



INEX-SDA, z.s.



# PEWO

Peacebuilding through Workcamps

- 2022/2024 -



Co-funded by  
the European Union

# INTRODUCTION

Peacebuilding through workcamps is a project is to support workcamp as effective tools of post-war reconciliation. In the past year as NGO we've been focusing on psychologically support our volunteers but especially camp leaders. Most importantly - build respect and understanding between nations, that is an essential condition for enduring peace. Workcamps (short voluntary projects) have proven to strengthen respect and intercultural understanding, so they have great potential to be an essential part of the peacebuilding puzzle.

Within this project Three organization INEX-SDA, z.s. (Czech Republic), IBG - Internationale Begegnung in Gemeinschaftsdiensten e.V. (Germany), NGO All-Ukrainian Association for Youth Cooperation 'Alternative-V' (Ukraine). Work together as a team to ensure valuable and quality outputs.

This brochure is intended to support workcamp organizations in this regard. It offers detailed session plans that trainers can easily integrate into existing seminar concepts new camp leaders or that can be implemented as a separate training for camp leaders.

This brochure:

- Present three different workshops which can be used by trainers in various leader training.
- Is dedicated to different topics about conflict management and much more.
- The topics are workcamp values, wellbeing of a camp leaders, conflict management.

# Table of content

- Introduction
- Workcamp Values
- Wellbeing of a campleader
- Conflict management
- Attachments

# WORKCAMP VALUES

- Purpose** ➤ Bring the participants to a common ground of IVS values (specified below).
- Context:** ➤ It happens at workcamps that the expectations and values of participants, leaders and local partners might differ and that causes misunderstandings. This session is created in order to tackle this common issue.
- Objectives**
- To prepare the Camp leaders to raise awareness of participants about workcamp values .
  - In order to have both camp leaders and participants motivation and expectation more in line with IVS activities.

## Total duration



## MATERIALS

One copy of "Workcamp values" for each participant (see in resources: values can be changed to fit more to organization's values)

# SESSION CONTENT



## Duration Task



Each participant gets a copy of "Workcamp values" (see in resources and Attachment 1 below: values can be changed to fit more to the organization's values) and tries, in about 3 minutes, to put the listed aims in order of importance from 1 (most important) to 10 (least important).  
Shared positions are not allowed.



Participants then form pairs, who must do a new list (from 1-10) together (about 5 minutes) with which they both agree.



Then the two pairs join into groups of four to do a third list together (about 7 minutes),



Finally, in groups of eight, the order of at least the first four aims should be agreed upon (about 10 minutes). After the end, everybody gets together and the two lists are read aloud and discussed.



### Possible questions to start the discussion:

- Was it easy for you to scale the values?
- Working in groups made the task easier or harder?
- What were the main problems and how did you handle them?

## DEBRIEFING



**Why do you think it's important that all workcamp participants share the same values for the workcamp?**

**What do you think about the values which you sorted in the last position? Are they present on workcamps too?**

**Why is it important to know which values can appear on workcamps among volunteers?**

## Moving debate

30 min

5-10 min

Is this IVS (International Voluntary Services as workcamps) or is it another type of volunteering? - Brief explanation

## Facilitators organise a moving debate, setting the basic rules:

One side of the room is answer YES on the other side is answer NO.

We will be now asking you a question and you will go to the side which you agree with - yes or no. There is no 100% right or wrong answer - it is a debate and each opinion has its own reasons. After each question, there will be a small space to express your opinion or explain, if you want to.

The space needs to have two corners (yes or no).

Facilitators go around asking a question from the list and allowing the participants to move according to their opinions.

Each question should have a small amount of time for an exchange of opinions.

### You can direct the discussion with the help of the following discussion points.

- Does it depend on each situation?
- Are expectations well set up beforehand?
- Does the work happen within a community?
- What level of impact does the activity have?
- Do you learn from others?
- Is it paid or not?



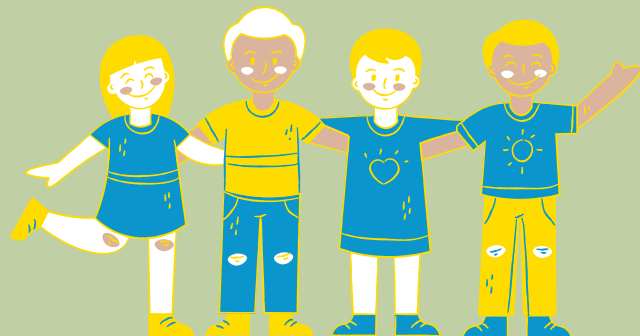
## ➤ Examples you can use in the debate:

- cleaning a beach
- participating in open meetings of local government
- involving people with fewer opportunities
- volunteering in the office of an organization
- working with kids
- organizing a photo marathon workcamp
- being on the board of a youth organization
- being partners in a development cooperation
- give a good amount of money to poor people
- collect clothes for the homeless
- organizing a music festival
- support groups of mutual aid (drugs, alcohol)
- giving additional lessons to your small siblings
- go on a project with a responsible tourism agency
- feed my neighbour's cat
- helping emergency rescue after a natural disaster (flooding, earthquake)
- organizing a sports event



## CLOSING

5 min



- As you can see, the opinions on what is or what isn't volunteering are different in most situations, and we can find a way how it can be volunteering.
- For us, it is important that volunteers understand there are various types of volunteering and even if we have different opinions, for the people it can still be their own way how to be volunteers and contributing to society.
- If necessary, write on flipchart points of discussion and form a conclusion

# WELLBEING OF A CAMP LEADER

- Purpose** > To highlight the fact that the campleader should take care of their wellbeing in order to constructively fulfil their role as a leader.
- Objectives**
- > To raise awareness about the different aspects of wellbeing
  - > To better understand the personal needs, wants and their importance.
  - > To practice empathy and negotiation by understanding other people's needs
  - > To create a personalised letter including a list of ways on how to take care of yourself

## MATERIALS

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

This session is based on the understanding that the pyramid does not take into consideration different aspects of wellbeing and that some wants are difficult to translate onto a certain level, therefore their importance might not be interpreted well.

It's important to take into account that this session should focus on the individual process of awareness which is then analysed through the concept of co-leading and workcamp. Furthermore, it's important to leave the session with practical outputs that are useful to the camp leaders aside from making them aware of these needs.

\*If you decide to use this workshop, please don't forget to leave feedback. Thanks!

# SESSION CONTENT

Duration

90 min

## Duration Task

10 min

Introduction to Maslow's theory of needs, in the context of the camp leaders. You can use the example of the pyramid on the website provided on the previous page.

PURPOSE

Give context to the participants for the following activities

Resource: [Illustration \(attachment 2\)](#)

10 min

Needs check:

Each participant gets a "checklist" in the form of an empty pyramid, a list of 23 actions/conditions/ideas and five empty lines. After understanding the visual ([attachment 3](#)), the participant should think of their own actions/conditions/ideas they would add (max 5). They have 5 min.

Each participant should end up with a maximum of 27 (22 given and 5 of their own) of the actions/conditions/ideas.

PURPOSE

Moment of self-reflection on their individual needs and what are the different ways they can support themselves.

Resource: Printouts of the empty pyramids with listed needs (see annex 1), and pens.

# SESSION CONTENT

## Duration Task



2 min - Divide the group into pairs.

10min - They arrange the list of actions/conditions/ideas into each sector of the 'needs pyramid', including the ones each participant added (maximum 10 extra). Participants or the facilitator can decide whether the couple only writes the 32 things on one of the pyramids or do it on both pyramids.

Now that the joint list is formed, they can move to the next part of the session where they will be guided through a story (roleplay) as two campleaders going into their first workcamp experience. In each stage of the story, they face an obstacle or challenge, and they will have to find a joint agreement on which actions/conditions/ideas to keep. As the facilitator of this roleplay, feel free to adjust or change the story to the content and needs of your training.

5min - Intro to the 'Campleader journey' guided story (See example story divided in parts below).

# CAMPLEADER JOURNEY - A GUIDED STORYNG



1

Now that you have met your co-leader it's time to plan your workcamp! You seem to agree on many things but not on every aspect of the prep, please agree on three things in the pyramid to remove (from the previously agreed 33) keeping in mind what is a necessity for you to maintain your well-being while campleading. For this, you have 5 min. You come out of the meeting with 29 actions that are the same.

2

You and your co-leader are going to the workcamp. You arrived on the project and it seems you and your co-leader are getting along well, however, the local partner seems to disagree with some of your decisions. After this meeting with the local partner please agree and eliminate four actions/conditions/ideas from your joint pyramid. You have 5 minutes.  
Each pair should end up with a maximum of 25 of the actions/conditions/ideas.

3

Great! You managed to survive and the workcamp is going smoothly. But then, suddenly (dramatic voice), one of the volunteers has an accident and you have to meet and rethink your choices. During this meeting, you need to agree and eliminate five more things from your pyramid, keeping in mind what is a necessity for you to maintain your well being while campleading. You have 5 minutes for that.

Each pair should end up with a maximum of 20 of the actions/conditions/ideas.

4

Hoorah! You survived your workcamp. It is the post-workcamp event so please come back to the chairs so we can discuss what happened.

End of guided story





The main part of this whole session will be the debriefing. In plenary, guide the debriefing with the following questions:

- Was it easy to place all the ideas in the levels of the pyramid?
- Were there any that didn't fit within the pyramid?
- What was the objective of this activity?

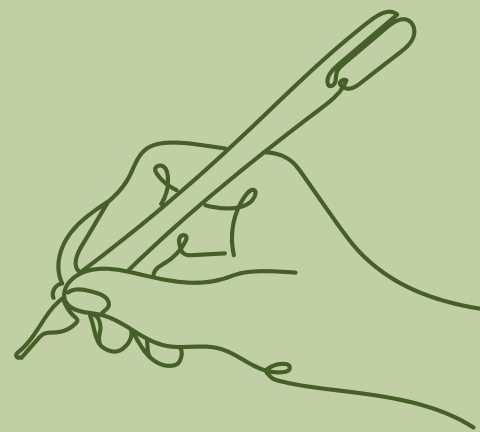
With these questions, the group reflects on the challenges of wanting to cooperate with your co-leader while bearing in mind your needs when being a campleader.

In addition to that, the group may feel that not all of the ideas are in fact needs but also wants (internet, sweets, TV, fashionable clothes, free time activities, bicycle, jewellery, music - and maybe others added by the participants). Reflect on the difference, what it might mean for them and also how wants might fall into the need category depending on the context. (Disclaimer to possibly share: Maslow's Pyramid of Needs theory can precisely be limiting and thus outdated, as certain wants might be challenging to 'translate' into needs nowadays).

Finally, with this debriefing, you can connect it to other sessions on leadership styles and the responsibilities that come with their roles (for example not all free time activities are the responsibility of the campleader.)

## CLOSING

5 min



Letter to self (to open at the beginning of the workcamp)

The aim of this is to bring a more practical approach to self-awareness about your needs during the workcamp and thus prevent potential “burnouts”.

Invite the participants to write a letter to themselves (they can write it on the back of the sheet of paper with the pyramid and the needs) where they reflect on all of the aspects that were discussed, and they make their own list of needs, wants, and even concrete practices (ideas: alone time, Spotify playlist, yoga time, energy bars), that they could read any time during the workcamp and especially in situations of stress.

**An alternative to the closing is that all participants put together a flipchart on the wall and add all the different ideas or practices from which other participants can be inspired too.**



# CONFLICT MANAGEMENT

- Purpose**
- To have a general idea of what a conflict in a workcamp is.
  - What are the reasons for conflict.
  - How to deal with conflicts and when intervention is needed.
  - What could be done in order to prevent the conflict.

- Objectives**
- Deepen the understanding of the concept of conflict amongst the participants.
  - Be able to recognize the conflict situations. Leaders equipped with skills and methods to prevent conflict.
  - Understand that conflict is a natural part of group development, not necessarily a negative situation.
  - Realization that the reasons for conflict are deeper than it seems.

**Duration**

95 min

or

140 min

if you chose the longer option.

## MATERIALS

Possible source for getting more into the topic:

<https://docs.google.com/presentation/d/12SJ-Qx7ByBewGCdS4MorHpW187GVtmb/edit?usp=sharing&ouid=100991179382144300130&rtpof=true&sd=true>

Chairs (same number as the size of the groups) // Papers, flipcharts, markers

# SESSION CONTENT

30 min

## The chair game - or win/win

### PURPOSE

To illustrate the difference between a competitive and a cooperative approach.  
Introduction: In many situations in society we tend to think and act in a competitive way, rather than in a cooperative one. In situations of conflict, one may tend to think "How can I get out of this situation in the best way"?, instead of "How can we solve this together in the best way?".

15 min

### Instruction:

Divide the participants into three groups of equal number of people. Put some chairs (same number as the size of the groups – if there are 18 participants, then six chairs - in the middle of the room). Each group gets a task. They have three minutes to carry out this task.

### Tasks:

task for Group 1: Form a circle with the chairs

Task for Group 2: Put the chairs in a row

Task for Group 3: Put the chairs outside

Note: if there are any of these tasks that are difficult, then use your imagination and come up with another task.

You should not spend too much time explaining; just tell the participants their task and that they have three minutes to do it.

In many cases, you will find that the participants run to the chairs, and struggle to take the chairs from the other groups, in order to fulfil their own task. However, it has never been clarified that the game is a competitive one. Neither has it been said that the chairs have to stay according to their task instructions for the whole three minutes, or till the end. In other words, the different groups could also have tried to cooperate among themselves, and agreed to fulfil the task one by one;

to put them first in a circle, then in a row, and then outside.

After 5/7 minutes, tell them that the time is up, and gather the entire group back in plenary.



**In the debriefing you could use (some of) the following questions:**

**Note: don't show the task at the beginning!**

- What happened in the exercise?
- Did the groups "compete" with each other?
- Did you fulfil your tasks?
- Could the tasks have been fulfilled in any other way? How?
- Now show your task. What do you think about it now?
- Can you relate this to your real life? Are there any situations where you tend to compete instead of cooperate?
- What about when you have disagreements or are in conflict with someone?
- How can you use any of these reflections in the future?

# SESSION CONTENT



## Theatre Performance (Living picture) with conflict cases

### PURPOSE

To illustrate the difference between a competitive and a cooperative approach.  
Introduction: In many situations in society we tend to think and act in a competitive way, rather than in a cooperative one. In situations of conflict, one may tend to think "How can I get out of this situation in the best way"?, instead of "How can we solve this together in the best way?".

45 min

### Theatre Performance

A freeze frame for conflict situations to reflect and try to find solutions.

Preparation Phase(10/15 min up to 20): Explanation of the activity

Divide into 3/4 groups and give each a case of potential conflict in a workcamp. The group represents the scene neutrally, this is already a negative example, they can just use their own interpretation, it can be funny or not, and then the other participants must identify the actors of the conflict and the dynamics, so basically what is happening.

Presentation of the work in groups: each group shows a small scene where there is a conflict and then after a little stop to clarify the situation they propose a possible solution of managing. Then there is a little discussion about recognizing the roles of the characters.

During the debriefing write keywords on a flipchart to point out important aspects.

The possible cases are:

- A volunteer is constantly drinking to excess and sleeping in for work, and the group is becoming annoyed.
- One member of the group decides to meet some friends during the project. He is not spending time with the group in the evenings.
- A volunteer is playing loud music whilst everyone is trying to get to sleep?
- You are informed by a volunteer that they are being bullied by another volunteer because of their cultural behaviours.

Note: Ideally there are 3 situations in 15 minutes each, however, it is possible to be flexible, if the group is very fast and does not have many comments it can be even 4, otherwise if the group needs to discuss more it can be just 2.



First of all it will be seen during the freeze frame solutions proposals that there are different ways of reacting to the conflict after recognizing it and this can be afterwards summarised through the different approaches of the animals, therefore seeing how there are different possible solutions and not just one way in which take action, every campleader can have his own. The PowerPoint that is attached can be shown or summarised with a few flipcharts, some of the possible topics are indicated that can be dealt with or studied in depth by the campleader depending on the time one wants to dedicate to it.

At the end of the scenes, the facilitator can include the idea of different ways of responding to conflict through animal behaviours.

Blake and Mouton identify five main attitudes or ways of responding to conflict. These responses and attitudes relate to the relationship or the issue respectively. You can show them with a nice draw and using some of the texts you will find on the next attachment 4.

## CLOSING

You can see, there are different approaches in conflict situations. Even if it might not be seen at first sight, each approach can be useful in some types of situations. The key is we are using them on purpose.

Can you identify which type of situation can be useful to use in each approach?  
Can you identify which approach you are tending to use?

40 min

## OPTIONAL PART TO USE IN CASE YOU HAVE MORE TIME TO GO INTO CONFLICT MANAGEMENT

There is the possibility to use the PowerPoint or just write the most important ideas on flipchart or paper.

Main topic to focus on and additional information

### DEBRIEFING



#### What is conflict?

Conflict takes many different shapes: it may be played out between friends, within an organisation or local partner. It may have various consequences: feelings of frustration and unhappiness, arguments, and even violence. There are many different definitions and ideas of what conflict is.

The conventional approach is usually to view conflict as something negative and destructive. That is why many people and organisations are eager to avoid or suppress conflicts.

However, conflicts can also have a positive effect when the parties involved are ready to learn the lessons and not pretend that all is well. As the Chinese sign illustrates, conflict can both be a danger and an opportunity. If dealt with properly, conflicts can lead to improved situations and relationships.

## Indications of conflict

There is a tendency to believe that a conflict is not a conflict until there is a crisis or confrontation - but often there are earlier indications that something is wrong.

- Discomfort: a feeling that something is not quite right.
- Incident: minor episodes that upset or irritate, but are seldom dealt with.
- Misunderstanding: false assumptions or misinterpretations.
- Tension: negative attitudes, fixed opinions and emotions expressed openly.
- Crisis: extreme behaviour and strong emotions, heated arguments, violence.

Crisis sometimes is also an opportunity to learn.

“crisis is a turning point in a disease”

## Different Levels of Conflicts

There are many different types and levels of conflict: some are between two people (interpersonal), some are between groups, or within an organisation, and others are international. Some talk of "micro" and "macro" conflicts to separate these levels. However, often it is not possible to say that one conflict is only interpersonal, or only international. A conflict with someone of another culture or nationality may be connected to the political or historical relationship between your home countries.

## Conflict prevention (Safe Environment)

Conflict prevention is not the same as avoiding or suppressing conflicts. Not dealing with tensions or conflicts can cause more problems; by dealing with them bad feelings and destructive relations can be prevented or transformed into improved situations. Some conflicts would never arise if the atmosphere within a project or an organisation was a positive one. If you manage to create a safe and positive environment in a project, then the participants are more able to express what they feel, think and need. In this way, frustration and misunderstandings may be prevented, or dealt with before becoming a serious problem.

People involved in conflict are sometimes incapable of initiating the process of conflict resolution. In this case, there might be a need for a mediator or facilitator. For instance, if there is a conflict in a workcamp, the workcamp leader may sometimes see the need (or be asked) to initiate the resolution process. In cases such as this, mediation is not formal. A mediator's main concern is not the content of the conflict, but the resolution process and the relationship between the conflicting parties. The mediator can help them to find solutions, in which both parties can win.

Some of the things to remember when you act as a mediator, or facilitator:

- You need to be accepted and trusted by the conflicting parties.
- You should not have an interest in the solution of the conflict and be impartial.
- You should never judge.
- You should guide the process, making sure that the parties resolve the conflict together.
- You should ensure that "power" is not too unbalanced.

Many cases of misunderstanding and conflict in voluntary projects could be prevented or better dealt with if communication was more constructive.



## Related Concepts (Communication)

Communication and intercultural learning are concepts that are relevant to our context, and we will touch upon these issues. Before deepening our understanding of what conflict can be about, here is a brief introduction to the concepts.

Communication takes place everywhere. Communication links people with people, and through it, we gain information and knowledge. In communication, there is always a sender, who sends a message to a receiver. It can be seen as a process or exchange of information or meaningful interaction. A message can contain practical information, but it can just as well express feelings.

Messages can be verbal or non-verbal. Verbal communication means the exchange of spoken or written words. The way you greet someone, shake someone's hand or kiss someone on the cheek or raise your eyebrows, your "body language" during a conversation - all these send a message. Sometimes you may say something but your "body language" says something else. Communication is not always easy!

Communication is highly cultural. The words you use, and the way you greet people are a result of your cultural background. Eye contact can be a sign of respect, but it can be seen as insolence. Lack of communication, unclear communication or intercultural differences in expression can lead to misunderstandings - even conflict. It is therefore crucial to be aware of the importance of communication, since it can prevent misunderstandings but it is also the key to dealing with conflicts in a constructive way.

In an intercultural context such as in voluntary projects, the ability to communicate (expressing yourself, interpreting the other, and being aware of differences) is closely linked to being capable of dealing with conflicts in a constructive way and facilitating intercultural learning.

Cultural diversity is the uniqueness and plurality of the identities of the groups and societies making up humankind as a source of exchange, innovation and creativity" (UNESCO Universal Declaration on Cultural Diversity)

Intercultural learning is the deep understanding in practice (while interacting with others) of cultural diversity."

## Tuckman's Model

It is possible to show the Tuckman model if is not shown in the group dynamic session

### THE NVC MODEL (Non Violent Communication)

The NVC model consists of four steps:

#### 1 Observation

What is happening? "When I see?", "When I saw?", "When I hear?"

#### 2 Feelings

What is my feeling? "I feel", "I felt?.", "I become?"

#### 3 Needs

What is my need? "Because I need?", "Because I needed ?", "Because I wished?"

#### 4 Request

What would I like to see happen? "I would like you to?", "Would you be willing to?"

### Possible Question and debate or food for thought

- Have you recently experienced any conflicts with another person?
- Have you experienced any conflicts within your organisation or in a project where you participated?

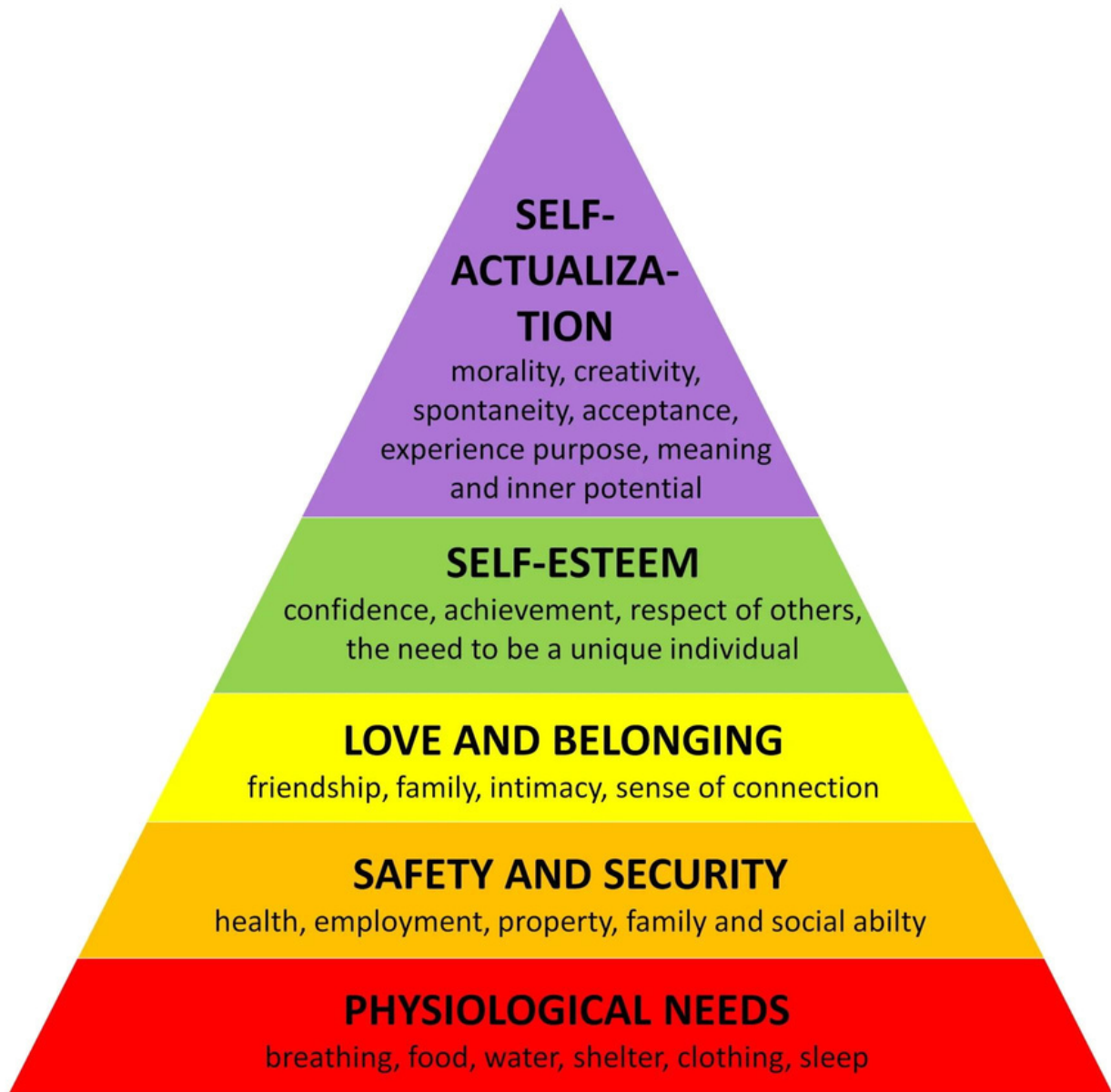
## ATTACHMENT 1 - WORKCAMP VALUES

Recommendation: print or write the values - each on one separate card that participants can move them.

- to break down barriers of nationalism and racial conflict
- to bring together people of all ages, beliefs, abilities and disabilities
- to promote gender equality
- to promote anti-militarism and world peace
- to facilitate communities with problems to take action themselves
- to carry out useful and effective voluntary work for organizations with low funding sources
- because no other organization close to you does it
- to support mobility among youth in Europe
- to give young people a chance to have fun
- to offer the possibility for young people to travel abroad cheaply
- to promote environmental awareness and sustainable practices

**Note:** All the values mentioned here can be important for someone and each actor may have a different approach: For volunteers, it might be to have fun, cheap travel, etc.; For local partners it can be also different. Everything is ok - and we as organisations and workcamp leaders are here to ensure that during the workcamp they will discover others and deeper values of IVS.

## ATTACHMENT 2 - ABRAHAM MASLOW'S PYRAMID OF NEEDS:

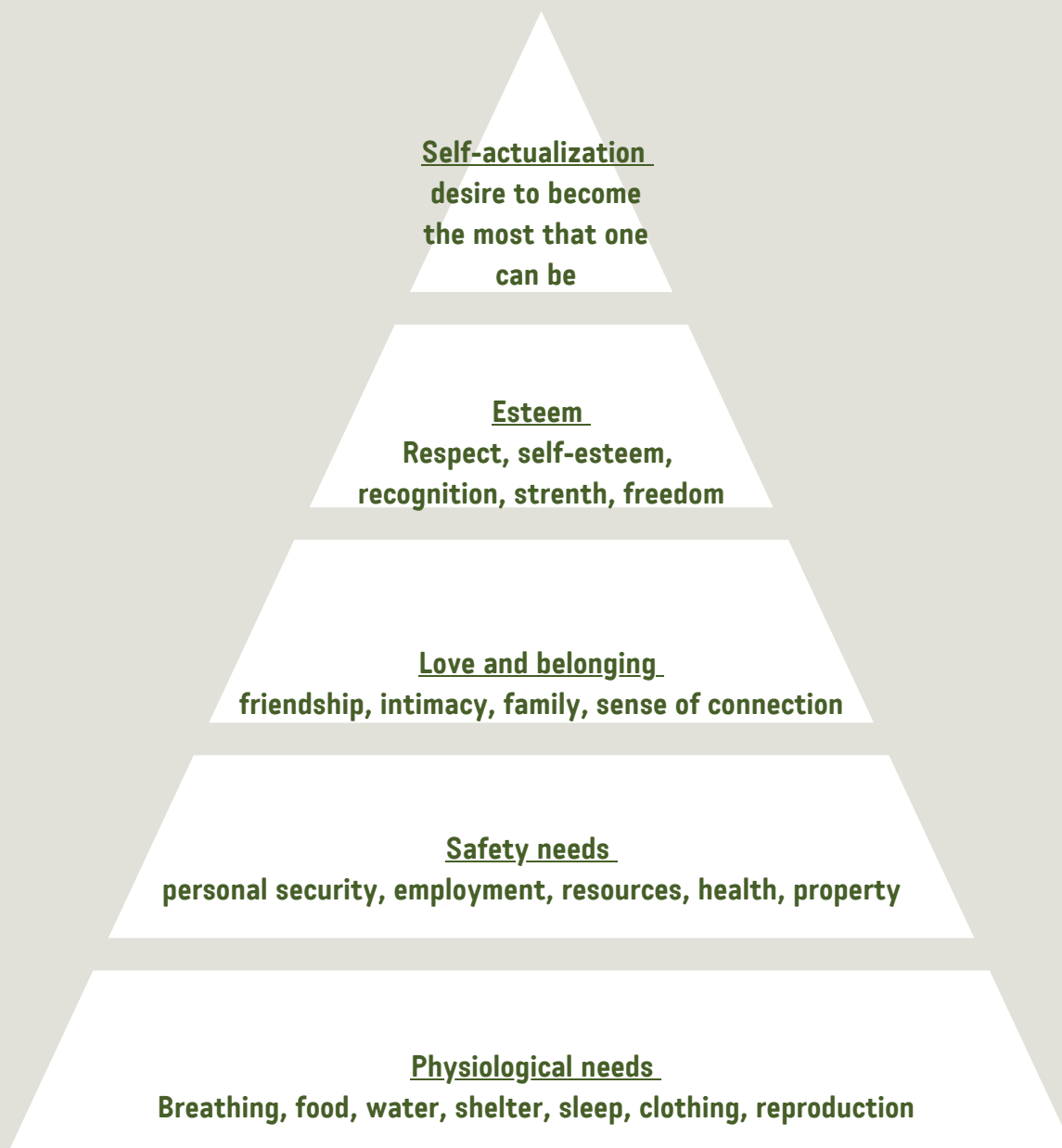


Resource: [Illustration](#)

Abraham Maslow's pyramid of needs:

<https://www.simplypsychology.org/maslow.html>

# ATTACHMENT 3 - EMPTY PYRAMID:



place the following on a level you think best represents the idea, and on the blank lines  
add 5 of your own that you can place later.

- clean water
- clean environment
- opportunities to rest
- food
- money
- health care/ first aid kit
- medicine
- parents
- toys / games
- bedroom of my own
- accomplished work

- call a friend
- have fun
- opportunities to share your opinion
- no discrimination
- opportunities to practice my religion
- no abuse
- respecting group guidelines
- opportunities to practice my language
- positive feedback from volunteers
- gaining skills
- positive group dynamic

---

---

---

---

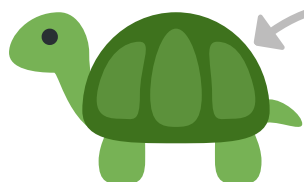
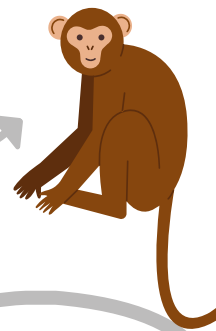
---

# ATTACHMENT 4 - DIFFERENT WAYS OF RESPONDING TO CONFLICT THROUGH ANIMAL BEHAVIOURS

A "surrendering" response when the relationship is more important than the issue, by apologising or giving in, etc.

I lose - you win

"Whatever you say would be fine with me."



An "avoiding" response when the issues and relationships are not considered to be really important, resulting in, for instance, pretending not to know about the problem or joking about it.

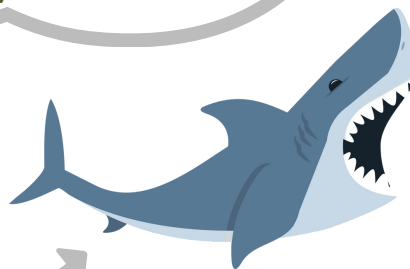
I lose - you lose

"Conflict, what conflict?"

A "fighting it out" response is used when the issue is considered more important than the relationships, resulting in attacks, threats, standoffs, etc.

I win - you lose

"Do it my way."



A compromise response gives a certain importance to both the issues and the relationships, and where both parties gain part of what they want.

Both lose and win some

"I'll give a little if you do the same."

A problem-solving response occurs when both the relationships and the issues are considered to be important and the parties try to find a solution that is positive for both parties.

I win - you win

"Let's try to resolve this together."



# CREDIT

People involve in the workshop creation:  
Lenka Polcerová, Isabel Maria McLean  
Melchor, Mario Mormile, Katerina Zolotarova,  
Aleksandar Ristic

This project was co-funded by the European  
Union within the framework of the Erasmus+  
Key Action 2:  
Cooperation among organisations and  
institutions.