



of European  
Voluntary Service  
Organisations



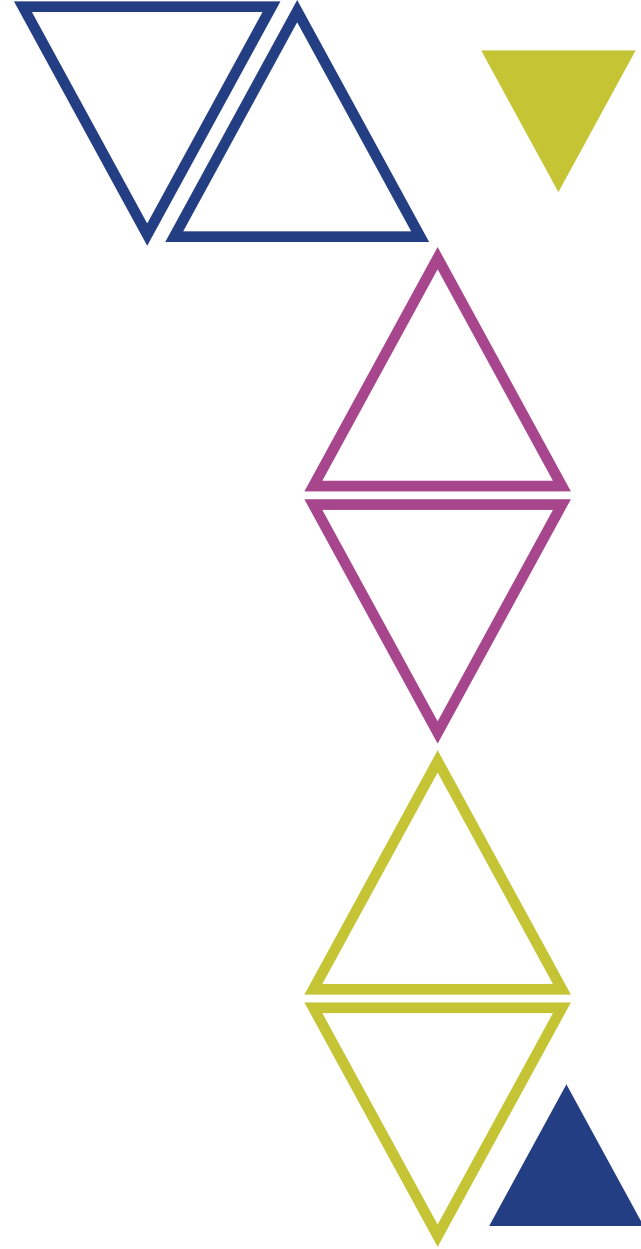
# ALLIANCE HANDBOOK FOR WORKCAMP LEADERS TRAINING



# THANKS TO

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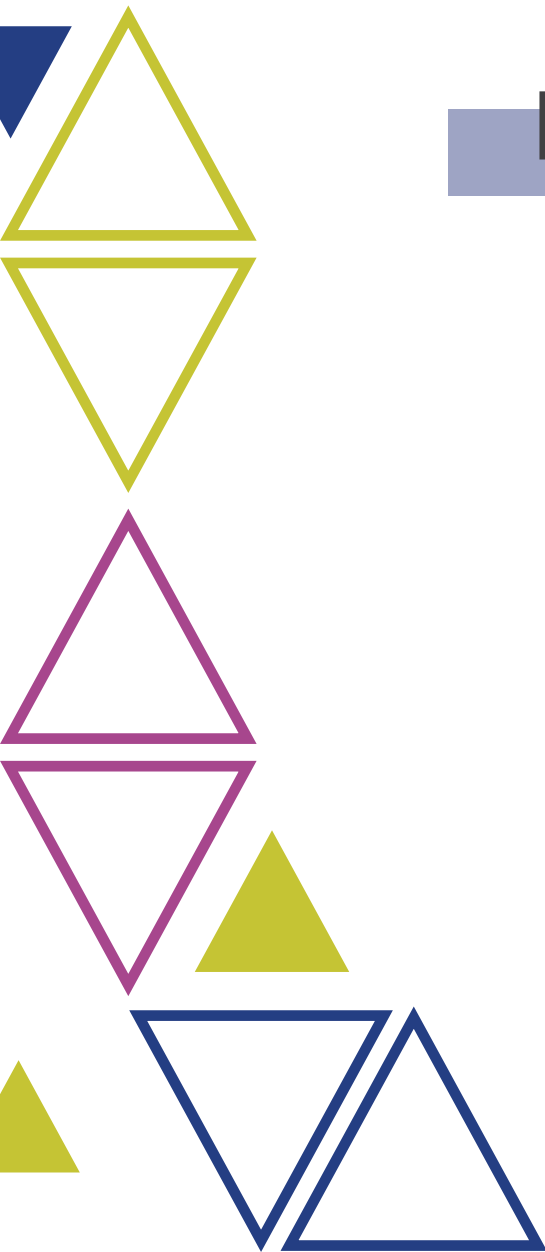
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WHAT IS IT ALL ABOUT

# FIRST PART



**FOR WHO IS THIS HANDBOOK MADE AND HOW TO USE IT**

# INTRODUCTION

This handbook is the result of a long collective effort involving the participants and the trainers of the Long Term Training Course (LTTC), coordinated by the Alliance Network, in the framework of the Work Plan “Value-based approach in international voluntary service projects as a tool for increasing youth participation and inclusiveness of young people” co-financed by the European Youth Foundation of the Council of Europe. It is the final output of a series of residential and digital meetings, started in February 2020 and concluded in June 2021, during which a group of 20 participants from Alliance member organisations took part in several activities that aimed at improving the impact and quality of projects and trainings within the network.

More specifically, this publication intends to provide guidelines, inspirations, inputs for trainers, activists and organisations willing to plan and coordinate training courses for workcamp leaders. For this reason, it proposes educational models, developed by the participants, who had the opportunity to discuss, improve, test and evaluate their tools, workshops, and ideas during the whole LTTC.

As you can see, the handbook is structured in three sections:

1. An introductory part, which provides details on the International Voluntary Service (IVS) movement and Alliance, and on their projects as a tool to build inclusive and peaceful societies. This part also includes information on the core values of the movement, the workcamps and their links with social inclusion and non-formal education.
2. The second part is an invitation to put into practice the values and methods described in the previous section. Here you will find more information about the duty of the workcamp leaders and details on the specific training courses addressed to this important role. You will explore the educational models that you can apply to your training for workcamp leaders, including detailed session-outlines to be proposed to your participants. The methods, techniques, tools that we propose are meant to equip leaders towards the process of social inclusion of specific target groups, and to address IVS and Alliance's core topics.
3. The third section includes further tips, guidelines and suggestions to finetune, improve and customise the models, and by doing this, meeting the specificity of the cultural and geographical contexts, ensuring good quality and impact. In this part, you can also find ideas for online sessions, a format that has acquired a stronger significance since the outbreak of the current pandemic.





Finally, in the last section you can find annexes and references.

With this handbook we wish to propose an additional resource for trainers and organisations, which is specifically oriented to the coordination of training for workcamp leaders. We realised that the IVS movement, the Alliance network and the member organisations have published several manuals and toolkits for workcamp leaders, but a handbook on how to plan, develop, coordinate a training for workcamp leaders was still missing. Its creation meets the network's need and attempts to standardize the different procedures in this area: although each member has its own specificity when it comes to train workcamp leaders, it is important to propose common educational models that mirror effectively the values, vision, mission and aims of the whole network and of the IVS movement. Last but not least, this publication is a tool to turn IVS values into practice, addressing our actions to different target groups, thus strengthening equality and inclusion in NFE projects.

We suggest to read it all, if you want to understand the whole background, the links with IVS and Alliance values and our concepts on social inclusion and non-formal education. However, you can also consult these pages to quickly find tools, tips and ideas for models, sessions and methods to be included in your training course for workcamp leaders. Enjoy your reading!



## WHAT IS LTTC?

LTTC stands for Long-Term Training Course. It is a special format created by Alliance and initiated in 2015, to develop facilitators' competences in the design, implementation and evaluation of non formal education (NFE) activities, in order to improve the quality of Alliance events on every level of the network, establishing high quality standards.

More specifically, LTTC focuses on improving and harmonising the training for workcamp leaders in the network. Each year, Alliance members design and coordinate their own preparatory activities targeted to workcamp leaders. It is important to check that the contents, methods and values delivered in these training are coherent with Alliance principles. And here comes LTTC: this is a great opportunity to bring together trainers and activists from different Alliance members organizations, to work together on models, formats, methods, contents, to share and better understand the values of the International voluntary service (IVS) movement, to propose standard procedures to be applied to workcamp leader training, to practice new tools and to evaluate the educational activities after the summer season.

For this reason, the LTTC cycle is proposed every 2 years and consists of 3 residential activities, targeted to a group of around 20 international participants. The topic focus changes every year. In the last 2019 - 2021 edition, the emphasis was on IVS values: how to relate them to workcamps and how to empower campleaders to reflect these values, aiming at social inclusion, gender equality and fight against sexism/gender-based discrimination, environmental sustainability, intercultural dialogue, promotion of peace and human rights.

The group of LTTC participants joins three residential or online events along a year, and it is involved in a practical phase (delivering the workcamp leader training). Here is the structure in detail:

1. First induction seminar: it is the first step within LTTC, aiming at providing young trainees



with information and resources to understand Alliance and its activities, and how to design IVS projects as structured methodological and pedagogical tools. Participants start working on the development of a standard educational model for the preparation of campleaders, which will be further developed and finalised in the following meetings.

2. Training for trainers: this second event equips participants with skills and knowledge on how to train youth leaders in short term IVS projects in their countries. Through practical sessions, participants are invited to present, conduct and test their workshops and their non-formal educational tools. This is a very effective chance to improve their leading and presentation skills, to be used in their future workcamp leader training.
3. Practical phase: after the Training for Trainers, participants of the LTTC engage in a practical phase, where they have the opportunity to put into practice what they have learned in the 2 residential seminars. Supported by their organisations, they implement national training for youth leaders and they follow up on the educational process of their own workcamp leaders.
4. Post season event: during this event, the trainees share their experiences, reflect on the impact of IVS projects as structured methodological and pedagogical tools. Participants further develop the standard educational model for camp leaders training, taking into account the inputs from the previous residential events and the practice phase.

The LTTC is coordinated by the Alliance Course Director, who is supported by a team of experienced trainers selected among the profiles of the Alliance Pool of Trainers. A reporter helps the team with reporting and administrative tasks.

The first 2 editions of LTTC, launched in 2015 and 2017, were successfully implemented according to the above-mentioned structure. Unfortunately, the outbreak of the Covid-19 pandemic disrupted the cycle of the 2019 edition: only the first induction seminar was organised in its planned residential format in February 2020 in Berlin, whereas the second and third meetings were converted in online sessions and were implemented over an extended period of time. In spite of these obstacles, the group participated enthusiastically in the new format, which ensured effective learning, active involvement and acquisition of valuable training skills.



## WHAT IS ALLIANCE?

The [Alliance of European Voluntary Service Organisations](#) (ALLIANCE) is an International Non-Governmental Youth Organisation that represents national organisations which promote intercultural education, understanding and peace through voluntary service. 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:

- Participating 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 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.

As of 2021, ALLIANCE consists of 43 full members, 5 associate members and 3 candidate members. Every year member organisations arrange international voluntary projects and exchange volunteers all over the world.

The [Alliance's objectives](#) are:

- To provide voluntary service organisations with opportunities to discuss and exchange experience and information within Europe.
- To facilitate and improve the cooperation between voluntary service organisations.
- 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 youth exchange and voluntary service.
- To inform members about debates and developments at a European and non-European level which are of relevance to the members.
- The Alliance aims at the widest possible cooperation at a European and a non-European level.
- The EC ensures that the functioning of the Alliance is in accordance with the common interest of its members.

## WHAT IS IVS?

International Voluntary Service (IVS) can be defined as an internationally based non-profit human activity, resulting from an individual choice, not by order, that is done for the betterment of the society. International Voluntary Service (IVS) has since 1920 sought to respond to the prevalent issues of society on a local and global level, it aims to pursue peace and promotes non violence through international understanding, mutual respect, friendship, exchange and cooperation among the people of the world. IVS is a vehicle for non-formal and informal education and acts as a catalyst for change within individuals and in communities giving people the chance to participate in meaningful, productive and socially useful work as active members of society. It promotes the participation of all regardless of gender, skin colour, religion, nationality, age, ability, sexual orientation, social status or political views and any other possible grounds for discrimination, in a spirit of true equality and the recognition of the right of others to dignity and respect. IVS promotes social and climate justice, human rights, sustainability, critical thinking, active participation, democracy, global citizenship, shared and intercultural learning and helps to break down prejudice and stereotypes. It contributes to the Implementation of the United Nations Sustainable Development Goals.<sup>1</sup>

As the Preamble of the Universal Charter of International Voluntary Service says, “IVS by people with different skills and high ideals is a practical demonstration of the commitment, solidarity and cooperation, which our world so urgently needs. It is our aim to promote these ideals both locally and globally”.<sup>2</sup>

The IVS movement is based on the non-profit organisations that are members of networks (e.g. the Alliance of European Voluntary Service Organizations, Service Civil International, Network for Voluntary Development in Asia, International Cultural Youth Exchange, Eastern Africa Voluntary Service Development Network).

## WHAT IS A WORKCAMP?

A workcamp is an example of an IVS project where an international group of people live and work together for 1-3 weeks. Volunteers coming from different countries work together around a community project aimed to help a local community. The workcamp is a great tool to promote the values of IVS, as its atmosphere creates a good basis for non-formal and informal learning of everyone involved. It gives a possibility to everyone to express their needs, opinions and be whoever they are by being an equal part of the group no matter the background from which they come from. A workcamp can be considered as a direct experience to promote cooperation, non-violence communication, participatory approaches, social inclusion, gender equality and democratic decision-making process. The volunteers are coordinated by one or two workcamp leaders or coordinators, who act as a bridge between the group and the hosting organisation. Decision on shifts, work, and free time are taken together. The coordinators facilitate the group dynamics, the choices of the group and the decision-making process. The age of participants usually goes from 15 years, without any maximum age limit, unless otherwise stated. There is a

1 <https://ccivs.org/about-us/what-is-international-voluntary-service-ivs/>

2 Universal Charter of International Voluntary Service; <https://ccivs.org/wp-content/uploads/2019/01/UniversalCharterIVS2018.pdf>

great variety of topics for workcamps: renovation, work with children, agriculture, art, cultural heritage, festival, construction, etc. Volunteers are expected to work around 30 hours a week on activities that should serve the local community or benefit the environment, involving often local inhabitants. Besides working, volunteers can spend their free time relaxing, preparing meals and talking, and on activities and excursions with other members of the local community.

YES, IT WAS AN EXHAUSTING 12 DAYS BUT NOW WHEN I TURN BACK, I FEEL THAT IN THESE 12 DAYS I EXPERIENCED MORE INTERESTING THINGS THAN DURING THE WHOLE YEAR. ALTHOUGH WHEN IT FINISHED, I WASN'T SURE IF I WILL LEAD AGAIN, NOW I'M TOTALLY SURE I WILL. WHEN YOU EXPERIENCE WORKCAMP LEADING ONCE YOU CAN'T STOP.

## WHAT IS NON FORMAL EDUCATION?

**Non-formal education (NFE)** refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping or make music. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.<sup>1</sup>

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.<sup>1</sup> **Informal education** refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbours, in the marketplace, at the library, at art exhibitions, at work and through playing, reading or sports activities. The mass media is a very important medium for informal education, for instance through plays and film, music and songs, televised debates and documentaries. Learning in this way is often unplanned and unstructured. **Formal education** refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialised programmes for vocational, technical

1 <https://www.coe.int/en/web/european-youth-foundation/definitions>

and professional training. Formal education often comprises an assessment of the learners' acquired learning or competences and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs and preferences. Formal education usually leads to recognition and certification.<sup>1</sup> **Non-formal education** has emerged as a term since the 1970s with the aim of achieving a better recognition of education and learning taking place outside of schools, universities and evaluative systems. The adoption of the term stressed that new educational contexts needed to be recognised, and valued for their different contributions. This is the sense in which the term is used by the European Youth Forum, which defines non-formal education as organised and semi-organised educational activities operating outside the structure and routines of the formal educational system.<sup>2</sup>

**The terms “formal”, “non-formal” and “informal education”** have given rise to a fair amount of debate in the last 20 years owing to their non-exclusive nature and the difficulty involved in providing an adequate explanation of the educational processes that take place in our society. The term “non-formal education” appeared for the first time at the end of the 1970s when there began to be talk of a “global education crisis” in formal education systems.<sup>3</sup> We may therefore say that non-formal education fills a gap not filled by formal education, giving learners a critical view of what and how they learn. The practical value is something that NFE provides. Non-formal learning plays a significant role in volunteering, particularly long-term international volunteering where learning achievements of volunteers are based on experiential learning, or “learning by doing”.<sup>4</sup>

NFE can increase opportunities for learners to develop transversal or life skills and upgrade the employability of young people. Transversal skills and interdisciplinary knowledge allow individuals to cope with rapid social and economic changes, e.g. sense of initiative, learning to learn, resilience, critical and creative thinking, risk-taking and problem-solving, media literacy, entrepreneurial attitude and others (ref. presentation by Alex Maletic, LLP, 2016). NFE can be regarded as a political response to today's educational needs, challenging the status quo that formal education continues to maintain worldwide. There is thus an urgent need to adapt learning environments to the needs of the modern world. For this, the path ahead has to be paved with the best features of both formal and non-formal education. Volunteering NGOs as providers of NFE can help create sustainable synergies between the two education fields either directly or through their volunteers.<sup>6</sup>

“When talking of principles of Alliance's educational approach, every Alliance educational activity should incorporate principles of experiential learning and non-formal education”.<sup>5</sup>

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2 Handbook ‘Training Essentials’ - Council of Europe, 2002 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>

3 Handbook ‘Intercultural Learning’ - Council of Europe, 2011 <https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

4 Non formal learning for volunteers <https://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf>

5 Alliance Educational Framework - 2020



## WHAT IS SOCIAL INCLUSION?

Social exclusion refers to processes that prevent individuals, groups or communities from accessing the rights, opportunities and resources that are normally available to members of society. Responsible for social exclusion are often structural forces, such as: laws, public policies, institutional practices, organizational behaviours, and prevailing ideologies, values and beliefs. The list of young people at risk of social exclusion can be extended almost ad infinitum and it includes young people with disabilities, ethnic, sexual and religious minorities, homeless youth or young offenders etc. It is important, however, to be receptive to: (i) the emergence of new groups of young people at risk of social exclusion; (ii) the local particularities of exclusion for some groups; and (iii) the intersectional nature of discrimination.

The EU sees social inclusion as “a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in the economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. Social inclusion also ensures that vulnerable groups and persons have greater participation in decision making which affects their lives and that they can access their fundamental rights”.<sup>1</sup>

Inclusion is a concept used widely in social and educational policy making to express the idea that all people living in a given society (should) have access and participation rights on equal terms. As a process, inclusion seeks to ensure that everyone, regardless of their circumstances and background, has the possibility and means to participate fully in society. When looking at young people and social inclusion, there is a concern about young people in general facing many challenges in order to fully participate in society. Therefore, for youth work, inclusion is identifying, understanding and removing barriers that exist to ensure equal participation, representation and belonging. Among youth organisations and the field of European youth work, inclusion is also about ensuring access and participation in activities, programmes and decision-making, especially for young people with fewer opportunities.<sup>2</sup>

In terms of the workcamps we should practice social inclusion on all levels of participation and decision making in everyday life in relation to work, living together, free time activities and learning activities that we are organizing. In the further sections we will be giving concrete examples of how to think about social inclusion in our events which later on can be used as good practice once participants are back in their realities.

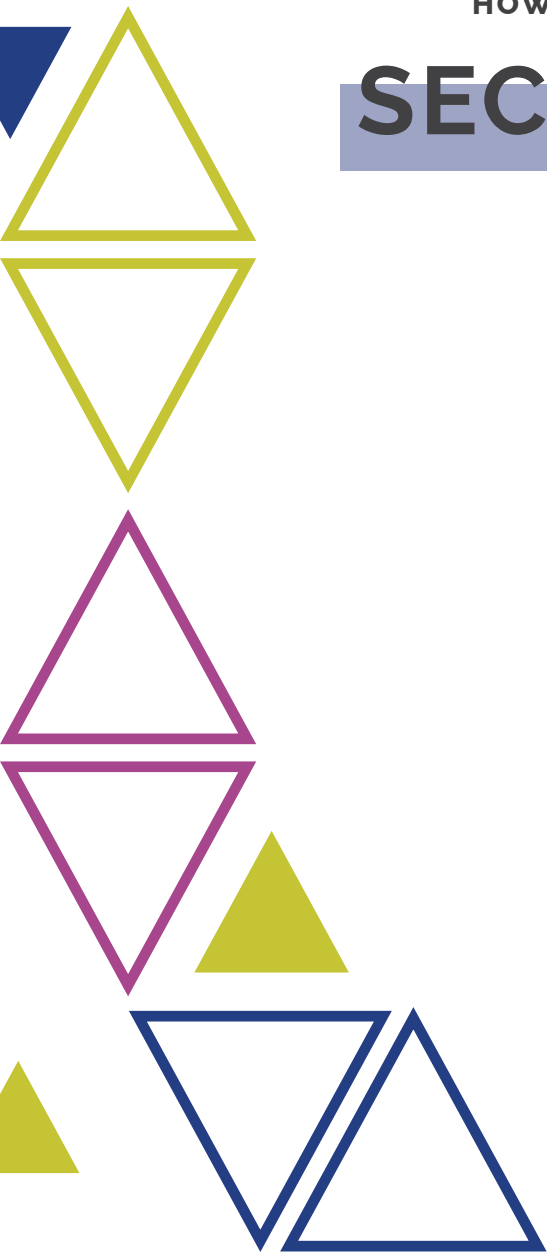
I LEARNED THAT CAMPLEADING CAN BE BASED ONLY ON OPENNESS AND DEMOCRATIC PRINCIPLES AND COLLECTIVE DECISIONS WITHOUT ANY DIRECTIVE ATTITUDE.

1 Social inclusion of young people - <https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion1/>

2 Diversity and inclusion guidelines / European Youth Forum - <https://www.youthforum.org/sites/default/files/publication-pdfs/Diversity%20and%20inclusion%20guidelines.pdf>

HOW TO PUT IT IN PRACTICE

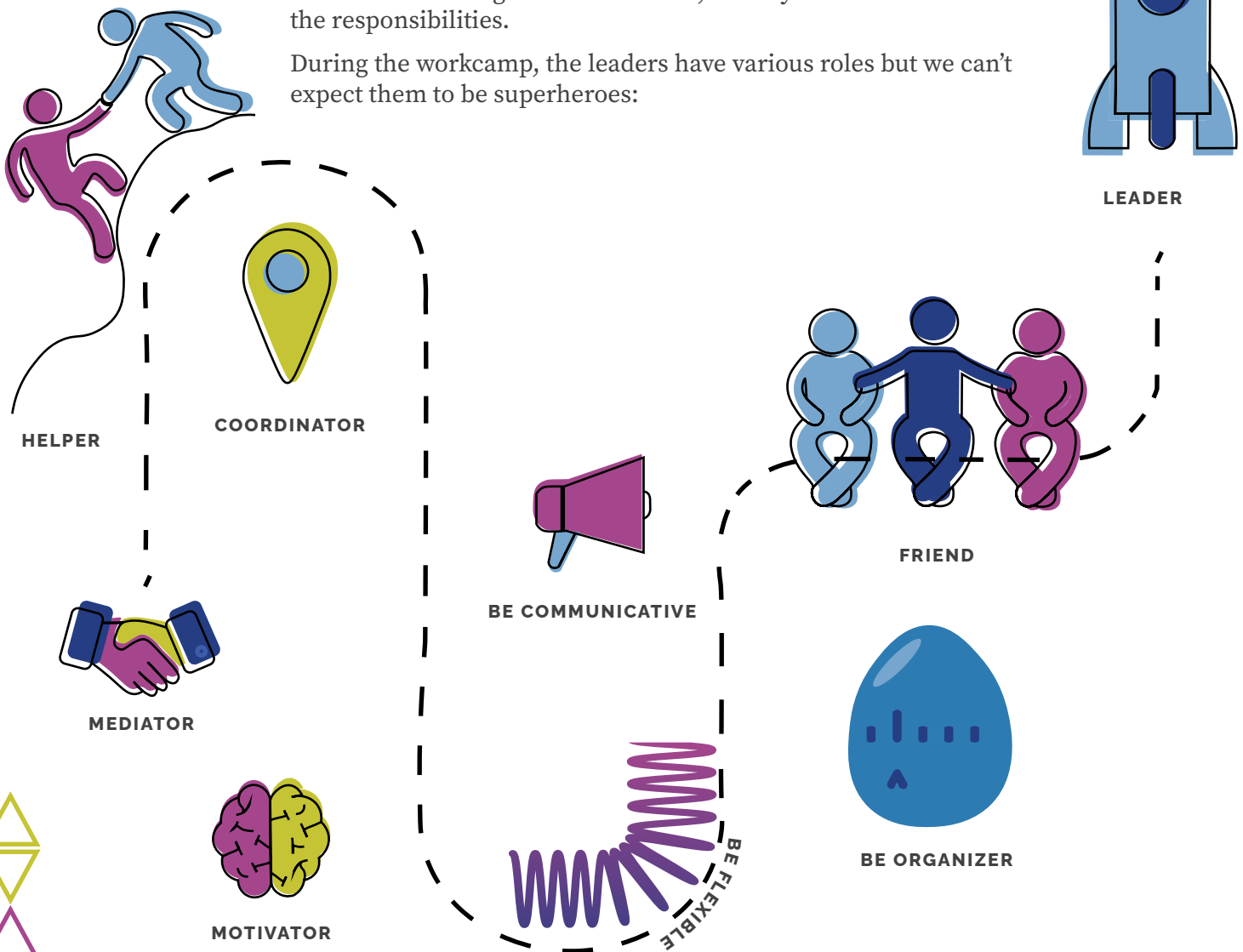
# SECOND PART



## WHAT IS THE ROLE OF A WORKCAMP LEADER?

Every workcamp is usually supported by two leaders: volunteers who have a special role. Leaders are in charge of the group of volunteers, anything regarding their needs, and motivating them and resolving possible conflicts. They lead the group, organize or help to organize the work and manage free-time activities for the group. If they are trained in advance, leaders could organize different educational activities (workshops on specific topics) with the group. It all depends on their skills and knowledge. Leaders also have the role of a mediator among the volunteers but also towards the local partner. Since the local partner is a native / non-english speaker, as well as the local community or media, at least one of the leaders should speak the native language of the camp. We should not forget that leaders should have fun with the group, make learning experiences and be a part of the group. One of the most important skills for leaders to have in mind is the delegation of the work among other volunteers, as they should not take all the responsibilities.

During the workcamp, the leaders have various roles but we can't expect them to be superheroes:





By leading a workcamp, young people will develop leadership abilities and they will discover their own strengths and weaknesses. The tasks of the leader are:

- Visit the venue of the workcamp and write an Info sheet for volunteers (*this can depend on the organisation who organizes the workcamp*)
- Communication with volunteers before the workcamp
- Leading the group of volunteers to make it function as a team.
- Solving conflicts and problems.
- Support for intercultural learning and overcoming barriers, such as language.
- Coordinating and ensuring that daily needs of the group (buying food, organizing preparing meals, organizing free-time activities, observing daily schedule) are covered.
- Organization of work, motivation of the group during the work.
- Support the local partner of the project during the preparation of non-formal education activities and in mediation of the contact with local people. These tasks will be mainly done by the native speaker.
- Regular evaluation with the group, through games and dynamics we will teach you in the training.
- Write a final evaluation of the project for the organization.
- Leaders are bridges between all participating parties: volunteers, local partner organization (hosting workcamp), local community, coordinating organization, and participants.



## THE WORKCAMP LEADER TRAINING

The training for camp leaders is a place where participants of different ages, through the methods of non-formal education, learn how to tackle various topics important for the intercultural learning, volunteering and leadership of the group. Also, this is a space to discuss the expectations of the leaders, as well as how to tackle organizational tasks (like budget, insurance forms, participants list, visibility etc.)

The training is aiming to gather active volunteers who are willing to develop their skills more and to take further responsibility. Every volunteer who is participating in the training should ideally take part in at least 1 or 2 workcamps before, in order to understand how the workcamps are organized. Usually, the training is organized by the local/national workcamp organization in assistance with trainers or staff members, and it should be planned before the workcamp season starts (for European members, ideally between March and June, even if some organizations proposed them throughout the whole year). Sometimes there are international workcamp leaders trainings which are organized by several organizations and have specific topic, eg. intercultural learning, gender roles, social inclusion, non violent communication etc. A typical working day of the training, when it is happening face to face, consists of 4 sessions lasting 90 min each with the breaks in between; it is common to include sessions after the working hours, with different getting-to-know activities or games during the evenings, to share participants' experience and to learn about their different cultures. An online training should last no longer than 4 hours per day and homework activities should be included.

There are different topics that are part of every training: some topics are considered essential and compulsory in an Alliance training, meaning that they are always part of the programme, regardless of the duration of the training. Additional topics are usually included in the longer training and it is valuable implementing it, especially with international groups of participants because of the different perspectives and points of view.

List of compulsory topics for the workcamp leaders' training:

- Organizational topics of the workcamp, practicalities, administrative tasks
- Creating a safe space for learning and working together
- Self organization, problem solving
- Role of the camp leader
- Intercultural learning and intercultural communication
- Mission and vision: What is IVS? What is volunteering?
- Social inclusion
- NFE, Group games and Team building
- Group dynamics
- Evaluation and reflection

List of important topics to add, if the training is sufficiently long:

- Conflict management

- General principles of the training in Alliance
- Local outreach
- Gender based conflicts
- Non violent communication
- Public relations and social media presence (visibility)
- Empowerment of the volunteers
- Ecology and sustainability
- Work with teenagers
- Well being of workcamp leaders
- Time management

I LEARNED WHAT IT MEANS TO BE A LEADER AND HOW TO COORDINATE WORK. AND THAT MY TASK ISN'T ONLY TO FULFILL MY NEEDS BUT ALSO TO TAKE CARE OF THE NEEDS OF OTHERS.

There are 3 models of the training - short, medium and long.

These models were developed by the LTTC participants during the first meeting in Berlin. Working in groups, they reflected on the most important IVS topics, target groups and core values; then, they designed the programmes for different kinds of training courses, which were presented in plenary and improved thanks to the feedback of the group.

**Short training** - lasting for one day, it consists of 4 sessions which are covering all the compulsory topics as team building, organizational aspects, workcamp leader role, self organization, social inclusion, intercultural learning. Some organizations propose several one day trainings, each one covering different topics.

**Medium long training** - usually lasting 3 days and starting on a Friday and ending on a Sunday. It allows organizers to cover a wider spectrum of topics and create a more friendly atmosphere among the future leaders.

#### FREE TIPS

During longer training it is good to not have sessions longer than 90 minutes and after that at least 15 minutes break.

It is good to choose icebreakers/energizers when each participant should say something - it will be easier for them to speak later.

DAY 1	DAY 2	DAY 3
BREAKFAST	BREAKFAST	BREAKFAST
Names Games + Getting to know each other	Group dynamics + role of camp leader	Games
BREAK	BREAK	BREAK
Self-organization	Conflict Management	Practical Design
LUNCH	LUNCH	LUNCH
IVS & Alliance values	Gender	Public Relations
BREAK	BREAK	BREAK
Organisational things	Ethic	Evaluation
DINNER	DINNER	DINNER
		CLOSURE

DAY 1	DAY 2	DAY 3
9:00 - 10:30	Volunteering & workcamps	Organization of WC and Planning (before - during - after)
11:00 - 12:30	Conflict management (includes solving problems)	Leading styles & time management
LUNCH	ARRIVAL	
14:00 - 15:30	Small ice-breaker / Welcome buffet	Non-violent communication
16:00 - 17:30	Intro/Welcome Frame & Context Campaigns	Ethics & Gender topics
DINNER		Introducing upcoming workcamps (sign up) Evaluation & closing
20:00 - 21:00	Cooperation game & teambuilding Handout book / Tools / Practice & theory	Reflection group + Evaluation
		DEPARTURE



**Long training** - lasting between 5 and 7 days, depending on the resources and needs of the organization. Usually this training has one topic as the main objective and all other sessions are implemented through that perspective. This length allows to cover almost all the topics, both from the essential and the additional item list, as well as to strengthen participants' relationships and facilitate the process of finding their potential co-leaders of the workcamp. After this training, participants usually create pairs to lead workcamps together.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:00 - 9:15	BREAKFAST					
8:30 - 11:00		Getting to know each other	What is a workcamp?	Workcamp simulation	Conflict management - intercultural	Self-care session
11:00 - 11:30	BREAK					
11:30 - 13:00		Expectations, fears, contributions	Role of campleader - host local community	Types of volunteer	Conflict management - personal - gender	Evaluation
13:00 - 16:00	LUNCH					
15:00 - 16:30		Presentation of the training rules	Group dynamic	Free time	Problem solving (what to do in case of...?)	
16:30 - 17:00	BREAK					
17:00 - 18:30		Team Building	Time management - organisation	Free time	Non-formal education tools	
18:30 - 19:00		Reflection group	Reflection group	Reflection group	Reflection group	
	DINNER					





	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:00 - 9:15	BREAKFAST					
8:30 - 11:00	Getting to know each other	Workcamp 101	Local outreach	Group dynamics	Environmental Sustainability	Workcamp simulation I
11:00 - 11:30	COFFEE BREAK					
11:30 - 13:00	Team building activity	Role of the leader	Local outreach	Conflict Management I	Gender equality & gender issues	Workcamp simulation II
13:00 - 16:00	LUNCH					
15:00 - 16:30	What is IVS Movement?	Leadership styles	Free time	Conflict Management II	PR & Social media	Logistical practicalities
16:30 - 17:00	COFFEE BREAK					
17:00 - 18:30	Volunteering	Intercultural learning	Free time	Social Inclusion	Games	Evaluation
	DINNER					



## SPECIFIC TOPICS OF A WORKCAMP LEADER TRAINING

In the following part, you can find the details of 8 different workshops outlines that could be part of the workcamp leaders training. The same sessions could be as well adapted for the workcamp itself and run by the leaders or other volunteers. Each topic has a step by step description of the methodology and will include tips for online/offline way of delivery. The topic, contents and methods of the workshops have been chosen and developed by the LTTC participants during the first residential meeting in Berlin and along a preparatory online phase in April 2021. Finally, working in groups, they had the opportunity to test and perform their workshops, by presenting them to the whole group through online sessions, each lasting 90 minutes. A conclusive feedback round provided each group with tips from the trainers and the other participants on how to improve the quality and impact of their workshop.

I REALIZED THAT LEADERSHIP ISN'T ONLY ABOUT LEADING BUT ALSO ABOUT COOPERATION, COMMON DECISIONS AND WORKING WITH MOTIVATION AND NEEDS AND LOOKING FOR SUITABLE SOLUTIONS. AND MAINLY ABOUT KEEPING CALM BECAUSE SOMETHING JUST DOESN'T WORK SOMETIMES. BUS IS NOT COMING, SOMEONE GETS SICK... BUT IT IS NORMAL.

<b>CONFLICT MANAGEMENT</b>	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>• To let participants realize there are many ways of understanding, analyzing and dealing with conflicts.</li> <li>• To deliver theoretical knowledge about conflict management and how to recognize the different characters they can face in a conflictive situation.</li> <li>• To allow participants to understand that there are different approaches they can implement in conflictive situations.</li> <li>• To comprehend that the simple fact of trying to understand and analyze a conflict is already an important step in conflict management.</li> </ul>
<b>INTRODUCTION</b>	<p>This topic is relevant for future camp leaders because it helps them think of the potential conflict or problematic situations that could happen during the workcamps. By simulating them in a safe surrounding, they will evoke potential solutions once they find themselves in the same or similar situation.</p>
<b>TIME</b>	<p>60+ min (this could be adapted depending on the length of the training and available time)</p>



STEP BY STEP	<ol style="list-style-type: none"> <li>1. Play energizer (prepare 5 breakout rooms - shark, monkey, fox, turtle, owl). Give 1 minute to the participants to draw each animal in A4 sheets and invite them to show each of their drawings in front of the camera. (10 minutes)</li> <li>2. Theoretical part: Present the basic information about “animals approaches” in conflict situation / Introduction in conflict management: <ul style="list-style-type: none"> <li>- Why conflict management</li> <li>• During workcamps you can face different conflict situations. Even if the scenarios are not dangerous, it is good to be prepared, mainly if you are in the position of campleader. Be aware that you can also use this approach in your daily life.</li> <li>• There are various tools and approaches on how to deal with a conflict situation. This workshop will focus on one methodology to introduce 5 basic approaches which you can stand for during a conflict situation. It can provide you with the inspiration to look at conflict situations in a different way and act cosnturctively during your conflict.</li> <li>• Explanation of the animals in conflict situations</li> </ul> </li> </ol>
	<ol style="list-style-type: none"> <li>3. Small group work: divide participants into 5 breakout rooms to discuss different approaches in a given conflict situation (15 mins). If you have less participants, you can take out some approach and explain it only in plenary.</li> <li>4. Group discussion: presentation of particular approaches and their consequences (15 minutes in plenary)</li> <li>5. Debriefing - summarize the approaches, their pros and cons, “ideal situation” for each approach; summarize the conflict management (5 minutes)</li> <li>6. Summary and closing of the session</li> </ol>
TIPS FOR OFFLINE DELIVERY	<p>When delivering this session offline, you can use more time for the small group work and plenary discussion. Another option is to give participants the possibility to brainstorm the “animal behavior in conflict situation”. Among the materials, you can use marker, post-its, flipchart paper.</p>
REFERENCES	<p>Compass: Manual for Human Rights Education with Young People - <a href="https://www.coe.int/en/web/compass">https://www.coe.int/en/web/compass</a></p>

### FREE TIPS

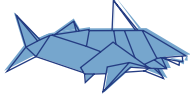
It is good to use different tools but still in balance. Everytime you use a new tool, it could be confusing for someone, try not to spend too much time explaining, people could pay more attention to the tools than the program.

Don't be a “talking head” - you should gesture and work with your voice as if you were offline.



## EXPLANATION OF THE ANIMALS IN CONFLICT SITUATION

**SHARK** fights for own goals;  
prepares to get own way with power;  
conflict is a question of victory or defeat;  
“Do it my way.”  
I win - you lose.



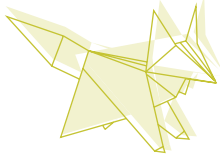
**MONKEY** usually withdraws itself;  
relationships are more important than winning;  
usually apologizes or gives in;  
“Whatever you say will be fine with me.”  
I lose - you win.



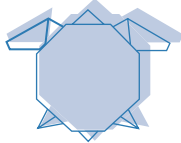
**OWL** searches for positive solution for both sides;  
conflict as tool for strengthen the relations;  
considers the issue as important as the relationships;  
“Let’s try to resolve it together.”  
I win - you win.



**FOX** Available to compromise;  
everyone has to lose something or to win something;  
gives a certain importance to both the issues and the relationships;  
“I will give a little if you do the same.”  
Both lose and win some.



**TURTLE** avoids to respond or conflict;  
jokes about it or pretends there is no conflict;  
believes it’s easier to avoid than to solve the conflict;  
“Conflict, what conflict?”  
I lose - you lose.



<b>INTERCULTURAL LEARNING - GAME: CREATE YOUR NATION</b>	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>• to understand the concept of interculturality by experimenting on it</li> <li>• to raise awareness about the importance of multiculturalism in a workcamp environment</li> <li>• to practice intercultural awareness workshop in a virtual environment</li> </ul>
<b>INTRODUCTION</b>	<p>Create your nation is a game where participants are divided into groups and have an opportunity to create a nation and all its characteristics starting from scratch, rethinking the system, discussing the funding values and trying to interact with each through creative communication codes. Every participant will use a different method of communication and will have to find a common system to interact in order to accomplish tasks in a participatory way.</p>
<b>TIME</b>	60+ minutes (this could be adapted depending on the length of the training and available time)
<b>STEP BY STEP DESCRIPTION ONLINE/ OFFLINE VERSION</b>	<ol style="list-style-type: none"> <li>1. Introduction of the game and explanation of the rules (5 minutes)</li> <li>2. Creation of the different nations from the given guidelines - small group work (15 minutes)</li> <li>3. Explanation of the game/task, divide different groups ( 7 min)</li> <li>4. The new groups resolve a common task (15 min)</li> <li>5. Discussion after seeing the “culture” of other nations and trying to figure out the solution (3 min)</li> <li>6. Debriefing and a plenary conclusion (15 min)</li> </ol>
<b>DESCRIPTION AND GUIDELINES OF THE GAME</b>	<ul style="list-style-type: none"> <li>• The participants are divided into 2-4 sub groups (depending on the size of the group)</li> <li>• Each group is redirected into a breakout room and receives the guidelines of the game (if offline, each group can work in a separated space)</li> <li>• Each group is invited to find a name for the nation and to create a basic language, based on specific and easy rules;</li> <li>• Each nation receives instruction from the facilitators about a special cultural gesture to be used during the interactions (facilitators decide and give it to the each group separately)</li> <li>• After the creation of the nations, the participants are divided again into different groups and join new breakout rooms (in case of low number of participant, they all join the main room); they work on a task that is given by the facilitators (a challenge with blocks/creation of a simple image, during which they have to put together the blocks in a specific way)</li> <li>• The participants can only communicate among them using the language they created in the first group. The given gestures start a chain reaction and the participants from other nations should react to them even without knowing the specific meaning.</li> <li>• Reflection time - discussion between groups: <ol style="list-style-type: none"> <li>1. What was the culture of the nation and how did it interfere with the other nation?</li> <li>2. Were there any similar issues that you found on your workcamps?</li> </ol> </li> </ul>



<b>TIPS FOR OFFLINE DELIVERY</b>	Once you deliver this topic offline, allow more time and give space for the groups to discuss longer in step 2, also step 5 and 6 should last much longer. This session at the training could last the whole morning/afternoon and it is very good to allow participants to debrief and compare it to their experience and how it is for them once they meet new people from different backgrounds.
<b>PREPARATION</b>	<ul style="list-style-type: none"> <li>• Make sure you prepare the rules of the “make your nation game” for each group</li> <li>• write down some issues that happen usually during a workcamp, to be mentioned if participants don’t come up with their own inputs during the conversation</li> <li>• split participants randomly and try to have as diverse groups as possible</li> </ul>

### FREE TIPS

Send the info and link in advance and again the day before / on the day of the beginning of the training and explain how to connect. Be sure to create a recurring link (if on zoom), or if not, know that you should resend a link before every session if the training is longer than one day.

Inform the participants in advance about the timetable - especially about bigger breaks to allow them to plan their meals.



<b>ORGANIZATIONAL MANAGEMENT - BEFORE, DURING, AFTER THE WORKCAMP</b>	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>• To help participants realize the role of the campleader in the organizational process of the workcamp.</li> <li>• To help participants have the vision of tasks of the campleader before, during and after the workcamp and to be able to use this knowledge in the organizational process.</li> <li>• To give participants space for creativity and sharing ideas.</li> </ul>
<b>INTRODUCTION</b>	<p>This topic is one of the most important for the future workcamp leaders because it provides explanations to all the questions they might have once it comes to how to organize the workcamp and which concrete tasks they should deliver. The contents depend on the logistic resources of every organization and workcamps, so it is important to check all the details, organisational and local specificities before delivering it with your organization.</p>
<b>TIME</b>	90+ minutes (this could be adapted depending on the length of the training and available time)
<b>STEP BY STEP DESCRIPTION ONLINE VERSION</b>	<ol style="list-style-type: none"> <li>1. Energizer (game: ask to touch something soft, something blue, something sweet .... and in the end the object that you will take to the workcamp) (5 minutes)</li> <li>2. Activity 1 - individual work: Send link to the jamboard (4 jamboard pages) - each of them indicates one section of the topic (and has a number): (15 min) <ul style="list-style-type: none"> <li>• Who is the campleader - general view on his role</li> <li>• Tasks before the workcamp and first day/phase of the workcamp</li> <li>• Tasks during the workcamp (general)</li> <li>• Tasks on the last day/phase of the workcamp and after the workcamp</li> </ul> <p>Ask participants to take sticky notes and to write one feature or task (according to the jamboard page) of the workcamp leader and to stick it to the proper Jamboard page. Ask participants to try not to repeat what is already written.</p> </li> <li>3. Small group work - divide participants into 4 groups and give each team a number. Each group is redirected to a breakout room and assigned to a Jamboard page accordingly to their group number; each group will structure what is written in the page and will work together to present the information to the rest of the group using a creative way and a digital tool they like (20 minutes)</li> <li>4. Presenting in plenary - Each group has 5 minutes to present their work sharing the screen. Follow up closely what participants are discussing about and be ready to add from your experience if something is missing.</li> </ol>
<b>TIPS FOR OFFLINE DELIVERY</b>	<p>This session is easy to be transferred from online to offline by only using adequate materials (For example, Jamboard can be substituted with cards or flipchart). In physical training this session lasts 30 minutes or longer and a Q&amp;A section can be added.</p>



HOW TO DO A WORKCAMP WITH TEENAGERS	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>To invite workcamp leaders to reconsider their image of teenagers of today (help them reconnect with their personal memories: how it is to be a teenager)</li> <li>To introduce approach of empowering teenagers: proposing choices, not rules</li> <li>Discuss peculiarities and things to keep in mind when preparing a teenage workcamp</li> </ul>
<b>INTRODUCTION</b>	There are workcamps which are specifically organized for the teenagers (15/16- 18/19 years old) and depending on the country's law, different rules may apply. However, what matters more is how we treat and understand each other. While delivering this session, try to remember how it was while you were teenager and which things were not said to you, but you would appreciate to know it then. In doing this, put teenagers in an equal position like anyone else.
<b>TIME</b>	60+ minutes
<b>STEP BY STEP DESCRIPTION ONLINE VERSION</b>	<ol style="list-style-type: none"> <li>Introduction - present session agenda (5 minutes)</li> <li>"From past to present"- Emotion-Storming, group discussion on Jamboard / or live <ol style="list-style-type: none"> <li>"You as a teenager"- what do you remember? What you felt, what you struggled with. (write individual emotions, post on Jambord – advantages and challenges).</li> <li>Teenager of 2021: (write individually, post on Jambord – advantages and challenges)</li> <li>What are the similarities and differences from when you were teenager and now? Group brainstorm</li> </ol> </li> <li>Debriefing - how to use those insights to work with teenagers? How to build a connection with them? (25 min)</li> <li>Small group work - divide participants into 4 groups, they should discuss the ways to deal with one complicated/critical situations which can arise during a teenager workcamp – bullying, workcamp rules, relation with technologies, intercultural issues (10 min)</li> <li>Presentations of ideas by each group (can be done in a creative way), Questions &amp; discussion – (15 min)</li> <li>Conclusion - give a few theoretical life hacks/tips (5 min)</li> </ol>
<b>TIPS FOR OFFLINE DELIVERY</b>	This workshop is easy to deliver in offline as well as in online settings. In case of offline training, besides changing the materials/tools to be used, adaptation of the timeline is also possible. It is always good to allow enough time for the discussion. One additional tip while doing this session is to stress out how important it is to perceive teenagers as equal, not to undermine them and always to stress out what they are allowed to do and what not. Delegate the task to them as you would to any other member of the group.





<b>WHAT IS INTERNATIONAL VOLUNTARY SERVICE? WHAT IS VOLUNTEERING?</b>	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>To provide understanding of historical development and milestones of the IVS movement</li> <li>To give an insight into the current state of IVS, its main actors, its values</li> <li>To make participants realize what volunteering is for themselves and to be able to see each others' perspectives.</li> </ul>
<b>INTRODUCTION</b>	With this session we are aiming to make participants understand what is volunteering or to refresh their previous knowledge. It is not essential to obtain correct answers, rather to learn new things through discovery and entertainment.
<b>TIME</b>	60+ minutes
<b>STEP BY STEP DESCRIPTION ONLINE VERSION</b>	<ol style="list-style-type: none"> <li>Start: energizer (song Aramsamsam) (5 minutes)</li> <li>Part 1 - Quiz on "What is IVS" (25 minutes) Method: Quiz, tool Mentimeter Participants are invited to answer the questions of the Quiz. It consists of different topics. Each question is ranked according to an increasing level of difficulty and the correct answer is rewarded with 100, 200, 300 or 400 points. The topics are: History of IVS; Current State of IVS; Personalities and Organizations. Rules: playing individually, each participant chooses a question and obtains the related score if the answer is correct. At the end of the quiz, the final score is calculated and the winner is proclaimed. However, it is important to clarify that this is only a method to make the game entertaining and not competitive.</li> <li>Part 2 - What is volunteering? (30 mins) Method: Moving Debate - the facilitators read examples of actions / behaviours and ask participants if these can be considered as volunteering or not (prepared in Mentimeter). There will be a short time given after each example to the participants for discussing their views. In the end facilitators and participants share feedback together.</li> </ol>
<b>TIPS FOR OFFLINE DELIVERY</b>	If you are making a quiz in an offline settings, make sure to have clearly written questions that everyone can see. Also use a flipchart on a table or hung in a wall to show the points for each team or person.

### FREE TIPS

Try out all the tools and prepared material which you have out of the main platform - e.g. sharing (try with any browser).

Have someone as technical support and provide the participants with their contact (can be for creating breakout rooms, sharing links, sharing screen/sound...).

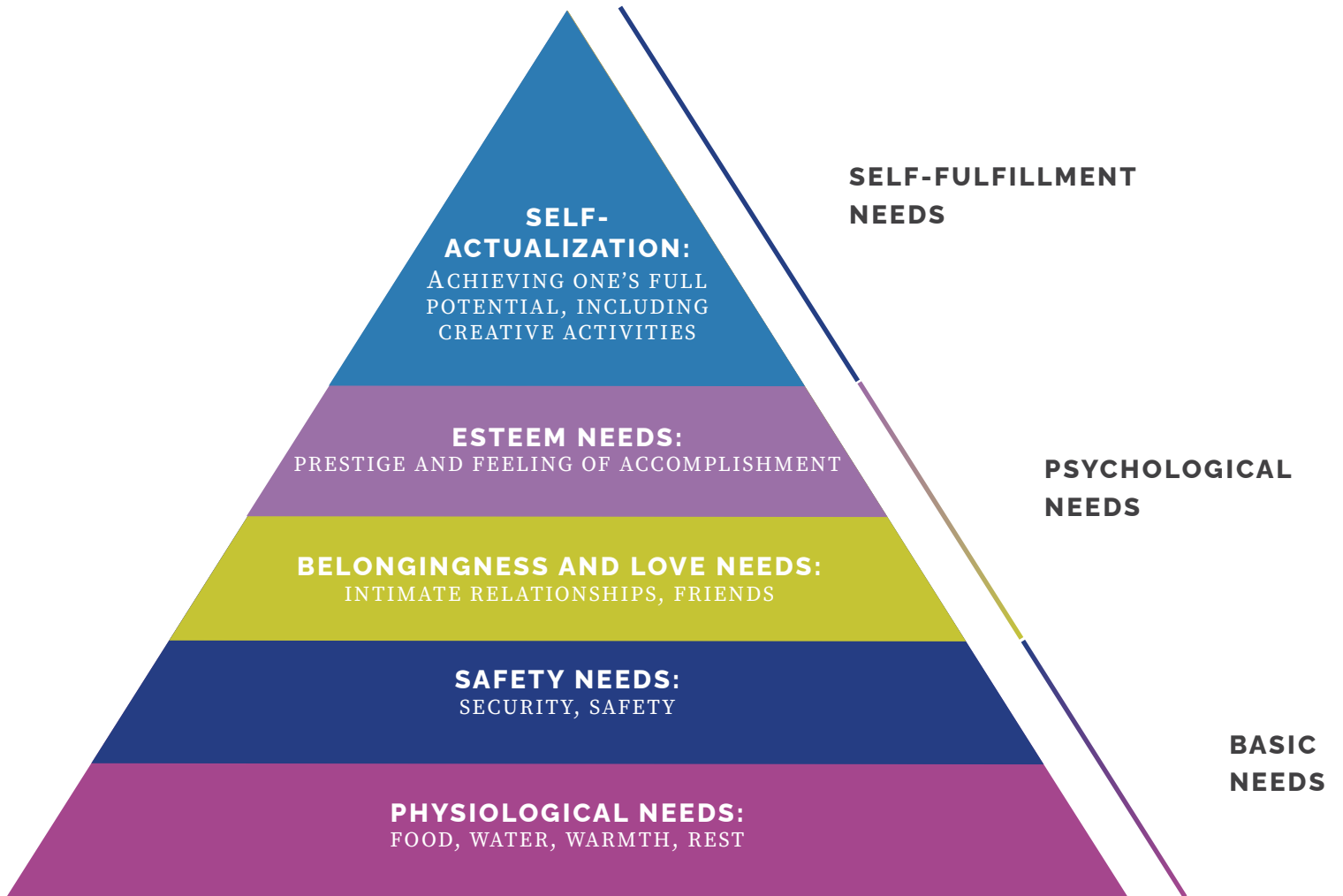


<b>REFLECTION IN WORKCAMPS</b>	
<b>OBJECTIVES OF THE SESSION</b>	<p>Knowledge objectives:</p> <ul style="list-style-type: none"> <li>• To raise awareness of the importance of reflective thinking in workcamps</li> <li>• To share tools, good practices and methods</li> <li>• To acquire knowledge about techniques to perform effective reflective sessions</li> <li>• To create and implement new ways of facilitating reflective sessions</li> </ul>
<b>INTRODUCTION</b>	<p>This session aims to help future workcamp leaders set the routine of the reflection on individual and group level. Moreover, it invites workcamp leaders to observe behaviours from different perspectives, and help them achieve better understanding among the participants.</p>
<b>TIME</b>	60+ minutes
<b>STEP BY STEP DESCRIPTION ONLINE VERSION</b>	<ol style="list-style-type: none"> <li>1. Checking in (or quick energiser) (10 min)</li> <li>2. Theoretical input with a presentation (15 min) <ul style="list-style-type: none"> <li>- Present the “Kolb cycle”;</li> <li>- Provide sources of inspiration for reflection through images/infographics.</li> </ul> </li> <li>3. Sharing best practices and collecting reflection tools (with a world cafe method - 3 rooms with 3 questions for 7 minutes, little groups rotate and reflect) (20 min) <ol style="list-style-type: none"> <li>1. Environment - What is the best environment for a reflection? (Think about: the physical environment, settings, place, number of people, proper time during the day)</li> <li>2. Tools (What tools can you use to harvest the contributions from reflection?)</li> <li>3. Questions (What question can you ask when you do a reflection?)</li> </ol> <p>Rotation order:  Round 1 - room 1: environment, room 2: tools and methods, room 3: questions  Round 2 - room1: tools and methods, room 2: questions, room 3: environment  Round 3 - room 1: questions, room 2: environment, room 3: tools and methods.</p> </li> <li>4. Applying the following “4F model” to the energizer proposed at the beginning (10 min) <ul style="list-style-type: none"> <li>• Facts: What happened during the energiser? What did you observe?</li> <li>• Feelings: How did you feel during the energiser? What emotions were present?</li> <li>• Findings: What do you take away from the experience? Why was it the way it was?</li> <li>• Future: What would you do differently if you were playing it again?</li> </ul> </li> <li>5. Checking out (closing round) (5 min)</li> </ol>
<b>TIPS FOR OFFLINE DELIVERY</b>	<p>If this workshop is done in face to face format, just allow more time for the participants to dive into the topics.</p>
<b>REFERENCES</b>	<p>Kolb cycles - <a href="https://www.simplypsychology.org/learning-kolb.html">https://www.simplypsychology.org/learning-kolb.html</a></p>



WELLBEING OF WORKCAMP LEADERS	
OBJECTIVES OF THE SESSION	<ul style="list-style-type: none"> <li>To raise awareness about the different aspects of wellbeing,</li> <li>To highlight the fact that the campleader should take care of her/his wellbeing, too, in order to play her/his role in a constructive way</li> </ul>
TIME	60+ minutes
STEP BY STEP DESCRIPTION ONLINE VERSION	<ul style="list-style-type: none"> <li>Show the introductory short video, where instructions are presented using a flight attendant style before take off (you can adapt it taking inspiration from this video created for the LTTC workshop: <a href="https://www.youtube.com/watch?v=aP8IgdDDMK4">https://www.youtube.com/watch?v=aP8IgdDDMK4</a>) . 7 minutes</li> <li>Show the “Maslow’s pyramid of needs” and quickly introduce the main elements of his theory. For each level, you can propose a different short activity - 5 minutes</li> <li>Activity for the “Safety needs” level: invite participants to imagine they are going to join a workcamp in a remote location. What would they bring along, to survive? You can propose to stick post-its on Jamboard, then you can invite participants to share they comments - 10 minutes</li> <li>Activity for the “Love and Belonging” level: invite participants to shut down the camera; the facilitator will ask questions. If the answer is YES, participants will turn their camera on, if it is NO, the camera will stay off. You can play relaxing music in the background. Example of questions related to the topic: “Who is the only child?”, “Who believes in life after death?”, “Who loves dancing?”, “Who is in love right now?”, “Who feels lonely sometimes?”, “Who has found the meaning of life?” - 10 minutes</li> <li>Break: propose a 5 minutes “relaxing breathing” session</li> <li>Activity for “Esteem” level: put on inspiring music in the background. Ask participants to write a letter to themselves, highlighting what they appreciate the most of their personality, achievements, traits and life. This letter is to be read again after concluding a task, or when meeting an obstacle (it can also be read during a possible difficult situation occurring in a workcamp) - 10 minutes</li> <li>Activity for “Self-actualisation” level: using Mentimeter or similar tools to collect inputs, ask participants to mention 3 things that make them happy (in general, or during a workcamp). You can discuss the results in plenary - 5 minutes</li> </ul>
TIPS FOR OFFLINE DELIVERY	All the sessions described above can be proposed in an offline setting, too. The “plane instructions” in the video can be arranged involving the participants as passengers; concerning the other sessions, the digital tools can be replaced by flipcharts and post-its.
REFERENCES	Abraham Maslow’s pyramid of needs: <a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a>





Source

Abraham Maslow's pyramid of needs: <https://www.simplypsychology.org/maslow.html>

## WORKSHOP ON GAMES AND TECHNIQUES FOR SOCIAL INCLUSION IN WORKCAMPS

<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>• to provide inspiration for introductory online and offline activities, which will make participants feel more involved, comfortable, at ease, participative, receptive</li> <li>• to provide future trainers with techniques that will increase participants' interest, participation, self-confidence and will boost the inclusion effect of NFE activities</li> <li>• to involve participants of the workshop in games, polls, reflections, debriefing sessions,</li> <li>• to identify the most effective tools and approaches to facilitate the social inclusion process of participants with fewer opportunities in NFE activities.</li> </ul>
<b>INTRODUCTION</b>	<p>This session intends to equip participants with innovative games, techniques and approaches to ensure inclusion of all target groups in NFE activities and workcamps. It provides tools and space for the reflections on how and when to use the games, according to the setting of the activity and to the participants profile.</p>
<b>TIME</b>	60+ minutes
<b>STEP BY STEP DESCRIPTION ONLINE VERSION</b>	<p>The facilitators present one or more examples of each category of games and invite participants to play. At the end of each session, through polls and debriefing sessions, participants are encouraged to identify the most effective elements that will ensure the successful inclusion process of target groups in NFE activities, overcoming intercultural differences, communication barriers, disabilities, lack of self-confidence etc.</p> <ol style="list-style-type: none"> <li>1. Unofficial start games (until all participants are present or times allows you)</li> <li>2. Ice breakers</li> <li>3. Getting-to-know-each-other games and Name Games</li> <li>4. Team building activities</li> </ol> <p><b>1. Unofficial start game</b></p> <p>Whether you are leading an online or a face-to-face NFE event, it might happen that you accept participants who join the working place (Zoom, a room, an outdoor spot) in time, or others who you must wait for to join. Sometimes you can start chit-chatting, but what if you don't know anybody? You can use this time to propose an unofficial start game. This is a game that participants can do (or not do) while waiting. You can propose:</p> <ul style="list-style-type: none"> <li>• polls on a question, possibly related to the topics of the meeting or general questions (for example: if you need to learn something new, do you prefer watching a tutorial or reading a book?). You can collect answers and show results in percentage.</li> <li>• map: you can invite participants to mark their current position in a shared map and see where they are located. You can share a world or Europe map on your screen and Zoom annotate function to mark where they live. In an offline setting, you can prepare a map on a flipchart.</li> </ul> <p>This is something you can do even before greetings and welcoming participants officially to the meeting. It will have a soothing effect on the inexperienced or shy participants, who might feel nervous at the beginning of the meeting.</p>

## 2. Ice breakers

Ice breakers are short games aimed at making participants more comfortable through laughs, interactions, relaxation techniques. They can include energizers, which are useful to improve the mood and provide a “shot” of energy early in the morning or after lunch.

Example: Let the ends meet (or “the initials” game)

Choose a theme (for example: animals). You can start saying the name of an animal and ask another participant to continue. S/he will have to say the name of another animal, whose name starts with the last letter of the previous animal. The games end when after a certain number of rounds is reached, or after a deadline.

Example (animals): caT – TyrannosauruS – SheeP – PandA – AlligatoR – RoosteR...

You can choose the theme by spinning the wheel here: <https://bit.ly/3uOBju9>

This is an example of a game that can be played also with limited knowledge of English language. Participants can be invited to play with names in their own languages!

## 3. Getting-to-know-each-other games

This category includes name games and activities that allow participants to share personal information, in order to feel more comfortable in the next sessions, to find out common interests and to trigger further interaction.

*Example # 1 (name game): Name + adjective + gesture*

The first participant says his/her names, then an adjective starting with the first letter of the name and then makes a gesture. The second participants should repeat the name, adjective and gesture of the previous participant and introduce him/herself with the same process. The last participants should repeat all names, adjectives and gestures!

*Example # 2 (GTK): ID code/number*

Material: a A4 sheet for each participant, folded. Marker or felt-tip pen (figures should be visible)

Show to pax how to fold the sheet and write your name on one side. Then show the second side with your numbers as example: John 88 (year of birth) – 9 (cities where John lived) – 21/5K (John’s record in running 5.000 meters). When all pax have created their codes, they stick them in the front and walk around the room. They meet in pairs and share the details of their code.

Question: what game is the most effective in terms of social inclusion between the two? The second example is the most effective, as it allows all participants to interact using the time in a most efficient way. The “Name-Adjective-Gesture” game requires only a few minutes of individual active participation and long waiting time before a participant is involved. The second example actively involves all participants in short interactions and facilitates the inclusion process.



	<p><b>4. Team Building Activity</b></p> <p>Team Building (TB) sessions aim at creating bonds among participants through the achievements of common goals and performance. Sometimes TB include competitions among groups, but it is preferable to propose activities which involve the whole group (or separated groups, but not competing with one another).</p> <p>Example game: Prediction</p> <p>Material: nothing (online), a deck of card (on-presence)</p> <p>This is a short cooperative game, which will help also learn participants' names. It is played with a set of playing cards. For the online version of the game, a virtual deck can be found here: <a href="http://random-cards.com/">http://random-cards.com/</a></p> <p>The task is hard even if it looks simple: the first participant has to guess what the NEXT card is NOT to be. For example: we start with 8, you should guess what the next start is NOT to be, so you can say QUEEN, and if it is a 3 (or a 4, 5 etc), you're right! If it's a Queen, we lose! Then you should invite another participant to play (call his/her name) and so on...</p> <p>You can set your task according to the size of the group and the time available. If you want, you can decide that your task is to flip the entire deck without making any mistake! Our task is to flip at least 10 consecutive cards by 3 minutes making no mistake!</p> <p>Debriefing questions: usually team building activities require the creation of small groups who are engaged in difficult tasks. Sometimes they even compete with each other. Skills and competences are requested to "win" or to accomplish the task first. What do you think of these games? Are they really effective if we have young participants with fewer opportunities, disabilities or communication obstacles in the group?</p> <p>This is a list of possible limits of competitive, hard, group team building games:</p> <ol style="list-style-type: none"> <li>1. participants with skills might instinctively show off. The less skilled or not self-confident participants can feel uncomfortable. The game can create frictions or divisions;</li> <li>2. the first days of an intercultural event are indeed a team building for inexperienced pax. They have to face many challenges and starting right away with a hard task can be overwhelming</li> <li>3. group tasks can be set in competition. An easier game, when all participants are involved as members of a team achieving a feasible task is preferable. No competition, no losers, the group wins.</li> </ol>
<p><b>TIPS FOR OFFLINE DELIVERY</b></p>	<p>Be careful and mindful about how you choose games in each category. Most of the games that could be played online are available to be played offline as well. Check in advance if all the participants have the possibility to participate.</p>
<p><b>REFERENCES</b></p>	<p>Mark Collard, "Serious Fun: Your Step-By-Step Guide To Leading Remarkably Fun Programs That Make A Difference", playmeo Pty Ltd, 2012; <a href="https://www.playmeo.com/">https://www.playmeo.com/</a></p>





TIPS AND TRICKS FOR LEADING THE TRAINING

# THIRD PART



## SOCIAL INCLUSION IN TRAININGS - SAFE SPACE FOR EVERYONE

To ensure that everyone feels comfortable in participating in your training, be mindful of access, safety, inclusion and respect.

Safe space is defined as ‘a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment or any other emotional or physical harm’.

Here are some tips on how to create a safe space environment. You might not always be in a position to follow each of the recommendations, but make sure you are mindful of them:

### 1. Choose and prepare the space carefully

In case of a face to face event, It should be set in an inspiring natural environment which helps people relax and connect with themselves and others.

In the case of the online space, make sure that participants are registered, there is no spam-bombing of your event which you will prevent by setting a password and that the recording is used only for the purposes of reporting. In case you want to publish the recording or publish photos make sure that participants fill in the consent form.

2. Tune your welcome and hospitality to the individual. Make sure the participants feel welcome and at home which will allow them to concentrate on the topics discussed.
3. Make sure that the group is inclusive and diverse in terms of gender, age, race, religion, political views and whatever else is important for the people in the room, so that a wide range of perceptions can be shared and acknowledged.
4. Make sure you set ground rules or guidelines that are owned by the group. It can be useful to keep the following in mind: mutual interactions and communication, how the information is shared outside the group (common understanding of confidentiality) and the rules for decision making. Specific agreements should be set for online events such as: raising the hand to speak, microphone is off when not speaking, camera is on.
5. Make sure that you provide enough time for your dialogue activity or event. Time is needed for human relations to unfold and trust to be built.
6. Bring conversations onto the personal level to avoid generalizations, allow for empathy and build awareness of human interconnectedness. By focusing on the relational level, trust can be built which can later help to reach breakthroughs on the issues level.
7. Create space to acknowledge history and accept responsibility for the future so that participants do not get stuck in old paradigms and can move forward. It is important to give space to what participants want to say, and to paraphrase or ‘translate’ when participants express themselves in a way that might hurt others.
8. Be aware of your own posture and approach to facilitation. This is not about skills, methods, or personal ambition or motive, but about the capacity to be fully present and holding the space with care, in full service of the participants and the dialogue.

**Access:** Before setting up the event, make sure that you understand the realities of your future



participants better. If they come from a vulnerable group, or group living in poverty, you need to ensure that they can attend your event. If you are expecting participation of people with disabilities, ensure that the space has adequate access.

A space is **physically accessible** if, for example, it is safe to move around in a wheelchair, it's easy to move between floors both by stairs or elevator, toilets take into account different disabilities, there are enough seats for everyone, and the lighting is moderate and won't blind anyone. People who need an induction loop have easy access to it.

In case it is an online event, choose a platform or tool that participants will be able to access from their devices. Think before asking participants to upload data heavy content or video.

**Safety:** co-creation means that all participants are free to express their opinions even if others might disagree with them. It is part of the facilitator's role to ensure that everyone is comfortable to express themselves.

IT IS IMPORTANT TO BE PART OF THE GROUP, BE PREPARED, FRIENDLY AND OPEN AS ON WORKCAMPS ARE USUALLY PEOPLE WHO WILL GET IT BACK TO YOU.

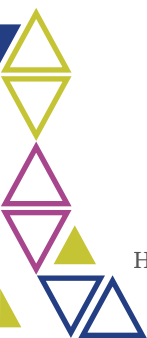
### Accessibility of tools

When working with different target groups it is essential to choose tools that are accessible to everyone attending, especially in the case of online context. Various useful tools can be found in the following text under the part of the online tools.

**Inclusion and respect:** apart from the freedom of expression, facilitators need to ensure that events, both online and face to face, are open to everyone. Working in an international and intercultural group means that you will very likely encounter situations in which you will have participants speaking a dialect or non-native language and that this might make them feel less eager to actively take part. It is better to ask them before the event what would be their preferred way of participating than assuming that they are not willing to share their points of view because of language barriers.

Cultural and religious sensitivity is a very important aspect, make sure that the cultural, religious and historical background of your participants and their communities are respected. For example, never schedule events on holidays that might be important for some of your participants or check if anyone in the group would need translation, in case the community is multilingual.

However, it is important to stress that being culturally and religion sensitive doesn't mean suppressing the expression of other groups of, for example, different genders. On the contrary, inclusion and respect are a two way principle.



## WORKING SPACE SETTINGS

To ensure the learning, adequate working space is very important as it supports participants to be focused and able to think through the topics of discussion, without interruption. Here you can find some of the standards to strongly consider whether you are organising face to face events.

### FACE TO FACE VERSION - 'HOW TO' TIPS

When we are organizing a training we should follow some standards in order to feel comfortable, both as trainers and participants and to ensure better knowledge transfer. Some of the tips we should try to follow in face to face events are:

- Working room with good natural light
- No dining room as working room
- No passing room
- No irremovable obstacles in the room (if possible)
- Heating during winter/cooling during summer
- Avoid noisy location
- Provide a capacity to project (projection screen, clean wall...)
- Comfortable chair for each participant
- Tables - at least two (for materials, for workshops)
- Flip chart stand - proper one
- Place where trainers can meet without pax present
- Rooms for trainers not to be shared with pax
- Enough wall space to hang different sizes of paper
- Sufficient numbers of electric plugs
- Description of the space
- Photo/floor plan of working space
- Hotel/hostel's website

Optional:

- AC and temperature control
- Single rooms for trainers
- WI-FI in working room
- Make sure a working space is not too big
- Outdoor space
- Breakout spaces
- Room dividers
- Carpets in the working space
- Cushions, lazy bags, pillows

## ONLINE VERSION - HOW TO TIPS

Online group interactions do not always “happen” spontaneously. Online facilitators’ most important skills are as a skilled group facilitator and genuine, authentic communicator.

Facilitators in offline situations have certain established roles providing leadership, focus, stimulation for group interaction, support, team building, refereeing, dealing with problems, timekeeping, responding to member feedback and group regulation. These may also be needed online, but there are also differences in text-based and synchronous web interactions.

There are number of roles during online events:

- Pedagogical Role - Create discussions that focus energy on critical concepts, principles, and skills.
- Social Role - Foster a friendly, social environment to promote learning and sharing.
- Managerial Role - Clarify discussion objectives, timelines, and procedural rules.
- Technical Role - Make participants comfortable with the learning management system, tools, and software.

In general, there are four pillars of online facilitation:

1. **Understanding of group facilitation as it occurs face to face and online.** This includes understanding issues around group size, differentiating convergent and divergent processes and having a range of facilitation methods to choose from.
2. **Knowledgeable about design.** Ideally, facilitators are involved in the conceptualization, design and implementation of the online space to ensure that group member needs are accounted for. They participate in pre-assessment and planning.
3. **Grounded in the group’s purpose with full understanding.** Facilitators understand the “why and what for” of an online group and can convey it clearly to group members.
4. **Prepared with tools and technical practices.** Facilitators have enough knowledge and comfort with technology to use it, to diagnose problems of others’ use of the tools and an ability to coach others to use the tools.

FOR ME AS A LEADER IT IS IMPORTANT TO BE ATTENTIVE LISTENERS. THE MOST BEAUTIFUL THING YOU CAN GIVE TO YOUR VOLUNTEERS IS YOUR ATTENTION AND FEELING YOU ARE ONE FAMILY.

## MINIMUM STANDARDS

- When the platform (Zoom, Google Meetis, etc.) is decided - try out all the features that platform offers, to be familiar before the training
- Inform the participants in advance to download the app or update it - the older/browser/ phone version usually works a little bit differently and not everything is possible (e.g. shared screen).
- Send the info and link in advance and again the day before / on the day of the beginning of the training and explain how to connect. Be sure to create a recurring link (if on zoom), or if not, know that you should resend a link before every session if the training is longer than one day
- Inform the participants in advance about the timetable - especially about bigger breaks to allow them to plan their meals.
- Inform participants in advance if you want them to use a camera or any other devices (e.g. smartphones).
- Try out all the tools and prepared material which you have out of the main platform - e.g. sharing (try with any browser).
- Ensure the high quality of connection, camera and sound. Try out the background behind you ( best if it is one-colour) and light.
- Have someone as technical support and provide the participants with their contact (can be for creating breakout rooms, sharing links, sharing screen/sound..)
- Prepare some backup notes in case yours will fall off the table.
- Plan and write a session plan as detailed as it is possible with the times (e.g. not only how long the session is supposed to be but also at what time it is supposed to end and count with at least 5 min of buffer time per session, as for offline).
- Plan sessions in details and devote enough time for planning, preparation for an online event last longer than face to face, because you have to think in advance about plan a. and plan b. (if something is not working because time is limited)
- Set up a communication channel only with tech support and co-trainers.



## DURING THE TRAINING

- Have someone pay attention to time and messages in the chat.
- Turn off all apps that can disturb your attention, only open once you need them for the sessions
- During facilitation, have the camera on.
- Be flexible and provide participants with enough breaks.
- Set up a co-host (one or more)
- Ask participants to rename how they want to be called.
- During the sharing screen turn on a small window with a preview of participants.
- Don't forget to repeat instructions at least once with different words - to understand everything correctly is even harder in an online environment, and ask if they have questions

## PRACTICAL TIPS

- During longer training it is good to not have sessions longer than 90 minutes and after that at least 15 minutes break
- It is good to use different tools but still in balance. Everytime you use a new tool, it could be confusing for someone, try not to spend too much time explaining, people could pay more attention to the tools than the program.
- Don't be a "talking head" - you should gesture and work with your voice as if you were offline.
- It is good at the beginning of each day to try out all the tools which you will use that day. You can use it as get-to-know games or ice-breakers (e.g. write in the chat the town you are from, use reactions for short moving debate about experiences, use polls or other apps for the lunch they will have, use the jamboard to draw their favourite animals, etc.)
- It is good to choose icebreakers/energizers when each participant should say something - it will be easier for them to speak later.
- With online sessions, more slides are probably required than you normally require in workshops where participants can rely on your body language and activity to stay engaged, and therefore spend several minutes per slide. The guideline is to have one new slide every two-three minutes for live sessions.



## ONLINE TOOLS<sup>1</sup>

Many organizations, institutions and facilitators are still quite sceptical about the possible success of online encounters, because “nothing can replace face to face interaction”. However, COVID19 pandemic has shown us that it is absolutely possible, but, in order to make your event a success, you need to 1) understand what you want to achieve with your event in order to be able to select the most appropriate tools 2) adapt your programme to the online context.

Before preparing the online programme, think about the following:

**People learn in the same way online and offline.** If possible, find ways to prepare the learning with some tasks that can be done offline, or in cooperation between participants beforehand. The most important is to ensure that you are aware of their starting points and learning needs.

**Be aware of the level of digital literacy of your participants.** If it were possible, do the assessment of your participants’ digital literacy level to understand if they would need your support but without making them feel less valued. If their digital literacy is low, anticipate how you can support them individually to ensure that their voice is heard and input properly harvested.

**Connectivity and technical issues.** Depending on where you are working, be aware that not all the participants have access to strong internet connection or have devices to which they can download different tools. Try to select tools which can be accessed through a browser and don’t require a lot of data.

Before choosing a tool to use, understand what you need it for. Here are some examples:

I WAS SURPRISED BY THE COHESIVENESS OF VOLUNTEERS, WARMTH OF LOCALS, AND ENTHUSIASM. BUT MOST OF ALL I WAS SURPRISED BY MYSELF AND WHAT I’M ABLE TO HANDLE.

<sup>1</sup> Adapted from <https://www.irex.org/sites/default/files/node/resource/online-collaboration-guide-for-facilitators-2.pdf>

## DIVIDING PARTICIPANTS INTO GROUPS TO ENGAGE IN COLLABORATION:

Participants split into groups based on areas of interest:

Backchannel chat



Discord



Participants create peer learning circle groups to discuss resources about the skill they are working to improve:

Slack



Teams



WhatsApp



Participants create breakout groups during a real-time webinar to have a targeted conversation:

Zoom (real-time)



Signal



## POLLING OR SURVEYING PEOPLE:

Facilitator polls participants to pick a peer discussion topic.

AnswerGarden



DirectPoll



Mentimeter



Poll Everywhere



Facilitator uses the tool to share a presentation during which participants are polled. Then they see the results:

Slido



Kobotoolbok





## FACILITATING GAME-BASED QUIZZES:

Participants take quizzes to demonstrate their understanding of the content and facilitator can view a spreadsheet to see how individual participants responded:



## COMMUNICATING TO OTHERS IN AUDIO OR VIDEO:

A participant or moderator shares a presentation with others in real-time.

GoToMeeting



Freeconference.com



Slack



Teams



WhatsApp



Zoom



Jitsi



Google hangouts



## SHARING AN INTERACTIVE PRESENTATION:

A facilitator prepares and shares an interactive presentation where participants can provide input and otherwise participate - respond to open-ended questions, take part in games, contribute to a document, participate in a discussion:

Nearpod



PlayPosit



## DRAWING AND CONCEPTUALIZING THINGS:

A group of participants brainstorms ideas to solve a problem. A facilitator creates an online “whiteboard” for participants to collaborate on.

Participant brainstorm ideas for:

- 1) a collaborative exercise during
- 2) a session or meeting (stakeholder mapping or mapping a business idea on a business model canvas.)

Canvanizer



Draw.io



Google Slides



Miro



Mural



Sketchboard.io



Teams Whiteboard tool



Twiddla



Google Jamboards



## BRAINSTORMING

MindMup



Be-novative

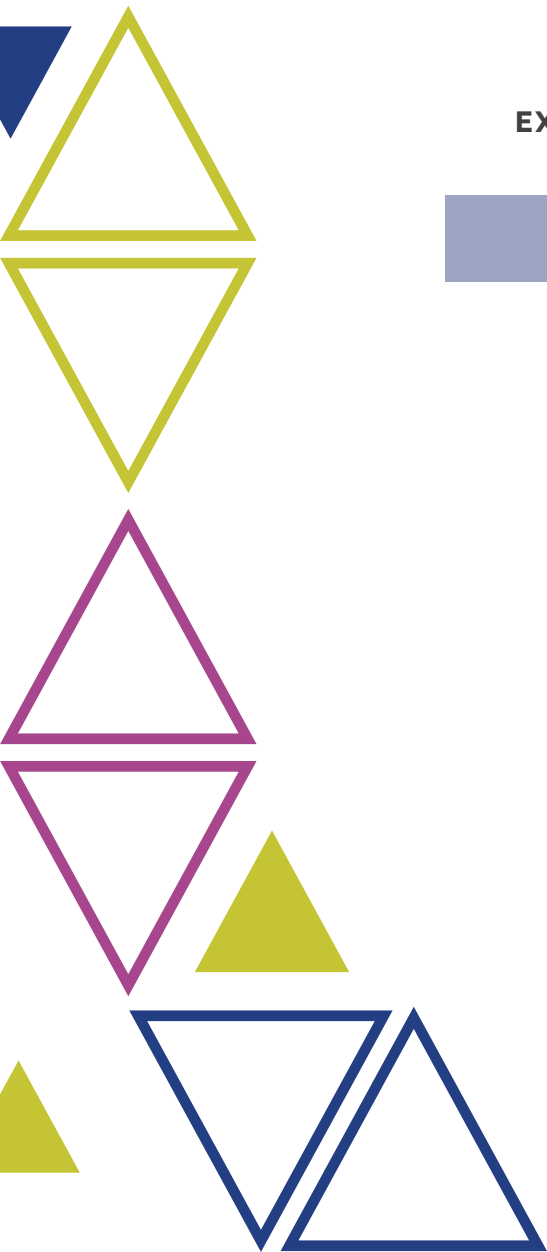


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EXAMPLE OF THE SESSION OUTLINE

# ANNEX 1

## SESSION OUTLINE – NEW ONLINE FORMAT (EXAMPLE)

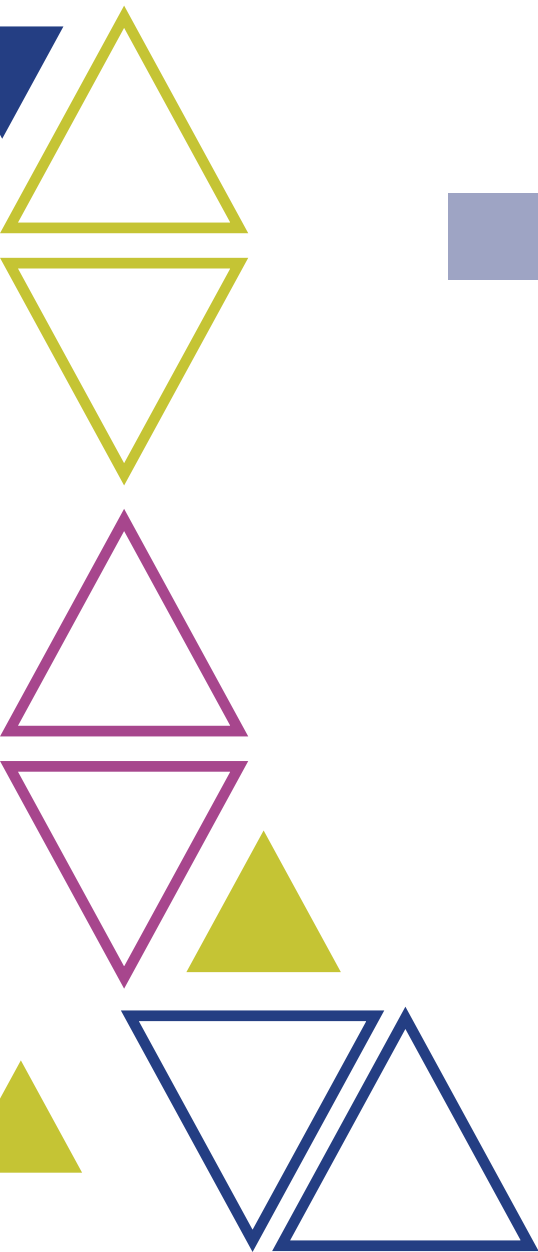
**Suggested duration:** 60 Minutes

**Hosting platform:** Zoom

**Methods:** you can use 1 or multiple different tools (Jamboard, Polls, PowerPoint Presentations, other online resources...); or you can decide to have a simple discussion/reflections (plenary/break out rooms/individual work); you can start with an energisers, ice breakers, awareness-raising activity...use your creativity!

<b>SESSION TITLE</b>	Raising awareness on environmental protection
<b>CONDUCTORS</b>	Jack, John, Julie
<b>DATE</b>	This is the slot you will choose on block 3
<b>OBJECTIVES OF THE SESSION</b>	To make participants more aware of environmental protection To increase their knowledge on the human impact on environment To encourage them to act as multipliers in their local community
<b>DESCRIPTION/ STRUCTURE</b>	Start: energizer (game with animal names) by Jack, 5 mins First session: Info on carbon footprint (power point presentation + poll) by Julie, 20 mins Second session: break out rooms to discuss on 4 specific issues, by Jack, 15 mins room + 10 mins plenary = 25 mins total Final session together in plenary: debriefing, 5 mins
<b>PREPARATION, REMINDERS</b>	Remind to launch the poll after presenting the slides; Remind to split participants randomly Remind to share jamboard link for the debriefing session
<b>MATERIALS/ SPACE NEEDED</b>	Paper and pen for the energiser
<b>RESULTS</b>	To be filled in at the end of the workshop





PHASES IN FORMING THE GROUP

# ANNEX 2

**Bruce Tuckman** published his **Forming Storming Norming Performing** model in 1965. He added a fifth stage, **Adjourning**, in the 1970's. Understanding the stages can assure that the facilitator could adjust the methods according to the group process to assure the highest efficiency and effectiveness.

### FORMING

In the Forming stage, team members are introduced. They cautiously explore the boundaries of acceptable group behaviour. This is a stage of transition from individual to member status, and of testing the leader's guidance both formally and informally.

Forming includes:

- Excitement, anticipation, and optimism
- Suspicion and anxiety about the job
- Defining the tasks and how they will be accomplished
- Determining acceptable group behaviour
- Deciding what information needs to be gathered
- Long discussions about ideas and issues, and for some members, impatience with these discussions
- Difficulty in identifying some of the relevant problems

Because there is so much going on to distract members' attention in the beginning, the team accomplishes little, if anything, that concerns its aims. This is perfectly normal.

### STORMING

In the Storming phase members have their own ideas as to how the process should look, and personal agendas are rampant. Storming is probably the most difficult stage for the team. They begin to realise the tasks are different and more difficult than they first thought. They become impatient about the lack of progress and argue about what actions the team should take. They try to impose their personal ideas and resist working in partnership with most of the other team members.

Storming includes:

- Resisting the tasks
- Resisting quality improvement approaches suggested by other members
- Arguing among members even when they agree on the real issues
- Defensiveness, competition, and choosing sides
- Establishing unrealistic aims and objectives
- Divisions, increased tension, and jealousy
- This means members have little energy to spend on progressing towards the project aims and objectives, but they ARE beginning to understand one another.



### **NORMING**

The Norming phase is when the team reaches agreement on what the process will be. Everyone wants to be part of the new agreement. Members are enthusiastic and may be tempted to go beyond the original aims and objectives.

During this stage, members resolve their differences, they accept the team, team ground rules, their roles in the team, and the individuality of fellow members. Emotional conflict is reduced as previously competitive relationships become more cooperative.

Norming includes:

- An ability to express criticism constructively
- Acceptance of membership in the team
- An attempt to achieve harmony by avoiding conflict
- More friendliness, confiding in each other, and sharing of personal problems
- A sense of team cohesion, spirit, and goals
- Establishing and maintaining team ground rules and boundaries

As team members begin to work out their differences, they now have more time and energy to spend on the project.

### **PERFORMING**

The team has now settled into its relationships and expectations. They can begin performing by identifying and solving problems, and choosing and implementing changes. At last team members have discovered and accepted each other's strengths and weaknesses, and learned what their roles are.

Performing includes:

- Members have insights into personal and group processes, and better understanding of each other's strengths and weakness
- Constructive self-change
- Ability to prevent or work through group problems
- Close attachment to the team

The team is now an effective and efficient unit. You can tell when your team has reached this stage because you start getting a lot of work done!!!!





### ADJOURNING

Tuckman's fifth stage, Adjourning, is the break-up of the group, when their task is completed successfully, everyone can move on to new things, feeling good about what's been achieved. Recognition of, and sensitivity to, people's feelings in the adjourning stage is extremely important particularly if members of the group have been closely bonded as they may feel a sense of insecurity or threat from this change. These feelings are perfectly normal for people who have been involved in a strongly bonded network of like-minded individuals.

### NOTES

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