in the running of these instruments through the co-management system.

The European Youth Foundation (EYF)

"Our aim is to support young people in getting closer to their objectives and their vision of a better future."



The EYF is a fund established to provide financial support for European youth activities. Since the beginning of its activity in 1972, EYF has become much more than a donor for youth organizations; nowadays, its aims are:

- To offer guidance to youth organization for project applications, implementation and reporting following the principle of 2-way communication.
- To provide extended evaluation of content and methodology, based on the respect of organisations' work.
- To transfer and share knowledge.

The funding scheme of EYF for international and local youth organisations is composed of 4 types of grants:

- Structural grants for 2 years: to support the running expenses of international organisations, as the Alliance is.
- International activity: a meeting, training or activity promoting participation and intercultural learning.
- Pilot activity: an activity realized at local/national level to respond to a challenge in society.
- Workplan: it is made up of several international or local activities part of an international organisation's strategic plan of action.

For more information about the EYF, its values and funding scheme, you can consult <http://www.coe.int/en/web/european-youth-foundation>

The European Youth Centres (EYCs)

The European Youth Centres in Strasbourg (France) and Budapest (Hungary) are permanent structures for the implementation of the Council of Europe's youth policy. They are international training and meeting centres with residential facilities, hosting most of the youth sector's activities. They provide a flexible and modern working environment for international activities, with meeting rooms equipped for simultaneous interpretation, information centres, audio-visual and computer facilities.

The EYC in Strasbourg hosts the secretariat of the European Youth Foundation.

Along its history, the Alliance has implemented numerous Study Sessions in cooperation with both Youth Centres.

13.2 The European Union

The European Union (EU) was set up after the 2nd World War. The process of European integration was set up during the 50s: the first steps were to foster economic cooperation

based on the idea that countries who trade with one another become economically interdependent and so more likely to avoid conflict. What began a purely economic union (European Economic Community - EEC) has evolved into an organisation spanning policy areas, from development aid to environment. A name change from the EEC to the European Union (EU) in 1993 reflected this.



Six countries joined at the beginning and today, after 6 waves of accessions, the EU has 28 member states, 5 candidate states and 3 potential candidates.

The EU is based on the rule of law: everything that it does is founded on treaties, voluntarily and democratically agreed by all member countries. These binding agreements set out the EU's goals in its many areas of activity.

The EU is neither a new state replacing existing ones nor is it comparable to other international organisations. Its member states delegate sovereignty to common institutions representing the interests of the Union as a whole on questions of joint interest.

The focus areas of the Union are:

- Mobility, growth, stability and a single currency
- Human rights and equality
- Transparent and democratic institutions

The EU is mainly run by three institutions, each playing a specific role:

- the Council of the European Union/EU Council (composed of the prime ministers of the member states) sets the EU's broad priorities, adopts laws and coordinates policies; it is not to be confused with the European Council (belonging to the UE) and the Council of Europe (external to the EU).
- the European Parliament (directly elected by European citizens) is the representative law-making institution of EU;
- the European Commission (28 members, each assigned by a member state) is the executive body of EU;

More information on the European Union can be found at http://europa.eu/about-eu/index_en.htm

For what regards policies and programmes for the Youth, Non-formal learning and Voluntary sectors, which mostly interest the Alliance, the bodies concerned are the EU Council and the European Commission.

The EU Council releases conclusions and recommendations on topics related to the Alliance and its members field of action. These documents are based also on proposals previously developed by the European Commission, and are then translated into concrete implementation schemes.

The most recent policy documents developed by the EU Council on the fields of youth, volunteering and informal/non formal learning, are available on Alliance website: HYPERLINK <http://www.alliance-network.eu/materials-and-tools/library-volunteering-youth-work/>

The European Commission is in charge of executing the agreed conclusions through specific programmes and guaranteeing their implementation at European level. Through this process, the

13.2.1 Erasmus+



Erasmus+ combines previous funding programmes in the sector including the Lifelong Learning Programme, Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink and programmes of cooperation with industrialized countries in the field of higher education. For the first time the program provides support for sport.

Responsible for its implementation is the European Commission through the Education, Audiovisual and Culture Executive Agency (EACEA). National Agencies act as a link between the European Commission and participating organizations at local, regional and national level. The European Commission entrusts budget implementation tasks to National Agencies, which brings the Erasmus+ as close as possible to its beneficiaries and adapts to the diversity of national education, training and youth systems.

As an integrated programme, Erasmus+ offers more opportunities for cooperation across the education, training, youth and sport sectors and is easier to access than its predecessors, with simplified funding rules.

The programme is seeking to address challenges Europe will face both now and in the next decade. The most important challenge is to **fight the rising levels of unemployment** – particularly among young people. Another challenge relates to the development of social capital among young people, the **empowerment of young people** and their ability to participate actively in society. To fight these challenges clear leadership and a shared vision and **partnerships** between authorities and public/private stakeholders are required. Moreover, there is a need to provide youth organizations and youth workers with training and cooperation opportunities, to develop the **quality** and impact of youth work at European level.

In other words, the Erasmus+ programme is aiming to boost skills and employability, as well as to modernize education, training and youth work.

The programme is structured in three chapters:

- Education and Training (including higher education, vocational training, adult education, schools)
- Youth
- Sports

and three Key Actions:

- **Key Action 1:** Learning mobility of individuals (students, teachers, VET and adult education staff, young people, youth workers)
- **Key Action 2:** Cooperation for innovation and the exchange of good practices (strategic partnerships, capacity building, knowledge and sector skills alliance)
- **Key Action 3:** Support for policy reform (structured dialogue between young

people and decision- makers in the field of youth, etc.)

In the field of youth, Erasmus+ supports, as one of the main actions, the **mobility for young people and youth workers** (Key Action 1) promoting Youth Exchanges, European Voluntary Service, trainings and job shadowings in cooperation with Partner Countries neighboring the EU. In addition the Erasmus+ programme aims at promoting equity and inclusion by facilitating the access to learners with disadvantaged backgrounds and fewer opportunities compared to their peers. It also allows organisations active in the field of youth to explore innovative practices and establish sustainable cross-sectorial partnerships with formal education institutions, public authorities and private enterprises through Key Action 2 (**Capacity building in the field of Youth** and **Strategic partnerships** in the field of youth).

In addition to the three Key Actions, the Programme also includes support for **Jean Monnet activities**

(academic and research field) and actions in the field of **sport**.

For more information about the Erasmus+ programme, eligible countries, actors and activities, consult the Programme Guide that can be found at

http://eacea.ec.europa.eu/erasmus-plus_en

13.2.2 European Solidarity Corps



The European Solidarity Corps is a European Union initiative, which aims to foster solidarity in European society, engaging young people and organisations in accessible and high-quality solidarity activities. It **offers young people opportunities to show solidarity and help resolve challenging situations across Europe through volunteering activities**, traineeships or jobs as well as solidarity projects based on young people's own initiative.

The European Solidarity Corps **brings together young people to build a more inclusive society, supporting vulnerable people and responding to societal challenges**. It offers an **inspiring** and **empowering** experience for young people who want to learn and develop.

376,5 million euros were allocated for the current European Solidarity Corps (2018-2020). The European Commission has proposed to increase the next European Solidarity Corps budget to EUR 1.26 billion under the next Multiannual Financial Framework. Any public or private organisation from a European Union Member State holding a Quality Label can submit applications for funding within set deadlines for volunteering, traineeships and jobs. Moreover, groups of young people registered in the European Solidarity Corps Portal may apply for solidarity project funding.

Eligible organisations and groups of young people can apply funding for:

- Volunteering Projects
- Volunteering Partnerships
- Traineeships and Jobs

- Solidarity Projects
- Volunteering Teams in high priority areas.

Individual volunteering lets young people participate in the daily work of organisations and lasts between 2 and 12 months, and in some cases, 2 weeks and up. Participants can volunteer abroad or in their country of residence for projects covering social inclusion, environment, culture, and more. Volunteering teams are groups of 10-40 young people from at least two different countries who volunteer together for a period of between 2 weeks and 2 months. The costs of accommodation and food are covered. Participants also receive a small allowance for personal expenses.

Volunteering teams are groups of 10-40 young people from at least two different countries who volunteer together for a period of between 2 weeks and 2 months. The costs of accommodation and food are covered. Participants also receive a small allowance for personal expenses.

Young people who participate in the European Solidarity Corps will all agree with and uphold its [Mission and Principles](#). One can participate in the European Solidarity Corps project when one is 18 years old, and the projects are available to people up to the age of 30 years old (17 years old can register in the ESC).

Applications for funding for **Volunteering Teams in High Priority Areas** should be addressed via online forms to the Education, Audiovisual and Culture Executive Agency of European Union. Applications regarding the other actions should be submitted to the National Agency of the country in which the applicant organisation is established.

More Information on European Solidarity Corps can be found in [European Youth Portal](#).

13.3 European Youth forum (Youth Forum Jeunesse)



The European Youth Forum (YFJ) is the biggest political Youth platform in Europe today. The Alliance obtained membership status in 1989.

YFJ represents more than 100 youth organisations, both National Youth Councils and International Non-Governmental Youth Organisations. It is based on the firm belief that we believe youth organisations are the tool through which it is possible to **empower, encourage, involve, represent, reach out and support young people**. It brings together tens of millions of young people from all over Europe, organised in order to represent their common interests.

To overcome the challenges faced by young people, the European Youth Forum has three main goals:

- Greater youth participation
- Stronger youth organisations
- Increased youth autonomy and inclusion

In its work, YFJ has a **holistic approach to youth policy** and wishes to address all social,

economic and cultural issues affecting the lives of young people in Europe. One of the most important roles of the European Youth Forum is to ensure that adequate resources are made available by European institutions to support the diversity of youth work that exists among its members.

Different **Working Structures** have been created in order to implement the European Youth Forum's Youth Policy in the different areas defined in the Work Plan and to link with the two major European institutions, the European Union and the Council of Europe.

The Alliance has traditionally participated to YFJ Pool of Trainers and has been elected by YFJ members to be part of the Advisory Council on Youth of CoE for the mandate 2014-2015 and 2020-2021 (and more prior to 2014).

More information on the European Youth Forum and its functioning at <http://www.youthforum.org/>

14. Sister Organisations Networks

The Alliance often works in cooperation with regional and worldwide networks dedicated to International Voluntary Service and youth work. Joint campaigns and events, such as the Global Leaders meeting, the Mid-long term Volunteering Meeting or the International Sustainability campaign in IVS, are jointly organized every year by most of the following networks to promote quality and recognition of IVS.

14.1 Active networks

14.1.1 Committee for International Voluntary Service Acronym: CCIVS



CCIVS
Coordinating Committee for
International Voluntary Service
Est. 1948

Website: www.ccivs.org

Year of foundation: 1948 under the aegis of UNESCO

Structure: The General Assembly (GA) of CCIVS consists of representatives from each of the member organisations. This governing body meets every three years and adopts the plan of action and priorities for the next three years. The Executive Committee (EC) is also elected during the GA. The EC

is composed of representatives of member organisations, and meets every six months.

From within the EC, the President, four regional Vice Presidents and a Treasurer are elected. The EC also appoints the staff of the Secretariat based at UNESCO in Paris.

In April 1948 the International Workcamp Organisations Conference took place and the Coordinating Committee for International Camps was established and based at UNESCO headquarters in Paris.

The network gradually extended its sphere of activities to include organisations in Eastern Europe, North America, Africa, Asia and Latin America. CCIVS became known as a space

for the improvement of quality standards for exchanges and for discussion on the development of the International Voluntary Service movement.

Leading the reflections of the movement on the impact, recognition and policies related to International Voluntary Service, CCIVS members work today around the five key topics of Intercultural Dialogue, Sustainable Development, World Heritage, Health and Conflict Transformation.

It is today one of the main worldwide structures which acts as a coordinating link between voluntary organisations that run short medium and long term voluntary activities at international level. The Alliance applied as CCIVS member according to the decision of GA 2019. The application was then approved and confirmed by CCIVS at the beginning of 2020.

14.1.2 International Cultural Youth Exchange

Acronym: ICYE

Website: www.icye.org

Year of foundation: 1957

Structure: ICYE is a Federation of Full and Associate Member National Committees. National Committees are autonomous. The General Assembly is the highest decision-making body of the Federation. It meets every second year. The Board of Managers (four members) acts and decides on behalf of the General Assembly in between General Assemblies. The International Office (Berlin, Germany) carries out and coordinates activities and programmes as decided by the General Assembly.



ICYE International Cultural Youth Exchange

ICYE Regional Associations provide support on programme development and training to National Committees in Africa, the Americas, Asia/Pacific, and Europe.

ICYE was born by initiative of the Church of the Brethren in the USA in late 40s with exchanges of young people between USA and Germany: they were designed to restore and develop trust between persons in Germany and the USA starting from the conviction that what the war had destroyed, exchanges among the younger generation could help to build up again. Cooperation widened to more departments and countries, until national Committees came into existence 1958, and other countries followed suit. At the General Assembly 2001 all National Committees viewed the (Inter)Cultural aspect to be more all-inclusive and respectful of the diversity within the Federation than its Christian heritage, and the Federation adopted the new name: International Cultural Youth Exchange.

Nowadays ICYE is represented in more than 40 countries with the mission to provide challenging intercultural learning experiences for young people, to promote their social and personal development through international volunteer programmes, and to promote intercultural understanding, equality of opportunity, tolerance and peace among people in the world.

14.1.3 Network for Voluntary Development in Asia Acronym:

NVDA

Website: nvda-asia.org

Year of foundation: 1997



Structure: As a democratic NGO, the member organisations are main actors of NVDA. All of them have rights and missions to propose/promote common actions of NVDA. The General Assembly consists of the member organizations and shall be held once every 2 years hosted by one of the member organisations and should be combined with a training and networking workcamp. The Executive Committee is composed of five full members; a President, two Vice Presidents, a General Secretary and a Treasurer, elected by the General Assembly for a two-year term. There are 4 official working groups such as Quality improvement WG, Common Action WG, Impact & Recognition WG and PR/ Quantity development WG, working on different issues and producing documents, tools or organising projects.

NVDA is formed of independent national or international NGOs/ NPOs mainly from Asia involved in International Voluntary Service. NVDA was started in 1997 by 11 NGOs in 11 nations and now consists of 30 members from 20 different countries/areas. It works with strong support of the CCIVS in order to promote international voluntary service (especially international workcamps) in Asia/ Pacific region.

By developing IVS in Asia/ Pacific, NVDA aims to:

- 1) Improve local/ global situations of environment, social welfare, education, culture and poverty.
- 2) Support local NGOs and communities for their self-sufficiency, human development and empowerment.
- 3) Promote friendship, understanding and solidarity among international volunteers and local people. Objectives:
- 4) To start international voluntary workcamps in Asia where they are not organized yet
- 5) To develop existing workcamps in Asia as well as with the hosting organizations and exchange of volunteers
- 6) To promote any kinds of useful, regional cooperation among voluntary organizations

NVDA focus mainly on the issues of disadvantaged people, environmental protection, project management including LMTV, PR and measure of the impact of voluntary projects.

Through these years of successful development work and daily activities, International Workcamps have newly started in China, Cambodia, South Korea, Thailand, Vietnam, Indonesia, Mongolia, Fiji, Philippines, Malaysia, Taiwan, Hong Kong, Macau, Singapore, Sri Lanka, Myanmar, etc.

NVDA has also been contributing to develop both quantity and quality of the voluntary projects and of the volunteers exchanges in Asia-Pacific as well as promoting some common actions like "World Tanabata Action" and "Eco Sponge Action".

14.1.4 Service Civil International Acronym: SCI

Website: www.sci.ngo

Year of foundation: 1920

Structure: There are presently 42 members (branches) in Europe, Asia, Africa and North America. Several international working groups are active. They are made up of SCI branches, groups and partner organisations from all over the world. Working groups are either active in a thematic area or in a specific geographical region. They are appointed every year by the International Committee Meeting (ICM). Every branch has a vote for the ICM, but also delegates from SCI-groups and working groups can attend the meeting. The ICM approves the Plan of Action and budget and is the main decision-making body of SCI.

The ICM elects the International Executive Committee.



SCI is a volunteer organisation, which means that volunteers are the core of SCI. Activities are organised for volunteers, and by volunteers. The organisation was founded by Pierre Cérésole, a Swiss engineer who established a peace and humanitarian movement in the aftermath of World War I and laid down the foundations of SCI in 1920.

SCI's vision is a world of peace, social justice and sustainable development, where all people live together with mutual respect and without recourse to any form of violence to solve conflict. SCI's mission is to promote a culture of peace by organising international volunteering projects with local and global impact. Apart from mission and vision SCI is being guided in all its activities by some core values: volunteering, non-violence, human rights, solidarity, respect for the environment, inclusion, empowerment and cooperation. The activities of SCI include international voluntary projects (short and long term), non-formal education trainings and seminars, other kinds of activities involving the active participation of volunteers such as newsletters, informational meetings etc.

14.1.5 South East European Youth Network

Acronym: SEEYN

Website: www.seeyn.org

Year of foundation: 1999

Structure: The current SEEYN Structure is based on three pillars: the Network Assembly where policy issues are being discussed and decided twice a year among all members; the Steering Board (5 members) that decides on issues connected to project selection, trainings selection, internal management strategies; the Secretariat, which is the coordinating and administrative body of the network, overcomes performance management gaps, makes information available and transparent, and insures the best



possible functioning of the SEEYN structure. Full membership gives an organization decision making power on the Network Assembly and the possibility to put forward candidates for the Steering Board. Associated Membership is an initial status of new member organizations for the duration of one year. Associated members share the same possibilities as full members within SEEYN but are excluded from the decision-making process.

SEEYN is a network organization involving 24 member NGOs from 12 countries from the South Eastern Europe region, in an attempt of overcoming differences among societies that have recent tradition of conflicts through gathering young people from entire South East Europe region to work together on global issues. The vision of SEEYN is to achieve a stable region with developed mutual understanding without prejudices among young people through their mobility, co-operation, and active role in society. SEEYN aims to promote pro-social values, youth employability, peace and understanding through development of volunteering grassroots and exchange programmes, supporting youth initiatives, advocacy and capacity building.

The activities of SEEYN are of two kinds: Training and consultancy, promotion and advocating for volunteering and researches and publication on volunteerism; Long term volunteers exchanges, short term exchanges and local volunteering centres.

14.2 Past networks

14.2.1

Senior European Volunteer

Exchange network Acronym:

SEVEN

Year of foundation: 2007

SEVEN was set up following a series of pilot projects in the field of senior volunteering, financed by the European Union and local authorities from the European countries involved (Italy, Austria, Belgium, Germany). The network was composed of local or national non governmental organisations, international network (the Alliance and AVSO), public institutions, universities and research institutions.

SEVEN used to be European Network of Organizations and Institutions interested in promoting Senior volunteers' exchanges and the Alliance is one of its 29 partners. Through its website, it served as a platform to promote senior volunteering by making available relevant materials, allowing organisations to build meaningful partnerships and disseminating information and updates on senior citizen's learning and volunteering.

14.2.2 Eastlinks

Year of foundation: 1997

Dissolved in: 2006

Eastlinks was created, with the support of UNESCO as a network of independent Non-

Governmental Organisations throughout Central and Eastern Europe who are active in the field of youth voluntary service. There were (in mid 2002) 18 members of Eastlinks. The overall purpose of the network is to foster links between these NGOs and to facilitate their contact with like-minded organisations around the world. It aims to introduce the concepts and practices of organising international youth activities; to gain an understanding of the needs and possibilities for cooperation and dialogue; to build up the necessary skills to run intercultural projects of high quality; to exchange information and experiences of youth work and youth policies; and to enable members to run and evaluate training activities with an international dimension.

Between the 1997 and 2006 Eastlinks played important role in the capacity building of IVS organisations from East and Central Europe. Thanks to Eastlinks and its projects member organisations got involved deeply in EVS programme, work in the area of HIV/ AIDS prevention and many other important issues.

14.2.3 Youth Action for Peace (YAP) Year of foundation: 1923

Dissolved in: 2009

YAP was born after the First World War (in 1923) in France and Germany, under the name Christian Movement for Peace (until 1994), in order to work towards peace and reconciliation between countries formerly at war, particularly with the younger generations. Over the years the movement has always retained its original vocation of striving to avoid conflict by helping young people to get to know each other, but it has also moved with the times. In particular, it has increasingly focused upon the combat against social exclusion and the support of people in their struggle for freedom and self-determination.

YAP was an international federation of autonomous local branches (15) and associated groups (3) worldwide, coordinating through a democratic structured composed of 4 bodies: an International Congress, a General Assembly, a Steering Committee and the International Secretariat. The aims of the YAP international structure were to define and maintain the movement's aims and priorities and then to coordinate the activities of the branches and associated groups, encouraging exchanges between them, as well as to stimulate the founding of new branches and work with other partners world-wide.

The main activities run by the branches were: volunteer exchanges (workcamps and long term), seminars and trainings on youth work and related topics, peace and development education (with a special focus on Middle East in the last years).

After it was dissolved, some of the branches/organisations became members of the Alliance.

PART V - Annexes

15. List of abbreviations

<i>A4AWG</i>	Access for All Working Group
<i>AD</i>	Alliance Day
<i>ADC</i>	Alliance Development Committee
<i>ADIH</i>	Alliance Data Interchange Handbook
<i>AFA</i>	Alliance Financial Assistant
<i>AM</i>	Additional Member
<i>AS</i>	Alliance Secretary
<i>ASEF</i>	Asia-Europe Foundation
<i>AVSO</i>	Association of Voluntary Service Organisations
<i>CCIVS</i>	Coordinating Committee for International Voluntary Service
<i>CD</i>	Course Director
<i>CoE</i>	Council of Europe
<i>CoMem</i>	Council of Members of the European Youth Forum
<i>EACEA</i>	Education, Audiovisual and Culture Executive Agency of the European Commission
<i>EC</i>	Executive Committee of the Alliance
<i>ERC</i>	External Relations Committee
<i>ESC</i>	European Solidarity Corps
<i>ESWG</i>	Environmental Sustainability Working Group
<i>EVS</i>	European Voluntary Service
<i>EYF</i>	European Youth Foundation
<i>EYV</i>	European Year of Volunteering 2001 (and +10: 2011)
<i>FPL</i>	Free place list (also called Friday list)
<i>GA</i>	General Assembly
<i>GEWG</i>	Gender Equality Working Group
<i>GC</i>	General Conference
<i>GS</i>	General Secretary

<i>INGYO</i>	International Non-Governmental Youth Organisation
<i>IVS</i>	International Voluntary Service
<i>LA</i>	Latin America
<i>LTTC</i>	Long Term Training Course
<i>LTV</i>	Long Term Volunteering
<i>MC</i>	Management Committee
<i>MEC</i>	Monitoring and Evaluation Committee
<i>MTV</i>	Mid term Volunteering
<i>NEET</i>	Not in Employment, Education or vocational Training
<i>NSWG</i>	North-South Working Group - merged with ERC in 2011
<i>NVDA</i>	Network for Voluntary Development in Asia
<i>P</i>	President
<i>PCE</i>	Post Camp Event (also called PSE)
<i>PEF</i>	Project Exchange Form
<i>PoA</i>	Plan of Action
<i>PoT</i>	Pool of Trainers
<i>PSE</i>	Post Season Event (also called PCE)
<i>QC</i>	Quality Charter
<i>SCI</i>	Service Civil International
<i>SDWG</i>	Staff Development Working Group
<i>SEVEN</i>	Senior European Volunteers Exchange Network

<i>SEEYN</i>	South Eastern European Youth Network
<i>SM</i>	Staff Meeting
<i>StS</i>	Study Session
<i>T</i>	Treasurer
<i>TfT</i>	Training for Trainers
<i>TM</i>	Technical Meeting
<i>TNWG</i>	Training Needs Working Group
<i>TSG</i>	Technical Support Group (not active)
<i>VEF</i>	Volunteers Exchange Form

<i>VP</i>	Vice-President
<i>VPER</i>	Vice-President for External Relations
<i>WG</i>	Working Group of the Alliance
<i>YFJ</i>	Youth Forum Jeunesse = European Youth Forum
<i>YiA</i>	Youth in Action

16. Annexes

Annex 1 - Contacts list of Alliance members in 2021 (organisations in alphabetical order)

Name	Acronym	Postal Address	Website	Email address of the contact person for the Alliance
Allianssi Youth Exchanges	ALLI	Asemapäällikönkatu 1 00520 Helsinki, Finland	www.nuorisovaihto.fi	tiina.hokkanen@alli.fi
Alternative V	ALT-V	10 b, Yaroslaviv Val street, office 305, Kyiv - 01054, Ukraine	www.alternative-v.com.ua	alterplace.14@gmail.com
Association Nationale Etudes et Chantiers	ANEC	Legal address: 10, place Jules Vallès, 91000 Evry - FRANCE ANEC address: L'Echappée Belle 65 Bd Côte Blatin, 63 000 Clermont-Ferrand France	www.etudesetchantiers.org www.aventureutile.org	workcamps@etudesetchantiers.org
Compagnons Bâisseurs Belgique	CBB	9 Place du Roi Albert 6900 Marche-en-Famenne	https://compagnonsbatisseurs.be/	international@compagnonsbatisseurs.be
Association nationale Compagnons Bâisseurs	CBF	22, rue de la donelière 35000 Rennes	www.compagnonsbatisseurs.eu	m.berthelot@compagnonsbatisseurs.eu
Citizens in Action	CiA	Zoodochou Pigis 31, 10681 Athens	www.citizensinaction.gr	citizensinaction@gmail.com
CIEE Japan	CIEEJ	Cosmos Aoyama, 5-53- 67 Jingumae, Shibuya-ku Tokyo 150-8355, Japan	https://www.cieej.or.jp/	ivp-out@cieej.or.jp
Chantiers Jeunesse	CJ	4545, av. Pierre-De Coubertin, Montreal, Quebec, Canada, H1V 0B2	www.cj.qc.ca	president@cj.qc.ca
Coordinadora d'Organitzadors de Camps de Treball Internacionals de Catalunya	COCAT	Carrer Calàbria 120, Barcelona	www.cocat.org	coordinacio@cocat.org

Concordia	CONCF	Association Concordia, 64 rue Pouchet, 75017 Paris, France	www.concordia.fr	international@concordia.fr
Concordia Volunteers	CONCUK	Concordia Volunteers, 19 North Street, Portslade, BN41 1DH, East Sussex, Brighton	www.concordiavolunteers.org.uk	Fiona.callender@concordia.org.uk
Jaunimo savanoriškos veiklos centras "Deineta"	Deineta	E.Ožeškienės 7-8, 44253 Kaunas, Lithuania	www.deineta.lt	nerijus@deineta.lt
Egyesek	Egyesek	Egyesek Youth Association Number: 52/A Street: Visegrádi utca Postal code: 1132 City: Budapest Country: Hungary	www.egyesek.hu	tamas.mahner@egyesek.hu
ELIX - Conservation Volunteers Greece	ELIX	Veranzerou 15, 10677, Athens, Greece	www.elix.org.gr	tilemachos@elix.org.gr
De Amicitia	ESDA	Las huelgas s/n Gargantilla del Lozoya, Madrid	www.deamicitia.org	info@deamicitia.org
MTÜ Noortevahetuse Arengu Ühing ESTYES	ESTYES	Wiedemanni 3, 10126 Tallinn, Estonia	www.estyes.ee	estyes@estyes.ee
FIYE	FIYE	ul. Chmielna 73B lok. 15, 00-801 Warszawa, Poland	www.workcamps.pl	grzegorz.sempach@spw.info.pl
Gönüllü Hizmetler Derneği	GHD	İstiklal cad. No:108/8 Galatasaray 34430 - İstanbul - Türkiye	http://www.gonulluhizmetlerderneqi.org	baris.bilim@gonulluhizmetlerderneqi.org
Grenzenlos	GL	Latschkagasse 1 /4, 1090 Vienna	www.grenzenlos.or.at	daniela.fellinger@grenzenlos.or.at
GSM - GENCLIK SERVISLERI MERKEZI	GSM	Kocatepe Mah. Bayındır Sk. No: 45/9 Cankaya, Ankara Cankaya V.D. 411 027 3158	www.gsm.org.tr	mehmet@gsm.org.tr
HUJ	HUJ	19A Koryun str. Yerevan	www.huj.am	incoming@huj.am
Internationale	IBG	Fuchseckstraße 1, 70188	www.ibg-	outgoing@ibg-

Begegnung in Gemeinschaftsdiensten		Stuttgart	workcamps.org	workcamps.org
IBO Italia	IBO	Via Boschetto, 1 - 44124 Ferrara - Italy	www.iboitalia.org	ilaria.persanti@iboitalia.org
Internationale Jugendgemeinschaftsdienste (ijgd) Bundesverein e.V.	IJGD	Sedanstraße 75, 30161 Hannover / Germany	www.ijgd.de	workcamps.incoming@ijgd.de
INEX - Sdružení dobrovolných aktivit, z.s.	INEX-SDA	Varsavska 30, 12000 Praha 2, Czech Republic	www.inexsda.cz	workcamp@inexsda.cz
INEX Slovakia	ISL	Prokopova 15, Bratislava 85101, Slovakia	www.inex.sk	inex@inex.sk
IWO	IWO	B-1710, 583, Yangcheon-ro, Gangseogu, Seoul, 07547, Korea	http://workcamp.org/	yonghan@1.or.kr jinsu@1.or.kr
Jeunes Actifs dans le Volontariat et les Voyages Alternatifs asbl	JAVVA	Rue Raphaël, 14 1070 Brussels Belgium	www.javva.org	project@javva.org
Jeunesse et Reconstruction	JR	10, rue de Trévise 75009 PARIS	www.volontariat.org	dg@volontariat.org
Legambiente	LEG	via Salaria 403 - 00199 Roma	www.legambiente.it international.legambiente.it/	m.lolli@legambiente.it
Lunaria	Lunar	Via Buonarroti, 39 00186 Roma	www.lunaria.org	mariuzzo@lunaria.org dimario@lunaria.org
League of Youth Voluntary Service	LYVS	B.Chmialnickaha str.4 P.O.Box 213 220013 Minsk, Belarus	www.lyvs.by	liga.lyvs@gmail.com
MS	MS	Faelledvej 12, 2200 Copenhagen	Globalcontact.dk	lje@ms.dk
Never-ending International workCamps Exchange	NICE	2-1-14-401 Shinjuku, Shinjuku-ku, Tokyo 160-0022 JAPAN	http://www.nice1.gr.jp	nice@nice1.gr.jp
Norddeutsche Jugend im internationalen Gemeinschaftsdienst e.V.	NiG	Carl-Hopp-Str. 27, 18069 Rostock, Germany	www.campline.de	nig@campline.de

Pro International	PRO	Cappeler Str. 12 F, 35039 Marburg	www.pro-international.de	andreas.kunz@pro-international.de
Rural Centre for Human Interests	RUCHI	RUCHI Campus, Village Bandh, P.O. Bhaguri, Dist. Solan, Himachal Pradesh, India 173233	www.ruchi.org.in	virjids@ruchi.org.in
SFERA Movement	SFERA	Piskunova Str. 27, Nizhny Novgorod, 603005, Russia	http://www.dobrovolts.ru/	out.sfera@gmail.com
SIW	SIW	Willemstraat 7 3511RJ Utrecht	www.siw.nl	coen.wilms@siw.nl
Solidarités Jeunesses	SJ	10 rue du 8 mai 1945, 75010 Paris	https://www.solidaritesjeunesses.org/	workcamp@solidaritesjeunesses.org
SVI	SVI	José Ortega y Gasset, 71 28006 Madrid	www.injuve.es	svi@injuve.es incomingsvi@injuve.es
Union Forum	UF	Lepkoho 14, 79007, Lviv, Ukraine	http://www.union-forum.org/	erasmus@union-forum.org
Voluntarios Internacionales México A.C.	VIMEX	Plaza de la Republica nr. 51, 2º Floor, Office 2. Zip Code : Z. C. 07860, Mexico City	www.vimex.org.mx	floresgironvidal@gmail.com
Vin Nepal	VIN	Pahiko Road, Nayabazaar Khusibu Kathmandu Metropolis – 16 Kathmandu, Nepal	https://www.volunteersinitiative.org	vinnepal@gmail.com
VIVE Mexico	VIVE	Privada de Avenida Universidad 2021-C, Fraccionamiento Villa Universidad, Morelia, Michoacan, Mexico CP 58060	www.vivemexico.org	international.vivemexico@gmail.com
Vereinigung Junger Freiwilliger e.V.	VJF	Berliner Allee 59-61, 13088 Berlin, Germany	www.vjf.de	office@vjf.de
World4you	W4U	Lyalin pereulok, 8 building 2	www.world4u.ru	outgoing@world4u.ru
Welsh Centre for International Affairs	WCIA	Temple of Peace, Cathays Park, Cardiff, Wales, UK, CF10 3AP	https://www.wcia.org.uk/	mariskaeventon@wcia.org.uk michaelarohmann@wcia.org.uk

Xchange Scotland	XS	The Kinning Park Complex, 43 Cornwall Street, G41 1BA, Glasgow	http://www.xchangescotland.org/	board@xchangescotland.org promo@xchangescotland.org
YAP - YOUTH ACTION FOR PEACE	YAPI	Via Marco Dino Rossi 12 G, 00173 ROMA	www.yap.it	yap@yap.it
Young Researchers of Serbia - Voluntary Service of Serbia	YRS-VSS	Bulevar umetnosti 27, 11150 Belgrade, Serbia	www.mis.org.rs	marija@mis.org.rs
Jaunatne smaidam / Youth for Smile	YS	Ganību gatve 3, Bārbele, Bārbeles pagasts, Vecumnieku novads, LV-3905	www.jaunatnesmaidam.lv	renars.manuilovs@jaunatnesmaidam.lv

Annex II - Alliance Exchange Agreement Form



Exchange Agreement 2013 between UNA and...

Organisation:	UNA Exchange	Tel: +44 29 2022 3088
Address:	Temple of Peace	Fax: +44 29 2066 5557
	CathaysPark	E-mail:
	Cardiff CF10 3AP	info@unaexchange.org
		(general) Website:
		www.unaexchange.org
		Office hours: 09.30-17.00 (UK time) Mon-Fri
	Wales, UK	

Emergency phone number: +44 04 8346 1061 for office use only!

Contact persons:

Languages spoken:

Incoming:	Hannah Pitt hannahpitt@unaexchange.org	English Skype: Hannah.pitt
Outgoing:	JirkaPeška Skype: j.peska	English, Czech jirkapeska@unaexchange.org

Reservation of places:

UNA Exchange reserves _____ places for__in Wales, in the camps:

____ reserves _____places for UNA Exchange in_____, in the camps:

Annex III - Volunteer Exchange Form (VEF)

VOLUNTEER EXCHANGE FORM (VEF)

FOR OFFICIAL USE

(PLEASE WRITE IN BLACK AND BLOCK CAPITALS AND ANSWER ALL QUESTIONS)

1. Surname: _____ First name: _____ F M
Address: _____ Other

Telephone: _____

Country: _____

Cell phone: _____

E-mail: _____

2. Birthdate: _____

7. EMERGENCY CONTACT

3. Birthplace*: _____

Name and Surname: _____

4. Nationality: _____

Telephone: _____

5. Passport No*: _____

6. Occupation: _____

5. REMARKS ON HEALTH/SPECIAL NEEDS/DIET

*(*if visa is required)*

LANGUAGES

Speak well: _____

Speak some: _____

PAST VOLUNTEER EXPERIENCES *(indicate the country, year and type of work)*

6. GENERAL SKILLS: _____

7. PROJECT CHOICES ACCORDING TO PREFERENCE:

CODE

NAME

DATES

CODE

8. WHY DO YOU WISH TO TAKE PART IN A VOLUNTEER PROJECT?

10 GENERAL REMARKS:

I accept the conditions of participation according to the programme of this organisation and I fully understand and accept my responsibility to obtain health insurance for the duration of my travels:

Logo of your organisation

Signature:

(Signature of parent if you are under 18)

Date:

© Alliance of European
Voluntary Service Organisations
2013

Annex IV - Example invitation letter from the host organisation to overseas embassy



Mr D C Walker

Dafcania High Commission Longtown
UTOPIA

10 May 2013

Dear Mr Walker

With reference to my letter dated 10 February 2002 I would like to inform you that UPVC is inviting the following named people to take part in International Volunteer Projects in Dafcania this summer as follows:

Name:	Indigo Blue	Birthdate:	06 June 1979
Place of birth:	Samakilo	Nationality:	Utopian
Passport number:	79012 G	Occupation:	Student
Address:	PO Box 234, Samakilo		
Project:	UPVC007 Llanerwych	Dates:	15 July - 30 July 2013

He is invited from 13 July to 02 August 2013. The project will last from 15 to 30 July. Volunteers will help to run a children's playscheme in Llanerwych, supporting local people in the activities.

Name:	Sunflower Seed	Birthdate:	15 February 1981
Place of birth:	Sanderelia	Nationality:	Utopian
Passport number:	34567 P	Occupation:	Nurse
Address:	29a Osumio Link, Sanderelia		
Project:	UPVC014 Westerly Bank	Dates:	3 August - 21 August 2013

She is invited from 01 August to 23 August 2013. The project will last from

03 to 21 August. Volunteers will help to repair footpaths and fencing in the Westerly Bank Country Park.

During the projects UPVC takes responsibility for the costs of board and lodging of each volunteer. The volunteers are insured by UPVC against accidents, illness and third-party risks. I will be happy to clarify any of the information contained in this letter.

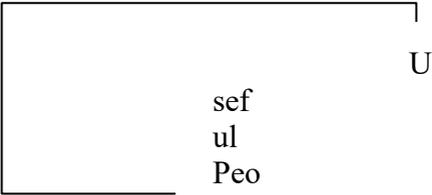
Yours sincerely

(Use official stamp of the organisation and signature)

Annex V - Example invitation letter from the host organisation to incoming volunteers



To whom it may concern 10 May 2013



U
seful
People

UPVC invites:

Name: **Indigo Blue** Birthdate: **06 June 1979**
Place of birth: **Samakilo** Nationality: **Utopian**
Passport number: **79012 G** Occupation: **Student**
Address: **PO Box 234, Samakilo**

Applying through our partner organisation HUVA in Utopia to participate in a UPVC short term volunteer project in Dafcania as follows:

Project: **UPVC007 Llanerwych** Dates: **15 July - 30 July 2013**

You are invited from the **13 July to 02 August 2013**. The project will last from the **15 to 30 July**. Volunteers will help to run a children's playscheme in **Llanerwych**, supporting local people in the activities.

During the project UPVC takes responsibility for the costs of your board and lodging. You are insured by UPVC against accidents, illness and third party risks. For more information you can contact UPVC. I will be happy to clarify any of the information contained in this letter.

Yours sincerely

Wellington Boot

Director

UPVC (Use official stamp of the organisation and signature)

Annex VI - Example of medical form

MEDICAL FACTSHEET / FICHE MÉDICALE

For adults: to be sent at least 10 days before the arrival together with the confirmation slip

Workcamp N° / N° Chantier:

...

Profile of the volunteer / Fiche d'identité du (de la) volontaire

Name / Nom

First Name / Prénom

Date of birth / Date de naissance

Social security number / N° Sécurité sociale

N° telephone home / N° téléphone du domicile

N° Telephone Work / Travail (parent)

Local doctor's name / Nom médecin traitant

N° telephone doctor / N° téléphone du médecin

Insurance cover for the volunteer / assurance du (de la) volontaire

Name of insurance / nom d'assurance

N° insurance policy / N° police d'assurance

Name and address of person responsible for the volunteer during the workcamp dates /
Nom et adresse de la personne responsable du (de la) volontaire pendant les dates du
chantier

Medical information / Information médicale

This information is strictly confidential and will only be used in case of illness or accident during the project / Cette information est confidentielle et ne sert qu'en cas d'accident ou de maladie pendant le séjour.

Please join a copy of any relevant medical documents to this factsheet if in your possession / Veuillez joindre à cette fiche une copie de tout document médical relatif si vous en possédez

Vaccin / Vaccination	Date of last injection / Date du dernier rappel
Diphtheria / Diphtérie	
Tetanus / Tétanos	
Polio / Polio	
Whooping cough / Coqueluche	
B.C.G.	
Measles / Rougeole	
Mumps / Oreillons	
Rubella / Rubéole	
Hepatitis / Hépatite	
Meningitis / Méningite	

Allergies / Allergies

Please list any known allergies and the necessary treatment / Veuillez indiquer toute allergie connue et le traitement à suivre

--

Medication / Traitement médical

Please list any medication that is taken by the volunteer (name, dosage) / Veuillez indiquer tout médicament pris par le (la) volontaire (nom et dosage)

--

Other comment on the volunteer's health / D'autres commentaires sur la santé du (de la) volontaire

<p>I, _____, hereby (mother, father, guardian) give my consent to the director of this camp to take any medical action necessary in case of an emergency for __ (my son, my daughter, my charge). Je, soussigné(e), (mère, père ou représentant légal) autorise le directeur de ce séjour à prendre toute mesure médicale nécessaire en cas d'urgence pour (mon fils, ma fille, mon enfant à charge).</p>	
Place, date	Signature

Annex VII - Example of scaffolding certificate

MEDICAL CERTIFICATE FOR SCAFFOLDING WORK

Name and address of medical referent:

To whom it may concern,

I, the undersigned, certify after medical control done this day that:

Ms. / Mr......

Birthday:

Permanent address:

Has got a healthiness which doesn't show contra-indications to work on scaffoldings or in highness.

Date

Place

Signature

Annex VIII - Example of Risk Assessment form

Concordia UK Project - Risk Assessment Form

Project Name and Code:

Dates:

Person Responsible:

Activity	Hazard	Who might be affected	What precautions already exist	Further precautions or action needed to reduce the risk

Signature of Host Organisation responsible:.....

Date:

Annex IX - Example of Incident and Near miss report form

INCIDENT AND NEAR MISS REPORT FORM

This form should be completed if there is an incident or near miss involving the volunteers, camp leader or any other person involved at the project. Please fill this form in as soon as possible after the incident/near miss whilst the information is still fresh in your mind.

Project code and name:

Date:

Time:

Location of incident/near miss:

Co-ordinator(s) names:

Host organisation name and host's name:

Names of person involved:

Brief description of incident/near miss:

Please attach any witness statements and please get the person to sign and date the statement. Please also attach the accident record sheet if necessary.

Please return this form to.... [NAME OF YOUR ORGANISATION AND MAIN CONTACT PERSON]

Annex X - Example of Major incident proforma form

Major Incident Proforma – Concordia International Volunteers

Print all writing

Today's date:

Date of incident:

Time of incident:

Name of person filling in this form:

Country which incident took place:

Name(s) of persons involved in the incident:

Name of person and phone number who first contacted you:

What happened – a details description of the incident and who was involved:

Have you contacted a senior member of Concordia's staff?

What time and date was the partner contacted:

Do the police need to be contacted and if yes what time and date did you contact them and what is the reference number?

The outcome of the incident:

Signed by the person filling in this form:

Annex XI - Evaluation Form Campleaders

Annex XII - Evaluation Form Incoming Volunteers

Annex XIII - Evaluation Form Outgoing Volunteers

Annex XIV - Evaluation Form Local Host

Evaluation Form for Campleaders

(prototype)

Dear Camp leader, thank you so much for all of your hard work leading the camp, we hope you have had a lovely experience and we would love to hear about it. Your feedback is vital to us as it enables us to improve the camp next time and therefore we ask that you are as honest and as complete in your evaluation as possible.

Name: _____

Workcamp Name: _____

Dates of Workcamp: _____

Number of participants (including ratio m/f): _____

No shows/cancellations/early departures? _____

Preparation of the Project

1. Did you take part in a Campleader Training?

- Yes, please specify: _____
- No, please specify: _____

2. How well did the training prepare you in the following fields?

- | | | | | | |
|--|---|---|---|---|---|
| - Group dynamics / First 48 hours |   |  |  |  |   |
| - Methods / Games |   |  |  |  |   |
| - Study part |   |  |  |  |   |
| - Conflict Resolution |   |  |  |  |   |
| - Practical things (insurance, budget, preparation visit, infosheet, report) |   |  |  |  |   |
| - Engaging with the local community |   |  |  |  |   |

Comments:

3. Did you receive enough information from us before the workcamp?

- YES NO

4. What information were missing?

5. Do you have any suggestions to improve the infosheet?

The Project itself

6. Please mark and comment the following aspects of your workcamp:

		Your Comments/ What can be improved:
Aim of the project	😊😊 😊 😐 😞 😞😞	
Benefit of the work	😊😊 😊 😐 😞 😞😞	
Organisation of work	😊😊 😊 😐 😞 😞😞	
Study part	😊😊 😊 😐 😞 😞😞	
Contact with local community	😊😊 😊 😐 😞 😞😞	
Food	😊😊 😊 😐 😞 😞😞	
Accommodation	😊😊 😊 😐 😞 😞😞	
Group / social life	😊😊 😊 😐 😞 😞😞	

7. How would you evaluate the following aspects of your cooperation with the project partner?

Task division	😊😊 😊 😐 😞 😞😞	
Availability	😊😊 😊 😐 😞 😞😞	
Support/ Initiative	😊😊 😊 😐 😞 😞😞	
Responsibility	😊😊 😊 😐 😞 😞😞	
Personal contact	😊😊 😊 😐 😞 😞😞	

8. Was there any conflict in your workcamp and how did you deal with it

Language problems:

Cultural differences:

Individual problems:

Related to work:

Gender based:

You, as leader...

9. Why did you choose to be a camp leader?

10. Were your expectation fulfilled?

11. How did you perceive your role as camp leader (as mediator, authority, one of the volunteers, organizer...)? Are you satisfied with this role?

12. What knowledge, skills and attitudes have you developed during the workcamp? (e.g. language skills, team work, conflict management, manual competences, intercultural understanding, other...)

In the Future...

13. Would you be interested in leading any other activity that we offer?

14. Should we continue with this project? Why / Why not?

15. Do you have any advice for the future of this project?

16. Camp leading is not the only opportunity our organization can offer you. Are you interested in learning more about these opportunities?

- contribute to the newsletter
- participate to post-camp events
- participate to national and international trainings & seminars
- helping with promotional activities
- becoming a member of the organisation

**THANKS A LOT FOR COMPLETING THIS QUESTIONNAIRE AND COLLECTING THE FORMS
FROM YOUR PARTICIPANTS! 😊**

Feel free to use this space for some additional comments.

EVALUATION FORM INCOMING

Dear volunteer, thank you so much for all of your hard work during the camp, we hope you have had a lovely experience and we would love to hear about it. Your feedback is vital to us as it enables us to improve the camp next time and therefore we ask that you are as honest and as complete in your evaluation as possible.

If you wish to stay anonymous, don't fill in the following table.

Volunteer	Workcamp
Age: Gender: Sending Organization	Camp name/code: Dates: Camp leaders:

A. GENERAL INFORMATION

<p>1. Why did you choose to take part in a workcamp?</p> <ul style="list-style-type: none"><input type="radio"/> To do something for social benefit<input type="radio"/> To learn/improve speaking other languages<input type="radio"/> Cultural exchange<input type="radio"/> Cheap way of traveling<input type="radio"/> Other: _____ <p>2. Why did you choose THIS workcamp?</p> <ul style="list-style-type: none"><input type="radio"/> Dates/Period<input type="radio"/> Country/ Sightseeing....<input type="radio"/> Language<input type="radio"/> Topics (project)/skills<input type="radio"/> I didn't choose it<input type="radio"/> Other: _____ <p>3. How did you find out about workcamp?</p> <ul style="list-style-type: none"><input type="radio"/> Through the following organisation:.....<input type="radio"/> Through Internet<input type="radio"/> Through school/University<input type="radio"/> Through the event/.....<input type="radio"/> Through a poster/leaflet/promotional material<input type="radio"/> Through friends/family<input type="radio"/> Other: _____ <p>4. Is it your first workcamp?</p> <ul style="list-style-type: none"><input type="radio"/> Yes, first<input type="radio"/> Second<input type="radio"/> Third or more
--

B. CAMP EVALUATION

1. Infosheet:

How well were you informed about:

The aims of the workcamp	😊😊	😊	😐	😞	😞😞
The work to be done	😊😊	😊	😐	😞	😞😞
Travel instructions /meeting point	😊😊	😊	😐	😞	😞😞
Living conditions on a workcamp	😊😊	😊	😐	😞	😞😞

Suggestions for improvements/comments:

2. Accommodation:

Basic facilities (sleeping arrangements, toilets, showers, kitchen,...)	😊😊	😊	😐	😞	😞😞
Location	😊😊	😊	😐	😞	😞😞
Meeting point	😊😊	😊	😐	😞	😞😞
Transport related to the workcamp activities	😊😊	😊	😐	😞	😞😞
Food	😊😊	😊	😐	😞	😞😞

Suggestions for improvements/comments:

3. Work:

Quality of the project	😊😊	😊	😐	😞	😞😞
Understanding of the project	😊😊	😊	😐	😞	😞😞
Amount of work	😊😊	😊	😐	😞	😞😞
Timetable/organisation of time	😊😊	😊	😐	😞	😞😞

Suggestions for improvements/comments:

4. Group:

Group dynamic	😊😊	😊	😐	😞	😞😞
Cultural exchange	😊😊	😊	😐	😞	😞😞
Your involvement within the group	😊😊	😊	😐	😞	😞😞

Organisation within the group					
Atmosphere within the group					
Did you face or witness any gender based conflicts during your workcamp? If yes, what happened and how was it managed?					

Suggestions for improvements/comments:

5. Camp leaders: (number of leaders:.....)

Reliability of leader/s					
Motivation					
Leading skills					
Communication skills					
Ability to inform you about the aim of the project/organisation					

How did you find the relationship between the camp leader(s) and the volunteers?

Comments:

6. Leisure time:

Amount of organized free time					
How much did you enjoy the activities?					
Contact with the local community					

Suggestions for improvements/comments:

7. What were...

...the most positive aspects of your experience

...the least enjoyable aspects of your experience

8. What expectations did you have before the workcamp?

9. Were your expectations fulfilled? How?

10. Overall satisfaction

				
---	---	---	---	---

11. Would you recommend this experience to people?

12. Will you continue volunteering? How?

- **Participating to another workcamp**
- **Becoming a leader**
- **Taking part in Post-camp event**
- **Becoming active member (Preparation team for next season, youth projects, participation in campaigns or events...) of your organization**
- **others:** _____

If you are interested to take part in the activities of your sending organization, please contact them.

D. COMMENTS

Evaluation of the outgoing volunteers

General advice for outgoing volunteers' evaluation

- Evaluation should be in the language of the sending country in order to make sure the volunteers understand the questions and can express his feelings easily.
- Evaluation should be done relatively soon after the end of the project, in order to ensure that relevant information / ideas are not lost (ideally 1 to 2 weeks after the workcamp)
- We recommend you to use an online form:
 - It will be easier for the volunteer to fill in the form from different devices
 - It will be easier for you to analyse the results.
 - You can specify in the invitation email the time necessary to fill in the form

EVALUATION FORM OUTGOING

Dear volunteer, thank you so much for all of your hard work during the camp, we hope you have had a lovely experience and we would love to hear about it. Your feedback is vital to us and our partners: We will share the results with them in order to improve our projects next time. Therefore we ask you to be as honest and as complete in your evaluation as possible.

A. VOLUNTEER AND PROJECT DETAILS

VOLUNTEER					
Name:		Age:		Gender:	
e-mail					

PROJECT INFORMATION	
Country:	
Code and name of the project:	
Dates:	
Number of volunteers in the camp:	
Number of camp leaders:	

B. BEFORE THE WORKCAMP

- 1. How did you find out about our organisation?**
- Through the following organisation:.....
 - Through Internet
 - Through school/University
 - Through the event
 - Through a poster/leaflet/promotional material
 - Through friends/family
 - Other

2. Why did you choose to take part in a workcamp?

- To do something for social benefit
- To learn/improve speaking other languages
- Cultural exchange
- Cheap way of traveling
- Other

3. What were your expectations before the workcamp?

4. Was this the first workcamp you take part in?

- yes, first second third or more

C. BEFORE THE WORKCAMP

1. Did you find our website easy to use? 😄😄 😊 😐 ☹️ ☹️☹️

Comments:

2. How satisfied were you with the application process? 😄😄 😊 😐 ☹️ ☹️☹️

Comments:

3. Did you receive preparation training? How useful did you find it?

😊😊 😊 😐 ☹️ ☹️☹️

Comments:

5. Did you receive the infosheet at least 4 weeks before the camp started?

- Yes No

6. How would you rate the information on the info sheet?

😊😊 😊 😐 ☹️ ☹️☹️

Comments:

D. DURING THE CAMP

1. Accommodation

Basic facilities (toilets, showers, kitchen...)	😊😊	😊	😐	😞	😞😞
Location	😊😊	😊	😐	😞	😞😞
Meeting point	😊😊	😊	😐	😞	😞😞
Transport related to the workcamp activities	😊😊	😊	😐	😞	😞😞
Food	😊😊	😊	😐	😞	😞😞

Comments:

2. Camp leader/s

Reliability of leader/s	😊😊	😊	😐	😞	😞😞
Motivation	😊😊	😊	😐	😞	😞😞
Leading skills	😊😊	😊	😐	😞	😞😞
Communication skills	😊😊	😊	😐	😞	😞😞
Passing on of information about the project	😊😊	😊	😐	😞	😞😞

(local host, hosting organization, etc)

How did you find the relationship between the camp leader(s) and the volunteers?

3. Work

Please describe the work.

Was it suitable for a workcamp?

Yes

No

Quality of the work	😊😊	😊	😐	😞	😞😞
Were the work aims/utility clear	😊😊	😊	😐	😞	😞😞
Quantity (compared to the standard of 30 hrs/week)	😊😊	😊	😐	😞	😞😞
Timetable/organisation of time	😊😊	😊	😐	😞	😞😞

Comments:

4. Group

Group dynamic					
Cultural exchange					
Your involvement within the group					
Organisation within the group					
Atmosphere within the group					
Free time					
Interactions between volunteers and the local community					

Did you face or witness any gender based conflicts during your workcamp? Yes No
If yes, what happened and how was it managed?

Comments (if there were any other issues or conflicts please specify how they were solved).:

5. Did this workcamp require additional fee from the participants

Yes No

If yes, was the use of the fee explained to you?
Please comment:

6. Did you attend to the whole workcamp?

Yes No

If not, how long did you miss and why?

7. What were...

... the most positive aspects of your experience	...the least enjoyable aspects of your experience

8. What knowledge, skills and attitudes have you developed during the workcamp? (e.g. language skills, team work, conflict management, manual competences, intercultural understanding, other...)

9. Overall satisfaction

Comments:

E. AFTER THE WORKCAMP

1. How much were your expectation met? 😊😊 😊 😐 😞 😞😞

Comments:

2. Would you take part in a workcamp again? Yes No

Comments:

3. Would you recommend this experience?

Yes No

5. Let us know if you are interested in any of the following areas of our work?

- Newsletter
 - Post camp events
 - Volunteer preparation weekends
 - Helping us promote our workcamps / activities
 - Training for trainers
 - Representing the organisation at meetings / festivals
 - Camp leader
 - Office volunteers
 - Executive committee / board membership
-
-

6. Do you allow us to give your contacts to other volunteers in case they want to know more about your experience and workcamp?

Yes No

F. SHARE YOUR STORY

Would you like to share your personal workcamp experience with other volunteers?

If yes, please answer the questions below:

1. What surprised you the most during your workcamp?

2. What was the biggest fear you had before and how did you manage to overcome it?

3. What did you learn or what did you bring back with you (new knowledges, new feelings, memories, etc.)?

4. What advice would you give to someone about to take part in a workcamp for the first time?

Please send us a picture of you in the workcamp, which we can publish together with your story in the database.

G. PRACTICAL ADVICES

1. Which advices would you give to the next volunteers in the same project?

2. Which transport did you use to get to the camp?

3. Did you have any difficulties to organize the transport to the camp?

4. Did you need a visa?

Yes No

If yes, please describe what did you need to get it, difficulties that you faced, how much it costed, how long it took to obtain...

H. SUSTAINABILITY

1. Did you use the sustainable transport info sheet of the Alliance to get to your workcamp?

Yes No

2. Was the topic „sustainability“ treated in your workcamp?

Yes No

If yes, how? (e.g. separating waste, saving water, eating local food ...)

If yes, did it inspire you to live more sustainably?

I. COMMENTS (feel free to use this space the way you prefer, e.g. writing, drawing etc.)

Thank you for taking the time to fill in the form!
Your contribution is much appreciated!

Evaluation with the project host

Evaluation with the project host (also called the local partner \ hosting organization) should be done whenever possible for the following reasons:

1. It will give you another perspective on the success (or otherwise) of a project.
2. It will help generate new ideas on how projects can be improved to better meet the objectives of the project host / local community.
3. It will enable you to more effectively plan the development of future projects with the project host.
4. It will strengthen the partnership between your organization and the project host, by enabling you to identify and deal with any problems and facilitate a better understanding of each other's aims, expectations and priorities.
5. It provides an opportunity for project hosts to take more ownership over their own volunteer projects through contributing to the project planning process.

General advice for hosts' evaluation

1. Evaluation with project hosts can be carried out in different ways – through telephone conversations / face to face meetings, hosts' evaluation events, informal discussions – as well as evaluation forms.
2. Any evaluation forms used with project hosts should be short in length, attractively / clearly presented, and with questions phrased as simply as possible.
3. Try to avoid using open questions in evaluation forms. Try to be as specific as possible what information you require from them.
4. Make sure to evaluate the following aspects of the project: Aims/achievements, leadership, partnership between the project host and your organization, relations to the local community, involvement of international volunteers, and any problems encountered.
5. Evaluation can be carried out orally (through phone or meeting) rather than by forms, and this is sometimes more effective. Staff can use a form to structure a phone call or meeting and record any outcomes.
6. Make sure you know who has filled in any evaluation forms. It is also a good idea to ensure that the most relevant person within the host organization provides the evaluation information.
7. Think about using a simple scoring system where appropriate (like in the sample evaluation tool below).
8. Evaluation should be done relatively soon after the end of the project, in order to ensure that relevant information / ideas are not lost.

Sample Evaluation Form

These are suggested evaluation points, divided into logical categories, that you could use for evaluating with a project host. These points have not all been phrased as questions in order to keep them as generic as possible. This is to make it easier for you to adapt them to your particular needs. For example, to help you develop your own questionnaire, guidance for personal meetings, telephone evaluations, etc.

Name and dates of the Project:

Name and position of person giving the evaluation:

Name of camp leader/s:

Achievements

Main aim of the volunteer project.

Use these symbols to rate the extent to which it was achieved.



List the main tasks (activities) the volunteers had to carry out to fulfill this aim:

Task	Extent to which they were achieved
	😊😊 😊 😐 😞 😞😞
	😊😊 😊 😐 😞 😞😞
	😊😊 😊 😐 😞 😞😞

Leadership

How often were you in contact with the leader/s before the start of the camp.

Was this contact sufficient and/or useful?

Evaluate the leader/s:	Rating	Comments
communication skills	😊😊 😊 😐 😞 😞😞	
organizational abilities	😊😊 😊 😐 😞 😞😞	
level of responsibility	😊😊 😊 😐 😞 😞😞	

Were there any challenges you faced with project leadership?

How did you solve them?

Partnership

Was the cooperation between you and the office efficient? Please comment.

Evaluate the preparation of the project, how could it be improved?

What were your expectations of your role in the project?

Did the project meet your expectations?

Were there any challenges you faced with your work with our office?

How were they solved?

Are you interested in hosting volunteer projects in the future?

Relations with the local community

How was the local community informed before the camp?

How was the local community included in the camp?

What were the outcomes for the local community, e.g. has there been any follow-up work as a result of this project?

Were there any challenges you faced with the project's relations with the local community?

How did you solve them?

Involvement of the Volunteers

How often did you meet with the volunteers during the project?

What was the impact of having international volunteers in the project?

Were there any challenges you faced with involvement with volunteers?

How did you solve them?

Inclusion in your workcamp

What did it mean for you to host the volunteer with fewer opportunities in your camp and what did it require from you?

What did you need to adjust the hosting conditions according to the volunteers needs?

What would you like to know in advance and what would you do differently next time?

Were there any challenges you faced with involvement of the volunteer with fewer opportunities?

How did you deal with them?

Sustainability

Did you receive the Alliance Sustainability Handbook?

If yes, did you use it and how?

If you didn't, why not?

Comments

Any other comments.

Annex XV - Parel authorization

PARENTAL AUTHORIZATION FOR TEENAGERS

AUTORISATION PARENTALE POUR MINEURS

Please note that this document will be sent with the infosheet.

It has to be sent back together with the confirmation slip at least 10 days before the arrival.

Je soussigné(e)

(nom de la mère, du père ou du

tuteur...) / I hereby (name of the

mother, the father or the guardian...)

.....

..... autorise mon fils, ma

fille (prénom, nom) /

give my consent for my son, my daughter (first name, name):

.....

A participer au chantier organisé par CONCORDIA, sous sa pleine responsabilité /

To take part in the workcamp organised by CONCORDIA, under his/her full responsibility

A se baigner, sortir du camp et en règle générale à pratiquer toutes les

activités proposées / To swim, to go out of the camp and in principle to

participate to all activities proposed

À voyager seul(e) pour se rendre sur le lieu de séjour et en revenir sous sa pleine

responsabilité/ To travel alone to the workcamp and back under his/her full

responsibility

Et reconnait avoir pris connaissance, lu et accepté l'ensemble des règles et responsabilités d'un chantier/

And admit having read and accepted the entire information given about the French legislation and the right and responsibility of the volunteer and parents during a workcamp

Fait à / Signed at :

Le / Date :

“Lu et approuvé, bon pour autorisation parentale” / “Read and approved, parent’s permission given” (Ecrire à la main / Please handwrite this sentence)

.....

Signature des **parents** / Signature of parents:

Place, date