



TOOLKIT

GO WITH TEENAGERS ENGAGEMENT AND EMPOWERMENT THROUGH NETWORKING



GoTEENS

GO WITH TEENAGERS' ENGAGEMENT
& EMPOWERMENT THROUGH NETWORKING



Erasmus+



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1 THE PROJECT	5
PHASES OF THE PROJECT	5
PROJECT PARTNERS	6
BENEFITS FOR THE INTERNATIONAL VOLUNTARY SERVICE	7
CHALLENGES FOR THE INTERNATIONAL VOLUNTARY SERVICE	8
2 THE TOOLKIT	9
THE TOOLKIT	9
CONTENT	10
TERMS AND ABBREVIATIONS	11
3 IMPLEMENTATION OF A TEENAGE CAMP	13
WHAT IS A WORKCAMP?	13
WHAT IS A TEENAGE WORKCAMP?	14
PREPARATION	16
PREPARATION OF THE LOCAL PARTNER	17
PREPARATION OF THE CAMPLEADERS AND COORDINATORS	22
PREPARATION OF THE VOLUNTEERS BY THEIR SENDING ORGANISATION	24
PREPARATION OF PARENTS / GUARDIANS	25
LEGAL CONTRACTS AND DOCUMENTS	26
PLAN OF ACTION	28
PROMOTION AND DISSEMINATION	30
4 TRAINING FUTURE CAMPLEADERS OF TEENAGE WORKCAMPS	38
GENERAL INTRODUCTION TO THE TRAINING	38
FORMAL, INFORMAL AND NON-FORMAL EDUCATION	40
PRACTICAL WORKSHOPS	41
GOTEENS TRAINING PROGRAMME	42
OTHER CAMPLEADER TRAININGS AND WORKSHOPS	55
SOCIAL INCLUSION IN TRAININGS	66
WORKING SPACE REQUIREMENTS	67
5 INTERNATIONAL ACTIVITIES WITH TEENAGERS	68
CANADA	70
ESTONIA	72
FRANCE	74
GREECE	76
INDIA	78
ITALY	80
JAPAN	82
SPAIN	84
JOB SHADOWING	86
6 IMPACT RESEARCH	87
7 RESOURCES & ANNEXES	98

1 THE PROJECT

GO with Teenagers Engagement and Empowerment through Networking (Go TEENS) is a project that is financed by the European Commission and that started at the end of 2019 which aims at supporting the quality development of youth work by elaborating and formalising tools and improving competences to prepare, implement and evaluate international projects for teenagers. 8 international volunteering organisations are part of the project.

Furthermore, the project aim is also to strengthen the exchanges among youth organisations and young people. It also improves the recognition of international projects for teens, especially young people with fewer opportunities, both in programme and in partner countries, and of the value of international voluntary activities as a way to develop their autonomy, self-recognition, sense of democracy, engagement, intercultural skills and values.

Objectives of the project

1 To reinforce the capacity of partner organisations to organise international projects for teenagers.

2 To provide youth workers with quality online and offline tools to lead international activities for teenagers.

3 To increase the number of international projects for teenagers and make them sustainable.

4 To foster the participation of teenagers, especially those with fewer opportunities in international youth activities.

PHASES OF THE PROJECT

The project was divided in several activities:

- 👉 A kick off meeting including a **seminar** on quality youth work in January 2020 in **Spain**
- 👉 2 **webinars** on conflict management and youth pedagogy in 2020
- 👉 A **campleaders training** in **France** in May 2022
- 👉 At least **one experimentation** (teen workcamp) **per country** in Summer 2022
- 👉 **Job Shadowing** during which campleaders from each country lead a teen workcamp abroad in pair with a local campleader
- 👉 A **final evaluation** in **Japan** in October 2022

PROJECT PARTNERS



SOLIDARITÉS JEUNESSES (FRANCE)

Coordinating organisation - is an NGO of non-formal education created in 1989 but inspired from an historical movement that was born in 1923 that strongly believes that international volunteering promotes intercultural experiences and thus, fosters the construction of peace towards a more fair and united world.



CHANTIERS JEUNESSE (CANADA)

- is a non-profit organisation created in 1980 to foster the development of young, active, and socially engaged citizens while encouraging community development.



DE AMICITIA (SPAIN)

- is an NGO and not for profit or any political ties, registered since 1998. Its main activity is local development and environment protection using international workcamps as a tool for non-formal education.



ELIX (GREECE)

- since it was first established in 1987, ELIX has implemented a number of voluntary actions in various regions of Greece in order to protect the environment, to preserve cultural heritage, to promote non-formal education and to strengthen social cohesion, while it has sent thousands of volunteers from Greece to workcamps abroad. At the same time, ELIX has designed and implemented a series of social programmes, aiming at strengthening social inclusion, protecting the rights of socially vulnerable groups and serving their needs.



ESTYES (ESTONIA)

- is non-profit non-political NGO established in 1991 with the purpose to promote youth and cultural exchanges for better understanding and fair world. It is a pioneer organisation in the field of international voluntary service in Estonia.



FSL (INDIA)

- is a leading youth development organisation focused towards intercultural learning through voluntary services, set up to promote Global Understanding by providing opportunities to youth to work in different cultural contexts and to appreciate intercultural learning. Annually, FSL-India mobilises 1500 and more young people from across the globe with the support of international partners and local NGOs.



INFORMAGIOVANI (ITALY)

- founded in 2001 on the initiative of a group of volunteers who managed the InformaGiovani desk in the city of Palermo, the homonymous association is today the coordinating body of an European network for social volunteering which has 23 members in 21 countries of the European Union and stable partners in various non-European.



NICE (JAPAN)

- is a NGO and non-profit organisation that organises voluntary workcamps in Japan and East Asia. NICE acts as the vice-president of the Coordinating Committee for International Voluntary Service (CCIVS) at UNESCO and the general secretary of the Network for Voluntary Development in Asia (NVDA).

BENEFITS FOR THE INTERNATIONAL VOLUNTARY SERVICE

The International Voluntary Service (IVS) movement and the first workcamps were developed in 1920 as part of post-war reconstruction to welcome in a new era of peaceful coexistence. The fact they continue today is testimony to their success and it is important that the system continues to thrive. But much has changed since its inception. The modern day IVS teen work camp requires a set of standards in keeping with this changing world. It is a great way to encourage a digitally focused generation of youth to gain hands-on-experience in a teenage learning environment.

Volunteering projects aim to provide teens with self-empowerment, social awareness, new skills and a desire to help within a local community setting. Local communities, often marginalised, can benefit enormously from this type of international, intercultural and cross generational experience.

Key to the IVS approach is to include workcamp activities that matter to teenagers today. We have witnessed the emergence of a group that knows they do not want to inherit a polluted world. A group that values the importance of preserving natural environments, one that wants to contribute to re-balancing climate change. Most workcamps are in the fields of construction, environment protection, youth education, local cultures, and/or art and support local and rural needs.

When considering working with teenagers, helping them to become self-aware through non formal education is a fundamental part of this toolkit. Workcamps for teenagers should open up channels that create ideas and new outlets that make use of their natural energy and enthusiasm. When teenagers want to blow off steam and put their highly valuable energy to good use, they will get (and deserve) the long term benefits. It is no exaggeration to state that these will include self-confidence, new friendships, internal strength and increased ability to trust and be trusted. These may be values they do not yet understand but from experiencing a well-managed workcamp, they can aspire to.

In order to get teens to join a workcamp they must be convinced that their opinions will be listened to and that their participation can make a difference. Helping the world in a peaceful and positive way begins on a small scale. Small changes matter, and teenage years are the best years to enter the world of the IVS.

Overall, Alliance organisations have witnessed a growing decrease in the number of teenage volunteers in the last 5 years. Teenagers can be ill-equipped to deal with personal challenges, rebellious, emotionally difficult, and, in a world of digital distractions and generational displacement, there is competition for their time. The effect of two years of Covid-19 has made this worse. Some teenage volunteers are no longer teenagers; others have turned away from the idea of support in the community and support for others, to spend their time on digital media due to this extended period of isolation. They need to be won back.

This toolkit re-visits the benefits the IVS offer, flags up the new challenges that need to be faced in a changing world, and explores much of what has been learned from previous experience in order to create specific workcamps that will impact on today's generation of teenagers.

CHALLENGES FOR THE INTERNATIONAL VOLUNTARY SERVICE

The International Voluntary Service (IVS) movement From the initial workcamp proposal to its post-completion impact, there are always challenges. Some foreseen others not. Some of a large scale administrative nature, others on a small scale but equally important personal nature. Some are the responsibility of workcamp hosting organisations, others the responsibility falls on the campleaders themselves. These challenges when working with teens are often magnified or of a very different nature to working with adults.

When hosting organisations within Alliance decide to hold a teenage workcamp, all the relevant health and safety legislation meeting international conditions need to be adhered to. Responsibilities for logistics and transportation issues to pick up teenagers and take them to the workcamp site agreed upon with a local partner, are shared between hosting organisations and their campleaders, so a good channel of communication is also essential.

From the seminar on quality youth work that was held in Spain at the beginning of the project, physical and moral safety is the most important item teenagers are expecting from them¹. In order to keep teenagers motivated, the implementation of the practical work should be done in a way that is attractive and relevant to present day youth interests. Lesson planning should focus on a rhythm of passive and active activities throughout the day to occupy a teens extra physical, mental and playful energies and rest periods. Given the cultural diversity and mixed nature (heterogeneity) of a group, a number of intercultural activities need to be developed as well as a system that recognises learning outcomes. Hosting organisations and campleaders work together to bring out the best in their teenage volunteers, but unforeseen difficulties can arise. For each workcamp, a protocol needs to be established between hosting organisations and campleaders to deal with incidents.

 Solidarités Jeunesses - France

FOR HOSTING AND SENDING ORGANISATIONS, COMMON RULES AND COMMUNICATION PROCESSES AND PROTOCOLS SHOULD BE PREPARED FOR CRITICAL MOMENTS, SUCH AS: GENDER ISSUES, SEXUAL AND SEXIST VIOLENCE, BULLYING, SEX, DRUGS ETC.

Teenagers at camp often demand or seek extra freedoms, as it will be one of the first times they have been free from parental or school limitations. They are also developing and exploring their sexuality and cannot be monitored 24-hours a day.

Under what circumstances should a volunteer be disciplined or sent home? The challenge is for campleaders to develop trust and find a healthy balance to deal with incidents. They are issues that may require counselling or disciplinary measures or the sending home of a volunteer. In such cases it is important a protocol has been established between the campleaders of a workcamp and the hosting organisation. A consistent approach, where each supports the other and both support the teenager concerned.

 EstYES - Estonia

STRONG ATTACHMENT TO SMARTPHONES IS AN ASPECT OF WORKING WITH TEENAGERS IN THE CAMPS. ALSO WE HAVE TO BE READY TO DEAL WITH WORRYING PARENTS - LEADERS AND HOSTS HAVE TO BE PREPARED FOR THIS. OFTEN WE SEE LACK OF MOTIVATION AS PARTICIPANTS WERE FORCED BY PARENTS TO JOIN THE CAMP, AND THIS MAY BECOME ANOTHER ISSUE TO BE PREPARED FOR.

 Solidarités Jeunesses - France

FOR TEENAGERS THERE NEEDS TO BE A BALANCE BETWEEN GROUP AND COUNTRY/ HOSTING ORGANISATION RULES AND INDIVIDUAL DESIRES.

¹ Alliance handbook for workcamp leaders training - available in section 7 RESOURCES & ANNEXES

2 THE TOOLKIT

Presented here, is a toolkit made for all those willing to organise international activities for teenagers in their community. It began as an idea proposed by organisations working for many years in the field of international voluntary work, and developed through the generous sharing of their knowledge and experiences.

Representatives from eight partner organisations - NICE Japan, Chantiers Jeunesse - Canada, FSL India, InformaGiovani - Italy, EstYES - Estonia, De Amicitia - Spain, ELIX - Greece and Solidarités Jeunesses - France, met on a number of occasions between 2020 and 2022 under the umbrella project known as **“Go TEENS”**: **GO with Teenagers Engagement and Empowerment through Networking**. This project is a KA2 – Cooperation for innovation and the exchange of good practices - Capacity Building in the field of Youth financed by Erasmus+. From these international meetings, exchanges of opinion, the gathering of information and an in-depth questionnaire, this toolkit has evolved.

It is a toolkit that offers steadfast and practical steps on how to organise international teenage activities. It is also for those just starting out, as well as for those who wish to improve their structural and creative skills to build on what they have already achieved.

Each country has its own legislation, rules, and specific ways of working, and each organisation is different. For these reasons, general information is supported by specific examples. By sifting through the information provided, organisations and individuals, experienced in this field or new to it, will find practical advice and a number of checklists to aid the development of proposals and planned activities that from small beginnings lead to impactful conclusions for teenagers willing to volunteer.

Who will be able to use it?

It will be useful for everyone, but is primarily made for:

- ➔ Organisations
- ➔ Local authorities
- ➔ Groups of enthusiasts
- ➔ Grassroot groups
- ➔ Individuals

For all the above, this toolkit aims to make life easier. The information it contains can be selected to suit your needs. It does not have to be from cover to cover.

CONTENT

The idea for this toolkit began when a need was identified to gather information in one place for everyone planning international teenage activities. In the first phase, the structure of the toolkit took form and little by little the information to be taken into consideration was added until it took shape. In the second phase, a questionnaire was created to extract the experiences of organising different teenage workcamps from all the partner organisations involved. The third phase collates this data in a user friendly way, (including feedback and evaluations) to make it accessible to the reader. In all, it contains nine sections that are both **THEORETICAL** and **PRACTICAL** in nature mainly found in section 3 and section 4. Of equal importance, are the specific **INSPIRATIONAL** comments, highlighted throughout the text, taken from the many teenage activities that were successfully realised in Go TEENS projects, and which serve as a springboard for activities in the future.



THEORETICAL PART OF THE TOOLKIT

(part 3) is developed with the purpose of equipping those wanting to organise international teenage activity with a checklist on what should be known before, during and after. It contains preparation of all to be included in the camps - local partners, campleaders, volunteers, legal contracts and documents, logistics, as well the promotion of activities.

THEORETICAL

PRACTICAL PART OF THE TOOLKIT

(part 4) offers input on how to organise training for campleaders who will be implementing teenage camps. It is based on training that happened during the Go TEENS project in France and contains all the topics and knowledge to be taken into account to create a great training programme. In addition, there are further suggestions that, though not implemented at the time, could serve as a valuable reference.

PRACTICAL

INTERNATIONAL ACTIVITIES WITH TEENAGERS (part 5)

presents a list of different activities organised by partner organisations during the summer of 2022, and serves as inspiration for future activities. Beside the listed activities, there are short descriptions, preparations and challenges that you should also have in mind.

INTERNATIONAL

Other parts of the toolkit refer to :

- **INTRODUCTION TO THE GO TEENS PROJECT**
- **IMPACT ON TEENAGERS**
- **DISSEMINATION OF RESULTS**
- **RESOURCES, TERMS AND ABBREVIATIONS LISTS**
- **ANNEXES - USEFUL DOCUMENTS DEVELOPED BY PARTNER ORGANISATIONS OR VOLUNTEERING ORGANISATIONS.**

TERMS AND ABBREVIATIONS

Terms

- 👉 **CAMPLEADER** - (sometimes spelt campleader, depending on the organisation) or 'Group leader', 'Technical leader' or even 'Coordinator' (Canada), also depending on the organisation; is a volunteer who has 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, organise or help to organise the work and manage free-time activities for the group. The campleader works as the link between the hosting organisation, the volunteers and the local partner. Workcamps are usually supported by two leaders.
- 👉 **HOSTING ORGANISATION** - this is the term used within the Alliance for the organisation who will be receiving the group of volunteers and organising and coordinating the workcamp together with a local partner (or host) of a local area near them or in their country.
- 👉 **INCOMING OFFICER** - staff member or long term volunteer of an organisation in Alliance who is in charge of supporting with the placement of the volunteers in the hosting (their own) organisation and receiving the volunteers and connecting them to the campleaders in their own country or organisation.
- 👉 **INFOSHEET** - Infosheet is the most important document for the volunteers and their parents to prepare for their travel to the workcamp. Each organiser should prepare this document and write it in simple language that everyone can understand. It should be sent at least 4 weeks prior to the activity to all the participants and parties involved. There are various ways how this document could be prepared, and in the annex part you can find different examples.
- 👉 **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.
- 👉 **JOB-SHADOWING** - the activity of spending time with someone who is doing a particular job so that you can learn how to do it.
- 👉 **LISTS** - achieving a great workcamp depends on planning and good planning requires lists: To-do lists, checklists, participant lists, time-schedule lists, shopping lists, small lists within bigger lists. Throughout this manual you will find many helpful bullet points to inspire your list making in the phases of planning, holding and post-analysing your workcamp
- 👉 **LOCAL PARTNER (HOSTS)** - the local partner of a workcamp can be a private entity, another non-governmental organisation, the townhall, or even the hosting organisation itself. It is the local host who will provide the volunteers with work to do to support them with their local project, they will ideally also provide the food and accommodation for the group.
- 👉 **OUTGOING OFFICER** - staff member or long term volunteer of an organisation in Alliance who is in charge of supporting with the placement of the volunteers in the hosting (the others) organisation and sending the volunteers and connecting them to the incoming officers in other countries or organisations.
- 👉 **PEDAGOGY** - the study of the methods and activities of teaching.
- 👉 **SENDING ORGANISATION** - this is the term used within the Alliance for the organisations who will be sending volunteers to other countries and participate in workcamps organised by other organisations in Alliance.

👉 **SOCIAL INCLUSION** - any initiative (programmes, activities, tool, laws, actors, etc.) that creates the conditions to give to everybody the same opportunities, to get involved and to participate in social life (different contexts); in order to feel more fulfilled and happy with themselves and with a group through reciprocity and mutual interaction, respecting diversity. Social inclusion is a way to live all together by actively participating in society through working on relationships.

👉 **TEENAGER** - strictly speaking, a teenager is a young person between 13 and 19 years old. However, in the world of workcamps, and thus, mostly in this toolkit, a teenager participant will always be between 14 and 18 years old.

👉 **VOLUNTEER**² - in this toolkit a volunteer is considered as someone who participates in a workcamp experience by doing volunteering work and supporting a local community and is not leading the group.

👉 **VOLUNTEERS WITH FEWER OPPORTUNITIES**³
- People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

👉 **WORKCAMP** - is an example of an international volunteering service (IVS) project where an international group of people live and work together for 1-3 weeks to help a local community. It is a direct experience, promoting cooperation, non-violent communication, participatory approaches, social inclusion, gender equality in democratic decision-making processes. Workcamp activities must be beneficial to the public, non-profitable, meaningful and suitable for groups of volunteers from abroad as well as from the country where they are organised. In Canada, workcamps are also known as volunteer projects.

Abbreviations

👉 **ALLIANCE** - Alliance of European Voluntary Service Organisations

👉 **IVS** - International Voluntary Service

👉 **NGO** - Non Governmental Organisation

👉 **NFE** - Non-formal Education

² Definition from the *Communic4Action toolkit* published by the *Access4All Working Group of the Alliance network* on October 2015

³ *Erasmus Programme Guide 2022*

3 IMPLEMENTATION OF A TEENAGE CAMP

This project grew out of the need to offer teenagers real international opportunities developed through social interaction in ways they would not be able to realise in their local environment or get from using digital technology. Turn this idea around and it can be seen that, simply by participating in them, teens preserve this network of opportunities for others to enjoy in the future. The workcamps must continue to flourish through the idea of international and peaceful participation.

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 around a community project aimed at helping a local community. The workcamp is a great tool to promote the values of IVS, as its atmosphere creates a good basis for the 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, coordinators or a technical leader, who act as a bridge between the group and the hosting organisation. Decisions 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, with no maximum age limit, (unless stated). There is a great variety of topics for workcamps: renovation, work with children, agriculture, art, cultural heritage, festivals, construction, etc. Volunteers are expected to work approximately 20 et 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.



WHEN ONE BENEFITS
EVERYONE BENEFITS

WHAT IS A TEENAGE WORKCAMP?

Teenage projects are workcamps for youth ages 15-17. All teenage projects have extra supervision. In France, the campleaders have an extra certification, which is recognised by the Sport and Youth Ministry. This certification is a prerequisite for being allowed to lead a teenage camp in France. In Estonia, the campleaders must complete a special training course offered by the Ministry of Education. This course is completed by an exam. After successfully completing the exam, the training is valid for five years. Through the experience gained in France and Estonia, other projects are able to offer a higher degree of supervision as well as be in compliance with the specific laws in the country related to minors. Due to the necessary care levels required for 15-17 year olds, the work for and organisation of the projects is thought through differently and more carefully, in all organisations.

The following guidelines have been set by the Alliance Network in relation to working with minor volunteers:

- ➡ The campleaders of the project are legally responsible for the teenagers. In the case that the teenager must leave the project, a signed permission slip from the parent or legal guardian is necessary.
- ➡ The type of work for teenagers, in contrast to work with of age participants, contain less manual tasks.
- ➡ In France, the projects are visited by an employee of the Sport and Youth Ministry. This person checks the participants' official papers, the hygienic standards in camp, and the project's organisation. Even if other countries do not have as strict of guidelines regarding work with teenagers as France, they nonetheless ensure the same high standards for the course of their projects.



FROM THE IDEA TO THE WORKCAMP ITSELF

- 🔑 **PLANNING THE WORKCAMP**
- 🔑 **PREPARING A DESCRIPTION** of your project and signing an agreement (January - February)
- 🔑 **PUBLISHING A WORKCAMP OFFER** (March)
- 🔑 **SEARCHING FOR CAMPLEADERS** and their training (April - June)
- 🔑 **A PREPARATION VISIT OF THE CAMPLEADERS** (5 weeks before the workcamp)
- 🔑 **PUTTING TOGETHER A TEAM OF VOLUNTEERS** (1 week before the workcamp)
- 🔑 **GIVING PUBLICITY TO YOUR WORKCAMP** and promoting it (about 5 days before the workcamp)
- 🔑 The **WORKCAMP** itself (2 - 3 weeks during the period of June - September)
- 🔑 **ASSESSMENT (EVALUATION)** of the workcamp with organisation (within 1 month after the workcamp)
- 🔑 **MEETING** of the workcamp organisers



THINGS TO CONSIDER WHEN SETTING UP A WORKCAMP

THESE CONSIDERATIONS WILL BE EXPANDED UPON THROUGHOUT THIS GUIDE.

- 👉 Always look to **MAKE A SCHEDULE**
- 👉 Set **DEADLINES**
- 👉 Be aware of your **TARGET AUDIENCE**
- 👉 Set a **WORKCAMP TOPIC**
- 👉 Set the **STAGES AND FINAL OUTCOME**
- 👉 Set the **BUDGET**
- 👉 **CHOOSE A VENUE** (self-catering, boys/girls/leader bedrooms)
- 👉 Consider the **LEGAL ASPECTS**
- 👉 Set criteria for **TEENAGER INVOLVEMENT**
- 👉 Decide on **PARENTAL SUPPORT PLAN**
- 👉 Set up **COMMUNICATION CHANNELS**
- 👉 Make a **WORKCAMP GUIDE FOR PARENTS**
- 👉 Create an **INFOSHEET** (contacts, food, rules, accommodation)
- 👉 Set **EMERGENCY PROTOCOLS** and inform all parties
- 👉 Set **CRITERIA FOR ELIGIBLE CAMPLEADERS**
- 👉 **RECRUIT** good trainers and trainees
- 👉 **TRAIN** Inexperienced campleaders
- 👉 **ORGANISE** the educational and practical activities
- 👉 Check the **GROUP SIZE** fits your plan
- 👉 Plan your **EMERGENCY LOGISTICS**
- 👉 Plan your **TRANSPORT FOR THE WORKCAMP**
- 👉 List **ACTIVITIES** (energisers, tasks for teens)
- 👉 Plan for **CHANGES IN THE WEATHER** and teenage needs
- 👉 **CHECK IT** works on a local and international level
- 👉 Set **FREE TIME ACTIVITIES** and **RESTRICTIONS**

PREPARATION

Preparation of every activity is key to successful implementation. Most of the things should be done in advance, especially because many different actors are involved and it is hard to deal with too many ad hoc situations on the spot. When it comes to an international activity for teenagers, the difference is not only the age limitation, but also the content and processes of the activity itself: less hours of work, more assistance by group leaders, more free time activities, specific training of group leaders, accommodation (separated rooms), assisted transfers and so on. Furthermore, the host organisation will have to organise much more and in a lot more detail than for regular workcamps. Self-organisation or “laissez-faire” methods are not working in teenage activities as well as in the regular workcamps.

More assistance is needed before and during the activity by the host and by the sending organisation. For example: transfers to and from the camp should be simplified. It is better to offer pick-up services and meeting points and detailed info-sheets. Emergency contact for parents, and qualified group leaders are also essential. Campleaders should be prepared accordingly.

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

Also, the sending organisation will have more work to do on sending teenage volunteers, especially with parents. Parents want to be informed about all kinds of details. Consequently, it is helpful if the host organisation is gathering all the necessary information and communicating it to the sending organisations. This will lead to more trust and ultimately, less work to all involved members. Since the decision of joining a camp is still influenced or dependent on parents, it is necessary to consider their needs and offer a high degree of assistance⁴.



⁴ Guidebook for organising workcamps, ALLIANCE - available in section 7 RESOURCES & ANNEXES

PREPARATION OF THE LOCAL PARTNER

Role of local partner / local host

The local host of a workcamp can be a non-profit organisation, municipality or public-benefit corporation or a similar type of organisation. The host is responsible for the work activities on the workcamp, providing the accommodation and food for the volunteers, and if needed the transportation to the work location. Local partners are deeply involved in the preparation and the implementation of workcamps as in this way we ensure that the project responds to the needs of the local community. They are also responsible to be the link between the international volunteers and the local community.



Tasks that local partner should have in mind:

- ➔ Preparation and organisation of a useful activity beneficial for the public that is sufficiently extensive and variable.
- ➔ Explaining the goals and missions of your project to the volunteers, describing the work tasks and work specifics.
- ➔ Securing meals for the volunteers and campleaders (including weekends) – if possible, allow the volunteers to cook for themselves (at least sometimes).
- ➔ Arranging and paying for the suitable accommodation for the volunteers and for the campleaders in a place that is safe for their health (accommodation in tents is also an option).
- ➔ Arranging a meaningful free time programme related to the topic of the project (for example workshops, field trips, meetings and discussions with the local community, NGOs and municipality) – together with the campleaders.
- ➔ Providing all the tools and equipment required for completing the work tasks, providing safety protection if necessary.
- ➔ Health and safety training for the volunteers during the work on the project, continuous technical supervision.
- ➔ Arranging the transportation of the volunteers to the place of work (if they cannot get there on foot).

Important actors who are working together with local partners

- 👉 **HOSTING ORGANISATION** - Usually this organisation already has experience in the countries in which it operates with volunteering activities, and serves as a support during the preparation, the workcamp itself, and during the evaluation. It will put together an international team of volunteers (including all the visa administration), select and train the voluntary compleaders, and secure basic liability insurance and basic health insurance for the volunteers and compleaders of the project. It will also prepare practical information about the project for the volunteers in English and send this out to them. This information can cover the travel expenses and pocket money for the voluntary compleaders. The hosting organisation will also help promote the project and be in constant communication with local partners to ensure that the activity goes well.
- 👉 **SENDING ORGANISATION** - An organisation which searches for and sends volunteers from different countries to an international project / teenage activity. There could be many sending organisations for one project, and each of them is responsible for preparing their volunteers according to the suggestions they receive from local partners. It is important to keep them informed with an infosheet, and if something changes, to let them know about the change.
- 👉 **GROUP/CAMPLEADER** - Workcamps are usually supported by two leaders. They are volunteers who have a special role. Leaders are in charge of the participants, regarding their needs, motivating them and resolving possible conflicts. They lead the group, help to organise the work and manage the free-time activities for the group. If they are trained in advance, leaders are also skilled at organising educational activities (workshops on specific topics) within the group. Leaders also have a role as mediator among the volunteers and the local partner. Since the local partner, local community or local media are native / non-English speakers, at least one of the leaders should speak the native language of the camp. One of the most important skills for leaders to have in mind is the delegation of work among the volunteers.
- 👉 **VOLUNTEERS** - Volunteers from all over the world can take part in workcamps. The vast majority of volunteers come from the EU and other European countries, but also from South Korea, Japan, Taiwan, China, USA, India, Canada and other countries. To maintain the international aspect of the projects, it should be an aim that only two volunteers from each country participate in one project. Typically, the volunteers only meet and get to know each other when at the workcamp location, although sometimes they communicate before the workcamp on social networks. The volunteers do not get any payment for their work. They have to cover the expenses for travelling, health insurance and the registration fees to the sending organisation themselves⁵.

⁵ Organise a workcamp in your community INEX-SDA - available in section 7 RESOURCES & ANNEXES

Infosheet

The Infosheet is the most important document for the volunteers and their parents to be aware of before travelling to the workcamp. Hosting organisations should prepare this document and write it in simple language that everyone can understand. It should be sent at least 4 prior to the activity to all the participants and parties involved. There are various ways to prepare this document, examples of which can be seen in an annex to this toolkit.

Here is a list of the information it should contain. This can vary from country to country but all the relevant information must always be included:

- 👉 **NAME OF THE PROJECT**
- 👉 **PROJECT DATES:** state clearly the dates that volunteers should arrive and depart.
- 👉 **LOCAL PARTNER / HOST:** it is important that volunteers are aware of the local partner's point of view and the working conditions on a camp.
- 👉 **THE ORGANISATION:** Information about the hosting organisations.
- 👉 **THEME/PROJECT:** Any special aspect of a project, particularly that which relates to the work involved, and the hosting organisations aims should be mentioned here.
- 👉 **DESCRIPTION OF THE WORK:** Clearly describe the requirements and expectations. Working hours should also be included.
- 👉 **NUMBER OF VOLUNTEERS:** The total number that will be in the group (nationals and internationals).
- 👉 **AGE LIMIT:** Define a minimum and maximum age of the volunteers in accordance with the policy of the hosting organisation.
- 👉 **ACCOMMODATION/FOOD:** The postal address and email. Basic facilities should also be included: bedding, washing arrangements, kitchen facilities, etc.
- 👉 **THINGS TO BRING:** Any items such as sleeping bag, recipes, strong footwear, etc.
- 👉 **LEISURE:** Leisure time is as important as work time. When activities have been arranged in advance, volunteers should know what entertainment is provided and what they are expected to create.
- 👉 **LANDSCAPE/SURROUNDINGS:** Volunteers should be given an idea of the challenges they will face in the local environment. For example, if there are certain social problems in the area or if it is very isolated.
- 👉 **LEADERSHIP:** It may not be possible to say, early on, who will be the campleader/s but their role in the group can be outlined (are they technical leaders or domestic helpers). It may be important to outline the leadership philosophy of the hosting organisation. If no campleader will be present, this should be specified.
- 👉 **LANGUAGE SPOKEN:** The 'official' language of the project.
- 👉 **MEETING POINT:** it is essential to have an alternative, in case volunteers miss the rendezvous. This must include some kind of emergency contact number for use on the day of arrival.
- 👉 **MAP:** A national map to locate the camp within the country although at times, a local street map will be more useful.
- 👉 **TRAVELLING INSTRUCTIONS:** Verify the accuracy of the bus/train timetables and costs involved.

✚ **SUSTAINABLE TRAVEL:** Transport represents almost a quarter of Europe's greenhouse gas emissions. International Voluntary Service are aiming to minimise the ecological footprint of activities. As volunteers often need to cover fairly large distances to reach workcamps, we encourage them to compensate for their travel's carbon emissions and to choose the most ecologically friendly means of transport.

✚ **EMERGENCY CONTACTS:** It is absolutely necessary to write the mobile telephone number and email address of the campleader and to include the office address and office phone contacts of the project hosting organisation.

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

✚ **EXTRA FEES:** Explain the amount and details of extra fees - the need and where these fees need to be applied. Be clear about how, when and in which currency any fees are to be paid.

✚ **ACCOMMODATION AND FOOD:** Consider the following key factors when choosing accommodation:

- comfort
- legislation - usually two gender based dormitories are needed.
- budget - sanitary facilities / hygiene
- environment (leisure opportunities, health / safety hazards, local community)

Consider the following key factors when choosing the food (raise group leaders awareness as most minors do not have the experience of cooking for big groups):

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

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

- volunteers
- campleaders
- host organisation
- professional cook



Involvement of the local community and host

The Infosheet is the most important document for the volunteers and their parents to be aware of before travelling to the workcamp. Hosting organisations should prepare this document and write it in simple language that everyone can understand. It should be sent at least 4 prior to the activity to all the participants and parties involved. There are various ways to prepare this document, examples of which can be seen in an annex to this toolkit.

Here is a list of the information it should contain. This can vary from country to country but all the relevant information must always be included:

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

PREPARATION OF THE CAMPLEADERS AND COORDINATORS

The workcamp leader training

The training for campleaders 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 organisational tasks (like budget, insurance forms, participants list, visibility etc.)

Training is aimed at gathering active volunteers who are willing to develop their skills and take on further responsibilities. Every volunteer who is participating in training should ideally take part in at least 1 or 2 workcamps before, in order to understand how the workcamps are organised. Usually, the training is organised by the local/national workcamp organisation 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 organisations proposed them throughout the whole year). Sometimes there are international workcamp leader trainings which are organised by several organisations 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 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. Online training should last no longer than 4 hours per day and homework activities should be included.

Inclusion

International workcamps are intercultural and valuable learning experiences and can be a first step towards inclusion for volunteers with fewer opportunities. A mixed group of volunteers with different backgrounds and a variety of physical, mental, social or economic differences will achieve integration in a non-formal way. For this reason it is important to prepare leaders and coordinators to welcome participants coming from a number of different backgrounds.



Working with teenagers

One of the most important educational aims is to guide volunteers towards autonomy and responsibility. Volunteers should be involved in the decision-making process and be invited to propose activities. As in adult camps, they participate in all the daily tasks and those tasks are educational as well as functional. It is recommended that team leaders prepare educational projects in advance. To this end, the team leaders usually meet one week-end before the season begins, to prepare a project together: This weekend sets the educational goals as well as operational objectives they wish to achieve with the volunteers, and what means they will use. They agree on the methods of how to deal with conflicts or emergencies and they set some evaluation standards. Teenage volunteers do not always choose for themselves to go on a specific workcamp. They have not always chosen this kind of activity. Often their parents, guardians or mentors (if they live in a private institution) have sent the application and 'placed' them on a workcamp for the summer. In this sense, they are less 'voluntary' than adults on adult camps. One of the most important lessons learned from working with teenagers is to treat them like adults and put them in charge of various fields, such as cooking, planning free time etc. and to involve them in tasks. On arrival, one important task of the team leaders is to develop these young people as 'volunteers'. Those that embrace the workcamp spirit at this early age, who perhaps started when they were 14, sometimes continue to be volunteers in future years, and go on to become camp leaders.

Orientation and Support

A relaxed, smooth start to camp is half the battle. The more information, security, and orientation the participants receive at this time, the easier the rest of their time will be. Those who arrive in a foreign country, in strange surroundings, and meet new people often have new impressions, such as:

- ➔ The sleeping situation
- ➔ The food and stores
- ➔ The location
- ➔ The language

Some react differently than is normal and expected. Many things create questions and appear strange and unsettling. And so it makes sense to create activities that offer the participants the chance to have their questions answered, by simplifying contact with others in the camp as well with locals.

Questions that could be asked at this point include:

- ➔ How can we get a group to live and work together over the period of the camp?
- ➔ What sorts of rules does the host country have that should be respected?

The group leaders can offer support by:

- ➔ Holding an orientation (accommodation, area, group, group leaders, other contact people)
- ➔ Making the camp organisation transparent (plans for the day, plans for the week, work, leisure time, grocery shopping, cooking, finances)
- ➔ Supporting the participants as they get to know each other
- ➔ Supporting a feeling of community
- ➔ Making goals transparent
- ➔ Supporting communication
- ➔ Creating courage
- ➔ Gaining trust
- ➔ Supporting a readiness to cooperate
- ➔ Making having fun and playing games together a great experience

PREPARATION OF THE VOLUNTEERS BY THEIR SENDING ORGANISATION

Cultural diversity and risk assessment

Every sending organisation should organise a session that will help teenagers to prepare themselves for international activity abroad. There is no strict format on how it should be done, so it will depend on the individual cases and resources available. Some organisations hold an orientation day or weekend beforehand on which volunteers are invited, while others do this online in a form of a webinar with Q&A.

Topics that are covered are those that help teenagers to become part of the new group, understand cultural diversity, and to be open and flexible to learn from others. The benefits of these kinds of meetings are better connection with the sending organisation and possible future involvement in the work of the organisation and IVS movement.



PREPARATION OF PARENTS / GUARDIANS⁶

What parents can expect when their child wishes to participate in a teenage camp

- ➔ How will your child arrive in the country the camp is taking place in?
- ➔ What is the travel itinerary?
- ➔ How do you feel about the fact that your son/daughter will be travelling alone?
- ➔ Does the time frame of the camp fit into your vacation plans?
- ➔ It is expected that the camp participants remain at camp for the entire duration of camp: a shortened camp stay is not possible.
- ➔ Your child will be part of an international group, this means that people from all over the world will be together. It could very well be the case that your child is the only participant from your country
- ➔ Should the hosting organisation know more about your son/daughter regarding health and diet preferences?
- ➔ If you will be travelling at the same time as your son/daughter, have you provided the hosting organisation with information of where you can be reached?

Which information is needed from parents before international activity:

- ➔ Most probably you will need to send a copy of the arrival times and conditions, signed by the parent or guardian.
- ➔ Your child must fill out a registration form. This can also be filled out online, or you can send us a copy of the form.
- ➔ It is also possible that the youth must send a parental authorisation and a declaration of health, signed by their parent/guardian.

What should be done if a problem comes up:

Please keep a copy of the infosheet, which contains contact information for partners, the campleader, their assistants, as well as hosting/sending organisation emergency numbers. Correct and complete contact information is essential.

If you must remove your son/daughter from camp due to an emergency, please contact the partner organisation and sending organisation, so that these organisations can take the proper steps together with you. In the case that your son/daughter must leave the camp, you will need to fill out a form from the partner organisation before your child may leave camp.

What if participants will be required to leave early?

Participants need to follow the country's rules regarding alcohol and smoking. Each project has certain camp rules, and if these are broken, especially when dealing with alcohol consumption and smoking, aggressive behaviour, or anything that can be constituted a crime, will lead to an early departure from camp.

⁶ Guidebook for Youth Leaders of International Voluntary Teenage Camps, IJGD - available in section 7 RESOURCES & ANNEXES

LEGAL CONTRACTS AND DOCUMENTS

This part involves administrative procedures that are perhaps not so interesting to deal with, but nevertheless, one of the most important. As mentioned before, different countries have different legislatures when it comes to minors, so be sure to check in advance what your country is saying about that and prepare the documents in advance so that you can share them with the parents/sending organisations.

Here is the list and examples of the most common documents that you might need. Feel free to use this documents as the starting point and to adapt it to your requirements:

👉 **PARENTAL AUTHORISATION**⁷ This is a necessary document signed by parents of teenage volunteers which serves to confirm that parents are aware of all the activities and things that their child will do during the international activity. It can serve to collect various information, depending on your administrative requirements. Some organisations use it to collect information about dietary needs, health considerations of teenage participants, swimming approvals and anything that might be under a country's legislative norm.

👉 **MEDICAL FORMS**⁸ This document is provided by hosting organisations, and a parent/guardian must sign the form. The form doesn't necessarily have to be filled in by a medical doctor, but it serves to help maintain everyday life at the activity. This information could be part of the Parental authorisation form.

👉 **GDPR / PHOTO FORM**⁹ Serves to give approval for making the photos/videos of the teenager participant and publication of the following photographs for the purposes of advertising campaigns of the organisation, in particular in the written press, on the organisations website and on social media.

👉 **REGULATIONS AND LAW**¹⁰ This is the topic you should be aware of and quite strict when it comes to teenagers. In the Annex part we are sharing the example of ALLIANCE member organisation IJGD and how they do it in Germany. Checking the national law and regulations for minors is mandatory. In this document topic are:

- ➡ Supervision duties
- ➡ Protecting Children and Youth from Sexual Violence and Sexual Abuse
- ➡ Hitchhiking, Biking
- ➡ Swimming
- ➡ Smoking in Public and in IJGD-Places of Accommodation

⁷ Annex II - Parental authorisation - available in section 7 RESOURCES & ANNEXES

⁸ Annex III - Medical forms - available in section 7 RESOURCES & ANNEXES

⁹ Annex IV - Photo consent form - available in section 7 RESOURCES & ANNEXES

¹⁰ Regulations and Law in IJGD Workcamps - available in section 7 RESOURCES & ANNEXES

👉 **INSURANCE AND ACCIDENT FORMS¹¹**

Many of the projects are insured for the volunteers and cover health care. In the EU all residents can access the European Health Insurance Card (EHIC), but there are some countries that are unable to get insurance. For those countries that volunteers can access insurance easily and cost effectively then encourage your in-coming volunteers to have their own insurance. The insurance would be to cover accidents and health. As good practice you can ask for these details from the volunteers before they start a project so if you have to call on behalf of the volunteer, you have the policy numbers at hand. Check before participants travel to their international activity that they have the insurance. If not, they should buy it on their own.

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

In Annex V, in section 7 RESOURCES & ANNEXES, are the different forms for insurance and accidents that might be useful.

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

¹¹ Annex V - Insurance and accident form - available in section 7 RESOURCES & ANNEXES

PLAN OF ACTION

Logistics

In the seminar on quality youth work, a discussion focused on what is needed before, during and after a workcamp to ensure its quality. Human concerns were identified as the priority before and during the workcamp, as well as administrative issues after a workcamp. In truth, both go hand-in-hand.

Once the workcamp has been agreed in principle, the campleaders, the hosting organisation, the sending organisation, the local partner and the participants (parents as well as teen volunteers), need to form a bond. This may be by telephone, skype or zoom, or a youtube connection to a pre-prepared video giving instructions on the locations, accommodation, daily routine and rules volunteers have to follow.

Following a workcamp, reports sent by the campleaders need to be collated into the workcamp documentation and postings on social media should be saved and logged, as both may be of use in promoting future workcamps. Practical issues with the local partner need to be checked, such as any logistics, damages or personal injuries that need to be resolved. Campleaders should also check that the participants arrived home safely, and whether they shared anything with their parents in regards to their experience, good or bad about the camp that the hosting organisation should know about. Another administrative concern is budget issues and paying the campleaders. Good preparation and the communication of a clear plan of action will undoubtedly add quality to any workcamp experience.

What defines quality?

What defines quality has never changed. It is the best possible product to achieve the desired outcome in a satisfying way for all concerned. Since 1920 the workcamp concept has survived because of the quality of the people involved who, in turn, provide quality ideas, practises, solid structures and the safe administration of those workcamps.

In the case of a teen workcamp it is important to explain more than is expected, so that nothing is missed, as teenagers are often more timid than adults and may be too overwhelmed or disinterested, to voice their concerns.

A mental checklist can be run through the mind in order to produce a “quality” workcamp. Set stages on the development of the topic and the final outcome to be achieved. Clearly define deadlines. Plan the campleader training sessions (see chapter 4). It all helps create a road to quality.

Campleaders report

BEFORE STARTING THE WORKCAMP, WE HAD SEVERAL QUESTIONS...

THE WORK: HOW MANY HOURS A DAY? HOW ARE THEY DISTRIBUTED? HOW MANY DAYS A WEEK? IS THERE ANY ACTIVITY ALREADY ORGANISED? WHAT KIND OF WORK IS GOING TO BE DONE? WHO HELPS US WITH OUR WORK? WHERE IS THE WORK PLACE? HOW DO WE WORK?

EXCURSIONS: WHERE DO YOU RECOMMEND VOLUNTEERS TO GO? ARE THERE ANY ACTIVITIES THAT CAN BE DONE AT THE CAMPSITE?

REST AREA: ARE THERE ENOUGH BEDS FOR EVERYONE? WHERE ARE WE GOING TO COOK? IS THERE ENOUGH FOOD FOR THE FIRST DAY? WHERE ARE WE GOING TO BUY FOOD? IS THERE ENOUGH CUTLERY AND COOKING UTENSILS FOR EVERYONE?

...IN THE END EVERY QUESTION WAS ANSWERED.

Christina Miliouridou, campleader in Spain

THE ROAD TO QUALITY CHECKLIST



- 👉 **ENSURE THAT WORK CARRIED OUT BY THE VOLUNTEERS IS MEANINGFUL.** Identify the target audience. When selecting volunteers establish that their interests are in line with the workcamp activities.
- 👉 **THE INFOSHEET IS NOT A JOB DESCRIPTION.** It must be flexible enough to respond to daily reflections and checks. But it must also contain schedules and deadlines. Send out an infosheet that gives clear information on local contacts, accommodation, food, facilities and regulations.
- 👉 **CAMPLEADERS SHOULD BE EQUIPPED WITH TOOLS TO ADAPT THE PROJECTS AND TALK TO THE LOCAL COMMUNITIES.** If they are not, consider training.
- 👉 **TALK TO THE LOCAL PARTNERS.** Be realistic with the work that is being provided. Set out budgets with the local host and consider legal aspects.
- 👉 **BASING A WORKCAMP ON HISTORICAL PROJECTS.** how meaningful are they? Maybe they should be modernised. Clarify your educational goals. Don't be boring.
- 👉 **TRUST THE VOLUNTEERS.** Give certain initiatives to the volunteers. They can come up with the most interesting ideas and accept responsibility for them. Local communities play an important part in meeting and working with volunteers. They provide social interaction, and job shadowing experiences.
- 👉 **HAVE FUN AND MAKE TIME FOR LEISURE ACTIVITIES.** Make sure it's about "volunteerism" not "voluntourism". Maintain the spirit of the workcamp experience. The more prepared everyone is, the more fun everyone will have.

With this quality preparatory checklist in mind, create your advertising to suit your target audience. Promote workcamps on online sites that teens use and involve their parents or guardians on social media that parents use.

Educational aspects

Beside all the preparation needed we should never underestimate the educational impact of the workcamps on teenagers and youth in general. Learning by doing is the key skill that everyone should have a chance to develop. The Alliance Educational framework states that: "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. Volunteering NGOs as providers of NFE can help create sustainable synergies between the two education fields either directly or through their volunteers". More about the educational aspect of the workcamps can be found in part 4 of this toolkit.

Free time

During every international activity, besides the planned programme - time for specific work, there is plenty of free time for participants, especially for teenagers to do different activities. It is usually divided into two different parts:

☛ **AFTER WORK TIME** - serves as time for playing games, sport, hiking, participating in the workshops, outreaching to the local community, learning about different traditions etc. This time could be supported by workcamp leaders and local hosts, depending on the availability and resources, but it is also the time which we could leave for self organisation of the teenagers and see how they are doing on their own. Depending on the place where an activity is taking place, try to be creative. If teenagers need to be pushed a bit, bear in mind not to treat them as kids, but rather as equals.

☛ **WEEKENDS** - are mostly free and used for trips around the area or to do activities unable to be done during working hours. During weekend activities camp leaders and local hosts are responsible for minors. Choose activities that are suitable for groups. Depending on the country, resources, transport etc. it is possible to plan overnight activities. This should be mentioned in advance as it might cost more and everyone should contribute. In most of the places you can get discounts for youngsters so check the possibilities in advance.

PROMOTION AND DISSEMINATION

The greatest change in recent years is that the majority of people over the age of sixteen, living in the majority of countries, have a mobile phone and/or access to the internet. Due to this, the majority can now connect to a huge amount of information, all the time, and of any description. This has changed the way we interact, our way of trading, our choices, our friendships, our concentration spans and our use of images and words, and it has changed them in different ways for each generation of internet user.

In order to reach out to people around the world, search engines employ algorithms that predict individual preferences based on individual use. It seems that you only have to dream of buying a radical t-shirt, for example, and the next day, pop-up advertising appears on exactly the same item. It is all down to each individual's daily use of social media, websites and searches. Uplinks, downlinks, you name it and it is created, and it is all happening so fast. Making this relevant to this specific toolkit, one question stands out:

HOW CAN THE ATTENTION OF TEENS, THEIR PARENTS OR GUARDIANS, AND ORGANISATIONS BE ATTRACTED, SO THEY BECOME INVOLVED IN THE GO TEENS WORLD?



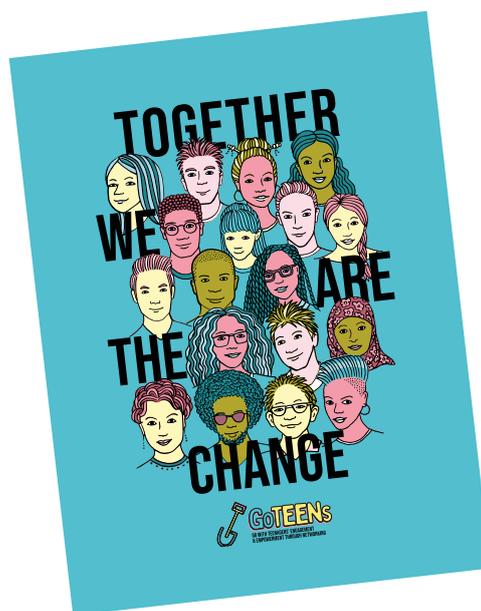
Curiously, the reply to this question actually makes the internet irrelevant as the answer since 1920, has never changed. It lies in the quality of ideas, practises; people, solid structures (both financial and planning) and safe administration of the workcamps. The only difference is that modern internet technology must be used to promote these traditional and sustainable values and to reach out to the target market.

During the Seminar in Spain, the steering committee debated obstacles for organisations, concluding that ‘the lack of promotional strategy is a concern’. The reason may be that online promotional strategies using digital platforms require more time to learn for hosting organisations than it does for teenagers (for whom it is their world). It might also be due to budget considerations. The fact is, the pace of change is relentless and these are the platforms that young people are using. It may also be one of the reasons why it has been difficult to attract young camp leaders to run teenage workcamps, and why the project to produce this toolkit was thought necessary, both within and on the fringes of the Alliance world. Above all, whether your advertising is on-line or face-to-face, it should show teenagers, their parents or guardians and host organisations, that their own efforts will deliver long term rewards and that the IVS Go TEENS workcamps play an inspiring and important role in international teen development.

Promotion of teenage workcamps cannot be left to chance. We have already seen how much preparation is involved and how creative promotion strategies can be. Remember to make use of successful teens and host testimonies of previous workcamps on social media. Perhaps an online blog can be set up to keep your audience informed on updates to content, budget, timetables and deadlines. Keep soft and hard versions of your delivery material. Finally, be prepared to take your social media promotion of your project for presentations at youth centres, schools, organisations and other venues. By working on these promotional aspects, a network for partner support will grow. Because, in order to give out clear information at this stage of development local partners will have also been identified and contacted. Local partners also need to understand your workcamp goals and be willing to host a teenage workcamp.

ELIX, Greece

FOR ELIX, IT WAS THE FIRST TIME WE ORGANISED WORKCAMPs FOR TEENAGERS. WHEN IT'S TIME FOR PROMOTION, WHAT I LEARNED FROM THE FIRST EXPERIENCE IS THAT IT WORKS VERY WELL, BUT THAT THERE IS FREQUENT SPAMMING ON SOCIAL MEDIA (STORY AND POSTS EVERY DAY OR TWICE PER DAY). WHAT HELPS MORE ARE VISITS TO SCHOOLS (PRIVATE OR PUBLIC) TO PROMOTE THE OPPORTUNITY DIRECTLY. ALSO VERY IMPORTANT IS THE TECHNIQUE "PEER TO PEER". I HAD MANY VOLUNTEERS THAT INTRODUCED THE IDEA TO THEIR FRIENDS AND COLLEAGUES AND THEY PARTICIPATED FOR THAT REASON. THE EXCITEMENT FOR A TEENAGER IS BETTER THAN ANY POST.



Finding a (local) host (partner)

Perhaps you already know of a local host who has held adult camps, but needs to be convinced to host one for teens. This will be explored further under the section on “Challenges”, but it is self-evident that shared experiences and feedback from the organisations and participants already involved, is a powerful tool to help persuade local partners to host a teenage workcamp.

Those involved in Alliance are used to seeing workcamp descriptions and understand the format, but local partners may not be. They may believe that they will have more responsibility and will not want to do a teen camp. The challenge is to alter this perception. An online video presentation would help to assure them that:

- ➔ their role specifically fits into the workcamp theme,
- ➔ their contribution will be worthwhile,
- ➔ they will receive support from the hosting organisation
- ➔ although a teen workcamp differs from an adult workcamp, it is manageable.

 NICE, Japan

MAKING A SPECIAL PR WEB PAGE ON OUR WEBSITE. IT IS BETTER TO PUT STORIES OF EXPERIENCES BY PREVIOUS VOLUNTEERS AND MANY PICTURES OF VOLUNTEERING, AND ACCOMMODATION.

Recruitment of volunteers

Running parallel to communicating with teenage volunteers is **communicating with their parents** or guardians. The two go hand-in-hand. But also, a teen won't do what their parents dictate. They must be excited by the prospect of a Go TEENS workcamp. To reach this aim, it is recommended that the team leaders establish in advance an 'educational project' prepared specifically to add a formal structure to all the activities during the workcamp. It sets the educational goals as well as operational objectives they wish to achieve with the volunteers, what means they will use, they agree on methods on how to deal with conflicts or emergencies and they set some evaluation standards. This idea of an educational project is very important and the workcamp team usually meets for one week-end before the season to prepare it together. Following this argument, it would be sensible to prepare promotions that both parents or guardians, and teens can look at together.

Suggestions include:

Chantiers Jeunesse have proposed that, as well as offering pre-designed workcamps, others should be tailored to specific volunteering needs. For example teens that have an overriding interest in climate change will be attracted to a camp that addresses this specific issue in all of its activities. Many organisations have developed just such workcamps on environment and sustainability.

Workcamps of this nature allow camp leaders to look at ways of empowering teens to accept certain responsibilities for the projects they are participating in. This promotes social inclusion and freedom of participation outside of the school and home environment.

Another suggestion is that online videos can be made by hosting organisations to promote a workcamp showing the activities and the accommodation on offer with testimonies from other similar workcamps that have happened in the past. Such video footage of parents and guardians and teenagers sharing the experience of a workcamp, is a useful support tool.

Several hosting organisations were asked how they reach out to teenagers and their parents or guardians.

FSL, India

OUR CAMP WAS TARGETED TO A LOCAL AND SMALL SPECIFIC AREA... THE BEST THAT WOULD WORK WAS (TO OFFER) CULTURAL DIVERSITY... SINCE OUR AIM WAS TO MAKE IT A MULTICULTURAL CAMP.

NICE, Japan

PROMOTION USING PREVIOUS VOLUNTEERS WHO ARE TEENAGERS AND PARENTS WHO HAVE EXPERIENCE OF AN INTERNATIONAL WORKCAMP. THEY UNDERSTAND THE MEANING OF VOLUNTEERING. MANY PARENTS WANT THEIR CHILDREN TO BE VOLUNTEERS.

Solidarités Jeunesses, France

WHAT WORKS BEST IS THIS KIND OF MESSAGE "YOU CAN MAKE THE DIFFERENCE", "NEVER TOO YOUNG TO MAKE A CHANGE", "TAKE PART IN CONCRETE ACTIONS"... WE TRY TO ADDRESS OUR MESSAGE TO TEENAGERS DIRECTLY THROUGH SOCIAL MEDIA." "WHAT DOESN'T WORK IS TO TRY TO REACH THEIR PARENTS THROUGH SOCIAL MEDIA. FOR THEM WE DO SOME LEAFLETS OR BROCHURES ON OUR WEBSITE AND WE SEND A NEWSLETTER. WE ALSO SEND AN EMAIL AT THE BEGINNING OF THE SEASON TO ALL THE PARENTS THAT CONTACTED US DURING THE YEAR AND SAID THEY WOULD BE INTERESTED.

EstYES, Estonia

DIRECT ACCESS AND GOOD WORKING CONTACT WITH PARENTS OF TEENAGERS WORKS VERY WELL IF WE ARE LUCKY TO ESTABLISH IT. PRESENTATIONS AT SCHOOLS DIRECTLY TO TEENS ARE ALSO VERY GOOD (HOWEVER WE COULD NOT DO THEM DURING THE PAST TWO YEARS BECAUSE OF COVID-19 RESTRICTIONS). INSTAGRAM POSTS HELP MORE THAN FB ONES, UNLESS YOU TARGET PARENTS ONLY. TIKTOK MIGHT BE USEFUL IF WE FOUND HOW TO USE IT. CAMP DATABASES DO NOT WORK AS WELL AS DIRECT ADVERTISING OF CONCRETE PROJECTS (IT LOOKS LIKE TEENS ARE TOO LAZY TO SEARCH FOR PROJECTS THEMSELVES). NEWSLETTERS WORK TO SOME EXTENT, DEPENDING ON HOW CLEVERLY THEY ARE MADE. WHEN IT COMES TO THE PROMOTION OF TEEN PROJECTS, WE BELIEVE MORE VISUALS ARE NEEDED.

Challenges

The challenge for the organisations hosting an international workcamp is to get teens and local partners to be excited by the adventure. A teen focused promotion may be presented on platforms that teens use, such as Instagram or Tiktok. It would focus on images of the work involved and social interaction of the teens having fun whilst engaged in a positive activity. It would demonstrate that they are doing something different and interesting live, because teens post pictures of themselves in the moment, and then they move on.

Parents and guardians, however, get their information after an event by word of mouth, and from written information and images. They will be interested to read about the safety aspects and a breakdown of the costs involved (after all they will be funding the teen workcamp). They will probably want to see the house and bedrooms where their teenage children will be staying, the locations they will be visiting, and an introduction to the campleaders who will be guiding them. This style of promotion would be better used on platforms such as Facebook which have an older user profile than teen sites.



Strategies

Could a promotional strategy be coordinated among the Alliance members?

In the development of teenage workcamps, this toolkit is testimony to the effort being made to bridge the gap between that which has worked well and that which has not. Key to this is to establish a cycle of continuity between what has worked before and apply it to future workcamp planning.

In the immediate aftermath of a project, ironically the promotional work is not yet done. Strategies need to be put in place to see how the experience can feed into the promotion of future teenage workcamps that are in the pre-preparation stage. Benefits will show in the number of applications from teen volunteers (as supported by their parents or guardians), the number of campleaders willing to lead them, and the willingness of local partners to host them. This will involve everyone concerned from a project volunteer willing to make a presentation to his or her classmates in school, to the additional administrative paperwork required to put such a system in place within hosting organisations. There is a desire to keep all the participants involved within the Alliance family.

At present, a cycle of continuity is not clearly defined. The ideal would be that teens who have experienced workcamps become involved in campleader training programmes so that they may job-shadow on workcamps, and after that become involved in actually leading them and other campleader trainings, (always with the support of a host organisation).

Establishing such a commitment to Alliance, through attending seminars for example, contributes towards the future direction of the entire teenage workcamp movement. FSL India, due to the local nature of their workcamps, already has a policy to maintain contact with the families that have previously been involved in their workcamps. In October 2022, De Amicitia, Spain, posted on their Facebook page a reunion for campleaders in Madrid to keep them involved in the workcamp community.

Training campleaders is paramount. To help them commit, hosting organisations should try to have all their programmes in place early each year to prepare for that year's schedule of workcamps. The need is to set up clear objectives in terms of promoting future events. It is also to help nurture teens that may want to train to be future campleaders. In other words, to put a system in place that is one continuous cycle, creating a sustainable and solid platform for the future.

InformaGiovani, Italy

UNFORTUNATELY, THE PARTNERSHIP DIDN'T WORK AS EXPECTED. IN OUR CASE, WE NEEDED TO CANCEL THE 2ND GOTEENS WORKCAMP DUE TO THE LACK OF APPLICATION RECEIVED. THE PROMOTION OF THE WORKCAMP NEVER STOPPED INSIDE THE GO TEENS PARTNERSHIP (AND WITHIN ALLIANCE AS WELL) AND THIS LEFT US QUITE DISAPPOINTED.



Dissemination of the results of the workcamp

The teenager growing up in an ever-more demanding world, needs guidance and non-formal education, but above all, this teenager needs to be listened to and to have a voice. It is, after all, their future we are walking towards. They will be custodians of their own world, and the world should know. A teenage-workcamp dissemination plan can for example include daily posts during and after the camp, one final video, and testimonials that will be shared on multiple social media platforms. The “Go TEENS” initiative aims to provide teens with self-empowerment, and this is a great way to encourage a digitally focused generation of youth to apply their knowledge constructively.

It would be great if young people from often marginalised communities, can talk about their international, intercultural and cross generational experiences. Going on a workcamp makes a distant world relevant to a teenager, allowing them a voice. Having enjoyed the experience, they will own it. They will have achieved it. It will not be a virtual one. And this experience can reach all corners of the world.

From the moment a workcamp begins, the resources are there to tell the world about what is happening. From posting on-line to contacting the local press and community, who will have their own ideas, energised by the fact that a workcamp is in town.

A good practice could be to send a press release and also organise several open events during the workcamp, for example a welcoming party where the Mayor is invited, an international dinner that is often a great moment for the local inhabitants, or open doors at the end of the project so that the impact of the workcamp can be shown to the community. By involving the locals and inviting the local press, the dissemination of the activities is ensured and it is a great way to guarantee the sustainability of the project.

The teenage experience today happens in the moment, such as the taking of a selfie and posting it on TikTok during a workcamp activity. In this way, a cycle is created of constant promotion, workcamp dissemination and new volunteering. Simply by posting experiences of their summer workcamp “in the moment” on Instagram or TikTok and local community resources, they will be endorsing the Alliance brainchild.

The very concept of a project for teenagers must not start and end, it must evolve and continue. Dissemination requires answers on how to “hold onto” the energy of a successful project and get it out into the wider world and reach out. We may one day need a world as seen through the eyes of a teenager.



THE 20 STEPS THAT MAKE A WORKCAMP AN AWESOME EXPERIENCE

On a teenage workcamp, the rules are established from the very beginning and yet, there is a greater need for flexibility. Here is a detailed step by step checklist of the whole development process on a teenage workcamp.

- 1 OUTLINE A CONCEPT MESSAGE** that clearly explains your workcamp.
- 2 IDENTIFY A LOCATION** that is suitable for you workcamp activities.
- 3 CONFIRM THAT IT SERVES LOCAL NEEDS** with the local authorities and associations.
- 4 CONFIRM THAT THE ACCOMMODATION IS ADEQUATE** for the number and needs of your volunteers. This includes workshop space, bed space, cooking facilities and that it is within budget. Also confirm they are happy to accept teenagers.
- 5 CONSIDER LOCAL FUNDRAISING** within the municipality, and ways they can care and be aware of the teenage volunteers. Advise local shops and bars that there will be many teenagers in the area over the next week who will be under legal drinking age.
- 6 FINALISE THE DETAILED DESCRIPTION OF YOUR WORKCAMP** that will feature on promotions and parental authorisation forms. Include details of the type of work, accommodation, meals, and suggestions for free time activities. Seek help and advice from you hosting organisation.
- 7 CONFIRMATION** between the local partner and hosting organisation about the details.
- 8 CREATE THE PROMOTION** calling for volunteers and include digital media to post it.
- 9 THE HOSTING ORGANISATION WILL PUBLISH THE WORKCAMP**, once agreement has been reached, on its website and on international databases or the placement tool used and manage the receipt of applications.
- 10 RECRUIT CAMPLEADERS** who have been trained to work with teenagers (or have experience on teenage workcamps) when the workcamp has been officially published.
- 11 VERIFY THE EXPERIENCE** of those that apply, and emphasise that all the new campleaders must take part in a training course.
- 12 MEET THE CAMPLEADERS** chosen and discuss the programme of the workcamp, accommodation and other facilities with them.

14 NOW IT IS TIME TO ASSEMBLE THE VOLUNTEERS.

Either the sending or hosting organisation will send out the detailed infosheet to the volunteers who will confirm their participation and the campleader and local host will be informed of the number of participants and their details.

15 THE PUBLICITY FOR THE WORKCAMP will be updated and promoted by the sending organisation in conjunction with the hosting organisation, who will prepare a contact list.

16 CAMPLEADERS WILL COME TO THE WORKCAMP LOCATION ONE DAY BEFORE the volunteers to finalise preparations and confirm the work schedule with the local host. Certain awkward items must be resolved, such as the degree of freedom that teenage volunteers will be granted. (An important example in a teenage camp is that some teenagers may wish to indulge in unsafe sex, so a campleader must decide whether to include and inform them of condoms available in the medical chest).

17 BEGIN THE WORKCAMP by introducing your organisation/municipality to the volunteers. Explain your project mission and the planned activities. At the same time it is important to set down the rules of the workcamp and explain your teen safety net. Make sure everyone understands and is ready to do the workcamp. Set deadlines.

18 EVALUATION OF THE COOPERATION between all parties involved, following the completion of your workcamp. The goal of the evaluation is to find out which practices worked well and which practices should be changed.

19 SEND EVALUATION to the hosting organisation who will prepare a summary to be shared with all parties involved in the workcamp.

20 SHARE. At the end of the volunteering season, a networking meeting for all the organisations and municipalities that host workcamps and the campleaders will take place in which everyone shares their experiences and gets the chance to network with the entire Alliance family, promoting the prospect of future workcamp collaborations.

4

TRAINING

FUTURE CAMPLEADERS

OF TEENAGE WORKCAMPS

GENERAL INTRODUCTION TO THE TRAINING

A campleader of any workcamp must be over 18 years. Those who wish to become campleaders must be willing to develop their skills and accept further responsibilities. Every trainee campleader should have taken part in at least one or two workcamps beforehand in order to be familiar with the concept. Campleader trainings are organised by the local/national workcamp organisation in assistance with trainers or staff members, and should be planned before the workcamp season starts (for European members between March and June, although some organisations hold them throughout the year). Some topics are compulsory, meaning that they are always part of the programme regardless of the duration of the training. Some international trainings have a special focus eg. intercultural learning, gender roles, social inclusion, non-violent communication. Additional topics are usually included in longer training courses, especially with international groups of participants, because of the different perspectives and points of view. A typical working day consists of 4 sessions lasting 90 min each with the breaks in between. They also include various “getting-to-know” activities or games during the evenings, to encourage participants to share their experiences and to learn about different cultures.

Campleaders are the keystone of a great workcamp. They are the bridge between all participating parties: volunteers, local partner organisations, the local community, the coordinating organisation and the participants. According to the Alliance Handbook, the tasks of the leader are the following:

- ➔ Visit the venue of the workcamp, prepare a tentative schedule, and write an Infosheet for volunteers (depending on the organisation involved)
- ➔ Communicate with volunteers and their parents before the workcamp
- ➔ Lead the group of volunteers to make them function as a team
- ➔ Solve conflicts and problems
- ➔ Support intercultural learning and overcome barriers, such as language
- ➔ Coordinate and ensure the daily needs of the group: buying food, organising and preparing meals, organising free-time activities, observing the daily schedule
- ➔ Organise the work, and motivate the group during the work
- ➔ Support the local project partner during the preparation of non-formal education activities and help mediate with local people
- ➔ Regularly evaluate the group (with their help), through their involvement in the games and dynamics in the training sessions
- ➔ Write a final evaluation and a report of the project for the organisation

Campleader training courses

There are 3 models of training - **short, medium and long**. The models were developed by the participants of a long-term training course (LTTC) in Berlin who, from the analysis of IVS topics, target groups and core values designed various programmes which were presented in plenary and improved thanks to the feedback of the group.

- ➔ **Short training courses** last for one day and consist of 4 sessions which cover compulsory topics, such as team building, workcamp organisational aspects, the role of a workcampleader, self organisation, social inclusion and intercultural learning. Some organisations propose trainees do several one-day training courses, each one covering a different topic.
- ➔ **Medium length training courses** usually last 3 days, starting on a Friday and ending on a Sunday which is convenient for future campleaders who might have day jobs. They allow the trainers to cover a wider spectrum of topics and to generate a friendly atmosphere among the future leaders.
- ➔ **Long training courses** last between 5 and 7 days. Usually this training has one topic as the main objective and all the essential aims and add-on activities are built around it. A long course gives trainers the opportunity to create strong bonds between the participants and identify potential co-leaders. After this training, participants usually create pairs to lead workcamps together.

Workcamps make use of non-formal and informal education. Campleader training formalises these processes, so they are organised for the maximum benefit of volunteers.



Training Facility - Campleaders of Teenage Workcamps

FORMAL, INFORMAL AND NON-FORMAL EDUCATION

What we learn and how we develop due to our “**formal**”, “**informal**” and “**non-formal**” education has given rise to a fair amount of debate in the last 20 years as to the definitions and value of each.

➡ **Formal education** is structured education that runs from primary (and in some countries from nursery) school to university. It includes programmes for vocational, technical and professional training. For most countries it is a legal requirement to attend schools to receive a formal education, as it is focussed on providing the skills needed (through language, the sciences and creativity) for our global systems to keep functioning. Formal education is based on a programme or curriculum which is not adapted to individual needs and preferences (until postgraduate level) and usually leads to recognition and exam certification.

➡ **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. Mass media provides informal education through plays, film, music and songs, televised debates and documentaries. It is a way of learning that is unplanned and unstructured.

➡ **Non-formal education** is “Learning whilst doing”¹². The term appeared for the first time at the end of the 1970s when there was talk of a “global education crisis” in formal education systems¹³. It plays a significant role in volunteering, particularly long-term international volunteering and we can say that it fills a need not provided by formal education. Non-formal education refers to programmes and processes of personal and social learning designed to improve a range of skills and competences, outside of any 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 contributes greatly to personal growth but is difficult to certify. The benefits rise from a voluntary willingness to learn, an openness to trust and a confidence to participate. These values apply both to an individual and to a group and are based on social activities. To achieve this end, camp leaders must be organised, and the aims of the camp itself clearly understood by everyone involved. Non-formal education activities on a teenage workcamp have a more successful outcome when the right structures are in place¹⁴.

¹² Non formal learning for volunteers <https://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf>

¹³ Handbook ‘Intercultural Learning’ - Council of Europe <https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

¹⁴ Definitions - Council of Europe <https://www.coe.int/en/web/european-youth-foundation/definitions>

PRACTICAL WORKSHOPS

Based on the training that was implemented in May 2022 in France.

In terms of the Go TEENS project, the training of 5 days was organised in order to prepare future campleaders of teenage worcamps and international activities during their job shadowing experience. Before the training all the participants received an infosheet summarising the programme, the objectives as well as some practical information regarding accommodation, food, internet etc.

The training programme consisted of 4 sessions per day (each lasting 90 minutes) with breaks between the sessions. After work hours there were 30 minutes in groups to sum up and reflect about the learning process.

The objectives of the training were the following:

- ➔ To clarify the specificities of working with teenagers
- ➔ To provide participants with tools and methods to work with teenagers
- ➔ To prepare participants to lead an international activity for teenagers
- ➔ To support the organisation of the experimentations and job shadowing that would be implemented during the summer

The group consisted of the participants who have led or participated in a workcamp, or have experience working with teenagers.



GOTEENS TRAINING PROGRAMME

This training was developed by two professional trainers who specialise on non-formal education and teenage projects. Unlike the ordinary training for leaders of adult workcamps, here the special emphasis was done on teenagers, their behaviours and attitudes. The programme was created to suit the needs of the participants, although most of the methods and lessons learned can be applied to other training programmes.

Here you can find a summary of the training that was implemented in France. It is useful for the organisations who are willing to implement workcamps for teenagers and prepare their campleaders.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
SESSION 1	Welcome Intro of the project - programme and getting to know each other	Workcamp as a pedagogical project Security and legal framework	Mid term evaluation	Communication - parents and family	The impact of international activities for teenagers
<i>Break</i>					
SESSION 2	The purpose of organising teenage camps - What societal change?	Teenage pedagogy and creative approach in an international context	Leading groups - theory and practice Feeling legitimate as leader	Communication (media and social networks)	Preparation of summer experimentations and job shadowing
<i>Lunch Break</i>					
SESSION 3	Limitations/fears/doubts in relation with international activities for teenagers	Dealing with conflicts during teenage projects	Identity - direct and indirect learning during the projects	Creative thinking workshop - activities to offer for teenagers	Evaluation and closing
<i>Break</i>					
SESSION 4	Controlling the difficulties of organising international activities for teenagers	Preparing and organising a quality workcamp for teenagers	Learning through the workcamp - holistic approach	Creative thinking workshop - activities to offer for teenagers	
<i>Reflection groups and feedback from the facilitator</i>					

Short activities serve to bring the energy and make participants move, especially in the afternoon sessions. Should last 5-10 min and if needed could be used once or twice per day. Have in mind to check with participants if everyone is willing / able to do the proposed energiser.

You can find examples of energisers in section 7 RESOURCES & ANNEXES

DAY 1

WELCOME INTRO OF THE PROJECT - PROGRAMME AND GETTING TO KNOW EACH OTHER

DAY 1 - SESSION 1	Objectives of the activity	✓ Understand the project's purpose, its history, the objectives and the place of the training in this project
	Method used	Space stop
	Instructions	<p>Participants walk around the room and as "a bell" rings, everyone stops and completes a task - for example:</p> <p> Step 1 1st stop: greet as many people as possible before the bell rings 2nd stop: learn how to greet other people in at least 4 languages you did not know before.</p> <p> Step 2 Use (parts of) the bodies, but without touching each other: 3rd stop: make 1 triangle and 1 square 4th stop: make 1 diamond and 1 circle 5th stop: make a star</p> <p> Step 3 6th stop: Imagine a world map unfolded on the floor of the room. The centre of the room is the place of the training and the cardinal points are oriented as such (North - windows; South - 2 doors, East - stage, West - bar). Ask participants to position themselves according to the place where you come from.</p> <p> Step 4 In this phase, participants gather according to some chosen criteria: 7th stop: the length of your travel to get to the venue 8th stop: the experience (years) they have in leading workcamps/international projects</p> <p> Step 5 In this phase, participants travel and visit different places: 9th stop: split in 2 groups, participants take turns to visit 2 stations (2 x 10 min) Group 1 - Go TEENs station - project is explained by a team member Group 2 - Programme station + Expectations, Fears, Contributions station - participants get familiar with the programme and express their thoughts in relation to these 3 elements</p>
	Objectives of the method	Group dynamics, being more comfortable with each other, play as a way to unlock creativity, a playful way to start an activity

THE PURPOSE OF ORGANISING TEENAGE CAMPS - WHAT SOCIETAL CHANGE?

DAY 1 - SESSION 2

Objectives of the activity	<p>✓ Reflect on the need of teenager workcamps? Identify why they are needed through two questions: why organise workcamps? Why organise teen workcamps?</p> <p>Then, the focus was set on the different actors: participants, social and family environment, sending/hosting organisations, local communities, youth with fewer opportunities</p>
Method used	Brainstorming - using post-its
Instructions	<p> Step 1 - The room is divided into 5 spaces/tables. Each space has a dedicated flipchart paper with a topic on it:</p> <ul style="list-style-type: none"> → Participants → Social and family environment → Sending/hosting organisation → Youth with fewer opportunities → Local communities <p> Step 2 - Participants are invited in rounds of 10-15 minutes to spend time at each table and contribute with their answers to the questions listed there.</p> <p> Step 3 - At the end, after several rounds, go through the answers and ask the group to reflect on the elements shared or to make comments.</p> <p>The trainer may also add elements that may be relevant but have not been included by participants.</p>
Objectives of the method	To organise ideas in themes

LIMITATIONS / FEARS / DOUBTS IN RELATION WITH INTERNATIONAL ACTIVITIES FOR TEENAGERS

DAY 1 - SESSION 3

Objectives of the activity	✓ Express fears, doubts, limitations that may occur when it comes to organising an international activity for teenagers
Method used	World café
Instructions	<p> Step 1 - There are 4 topics:</p> <ul style="list-style-type: none"> → teens → family and the sending organisation → leaders → hosting organisation <p>Every topic is on one table or in the corner of the working room.</p> <p> Step 2 - Participants should write their fears/doubts/limitations regarding each topic.</p> <p> Step 3 - Participants can choose a starting point and spend the first 20-30 min there discussing in small groups, then once they hear the bell they change the table. Everyone gets the chance to give their opinion on each topic.</p> <p> Step 4 - In the 5th round there is summing up of the comments and 2 volunteers per group present the outcomes to everyone.</p>
Objectives of the method	Discuss different topics in small groups

CONTROLLING THE DIFFICULTIES OF ORGANISING INTERNATIONAL ACTIVITIES FOR TEENAGERS

DAY 1 - SESSION 4	Objectives of the activity	✓ Create tools to answer fears/doubts/limitations expressed in the previous activity
	Method used	Reflection, group work, presentation
	Instructions	<p> Step 1 - During the previous World Cafe session participants were asked to identify key elements - concerns, doubts, fears - in relation to organising teen workcamps.</p> <p> Step 2 - Group work - Participants gather according to their interest around the 6 priorities that are chosen and work together on proposing solutions.</p> <p> Step 3 - Presentations and feedback - Each group presents the results of their work and receives feedback from the rest of the group.</p>
	Objectives of the method	Reflection in groups

DAY 2

WORKCAMP AS PEDAGOGICAL PROJECT - SECURITY AND LEGAL FRAMEWORK

DAY 2 - SESSION 1	Objectives of the activity	✓ Understand the pedagogy of a workcamp and start reflecting about the legal and security framework of a workcamp in each country represented in the training
	Method used	Drawing
	Instructions	<p> Step 1 - Starting from the Security and Legal framework, a few elements are chosen. Each country has its own framework for minors and teenagers. Some examples can be found in the annexes.</p> <p> Step 2 - Participants are asked to use drawing as a way to showcase the situation in their own countries in relation to the elements chosen. Participants work either individually or in country / organisational groups.</p> <p> Step 3 - Drawings are displayed at the end and participants review them in order to have an understanding of the similarities and differences between the existing approaches.</p> <p>A discussion may be facilitated by the trainer(s) in order to underline certain elements that require more attention - this will depend on the content shared by the participants and the experience of the trainer with running teenager workcamps and their familiarity with security and legal requirements.</p>
	Objectives of the method	Have a visual support

TEENAGE PEDAGOGY AND CREATIVE APPROACH IN AN INTERNATIONAL CONTEXT

DAY 2 - SESSION 2

Objectives of the activity	✓ Think about teenager pedagogy and a creative approach in an international context. The participants have to draw a teenager following three steps : physically, with adjectives and their needs
Method used	Drawing exercise
Instructions	<p> Step 1 - Participants are invited to work in small mixed groups. Their task is to draw a teenager, adding a set of characteristics</p> <p> Step 2 - All posters are displayed and presented by each group. A discussion is proposed in order to understand the realities from participants' communities and how teenagers are viewed / (mis) understood / etc.</p> <p> Step 3 - Drawings are displayed at the end and participants review them in order to have an understanding of the similarities and differences between the existing approaches.</p>
Objectives of the method	Have visual support in order to present something, address creativity and pedagogy

DEALING WITH CONFLICT DURING TEENAGE PROJECTS

	Objectives of the activity	✓ Become aware of one's own way of dealing with conflict discussing the role of a leader in dealing with conflicts during a teenager workcamp. Developing the ability to turn conflicts in learning opportunities	
	Method used	Adapted version of the SWAMP exercise in order to address conflicts in teenager workcamps + a debriefing session	
DAY 2 - SESSION 3	Instructions	<p>The objective of the team is to cross the quicksand swamp using only the “safe” stones that are placed in a specific order.</p> <p>The bell ring informs participants if they stepped on an “unsafe” stone.</p> <p>The team members must cross following a pre-agreed sequence.</p> <p>Team members must take turns attempting to discover the safe route across the swamp.</p> <p>Only one person may cross the swamp at any one time.</p> <p>If any team member misses the ‘safe’ stones, the entire team will start all over again.</p> <p>There are exactly “14” mandatory safe steps.</p> <p>The team has 15 min to prepare and 40 min to attempt to cross the swamp.</p> <p>When 15 minutes expire, they are not allowed to speak. If any team members do not comply with the rules, the entire team starts all over again.</p> <p> Roles for participants</p> <p>A few participants may receive special roles during the exercise. The roles are meant to add a level of difficulty to the activity by assigning participants specific approaches that are inspired from actual workcamps. Each participant may, of course, interpret this role in the way they see it appropriate. The trainer can encourage them or give them specific guidance if required (e.g. check with them what would be a moment when they would actually allow others to involve them in the activity, etc.)</p> <p>The roles were :</p> <ul style="list-style-type: none"> → had just received a bad news → leader → spoiler of the game → asking a lot of questions → nervous → forced to attend the workcamp so no motivation 	<p> Variations</p> <p>Do this activity without voice communication, no talking!</p> <p>Team members must all stay on the final safe island until all team members cross the swamp. Alter the safe clumps/route in some specific pattern (really devious!) Allow more than one person to cross the swamp at any one time- Probably need a separate squeaker and facilitator for each crosser.</p> <p>After the activity is over, it is important to do debriefing in order to express everyone's feelings and reflect on what happened during the activity. You can schematise the activity, David KOLB (1984) drew a cycle with the steps of experiential learning : experience, reflect, conclude, apply.</p> <p>It is important to ask three main questions in between these step :</p> <ul style="list-style-type: none"> → What? → So what? → Now what? <p>The theory of the « 5 conflicts-handling modes », powered by THOMAS-KILLMANN was introduced to visualise 5 types of personalities linked to conflict management. It associates the need to satisfy the other person's needs and concerns to the need to satisfy our own needs and concerns.</p> <p>The 5 profils are :</p> <ul style="list-style-type: none"> → Compete → Avoid → Compromise → Collaborate → Accommodate
		Objectives of the method	Understand through a participative game how we and teenagers can react in a conflict situation

PREPARING AND ORGANISING A QUALITY WORKCAMP FOR TEENAGERS

DAY 2 - SESSION 4

GOTEENS TOOLKIT

Objectives of the activity	<ul style="list-style-type: none"> ✓ Explore how individuals communicate in the context of group work and underline the role of assumptions in communication <ul style="list-style-type: none"> → working as a team → communication in teams → leadership
Method used	Participative game called Traffic Jam (the chairs activity) to encourage experiential learning + a debriefing session
Instructions	<p>Inform participants that the goal of the activity is for the group to solve the puzzle given to them. Create several smaller groups (preferably even number of participants in each team).</p> <p>Each small group is divided into two sides as in the scheme below (see Set up).</p> <p>Both sides either face and move towards the empty space in the middle if they are standing or need to move towards the empty space if they are seated.</p> <p>The task is for the two halves of the group to move past each other so that all members on the right side of the empty space end up on the left side and vice versa.</p> <p>The rules are: it is not allowed for anyone to move around someone facing the same way (jumping over forward or backwards) but you are allowed to step forward into an empty space or to step around someone who is facing you into an empty space.</p> <p> Set up Spaces are marked on the ground with chalk or tape. Small pieces of wood or squares may also be used. If the setting doesn't allow it or you don't have such materials, you may also use chairs.</p> <p> Debriefing session Talk about how everyone in the group can adapt and move on. It is possible to slow things down, take a different point of view, ask for external advice, remain positive, create adaptive tools, build trust, change the approach to the rules and create a comfortable space.</p>
Objectives of the method	Put the theory and the outcomes of the previous activity into practice

Suggested chair set up



DAY 3

Midterm evaluation

Beginning of the session was devoted to the midterm evaluation - usually if the activity lasts more than 2 days it is good to check the mood and level of the satisfaction in the group. This serves you to adapt plan work to the needs of the participants. 1-2 methods are enough, should not last more that 15-30 min.

- ➔ Moving debate with specific questions
- ➔ Round of feedback (what they like, what they do not like, what they would they change)

LEADING GROUPS - THEORY AND PRACTICE - FEELING LEGITIMATE AS LEADER		
DAY 3 - SESSION 1	Objectives of the activity	✓ Talk about leadership and how to feel legitimate as a leader among teens
	Method used	Talk about leadership and how to feel legitimate as a leader among teens
	Instructions	<p> Step 1 - Prepare the statements on which you would like to get opinion.</p> <p> Step 2 - Make a clear signs on floor or walls in the room - like/do no like, 1 - 10 and ask participants once they hear the the statement to position themself.</p> <p> Step 3 - Ask 1-2 persons to express the opinion from each part.</p> <p>Possible statements:</p> <ul style="list-style-type: none"> → Teenagers should have strict schedule when to go to bad, when to wake up → Laissez faire leadership style is the best for teenage activities
	Objectives of the method	Position oneself and share/exchange opinions about a certain situation, give a possibility for everyone to express themselves

LEADING GROUPS - THEORY AND PRACTICE - BLINDFOLD POLYGON

Objectives of the activity	<ul style="list-style-type: none"> ✓ Explore how individuals communicate in the context of group work and to underline the role of assumptions in communication. ✓ Discuss about leadership under challenging circumstances
Method used	<p>Polygon game</p>
Instructions	<p>A theory powered by Hershet and Blanchard (1969) called Situational Leadership - this theory links the follower's readiness to the leader's behaviour, which can be directive or supportive. According to the follower's readiness, the leader can adapt into being either:</p> <ul style="list-style-type: none"> → Delegating → Participating → Seeling → Telling <p>Another theory is Action-centred Leadership, by Adair (1973). According to this theory, to complete a task in a group, it is important to pay attention to the task, to the team, and individual's needs. If one element is not taken into account, the action has less of a chance of being completed successfully.</p> <p>The idea is that after the theory, participants could apply them to a game (this part could be done also in the first game, and then theory/debriefing).</p> <p> Instructions</p> <p>The team's task is to form the shape of a polygon (triangle, square, hexagon, etc. or any other shapes for higher level of challenge with a rope while being blindfolded.</p> <p>The rope must be used at its full length and everyone must be touching the rope.</p> <p>Depending on the time you want to allocate to the activity, the trainer can offer regular updates to the group on the amount of time left.</p> <p>The corners should be equally distant from each other.</p> <p>Alm is to form the shape that trainer gives at the beginning. Participants should discuss and find the suitable way to do it.</p> <p>This activity is good to check which types of personalities and roles you have in the team and to reflect on the communication in the team.</p> <p> Set up</p> <p>Choose an area that is flat and free of holes, tree branches, etc. Supply a piece of rope of minimum 15-20 metres per group. Ensure everyone has a blindfold or can use a personal item for blindfolding.</p>
Objectives of the method	<p>To put into practice the theory that was thought before</p>

IDENTITY - DIRECT AND INDIRECT LEARNING DURING THE PROJECTS

DAY 3 - SESSION 3	Objectives of the activity	✓ Identify direct and indirect learning processes during workcamps
	Method used	Theatre scenes
	Instructions	<p>Participants work in small groups during this session. Their task is to create short skits (theatre plays) to showcase certain moments of a workcamp (eg. group cooking, free time activities, planning a trip, doing work etc.)</p> <p>When plays are ready, each group will go on stage and perform in front of everyone else. The groups observing will have the task of taking notes of all possible learnings they consider workcamp participants acquire according to the scenes played. Each group should make a list of skills and learning.</p> <p>Lists are compared and the group listing more points wins. The trainer(s) may challenge the groups taking notes of learning by asking proof or arguments for the learnings identified.</p> <p>A final discussion is proposed during which the learning from a workcamp is being emphasised.</p>
	Objectives of the method	Visualise and remember a moment lived by the group while trying to guess what skill was used during this time.

DAY 4

WORKCAMP AS PEDAGOGICAL PROJECT - SECURITY AND LEGAL FRAMEWORK

DAY 4 - SESSION 1	Objectives of the activity	✓ Learn how to communicate between the different protagonists of a workcamp
	Method used	Group discussions
	Instructions	<p>Three groups were made in order to discuss the challenges in communication regarding teenage camps before and during the workcamp. The situations to discuss are the following:</p> <ul style="list-style-type: none"> → Parents are too worried about sending their child abroad and they keep calling the sending and hosting organisations as well as the group leader → During the workcamp a group of teenage volunteers is breaking the rules regularly and not working which creates a bad environment → One teenager is not feeling well and wants to leave the workcamp a few days after it started <p>The groups had to discuss the situation and propose different solutions. After that they shared their situation and solutions with everyone.</p>
	Objectives of the method	Initiate group discussions in order to talk about difficult situations when it comes to communication and understand different paths of communication according to specific situations.

COMMUNICATION (MEDIA AND SOCIAL NETWORKS)

DAY 4 - SESSION 2

Objectives of the activity	✓ Learn how to efficiently communicate about teenage workcamp
Method used	Powerpoint presentation as well as social media pages
Instructions	<p>The importance of social media communication today was explained as well as what should be put forward in the communication and why (promotion items, hashtags).</p> <p>The methods to use instagram reels were thought of.</p> <p>The importance of social media communication is storytelling, something quick that you can tell in 15 seconds.</p> <p>Another tip can be to mix faces with actions. It is important to show real people, others can easily identify. Do not hesitate to ask teens to help you. Giving them responsibilities can be a great way for them to feel included.</p> <p>The most important thing: make it simple, and use hashtags (around 10). Hashtags are used a lot and algorithms use them to offer similar content to people using social media.</p>
Objectives of the method	Explain the social media strategy and give advice on how to improve it

CREATIVE THINKING WORKSHOP

DAY 4 - SESSION 3 AND 4

Objectives of the activity	<ul style="list-style-type: none"> ✓ Go deeper into some subjects discussed during the training. ✓ Give a possibility to the participants to offer a discussion and to lead it
Method used	Group discussions
Instructions	<p>On the previous day in the evening after the sessions, the facilitators gathered ideas from the participants about the subjects that they wanted to discuss more (either something that was not discussed enough during the training or someone else that participants wanted to suggest to discuss together).</p> <p>4 workshops were selected, 2 of them took place on session 3 and 2 of them on session 4. Therefore during these sessions participants had to choose which workcamp they wanted to attend.</p> <p>As a result the workshops proposed were:</p> <ul style="list-style-type: none"> → Graphic facilitation → More of non-formal activities/games for teenagers → Conflict management → Legal issues and documents

DAY 5

THE IMPACT OF INTERNATIONAL ACTIVITIES FOR TEENAGERS

DAY 5 - SESSION 1	Objectives of the activity	<ul style="list-style-type: none"> ✓ Present the impact of international activities on teenagers, in order to understand why the Go TEENS project has been created. ✓ Explain the future leaders about what they have to do in order to assess the impact on teenagers on their workcamps.
	Method used	Zoom video with an external expert on impact measurement
	Instructions	<p>First, the external expert presented his research done before the Go TEENS project was created and who actually proved the need of having this project.</p> <p>Second, the expert gave the participants a number of questions in relation to the impact that they had to discuss in pairs and come back all together, give their feedback and then ask questions if they didn't understand something. This part was very important as afterwards during the workcamp leaders would need to make teenagers fill in the same questionnaire twice - in the very beginning of the project and in the end as well.</p> <p>Third, the external expert explained how he would be measuring the impact.</p>

Some sessions (for instance about the preparation of the experimentations and job shadowing) is not explained here because it was specific for the Go TEENS project and it is not relevant for this toolkit.

THE IMPACT OF INTERNATIONAL ACTIVITIES FOR TEENAGERS

DAY 5 - SESSION 3	Objectives of the activity	<ul style="list-style-type: none"> ✓ Evaluation of the training as a whole
	Method used	<p>Thermometer - this is the method which serves to understand how participants felt about different aspects of the training:</p> <ul style="list-style-type: none"> → Food → Programme → Learning outcomes → Cooperation → Communication → Accommodation → Workshops
	Instructions	<p>The evaluation was done in 3 steps:</p> <p> Step 1 - They are supposed to place themselves in a room from 0 to 10 on an imaginary line. You can ask people from each group to explain the position.</p> <p> Step 2 - Expectations/fears/contribution post-its We use this method to compare what participants wrote at the beginning of the training and what they think now. Ask if anyone is willing to share.</p> <p> Step 3 - Official written evaluation on a pre-filled form with questions regarding skills and knowledge learned.</p>
	Objectives of the method	Give examples of different methods of evaluation while evaluating the training itself

The importance of being prepared to lead a workcamp for teenagers and face difficult situations is not questionable. A good teen camplader is not only a role-model for teenagers but is also a well-rounded person who has the abilities to see the growth opportunities for teenagers on workcamps using the skills and knowledge learned chiefly through non-formal education and intercultural learning techniques. This means they are able to lead groups of volunteers, and organise work and educational activities, they are also sensitive to teenage needs and can be flexible and adapt the programme and planning. They can also act as motivators and mediators to resolve differences, and can manage their free time. Campladers must also act as go-between to the hosting organisation and the local partner and be able to do administrative tasks, such as managing budgets and making sure the correct forms are completed.

The end result is a person with leadership skills that can cope with the responsibilities of running a workcamp. He or she will also have a keen eye on the best ways to generate a great teenage group dynamic and recognise those teenagers who have the potential to become future campladers and youngsters who can make changes.

OTHER CAMPLEADER TRAININGS AND WORKSHOPS

There are different topics that are part of every training: some topics are considered essential and compulsory, meaning that they are always part of the programme, regardless of the duration of the training or the target group of the workcamp (adults or teenagers). 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:

- ➔ Mission and vision: What is IVS? What is volunteering?
- ➔ Role of the campleader
- ➔ Organisational topics of the workcamp, practicalities, administrative tasks
- ➔ Non-formal education, Group games and Team building
- ➔ Creating a safe space for learning and working together
- ➔ Social inclusion
- ➔ Group dynamics
- ➔ Intercultural learning and intercultural communication
- ➔ Self organisation, problem solving
- ➔ Conflict management
- ➔ Evaluation and reflection

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

- ➔ Gender based conflicts
- ➔ Ecology and sustainability
- ➔ Non violent communication
- ➔ Local outreach
- ➔ Public relations and social media presence (visibility)
- ➔ Time management
- ➔ Well being of workcampleaders

In the following part we will give you some additional step by step workshops that you can use for your training in order to make it more complete.



WORKSHOP ON INTERNATIONAL VOLUNTARY SERVICE AND VOLUNTEERING

Introduction	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.
Objectives of the session	<ul style="list-style-type: none"> ✓ Provide understanding of historical development and milestones of the IVS movement ✓ Give an insight into the current state of IVS, its main actors, its values ✓ Make participants realise what volunteering is for themselves and be able to see each others' perspectives
Time	 60+ minutes
Instructions	<p>The evaluation was done in 3 steps:</p> <p> Part 1 - Quiz on “What is IVS” (30 minutes) Method: Quizz Participants are invited to answer the questions of the Quiz which can be done with the help of online tools. It consists of different topics. Each question is ranked according to an increasing level of difficulty. The topics are: History of IVS, Current State of IVS, International Networks, Personalities and organisations. You can go through each question after the right answer is given in order to bring more context.</p> <p> 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. 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.</p>

WORKSHOP ON ORGANISATIONAL MANAGEMENT - BEFORE, DURING AND AFTER THE WORKCAMP

Introduction	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 organise the workcamp and which concrete tasks they should deliver. The contents depend on the logistic resources of every organisation and workcamps, so it is important to check all the details, organisational and local specificities before delivering it with your organisation
Objectives of the session	<ul style="list-style-type: none"> ✓ Help participants realise the role of the campleader in the organisational process of the workcamp ✓ 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 organisational process ✓ Give participants space for creativity and sharing ideas
Time	 90+ minutes (this could be adapted depending on the length of the training and time available)
Instructions	<p>The evaluation was done in 3 steps:</p> <p> Energiser - (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)</p> <p> Individual work: Share 4 paper boards - each of them indicates one section of the topic and has a number (15min)</p> <ul style="list-style-type: none"> → Who is the campleader - general view on his role → Tasks before the workcamp and first day/phase of the workcamp → Tasks during the workcamp (general) → Tasks on the last day/phase of the workcamp and after the workcamp <p>Ask participants to take sticky notes and to write one feature or task (according to the paper board) of the workcampleader and to stick it on the proper paper board. Ask participants to try not to repeat what is already written.</p> <p> Small group work - divide participants into 4 groups and give each team a number. Each group receives a paper board according 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 (20 minutes)</p> <p> Presenting in plenary - each group has 5 minutes to present their work. Follow up closely what participants are discussing about and be ready to add from your experience if something is missing.</p>

WORKSHOP ON GAMES AND TECHNIQUES FOR SOCIAL INCLUSION IN WORKCAMPS (...cont)

Introduction	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 profiles
Objectives of the session	<ul style="list-style-type: none"> ✓ Provide inspiration for introductory activities, which will make participants feel more involved, comfortable, at ease, participative, receptive ✓ Provide future trainers with techniques that will increase participants' interest, participation, self-confidence and will boost the inclusion effect of NFE activities ✓ Involve participants of the workshop in games, polls, reflections, debriefing sessions ✓ Identify the most effective tools and approaches to facilitate the social inclusion process of participants with fewer opportunities in NFE activities
Time	🕒 60+ min
Instructions	<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 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> <ul style="list-style-type: none"> → Ice breakers → Getting-to-know-each-other games and Name Games → Team building activities
Instructions Ice breakers	<p> Ice breakers</p> <p>Ice breakers are short games aimed at making participants more comfortable through laughs, interactions, relaxation techniques. They can include energisers, which are useful to improve the mood and provide a “shot” of energy early in the morning or after lunch.</p> <p>Example: Let the ends meet (or “the initials” game)</p> <p>Choose a theme (for example: animals). You can start saying the name of an animal and ask another participant to continue. They 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.</p> <p>Example (animals): caT – TyrannosauruS – Sheep – PandA – AlligatoR – RoosteR...</p> <p>You can choose the theme by spinning the wheel here: https://bit.ly/3uOBju9</p> <p>This is an example of a game that can be played also with limited knowledge of the English language. Participants can be invited to play with names in their own languages!</p>

 **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/their name, then an adjective starting with the first letter of the name and then make(s) a gesture. The second participant should repeat the name, adjective and gesture of the previous participant and introduce him/herself/themselves with the same process. The last participant 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 the participants 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 metres) or anything else. When all the participants 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.

*Instructions
Getting-to-
know-each-
other games*

 **Team Building Activity**

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).

Example game: Prediction

Material: a deck of card

This is a short cooperative game, which will help also learn participants' names. It is played with a set of playing cards.

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...

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 in 3 minutes making no mistake!

*Instructions
Team
Building
Activity
(...cont)*

<p><i>(...cont)</i> Instructions Team Building Activity</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> <ul style="list-style-type: none"> → 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. → The first days of an intercultural event are indeed a team building for inexperienced participants. They have to face many challenges and starting right away with a hard task of the workcamp can be overwhelming. → 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.
<p>References</p>	<p>Mark Collard, “Serious Fun: Your Step-By-Step Guide To Leading Remarkably Fun Programmes That Make A Difference”, playmeo Pty Ltd, 2012</p>

WORKSHOP ON INTERCULTURAL LEARNING - GAME: CREATE YOUR NATION

Introduction	<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>
Objectives of the session	<ul style="list-style-type: none"> ✓ Understand the concept of interculturality through an experimentation ✓ Raise awareness about the importance of multiculturalism in a workcamp environment ✓ Practise intercultural awareness workshop in a virtual environment
Time	<p> 60+ minutes (this could be adapted depending on the length of the training and time available)</p>
Instructions	<ul style="list-style-type: none"> → Introduction of the game and explanation of the rules (5 min) → Creation of the different nations from the given guidelines - small group work (15 minutes) → Explanation of the game/task, divide different groups (7 min) → The new groups resolve a common task (15 min) → Discussion after seeing the “culture” of other nations and trying to figure out the solution (3 min) → Debriefing and a plenary conclusion (15 min) <p> Description and guidelines of the activity</p> <ul style="list-style-type: none"> → The participants are divided into 2-4 sub groups (depending on the size of the group) → Each group is redirected into a separate space and receives the guidelines of the game → Each group is invited to find a name for the nation and create a basic language, based on specific and easy rules → Each nation receives instructions from the facilitators about a special cultural gesture to be used during the interactions (facilitators decide and give it to each group separately) → After the creation of the nations, the participants are divided again into different groups and join new 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) → 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 → Reflection time - discussion between groups: <ul style="list-style-type: none"> • What was the culture of the nation and how did it interfere with the other nation? • Were there any similar issues that you found on your workcamps? <p> Tips for delivery</p> <p>Once you deliver this topic, 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.</p> <p> Preparation</p> <ul style="list-style-type: none"> → Make sure you prepare the rules of the “make your nation game” for each group → Write down some issues that happen usually during a workcamp, to be mentioned if participants do not come up with their own inputs during the conversation → split participants randomly and try to have as diverse groups as possible

WORKSHOP ON CONFLICT MANAGEMENT

Introduction	This topic is relevant for future campleaders 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(s).														
Objectives of the session	<ul style="list-style-type: none"> ✓ Let participants realise that there are many ways of understanding, analysing and dealing with conflicts ✓ Deliver theoretical knowledge about conflict management and how to recognize the different personalities they can face in a conflict situation ✓ Allow participants to understand that there are different approaches they can implement in conflict situations ✓ Understand that the simple fact of trying to understand and analyse a conflict is already an important step in conflict management 														
Time	🕒 60+ min (this could be adapted depending on the length of the training and time available)														
Instructions	<p>🎨 Energiser (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)</p> <p>🎨 Theoretical part: present the basic information about “animals approaches” in conflict situations / Introduction in conflict management: why conflict management ?</p> <p>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</p> <p>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. It can provide you with the inspiration to look at conflict situations in a different way and act constructively</p> <p>🎨 Explanation of the animals in conflict situations:</p> <table border="1" data-bbox="319 1265 1436 1904"> <thead> <tr> <th data-bbox="319 1265 566 1310">Shark</th> <th data-bbox="566 1265 790 1310">Monkey</th> <th data-bbox="790 1265 1013 1310">Fox</th> <th data-bbox="1013 1265 1236 1310">Turtle</th> <th data-bbox="1236 1265 1436 1310">Owl</th> </tr> </thead> <tbody> <tr> <td data-bbox="319 1310 566 1904"> <ul style="list-style-type: none"> → 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 </td> <td data-bbox="566 1310 790 1904"> <ul style="list-style-type: none"> → usually withdraws itself → relationships are more important than winning → usually apologises or gives in → “Whatever you say will be fine with me” → I lose - you win </td> <td data-bbox="790 1310 1013 1904"> <ul style="list-style-type: none"> → 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 up a little if you do the same” → Both lose and win some </td> <td data-bbox="1013 1310 1236 1904"> <ul style="list-style-type: none"> → 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 </td> <td data-bbox="1236 1310 1436 1904"> <ul style="list-style-type: none"> → 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 </td> </tr> </tbody> </table>					Shark	Monkey	Fox	Turtle	Owl	<ul style="list-style-type: none"> → 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 	<ul style="list-style-type: none"> → usually withdraws itself → relationships are more important than winning → usually apologises or gives in → “Whatever you say will be fine with me” → I lose - you win 	<ul style="list-style-type: none"> → 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 up a little if you do the same” → Both lose and win some 	<ul style="list-style-type: none"> → 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 	<ul style="list-style-type: none"> → 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
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<p>Introduction</p>	<p> 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.</p> <p> Group discussion: presentation of particular approaches and their consequences (15 minutes in plenary)</p> <p> Debriefing - summarise the approaches, their pros and cons, “ideal situation” for each approach; summarise the conflict management (5 minutes)</p> <p>Summary and closing of the session</p>
<p>Objectives of the session</p>	<ul style="list-style-type: none"> ✓ Let participants realise that there are many ways of understanding, analysing and dealing with conflicts ✓ Deliver theoretical knowledge about conflict management and how to recognize the different personalities they can face in a conflict situation ✓ Allow participants to understand that there are different approaches they can implement in conflict situations ✓ Understand that the simple fact of trying to understand and analyse a conflict is already an important step in conflict management
<p>References</p>	<p>Compass: Manual for Human Rights Education with Young People https://www.coe.int/en/web/compass</p>

WORKSHOP ON REFLECTION IN WORKCAMPS

<p>Introduction</p>	<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>
<p>Objectives of the session</p>	<ul style="list-style-type: none"> ✓ Raise awareness of the importance of reflective thinking in workcamps ✓ Share tools, good practices and methods ✓ Acquire knowledge about techniques to perform effective reflective sessions ✓ Create and implement new ways of facilitating reflective sessions
<p>Time</p>	<p> 60+ min</p>
<p>Instructions</p>	<p> Theoretical input with a presentation (15 min)</p> <ul style="list-style-type: none"> → Present the “Kolb cycle”; → Provide sources of inspiration for reflection through images/infographics <p> 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)</p> <ul style="list-style-type: none"> → Environment - What is the best environment for a reflection? (think about: the physical environment, settings, place, number of people, proper time during the day etc.) → Tools (what tools can you use to harvest the contributions from reflection?) → Questions (what questions can you ask when you do a reflection?) <p> Rotation order of the animals in conflict situations:</p> <ul style="list-style-type: none"> → 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> Checking out (closing round) (5 min)</p>
<p>References</p>	<p>Kolb cycles - https://www.simplypsychology.org/learning-kolb.html</p>

WORKSHOP ON HOW TO DO A WORKCAMP WITH TEENAGERS

Introduction	There are workcamps which are specifically organised 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 a 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.
Objectives of the session	<ul style="list-style-type: none"> ✓ Invite workcampleaders to reconsider their image of teenagers of today (help them reconnect with their personal memories: how it is to be a teenager) ✓ Introduce approach of empowering teenagers: proposing choices, not rules ✓ Discuss peculiarities and things to keep in mind when preparing a teenage workcamp
Time	 60+ min
Instructions	<p> Introduction - present session agenda (5 minutes)</p> <p> “From past to present” - Emotion-Storming, group discussion</p> <ul style="list-style-type: none"> → “You as a teenager”- what do you remember? What you felt, what you struggled with (write individual emotions, put it on the paper board– advantages and challenges) → Teenagers of 2021: (write individually, put it on the paper board– advantages and challenges) → What are the similarities and differences from when you were teenager and now? Group brainstorm <p> Debriefing - how to use those insights to work with teenagers? How to build a connection with them? (25 min)</p> <p> 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 and language issues etc. (10 min)</p> <p> Presentations of ideas by each group (can be done in a creative way like role-play), Questions & discussion – (15 min)</p> <p> Conclusion - give a few theoretical life hacks/tips (5 min)</p> <p>Tips for delivery: One important 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.</p>

TIPS & TRICKS FOR LEADING LEADING THE TRAINING

Every successful training has quality preparation beforehand. Here we would like to list you different things you should not forget while preparing your training:

- 👉 Select **TRAINERS TEAM**.
- 👉 Have **PREPARATION MEETING** with trainers and plan the programme and session outlines.
- 👉 **SELECT PARTICIPANTS** and communicate with trainers about their needs. If we are talking about a specific training for teenagers campleaders, make sure that the participants are actually interested in leading a workcamp with this target group and that it implies more attention from them.
- 👉 Buy **TRAINING MATERIALS** in advance (ask trainers to provide you with a list).
- 👉 **PRINT** what is needed in advance, do not rely on technology.
- 👉 Ask trainers for **FEEDBACK** on the participants.
- 👉 Check **REPORT FROM THE TRAINERS** (and have it handy for future trainings)



Training Future Campleaders of Teenage Workcamps

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”. It is very important to create this “safe space” during the training.

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 - it should be set in an inspiring natural environment which helps people relax and connect with themselves and others.

2 TUNE YOUR WELCOME AND HOSPITALITY TO THE INDIVIDUAL. Make sure the participants feel welcome 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 IN THE BEGINNING OF THE TRAINING 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.

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 GENERALISATIONS, 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.

WORKING SPACE REQUIREMENTS

👉 **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.

👉 **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.

👉 **INCLUSION AND RESPECT:** apart from the freedom of expression, facilitators need to ensure that the training is 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. 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.

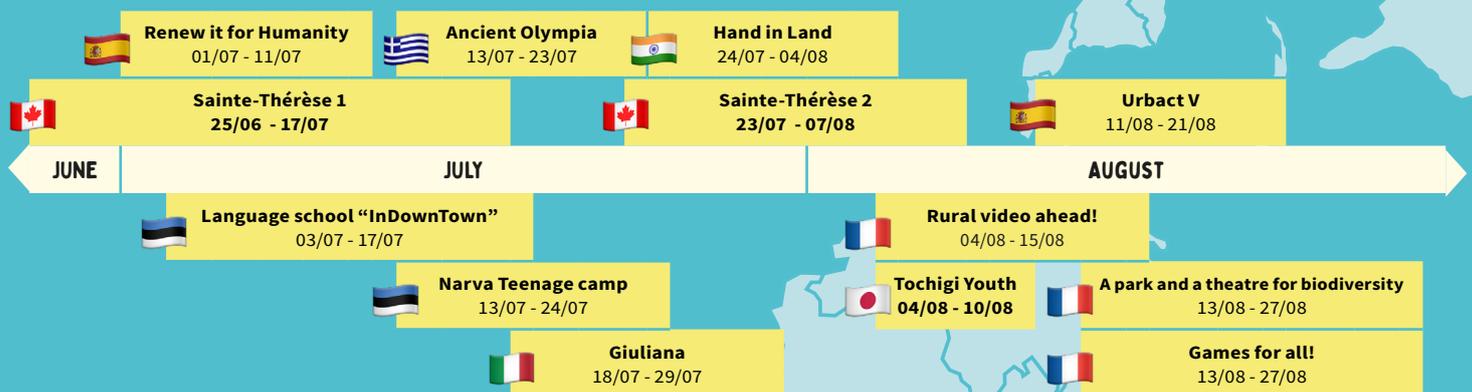
To ensure the learning, adequate working space is very important as it supports participants to be focused and able to think through the topics of discussion, without interruption. Here you can find some of the standards to strongly consider whether you are organising trainings:

- ➔ 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 participants
- ➔ Enough wall space to hang different sizes of paper
- ➔ Sufficient numbers of electric plugs
- ➔ Outdoor space
- ➔ Rooms for trainers not to be shared with participants

5 INTERNATIONAL ACTIVITIES WITH TEENAGERS

During Summer 2022, 8 partner organisations of Go TEENS participated and organised a number of experimentations where they hosted teenagers and also international leaders (what we called job shadowing).

Here is the list of the experimentations organised by the project partners in terms of Go TEENS project.





CANADA
CHANTIERS JEUNESSE

JAPAN
NICE

INDIA
FSL

ESTONIA
ESTYES

FRANCE
SOLIDARITÉS JEUNESSES

GREECE
ELIX

SPAIN
DE AMICITIA

ITALY
INFORMA GIOVANI

International Activities with Teenagers

Teenage camp in Sainte-Thérèse

Chantiers Jeunesse Canada, did not have a possibility to host neither teenagers from other countries nor an international group leader but they managed to organise a national activity for teenagers.

-  **Dates:** 23/07/2022 - 07/08/2022
-  **Place:** City of Sainte-Thérèse, Canada
-  **Number of participants:** 12 national teenagers
-  **Nationalities:** Canada

Short description

This teenage activity's aim was to preserve and beautify the Jardin des Sources of the city of Sainte-Thérèse. This park is practicable in all seasons and is characterised by its numerous paths, its diversified nature and its beautiful play and rest areas. This nearly 30-year-old partnership, the oldest of Chantiers Jeunesse, has enabled hundreds of young volunteers to participate concretely in the enhancement of this living space used by thousands of people every year.



Preparation of the activity

The preparation of the activity was the same as for other activities. There was a session in the compleader training about working with teenagers. The aim of the Go TEENS project was explained to the compleader and the tasks related to the programme (impact surveys, postcards, communication etc.) Chantiers Jeunesse has been partners with Sainte-Thérèse for thirty years and has been organising projects there for a long time so the partner was not different as well as the preparation.



I REALLY ENJOYED TAKING A TOUR WITH A GUIDE FROM THE KAHNAWAKE INDIGENOUS COMMUNITY AND LEARNING MORE ABOUT THEIR HISTORY. IT WAS VERY TOUCHING.

 Volunteer

Challenges / solutions

The tasks were repetitive and sometimes very physically demanding. Although these tasks could be varied in the same day, with rotations performed two-three times a day, they were basically the same during the two weeks.



For a teen project, it is a good idea to plan activities that are relevant to the age group and interests. Also, more time needs to be spent planning and facilitating group activities to help with motivation.



Camplader's impressions

WHAT A GREAT EXPERIENCE! A PLEASANT WORK ENVIRONMENT, A VERY WARM WELCOME FROM THE CITY OF SAINTE-THÉRÈSE, AND REALLY FUN ACTIVITIES. BUT ABOVE ALL, I FEEL SO PRIVILEGED TO HAVE LIVED WITH THIS ABSOLUTELY INCREDIBLE GROUP OF YOUNG PEOPLE. SO MANY MEMORABLE MOMENTS.

ESTONIA

ESTYES



Language school “In DownTown”

 **Dates:** 03/07/2022 - 17/07/2022

 **Place:** Tallinn, Estonia

 **Number of participants:** 11 international teenagers + 26 national teenagers + 5 group leaders

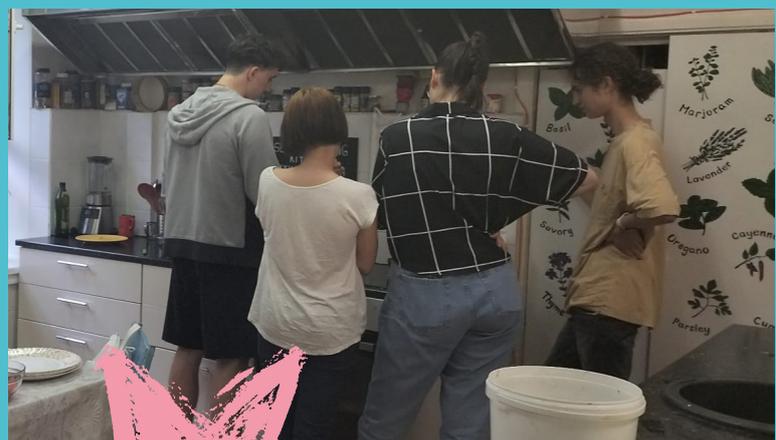
 **Nationalities:** Italy, France, Spain, Latvia, Russia, Estonia, Japan, Mexico, Germany, Kenya

Short description

An international language activity was organised for teenagers by the language school “In DownTown” and the non-profit educational association “Alternative Language Programmes Satellite” (ALPS) within its annual activities on multicultural issues. The activity's aim was to bring the diversity of cultures in the world to the youth and provide them with good practices in intercultural communication through meetings, visits, and direct contact to young people from abroad. The international activity got 14 to 16 year-old teens familiar with national traditions of the countries from all over the world. It encouraged them to develop their global thinking and individual initiative, tolerance and resistance to xenophobia and ethnic hatred.

Preparation of the activity

Participants were recruited by the partner organisations in their countries of origin and accepted by the coordinating organisation EstYES. A detailed international activity infosheet was sent to participants 3 weeks before the beginning of the activity along with the parental authorisation form. Before the camp, the coordinating organisation was hosting a communication session to answer all the questions that were addressed by the parents. The international leaders were invited to participate, too. Accommodation was arranged in the language school and catering service for participants was organised in the café nearby and at school. Breakfasts and dinners were cooked by one of the staff members, and lunches were served in the cafe. Arrivals / departures and other logistics were planned together with the parents and organised by the coordinating / hosting organisation. Campleaders arrived 2 days earlier to meet the team and to prepare for the start of the international activity.



Daily Schedule

The international activity programme included team projects, discussions at the round table, social and sport games, open air performances, actions for peace and nature protection, meetings with people, visits to museums and sightseeing as well as presentations of the countries that participants and volunteers represent, etc. During the international activity, everyday there was a presentation of one of the countries presented, a topic to learn or discuss about and a related activity to follow up the topic. Teenagers took part in activities daily from 10.00 to 17.00. There was one day off and one day to travel outside of Tallinn. The day off was spent either accompanied by a member of the school staff or of the host family. Daily activities took place in a learning centre situated in the very centre of the city. A group of international volunteers and members of the local school staff kept the teenagers active and ran the programme.

Challenges / solutions

Lack of participants.	➔	Better promotion among sending partners, more visual material helped.
Weak level of English of some participants.	➔	Speak slowly, make sure everybody can follow and understand instructions. Sometimes other people from the same country can help explain details in their mother tongue.
Teens tend to switch to their own language instead of using English.	➔	Explain the reasons and importance of speaking English in the very beginning, and find an extra incentive to motivate them to do so.
Participants were using smartphones when they were not allowed to do so.	➔	Collect phones in the beginning of the day and give them back when the daily work is finished and they can have some time off with their phones.
Lack of motivation to fully participate in the programme.	➔	Better planning of the activities, make it more exciting for teens and make every day creative.
Having participants with mental or behavioural disorders that were not communicated previously.	➔	This should be communicated at the moment of registration and especially at the preparation stage. Encourage parents to explain it transparently and explain why the hosting organisation needs this information. The hosting organisation has to be prepared to handle any possible challenges and avoid any uncomfortable or problematic situation in the camp.
Recruitment and preparation of international campleaders, who are important stakeholders of this particular project. Lack motivation, cases of non-conventional behaviour.	➔	An online interview before acceptance is extremely helpful to avoid recruitment mistakes. Training online before arrival and offline upon arrival to the project a couple of days before the beginning of the camp. Monitoring of the camp progress.



Campleader's impressions

I LEARNT THE IMPORTANCE OF UNDERSTANDING THE OTHER PERSON'S POINT OF VIEW AND THAT WHILE WORKING WITH TEENAGERS IT IS IMPORTANT TO HAVE CLEAR IDEAS, A WELL-DEFINED PLAN AND KEEP THEIR MOTIVATION HIGH.

FRANCE

SOLIDARITÉS JEUNESSES



A park and a theatre for biodiversity

- Dates:** 13/08/2022 - 27/08/2022
- Place:** Beaumotte, France
- Number of participants:** 12 teenagers + 2 international group leaders
- Nationalities:** Turkey, Ukraine, Ivory Coast, France, Italy

Short description

Le Centre de Beaumotte, regional delegation of Solidarités Jeunesse hosts people from all over the world and a large variety of backgrounds, including international volunteers, who spend an entire year living and working at the centre. As a collective experience, this project offers time and space for an intercultural exchange and sharing of ideas.

In this place of learning and experimentation, everyone is invited to add their unique touch to a very colourful tapestry. During the work (4 hours a day) participants were introduced to techniques of carpentry in order to create giant wooden games which would be used at the centre for festivals and special occasions. They evolved as a team with the help of a technical supervisor, already sharing all tasks associated with a collective way of living, such as cooking or cleaning together, after work activities etc.



GOTENS TOOLKIT



EVERY EVENING BEFORE DINNER WE ALL GATHERED TO ADMIRE THE SUNSET AND TO TAKE A MOMENT FOR PERSONAL REFLECTION.

Volunteer

Preparation of the activity

The project was born from a desire to link creativity and woodworking. Part of the team already had experience in this field. The local group leaders were trained beforehand through several training sessions (regulations / group dynamics / management of emergency cases...). A few days before the international activity, the leading team met. A first meeting allowed to set the bases of the general organisation and of the framework proposed for the two weeks. The team was able to propose ideas for activities for the afternoons and evenings, before the arrival of the teenagers even though the major part of the programme was discussed and chosen by the participants themselves.

Challenges / solutions

<p>Participants' unfulfilled expectations: some of them were expecting to take part in more of a recreational project. Volunteers sometimes complained about the length of the working time.</p>	<p>→ Keep a balance between the participants' motivation and tiredness, and the final objectives established by the local partner that need to be eventually covered. The days when the group needed to take a break from the working time were shortened and substituted by informal discussions or workshops.</p>
<p>Internet and phone-line access were not equal among participants. Some of them had illimited access and others were complaining about their lack of data and internet connection.</p>	<p>→ Set a time together with the group for their usage of the internet and the phone. This schedule should apply to the use of wifi in the house (provided to those who did not have internet) and their own data. It is good to set it at the beginning of the international activity in order for them to communicate it with parents, if needed.</p>
<p>The weather conditions were challenging as it was the end of summer. Participants had to experience cold nights under tents and hot weather during the day.</p>	<p>→ Change the schedule so that volunteers start working earlier in the morning. Organise games in the shade and offer more breaks. Do more water activities if possible. Make sure that everyone feels comfortable in the tents by providing more blankets.</p>



Campleader's impressions

I WILL BRIEFLY TELL YOU ABOUT MY EXPERIENCE. DURING THE TWO WEEKS I SPENT IN BEAUMOTTE, I GOT TO MEET SOME FANTASTIC PEOPLE! THE CAMPLEADER WITH WHOM I SHARED THIS ADVENTURE AND THE YOUNG PEOPLE FROM DIFFERENT COUNTRIES. OVERALL THERE WAS A SUPPORTIVE AND COLLABORATIVE ATMOSPHERE, WHERE EVERYONE GAVE THEIR CONTRIBUTION TO MAKE THE EXPERIENCE RUN SMOOTHLY! I AM HAPPY TO HAVE SHARED THIS SPACE AND TIME WITH THESE GUYS, I HOPE I GAVE THEM MY BEST! I WILL TREASURE THIS INCREDIBLE EXPERIENCE THROUGH WHICH I LEARNT A LOT TOO!

Ancient Olympia

- Dates:** 13/07/2022 - 23/07/2022
- Place:** Ancient Olympia, Greece
- Number of participants:** : 9 teenagers + 3 international group leaders
- Nationalities:** Greece, Italy, France, Spain, Estonia

Short description

The international activity took place from the 13th to the 23rd of July, in a Greek village of Ancient Olympia. The central focus of the international activity was to restore and regenerate the botanical garden which was located close to the site of the first Olympic games. The garden had become overgrown in many places due to insufficient maintenance over the years.

Preparation of the activity

The coordinator of the international activity created a whatsapp group which all the participants used to communicate before coming to the project. The camp leaders came 2 days before the start date of the international activity to prepare and organise the activities. Participants had already been informed about the groups and the pick ups. One camp leader and the coordinator went to the airport to pick the participants up in groups. The pick ups were organised based on participants' itineraries. The preferable times for flying were included in the infosheet. The ones that arrived earlier left from the airport to the venue with the leader and the other group left with the coordinator.



Daily Schedule

The first day of the international activity was used to set the agreements and ground rules. The introductory session served to help everyone get to know each other better (eg. speed dating game), where volunteers had the chance to speak with a different person for a few minutes. The second session served to clarify the rules and discuss the expectations of the international activity. The first days the leaders discussed the possible free time activities, by giving volunteers an opportunity to shape the itinerary. Every day contained some hours of work and workshops to discuss different topics.

Challenges / solutions

<p>Due to a greater number of participants from France, there was a tendency for them to speak French in front of other non-French speakers, which perhaps left some participants feeling excluded.</p>		<p>We had a conversation with the participants, we explained to them the advantages of trying to communicate only in English. We explained that one of the aims of the workcamp was the confrontation of language barriers, and trying to be more familiar with the English language.</p>
<p>The project accommodation was arranged in a hotel. As a result:</p> <ul style="list-style-type: none"> → participants did not truly have a collective living experience → teenagers did not have any cleaning or cooking responsibilities to learn from. 		<p>Try to choose a camping site or another accommodation where volunteers can cook and clean together. Ask the campleaders to organise cooking and cleaning teams on the first day of the international activity, then everyone together can organise a balanced schedule to follow .</p>
<p>As restrictions regarding minors are different depending on the country, it was hard to decide which frame should be applied especially if there is no legislation regarding teen work (as in Greece).</p>		<p>Campleaders should establish their own frame and rules during the teenage international activity based on their experience and regulations of their own countries of origin.</p>



Campleader's impressions

THE ACTIVITIES OF THE FIRST DAY BROKE THE ICE BETWEEN THE TEENAGERS. AS THE GROUP WAS COMPOSED OF TEENS WITH THE SAME SOCIO-ECONOMIC BACKGROUND, I GUESS IT HELPED THIS COHESION. THE GROUP WAS VERY EASY TO MANAGE AND WE DID NOT HAVE ANY HUGE PROBLEMS TO DEAL WITH.

EVERY MORNING, BEFORE STARTING THE WORK, WE DID 5 TO 10 MINUTES OF EXERCISE LED BY THE COORDINATOR OF THE WORKCAMP. THIS RITUAL COULD BE SEEN AS ANNOYING FOR THE TEENS, BUT THEN IT BECAME A VERY NICE AND APPRECIATED MOMENT.



Hand in Land



Dates: 24/07/2022 - 04/08/2022



Place: Kundapura, India



Number of participants: 16 national teenagers + 2 international group leaders



Nationalities: India, Spain, Japan

Short description

The aims of the international activity were to create bonds between facilitators, staff and participants, to appreciate nature and maintain good agriculture, to engage with children from the local community and refurbish the school, to create awareness of waste management and recycling initiatives, and to improve everyone's English.

Preparation of the activity

For the field work there was a preparation phase well in advance coordinating with people and getting everything ready, such as transportation and tools needed to do the activities at the location. There were a lot of materials from other projects to be used, for example stationary material such as flip charts, sticky notes, pen, scissors, colour pens, or other outdoor activities' props.

Before beginning the international activity everyone involved met and discussed how the use of data collection is important to measure the impact that local projects are having on participants and local communities. Participants were previously questioned about their opinion on society, on dealing with problems and conflicts and what they see as their strengths and weaknesses. This helped the group leaders to get to know the participants better even before the beginning of the activity.



Daily Schedule

There was a camp programme designed and prepared. However, there were different challenges: for example, some of them did not want to stay overnight because of protective parents, some did not know English at all, or they came from two different schools and were quite shy to mingle with the others. Luckily, all of these obstacles disappeared after day 1.

There was a buddy system put in place where they would talk with their buddies at the end of every day and discuss the whole day, what was the main highlight and what they learnt. Every night there were different fun ways of evaluation and feedback. Another daily practice was that every day each group would mark their level of “experience” for that day and explain to the rest of the group what that meant and why they felt that way.

Challenges / solutions

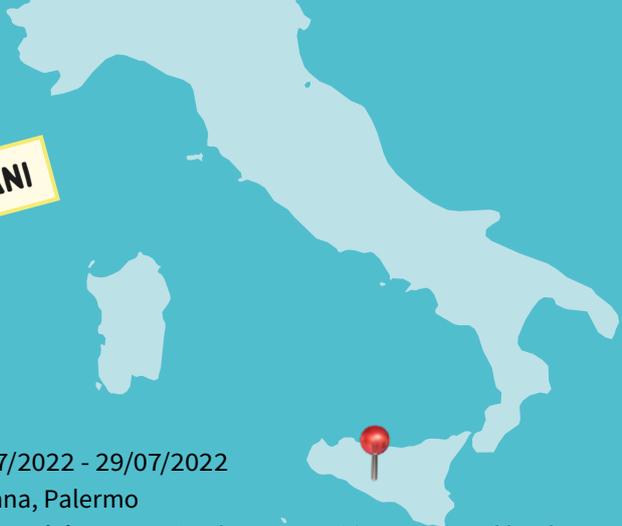
Few challenges we faced were language as we should establish one main language throughout the whole camp. The other was the phone policy that was not very strict so they kept using it during activities and were not motivated to spend time together during free time because they had their own phone time. And we had problems with the parents which need to be more strict next time.

Participants dealing with new situations outside of their comfort zone, such as keeping the place clean, different meals or meal times.	➔	The group leader should remind the participants about how adapting to new commonly decided rules is a part of living with other housemates.
Homesickness and attitude of some parents who could not adapt to their teenager children being away from home.	➔	Group leaders can be flexible about the rules established in using mobile phones and give the participants the chance to take responsibility and to set their own schedule.



Campleader's impressions

THE VOLUNTEERS SAW THE IMPORTANCE OF COMMUNITY DEVELOPMENT AND THE VALUE OF GIVING BACK AND THAT THERE ARE JOYS TO VOLUNTEER THROUGH EDUCATIONAL ACTIVITIES AND NEW LEARNING METHODS. THEY WORKED OUT THE IMPORTANCE OF PRESERVING NATURAL RESOURCES, NATURAL IRRIGATION AND FOOD PRODUCTION AND THAT THIS WAS CROSS FUNCTIONAL KNOWLEDGE. THEY ALSO REALISED HOW MUCH THEY COULD DO BY WORKING AS A TEAM IN THE DEVELOPMENT OF SMALL PROJECTS. FINALLY, THEY BECAME AWARE OF ENVIRONMENTAL SUSTAINABILITY, THE RECYCLING OF LOCAL RESOURCES, WHICH FORMS PART OF WHAT IS CALLED "SUBSTANTIAL DEVELOPMENT GOALS.



Giuliana

- Dates:** 18/07/2022 - 29/07/2022
- Place:** Giuliana, Palermo
- Number of participants:** 12 volunteers + 2 international leaders
- Nationalities:** France, Germany, Spain, Italy, India

Short description

Volunteers experienced a regular life in a farm in the countryside by doing some agricultural work and farming, taking care of and stocking hay for animals, drawing sign panels, repairing and painting fences and painting a thematic big drawing.

Preparation of the activity

The work was held in a farm in the countryside with animals, plants and grain fields. For the preparation of the activities, the hosting organisation was primarily involved as it was important to make sure that young people will experience and live the ordinary days in a farm. A list of potential work was prepared beforehand and a drafted agenda shared with the leaders. Later on, further activities were added following teens' attitudes and interests. Some excursions were organised to introduce volunteers to the Italian culture, traditions, and landscapes (visit to the beach and neighbouring towns).



GOTEENS TOOLKIT



I LEARNT A LITTLE BIT MORE ABOUT ITALIAN CULTURE, THE FARM, AND LIVING WITH PEOPLE FROM OTHER COUNTRIES.

Volunteer

Daily Schedule

- ➔ **Day 1:** Introduction and welcoming activities; getting to know each other games
- ➔ **Day 2:** Orientation, getting to know people and place division of tasks / shifts; Farm work; Team building activities
- ➔ **Day 3:** Art workshop with a local painter - drawing in the morning and painting in the afternoon; International dinner (Italy)
- ➔ **Day 4:** Farm work in the morning and in the afternoon; International dinner (France)
- ➔ **Day 5:** Beach
- ➔ **Day 6:** Rest; Music Lab; International dinner (Spain)
- ➔ **Day 7:** Excursion to Montevago; Mid-term Evaluation and free time; Pizza party
- ➔ **Day 8:** Farm work; Emotional Intelligence workshop; International dinner (India)
- ➔ **Day 9:** Excursion to a milk-cheese factory, Farm Work; International dinner (Germany)
- ➔ **Day 10:** Farm work in the morning and in the afternoon; International cuisine contest award
- ➔ **Day 11:** Farm work, Final Evaluation; Farewell party
- ➔ **Day 12:** Departures

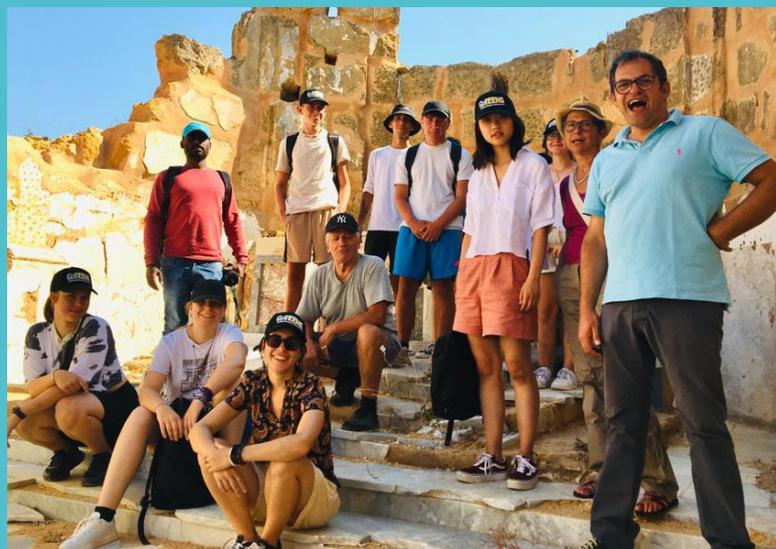
Challenges / solutions

Volunteers had difficulties in respecting the time agreed to wake-up.	➔	If possible and according to the context negotiate a new time in order to adapt to volunteers' needs.
High temperatures during summer made it harder to work outside.	➔	More indoor activities in order to avoid working outdoors in the afternoons.
Volunteers disliked cooking.	➔	Leaders invented a cooking contest among volunteers. Each nationality cooked traditional meals which were voted at the end of every day.
Excessive use of digital devices.	➔	Volunteers were asked to collect videos and pictures during the day in order to produce the breaking news by evening. Each day a group of three volunteers held the task to decide the format, collect materials, do the editing and present the result after dinner time.



Camplleader's impressions

THE VOLUNTEERS WERE VERY MOTIVATED EVEN THOUGH THE HIGH TEMPERATURE SOMETIMES MADE THE DAY QUITE TOUGH. THEY WERE WILLING TO MAKE NEW FRIENDSHIPS AND COULD ESTABLISH GOOD AND DEEP CONNECTIONS AMONG EACH OTHER. CONCERNING DAILY TASKS, IT WAS NICE TO CONTRIBUTE TO THE EMBELLISHMENT OF THE FARM AND COOK WITH YOUNG PEOPLE THEIR TRADITIONAL FOODS, TO SEE HOW FUN CAN BE A BORING ACTIVITY LIKE COOKING OR CLEANING.



Tochigi Youth

-  **Dates:** 04/08/2022 - 10/08/2022
-  **Place:** Tochigi, Japan
-  **Number of participants:** 5 national volunteers + 1 group leader
-  **Nationalities:** Japanese

NICE Japan hasn't hosted teen workcamps but they have held camps to train campleaders. Several of their campleaders then went on to help lead camps in France, Estonia and India.

Short description

Tochigi Conservation Corp is a Japanese hosting and local partner organisation which has begun to organise activity programmes like those held by The Conservation Corps in the U.S.A. For this project, the volunteer work took place in various forests around Mashiko with the cooperation of local people, such as local forestry activists, forest owners and local Non Profit Organisations who use the forests daily.

Preparation of the activity

International participants were not permitted to join the international activity in Japan due to Covid-19. So the preparation was restricted to:

-  a meeting with the local host
-  sending out the details on an information sheet
-  contacting participants by text messages prior to the activity



I WAS PROUD OF THE PROGRESS MADE BY THE END OF THE PROJECT. I WILL BE VOLUNTEERING MORE THROUGHOUT MY LIFE INSIDE AND OUTSIDE OF MY COMMUNITY TO MAKE A DIFFERENCE!

 Volunteer

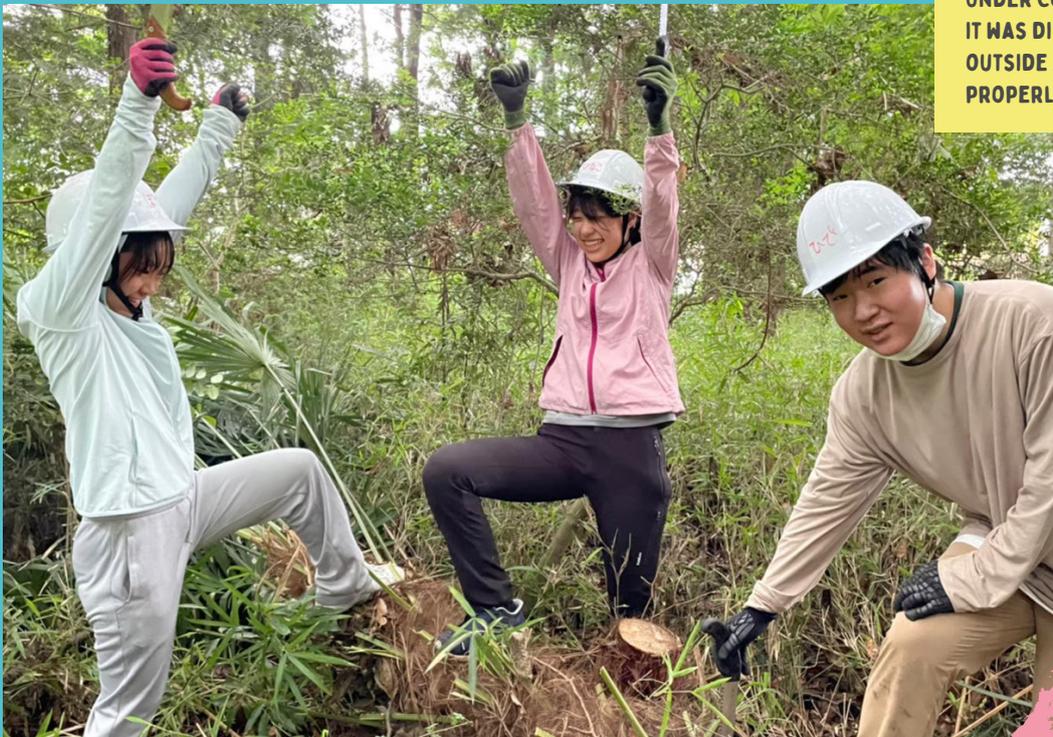
Daily Schedule

Work schedules were adapted due to the weather conditions and the availability of local forest owners and activists. Volunteers needed to be flexible but the duties over the workcamp period were:

- ➔ to maintain forests (weeding, cutting undesirable bamboos and trees)
- ➔ to support running an event in which children would enjoy nature and craftworks using wood and bamboo

Challenges / solutions

The Japanese Government would not allow International Volunteers to come due to Covid-19 restrictions.	➔ Organise a national activity for teenagers anyway including some international aspects in the schedule.
It was impossible to find a group leader since international group leaders could not come to Japan.	➔ The camp was held by a local host together with two staff members of NICE who joined the project for a few days.



UNDER COVID-19, IT WAS DIFFICULT TO GO OUTSIDE AND COMMUNICATE PROPERLY WITH OTHER PEOPLE.

NICE's staff member

International Activities with Teenagers



Staff members' impressions

THIS WORKCAMP WAS A GOOD OPPORTUNITY TO COMMUNICATE WITH MEMBERS FROM THE SAME GENERATION AND WITH LOCAL PEOPLE OF VARIOUS GENERATIONS. THEY LEARNED SOCIAL SKILLS LIKE LIVING WITH OTHERS, CONSIDERATION FOR OTHERS, COOKING, CLEANING AND COMMUNICATION. THROUGH VOLUNTEERING THEY GOT THE OPPORTUNITY TO DISCUSS SOME SOCIAL ISSUES.

SPAIN

DE AMICITIA



Renew it for Humanity

- Dates:** 01/07/2022 - 11/07/2022
- Place:** Lozoyuela, Spain
- Number of participants:** 9 international teenagers + 2 international group leaders
- Nationalities:** Spain, Italy, France, Greece

Short description

The “Renew for Humanity” international activity took place in July 2022. It was a ten day project held in the municipality of Lozoyuela, one hour by car from Madrid. The type of work was restoration, cleaning, bleaching, scraping, painting and taking care of the garden. The name of the event “Bibliopiscina” involved volunteers helping in the borrowing of books and organising activities for the people in the pool. These activities were focused on children and teenagers, and each group of participants took daily turns to run the Bibliopiscina.

Preparation of the activity

A list of volunteers was sent to the campleaders by the hosting organisation at the end of June. Emails, with the contact numbers, were then sent out to the volunteers. They were asked to bring along items from their countries of origin such as sleeping bags, seasonal clothes and other items that were requested for project activities (see chapter 3).

Various conversations and meetings took place between the campleaders, the local partner and the hosting organisation as to the daily activities to be organised together with excursions, food and accommodation and rest periods for the volunteers. Below is a brief breakdown of the 10 day schedule.

GO TEENS TOOLKIT



THIS WORKCAMP WAS GREAT ! THERE ARE SOME DOWNSIDES: THERE WAS NOT ENOUGH WORK, MORE WORK TOGETHER COULD IMPROVE THE RELATIONSHIP. BUT THERE WERE A LOT OF GAMES, CULTURAL ACTIVITIES AND FREE TIME SO DURING THIS WORKCAMP I MADE A LOT OF FRIENDS!

Volunteer

Daily Schedule

- ➔ **Day 1:** De Amicitia presentation to the campleader explaining the goals, schedule and rules of the project. House preparations, food shopping and pick-up arrangements.
- ➔ **Day 2:** Picking up volunteers from the airport and bus station. Everyone had dinner together.
- ➔ **Day 3:** A name game and a dance exercise, an explanation of the rules, meal times and the need to respect personal space. House tasks were allocated to teams for cleaning, gardening, painting and varnishing. The teams were rotating each day ensuring different tasks. The bibliopiscina project was explained followed by a visit to the local lake as an informal activity.
- ➔ **Day 4:** A visit to the bibliopiscina. Participants prepared the books for lending out, and planned activities with the local children. Cards and pantomime games were played in the evening.
- ➔ **Day 5:** House tasks followed by bibliopiscina and activities. The teenagers learned to organise a variety of activities and explain them to the children.
- ➔ **Day 6:** Painting, visiting bibliopiscina. The Italian participants went shopping for lunch and dinner for 20 people for Italian international day. Evening games.
- ➔ **Day 7:** House reparations, bibliopiscina. Lunch together and an evening movie chosen by the volunteers.
- ➔ **Day 8:** Painting, gardening, visiting bibliopiscina. French participants prepared food for the day.

Challenges / solutions

The first day we faced trouble with the 'gendered' toilets because we had a transgender teenager.	➔	The campleaders isolated the gender-based toilets.
Some of the teenagers didn't respect the rules of the campleaders regarding the time that they had to return to the house during their free evenings.	➔	This required a repeat of the workcamp rules that needed to be respected.
Unmotivated participants disturbed the group activities.	➔	Campleaders clarified the importance of following the schedule and what it means to be part of a group that has to collaborate with so many different personalities.
Specific participants wanted to buy and smoke weed.	➔	The campleaders explained that, as it is illegal, it was not allowed and was disrespectful to the workcamp environment and set a bad example. They also repeated the workcamp rules.



Campleader's impressions

IN ORDER TO EVALUATE THE INTERNATIONAL ACTIVITY'S SUCCESS, AS LEARNT, AT THE END OF THE PROJECT THE GROUP LEADERS DISTRIBUTED A PIE-CHART TO THE VOLUNTEERS ON WHICH THEY PUT A DOT IN THE POSITION THAT WAS MOST RELEVANT TO THEIR EXPERIENCE. THERE WERE SIX TOPICS: ATMOSPHERE, WORK ACTIVITY, ACCOMMODATION, GROUP LEADER, LEISURE ACTIVITIES, GENERAL ORGANISATION. THE ANSWERS WERE ANONYMOUS AND ALL POINTS WERE ANSWERED POSITIVELY. THE CAMPLEADERS WERE VERY SATISFIED AND HAPPY WITH THIS AND ALSO WITH THEIR PERSONAL LEARNING EXPERIENCE. THIS HELPED THEM TO BECOME MORE ACTIVE IN THEIR OWN ORGANISATIONS AND ENCOURAGED TO BE INVOLVED IN ORGANISING THEIR OWN FUTURE TEEN PROJECTS.

JOB SHADOWING

Workcamps and other international projects organised by youth NGOs prioritize non-formal education, teach new practical skills and promote equal opportunities simply through participation. This also applies to group leaders who wish to gain more experience. It takes the form of observing and helping a colleague who has more experience. Thus, job shadowing experience can:

- ➔ provide training for an inexperienced group leader
- ➔ provide international experience for a group leader, who has only led national projects
- ➔ provide experience for a group leader who has led adult projects but not teenage ones.

Here is an example of questions inexperienced group leaders might ask themselves as they job shadow workcamp procedures.

- ➔ How was the group leader for this workcamp selected?
- ➔ What kind of preparation and support can I provide?
- ➔ What is the process of handling partner organisations who send their group leaders?
- ➔ Are the hosting conditions (accommodation, food, transport etc.) as I would wish?
- ➔ How is the hosting organisation going to follow the group leaders during the workcamp?
- ➔ projects
- ➔ How is the sending organisation going to follow up the group leaders after the project?
- ➔ How is everyone involved creating an efficient communication network?
- ➔ Will there be a dissemination event after the experimentation involving all group leaders?
- ➔ Will there be a dissemination event after the experimentation involving all campleaders?

Job shadowing is quite an enriching experience and Go TEENS project proves it once again. Group leaders proposed by the hosting organisation or local partner, learn a lot from more experienced people or staff members. For example, they understand how important it is to get to know the local area, and the priorities on a list of local contacts, such as the number of a health centre or police station. They also learn the right moment to call the hosting organisation, if the information they require is not forthcoming. In 2020, the seminar on quality youth work identified the need to include a specific session during the campleaders training on methods of working with teenagers and their psychology in an international context. Job shadowing through Go TEENS provided exactly this kind of hands-on experience to the people who in future will organise teenage projects by themselves and will continue supporting their sending organisations when it come to teenage activities.

6 IMPACT RESEARCH

LEARNING, FRIENDSHIP AND EMOTIONS AS EVIDENCE OF CHANGE

The research element of the GoTEENS project consisted in two complementary phases: a preliminary needs assessment, that utilised both surveys and interviews to collect the perspectives on a number of key topics of returned teenage volunteers, of campleaders having facilitated workcamps with teenagers, and of staff of voluntary service organisations; and an outcomes and impact assessment, that utilised a quasi-experimental design with pretest-posttest surveys aiming at evaluating the change perceived by the teenager participants after their voluntary service.

The focus on change comes from the definition of impact guiding the research, which was developed by Solidarités Jeunesses France and its partner organisations during the “Changing Perspectives” projects (2011 & 2015) and has been since adopted by the International Voluntary Service movement: “A change or an effect on individuals, collectives or environments in the short, medium and long term. Produced by interaction between individuals, communities and environments in the context of International Voluntary Service actions. Perceivable, and as such could lead to social recognition or personal acknowledgment.”

This perception of change by the volunteers themselves specifically influenced the design of the pretest-posttest surveys, which reflect the idea of programme assessment, looking at the correspondence between the learning objectives of the workcamps and the quantitative changes reported by the volunteers after their projects: “Impact assessments are undertaken to find out whether programmes actually produce the intended effects. A programme effect, or impact, refers to a change in the target population or social conditions that has been brought about by the programme, that is, a change that would not have occurred had the programme been absent. [...] establishing that the programme is a cause of some specified effect.”¹⁵

¹⁵ Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications.

Profile and experience of the respondents

The preliminary assessment allowed to collect perspectives from 149 returned teenage volunteers, campleaders and staff of voluntary service organisations, while the pretest-posttest evaluation involved 95 teenagers taking part in the GoTEENS activities.

Figure 1. Respondents general data (needs assessment and pre-post surveys)

TEENAGER VOLUNTEERS		CAMPLEADERS	ORGANISATIONS
Needs assessment	Before-after GoTEENS exchanges	Needs assessment	Needs assessment
65 Total number of complete surveys	95 Total number of complete surveys	36 Total number of complete surveys	50 Total number of complete surveys
Average age 16 years old		Average age 29 years old	
Identifying as 61% female 37% male 2% non-binary		Identifying as 58% female 42% male	
By nationality France 58 , Estonia 24 , Spain 21 , Canada 18 , Greece 14 , Italy 14 , Japan 11		By nationality France 16 , India 4 , Italy 3 , Japan 3 , Estonia 3 , Germany 2 , Russia 2 , Burkina Faso 1 , Kazakhstan 1 , Not answered 1	

Most of the teenagers involved in the needs assessment had participated in international workcamps with four nationalities of more (73.8%), with a smaller percentage of them having been involved in trilateral camps (13.8%), or in projects with only two or one nationality (6.2% each). One third of the teenagers responding to the needs assessment had participated in their first workcamp in their own country, while two thirds had traveled abroad. Over 64% of them had first heard about workcamps from their friends and family, with 35% also mentioning the internet as a complementary source of information; a significant 20% had also received targeted communication about volunteering from a more institutional source (youth info centers, schools, local associations).

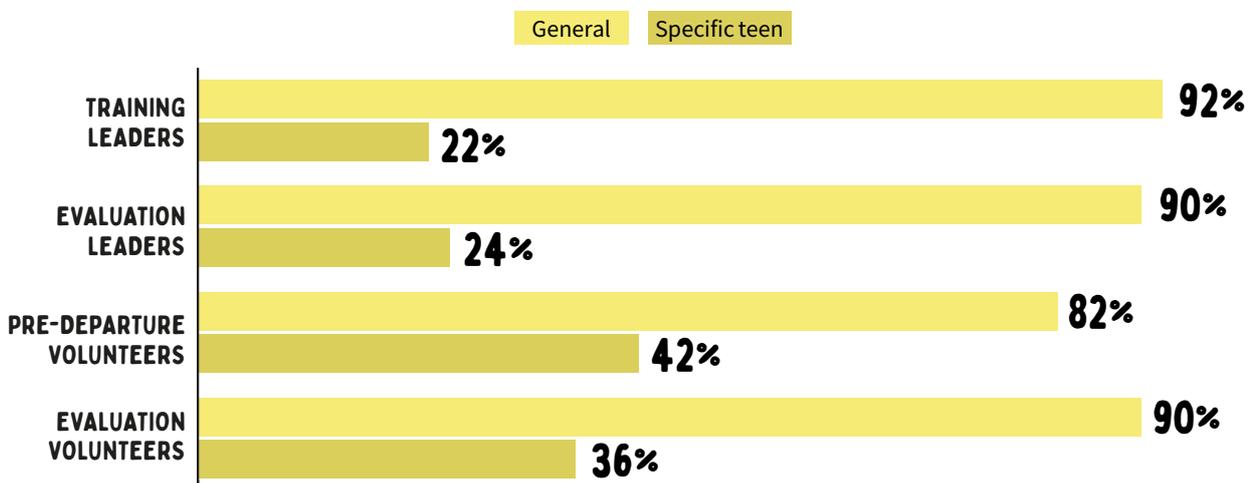
Figure 2. How teenagers got to know about IVS (percentages do not make 100% because of multiple choices possible)

FIRST HEARD ABOUT WORKCAMPS FROM...		
Family	47.7%	64.6%
Friends	16.9%	
Internet	35.4%	35.4%
Youth info center	7.7%	20%
School	7.7%	
Local organisations	4.6%	

As for the campleaders, aged 29yo on average they had largely experienced traveling (97.2%) and also living (76.5%) abroad. Two thirds of them had been volunteers in a workcamp before becoming leaders, and roughly half of them indicate their direct personal experience with a volunteer organisation as the reason for becoming a campleader, either after a project (25%) or a training related to volunteering (16.7%); while around 22% of them indicate job hunting and vocational training as the path towards becoming a campleader.

Finally, the vast majority of voluntary service organisations responding to the survey indicated having implemented campleaders' trainings and evaluations (90%), but only 23% had specific sessions for teenagers projects. Similarly, 82% of the partner organisations have orientation and pre-departure sessions for volunteers, but only 42% have targeted events for teenagers. While 40% of the organisations had not hosted a teenager camp in the last 5 years, 66% had sent teenagers on camps abroad and 84% expressed the willingness to run targeted teenagers activities in the near future. [figure 3]

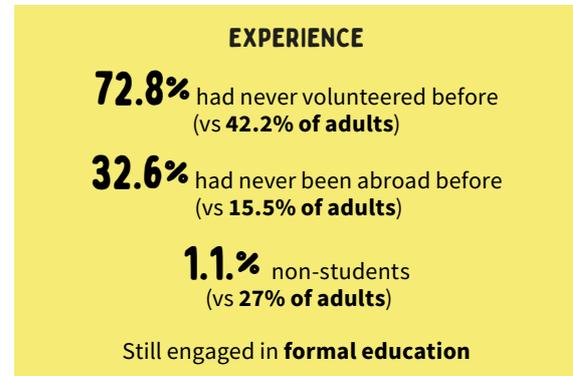
Figure 3. Organisational practices (adult / teenage volunteers and leaders)



Teenagers and international workcamps research

The data collected from the teenage volunteers were also compared with those from previous research on the impact of international workcamps, allowing to valorise differences and take into account important variables that could influence the outcomes. Three elements in particular – all linked to the 16yo average age of the GoTEENS respondents – have known statistical correlations with the volunteers' perception of change in several skills, competences, and attitudes: a much higher number of GoTEENS participants were at their first volunteering experience (72.8% versus 42.2% of adults involved in workcamps); one in three teenagers had never been abroad before their projects (while only one in six adults report the same); and 98.9% of them was still enrolled in the formal education system (27% of the adults in previous research were instead working or unemployed). Volunteer experience and exposure to international travel both have demonstrated positive correlations with higher feelings of autonomy, self-awareness and confidence, communication skills and cultural openness among others; in contrast, volunteers who work or are without activity report much lower feelings of satisfaction with life and tend to score lower on several of the research competences assessed. [figure 4]

Figure 4. Teenagers previous experience as influencing variables.



Finally, the overall structure of the volunteer exchanges included in the GoTEENS project was characterized by a relatively higher number of participants from the same country in each camp, as well by a reduced number of nationalities overall compared to most international workcamps: both elements usually negatively impact the volunteers' potential for learning in terms of social diversity, inclusiveness, and cultural openness.

Competences, responsibility, mobility and the importance of practical work

The majority of organisations involved in the needs assessment indicated the campleaders competences in regard to the management of specific teenagers needs as the main obstacle to run teenagers programmes (56%), as well as the legislative framework regarding minors (54%): two key issues that the GoTEENS project tried to address through training, advocacy and this very toolkit. The perceived sense of excessive responsibility of the organisation also plays a major role in the willingness of partners to engage in volunteering activities with teenagers (52% of respondents), as does the lack of additional funding despite the stricter regulations and added costs necessary to implement teenagers projects. A crucial aspect of working with teenagers is also the perception of the local partners at the community level: organisations underline how “It is difficult to find local partners to organise teenage camps”, “Some partners can be scared by hosting teenagers in regards to the perceived sense of responsibility”, “Most of our local partners are not interested in hosting teenage workcamps, because they think it is too much responsibility and teenagers won’t do as much work as adults”, and it is “difficult to convince our local partners about the impact or outcomes of this kind of project”. In this sense, the second part of the research, focused on the outcomes of teenagers camps, also aimed at changing the perception of teenage activities as distanced from the usual impact of international workcamps.

Several problematics revest a practical character, as the most recurring worry for campleaders on teenagers project is the mobility, partially also because of the stricter legislation: 41.7% of them thus emphasize the difficulty of “transportation logistics and accessibility of the workcamp site” as well as the “dependency from the availability or not of a vehicle depending on the geographic location”, and “problems at the level of the vehicles of the organisation”. Over a third of the leaders also indicated difficulties arising from the timing of the activities in relation to the rhythms of teenagers (38.9%) and the implementation of the practical work (36.1%), of the collective life activities and tasks like food preparation or cleaning (36.1%), issues tackled in much detail by the present toolkit. [figure 5]

Figure 5. Most recurring challenges (campleaders and organisations)

BASED ON YOUR EXPERIENCE, WHICH OF THE FOLLOWING PROBLEMATICS ARE THE MOST RECURRING DURING INTERNATIONAL WORKCAMPs INVOLVING TEENAGERS (CHECK UP TO MAXIMUM 3 ITEMS)?			
Campleaders		Organisations	
Transportation logistics	41,7 %	Legislative framework	40,0 %
Timing of the activities in relation to the rhythms of teenagers	38,9 %	Collective life activities and tasks (e.g. food preparation, cleaning. etc.)	40,0 %
Implementation of the practical work	36,1 %	Heterogeneity of the group	40,0 %
Collective life activities and tasks (e.g. food preparation, cleaning. etc.)	36,1 %	Timing of the activities in relation to the rhythms of teenagers	36,0 %
Legislative framework	30,6 %	Communication	36,0 %
Heterogeneity of the group	27,8 %	Transportation logistics	32,0 %
Communication	19,4 %	Implementation of the practical work	18,0 %

A crucial element that appeared at risk of being underestimated, in particular by the staff of the organisations, was the implementation of the practical work: while only 18% of the respondents among the coordinators of the partner organisations considered it a problematic topic, the teenagers themselves reported major differences in the role the hands-on activities played in their experience. Teenager volunteers with lower project satisfaction insisted negatively on several elements linked to the implementation of the practical work: “very few activities and projects realized on the spot, contrary to what was presented”, “activities that do not help the community, rather futile, having the impression of being in a summer colony rather than really working”, “useless work and without a real goal”, “often bad organisations of the work”. In parallel, those teenagers reporting higher levels of satisfaction about their projects explicitly mentioned the importance of “feeling the recognition from the local population for the work we have done”, “working like a volunteer and giving my help somewhere that was needed and by that way getting to know myself”, and “the intercultural atmosphere of acceptance and teamwork” coming from sharing common goals and tasks.

Crucially for the significance of the GoTEENS training activities and the objectives of this toolkit, teenagers’ overall ratings of their satisfaction with the projects, with the practical results and with the meaningfulness of the work done were all positively correlated with their feelings that campleaders were able to propose and organize activities, organize and manage resources, and work successfully in a team, confirming the relevance of investing in leaders training, knowledge and skills acquisition.

Let's talk and learn about...

An important aspect of the needs assessment was to allow the GoTEENS coordinators and trainers to identify issues that required particular attention in the trainings and exchanges, especially because of the different perspectives and judgement from the teenagers themselves, the campleaders and the organisations. It is therefore particularly relevant to highlight how the most challenging issues to discuss with a group of teenagers is considered self-development (in particular trust and empathy) by the teenager participants (49.2%) as well as by the organisations (52%), who only put a higher emphasis on the overarching goal of international service: intercultural understanding and respect for diversity (60%), a topic in return only mentioned by 23.1% of the young volunteers. Campleaders are, on their side, identifying as their most challenging topic the discussion of sexuality and prevention of dangerous behavior (47.2%), and stress “the difficulty of making the participants respect the bans on alcohol and smoking, especially when they are not forbidden in their country of origin”, which only preoccupies 26% of the organisations answering the needs assessment surveys.

Figure 6. Issues difficult to discuss in teenagers projects (participants, leaders, organisations)

BASED ON YOUR EXPERIENCE, WHICH AMONG THE FOLLOWING ISSUES ARE THE MOST CHALLENGING TO DISCUSS WITH A GROUP OF TEENAGERS (CHECK UP TO MAXIMUM 3 ITEMS)?					
Teenagers		Campleaders		Organisations	
Self-development (in particular trust and empathy)	49,2 %	Sexuality and prevention	47,2 %	Intercultural understanding and respect for diversity	60,0 %
Critical thinking	38,5 %	Critical thinking	44,4 %	Self-development (in particular trust and empathy)	52,0 %
Sexuality and prevention	33,8 %	Intercultural understanding and respect for diversity	41,7 %	Recognition of learning outcomes	42,0 %
Fight against discrimination	23,1 %	Self-development (in particular trust and empathy)	36,1 %	Critical thinking	42,0 %
Intercultural understanding and respect for diversity	23,1 %	Recognition of learning outcomes	22,2 %	Fight against discrimination	28,0 %
Recognition of learning outcomes	21,5 %	Fight against discrimination	19,4 %	Sexuality and prevention	26,0 %

While intercultural learning and diversity may present a different level of challenge depending on the points of view of the volunteers, leaders or organisations, all agree that it is the most important theme to learn about during a project, and also report high scores on the leaders' capacity to promote intercultural competency (second only to their ability to ensure the physical and moral safety of the participants during the daily activities). Teenagers report the positive experience of “living with beautiful people, group life, meeting people from different horizons”, the “diversity of the group, discovering the country, its culture, the village, its history, the local population”, as well as “the relation with other volunteers and sharing the cultures, discussing about global issues, cooperating with people from different places”, “making new friends”, and “feeling of love for the other”.

The GoTEENS project also pay particular attention to the other face of the medal, in particular for the preparation of the group activities, as teenagers also reported the occasional feelings of loneliness, the perception of a lack of integration of certain participants, and the tendency to create smaller groups when several volunteers from the same nationality were present – all elements that also affect the efficiency of non formal learning during the camps. Leaders and organisations noted as well in the needs assessment the relative lack of heterogeneity in terms of social and cultural diversity, gender, within and across nationalities, as well as the lack of pedagogical preparation to manage conflicts that arise from social diversity, and communication issues between national and international participants.

From adults training to teenagers' learning

One of the most important outcomes of the GoTEENs programme has therefore been to equip the campleaders with the necessary sets of knowledge, competences, skills and attitudes to improve the quality of the volunteer activities and their positive impact on participants' learning. The second phase of the research, based on the teenagers volunteers self-assessment and scoring of a series of constructs concerning their own experience, provided evidence of the impact of the leaders' training, and through that of the impact of the camps on their teenager participants.

The first element of comparison is represented by the evaluation given by the teenagers of their campleaders' abilities based on their field experience: all the capacities assessed see higher scores by the teenagers involved in the GoTEENs exchanges and having participated in the pretest-posttest enquiry, compared to those involved in the preliminary needs assessment.

Ensuring the physical and moral safety of the young participants remained stable as an optimal skills possessed by the campleaders (scored high at 8.338 out of 10 by the needs assessment teen respondents and 8.370 by the participants of GoTEENs exchanges). And important improvements were registered in terms of the teenagers' judgement of their leaders': their ability to propose, organise and facilitate activities of different kinds, taking into account the participants needs (+4.5%); their understanding and participation in the organisation of collective life (+4.6%); their capacity of working successfully in a team (+7.3%); the overall organisation and management of the human and material resources (+7.8%); and their knowledge of the specific characteristics of the age group (+7.9%). The elements that constituted the content of the GoTEENs training activities targeting the campleaders are therefore clearly reflected in the perceived outcomes noted by the teenager volunteers themselves, and it is expected that the present toolkit will contribute to reinforce and disseminate such results.

Figure 7. Comparison of teenagers scores of campleaders abilities.

BASED ON YOUR EXPERIENCE, ON A SCALE FROM 1 TO 10 HOW WELL DID THE LEADERS IN YOUR WORKCAMP...			
Teenagers (needs assessment)		Teenagers (GoTEENs camps)	
Ensured the physical and moral safety of the young participants [...]	8,338	Ensured the physical and moral safety of the young participants [...]	8,370
Understood and participated in the organisation of collective life	8,031	Understood and participated in the organisation of collective life	8,402
Worked successfully in a team	7,923	Worked successfully in a team	8,500
Organised and managed resources (human and material)	7,815	Organised and managed resources (human and material)	8,424
Proposed, organized and facilitated activities of different kinds, taking into account our needs [...]	7,738	Proposed, organized and facilitated activities of different kinds, taking into account our needs [...]	8,087
Had a good knowledge of the specific characteristics of our age group	7,492	Had a good knowledge of the specific characteristics of our age group	8,088

The enhanced knowledge and competences of campleaders also corresponded to statistically significant improved outcomes in terms of their field performances as perceived by the teenager volunteers: participants judged that the GoTEENs leaders were better able to: promote intercultural competence (+1.8%); master the main common language of the international group (+2.5%); communicate positively and effectively with others (+4.3%); network with local and international partners (+4.6%); and facilitate individual and collective learning (+6.9%).

Figure 8. Campleaders field impact as perceived by teenage volunteers

BASED ON YOUR EXPERIENCE, ON A SCALE FROM 1 TO 10 HOW WELL DID THE LEADERS IN YOUR WORKCAMP			
Teenagers (needs assessment)		Teenagers (GoTEENs camps)	
Promote intercultural competence	8,169	Promote intercultural competence	8,315
Communicate positively and effectively with others	8,154	Communicate positively and effectively with others	8,505
Master the main common language of the international group (e.g. English)	7,846	Master the main common language of the international group (e.g. English)	8,043
Facilitate individual and collective learning	7,797	Facilitate individual and collective learning	8,337
Network with local and international partners	7,797	Network with local and international partners	8,152

Did the accrued knowledge and skills of the campleaders of the GoTEENs projects finally really support the teenagers' learning? The participants answered a series of questions aimed at assessing, through different and complementary thematic constructs, the learning path of the volunteers. They self-evaluated on standard 1-5 and 1-7 Likert scales their feelings, understanding and perspectives on issues pertaining at their personal, interpersonal and social development, life skills and competences, before and after their participation in the activities. The differences between their pretest and posttest scores indicates the statistically significant changes that can be attributed to the programme, and scores were also compared with those of over 650 adult volunteers having answered the same questions. GoTEENs volunteers reported statistically significant and qualitative important increases in their feelings of possessing more autonomy (+3.9%), motivation and confidence (+3.3%), problem-solving abilities (+3.2%), which was also paralleled by a much lower tendency to avoid facing problems (-6.4%) and conflicts (-2.0%).

They remarked an increased ability to express their feelings and ideas (+4.7%) and utilize both verbal and non-verbal communication to exchange with people from different backgrounds (+6.8%), with enhanced feelings of living in a diverse and inclusive society (+5.9%). In most cases, such learnings were remarkably higher in percentage than those reported by adult volunteers, with the notable exception of constructs related to group dynamics, both in terms of integration (+0.9%) and anxiety (-0.1%) that did not see significant changes.

The level of perceived cultural openness remained very high, scored 87 out of 100, but saw a small decrease that based on the qualitative analysis of volunteers' open answers might have been the result of the smaller number of nationalities present in the GoTEENs exchanges compared to international workcamps, the higher number of representatives per country, and the relative isolation of certain projects immersed in the nature, all elements mentioned as negative under the 'other' cluster in figure 9.

Figure 9. Change in competences and skills self-assessment by teenager volunteers in GoTEENs projects

Autonomy	Self-aware	Motivation & Confidence	Problem avoid	Problem solve	Language
+3.98%	+0.89%	+3.29%	-6.39%	+3.18%	+6.82%
+3.3% (adults)	+1.5% (adults)	+1.0% (adults)	+2.1% (adults)	+1.5 (adults)	+3.4% (adults)
Express feelings	Social anxiety	Group integration	Conflict avoid	Diversity & inclusion	Cultural open
+4.66%	-0.12%	+0.98%	-2.02%	+5.90%	-1.51%
+3.8% (adults)	5.3% (adults)	+2.2% (adults)	+3.9% (adults)	+2.6% (adults)	+1.3% (adults)

The elements most associated with a positive experience by the teenager volunteers were the other participants (mentioned by 62.1% of the respondents), the social or group activities (54.7%), the place where the project took place (34.7%) and the interaction with the host community (31.6%). The volunteers that mentioned the work activities among the best elements of their projects (23.2%) reported lower levels of social anxiety compared to the others, as well as much higher beliefs of being able to successfully communicate their feelings to others and to find solutions to the problems they faced, confirming the key role played by practical work in enhancing participants' learning. Food was indicated as the most recurring negative element in the camps (46.3%) and had a negative correlation with the participants' reported ability to remain focused on their work. Accommodation (25.3%) and work activities (21.1%) were the next most mentioned negative elements, though with much less numerous occurrences and impact. [figure 10]

Figure 10. Positive and negative elements from the projects indicated by the participants.

Positive elements associated to the GoTEENs exchanges			Negative elements associated to the GoTEENs exchanges		
Other volunteers	59	62.1%	Food	44	46.3%
Social or group activities	52	54.7%	Accommodation	24	25.3%
Place where the project took place	33	34.7%	Work activities	20	21.1%
Interaction with the host community	30	31.6%	Cultural activities	15	15.8%
Cultural activities	27	28.4%	Other (please describe)	14	15.8%
Project leader	24	25.3%	Interaction with the host community	13	13.7%
Work activities	22	23.2%	Other volunteers	9	9.5%
Food	20	21.1%	Social or group activities	9	9.5%
My mentor	11	11.6%	Place where the project took place	8	8.4%
Accommodation	11	11.6%	Project leader	7	7.4%
Other (please describe)	3	3.2%	My mentor	4	4.2%

It feels good to be tired together

Finally, the analysis of the over 300 keywords chosen by the teenager volunteers to exemplify the reasons of their initial motivation as well as to describe their field experience sheds a light on the processes at work during the camps: in particular, they underline the highly emotional nature of the volunteer encounters and learning, and its reliance on the physical activities and common spaces created to facilitate the interaction, mutual cooperation and understanding, and learning. Thus, it is to be noted that the intellectual emphasis on cultural discovery and travel shared by many participants before the projects, as well as on learning (and in particular on practicing foreign languages), leaves the central space to words describing positive emotions and feelings of satisfaction with oneself and the relationships with the others and the local community, of tiredness for the work done, of contentment and achievement, of friendship. [figure 11]

Figure 11. Word clouds of teenagers volunteers motivation and experience



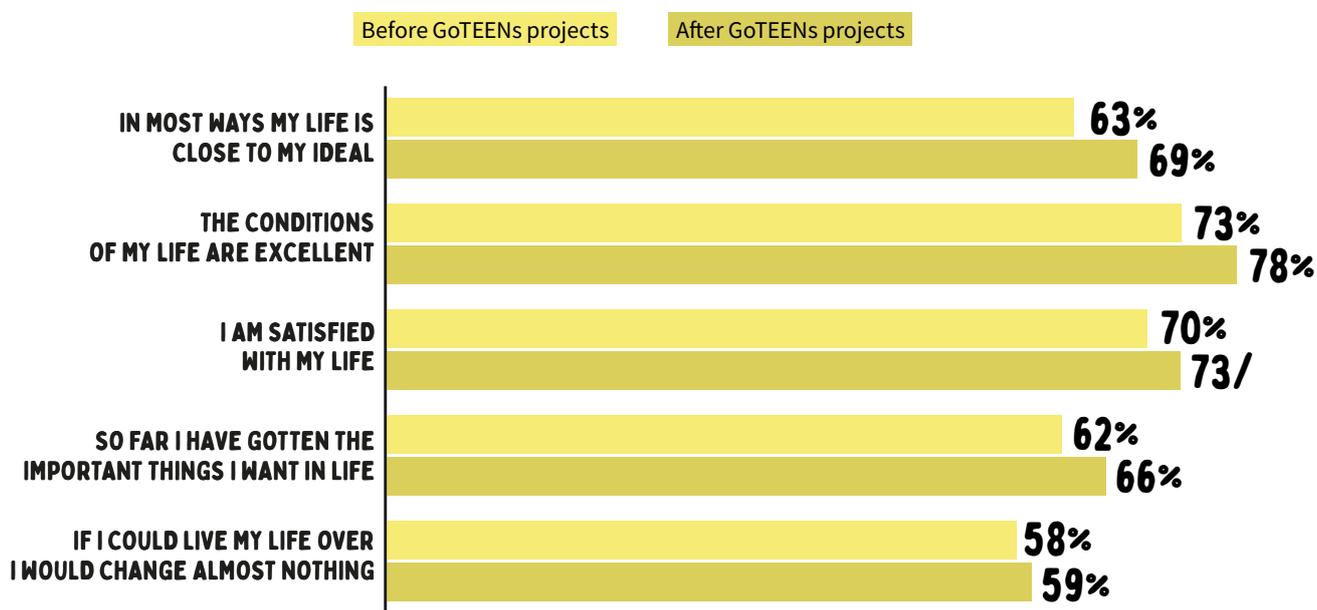
Virtually absent from the initial motivation, the single keyword ‘work’ becomes very present in the description of the teenagers field experience, as do some of the physical spaces – like the kitchen – where collective activities take place.

Intergroup contact theorists from Allport to Pettigrew¹⁶ have underlined in the past the importance of common goals and cooperative tasks in producing cognitive, behavioral and affective change, reducing negative feelings (such as those of anxiety, fear and threat in front of the other), and inducing positive affective ties (such as empathy and friendship).

¹⁶ Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley
Pettigrew, T. F. (1998). *Intergroup contact theory*. *Annual review of psychology*, 49(1), 65-85.

By training leaders' capacities and providing appropriate spaces of physical and emotional expression and agency during the projects, the GoTEENS activities demonstrated not only the significant learning impact that they can have on teenage volunteers, their knowledge, competences and skills, but also how the process can lead to strong emotional experiences and connections that deeply influence the participants satisfaction with their own life and their relationships with the world. Confirmed also by the statistically significant increases reported by the teenage volunteers on the standard Satisfaction with Life Scale ¹⁷, this virtuous and emotional combination of intercultural learning, hands-on activities and personal and interpersonal growth is what characterizes the volunteer experience, and engages adults and teenagers in the efforts to build a world where being simply happier, together. [figure 12]

Figure 12. GoTEENS participants Satisfaction With Life scores before and after their volunteer experience



"TO UNDERSTAND LIFE SATISFACTION SCORES, IT IS HELPFUL TO UNDERSTAND SOME OF THE COMPONENTS THAT GO INTO MOST PEOPLE'S EXPERIENCE OF SATISFACTION. ONE OF THE MOST IMPORTANT INFLUENCES ON HAPPINESS IS SOCIAL RELATIONSHIPS. [...] ANOTHER FACTOR THAT INFLUENCES THE LIFE SATISFACTION OF MOST PEOPLE IS WORK OR SCHOOL, OR PERFORMANCE IN AN IMPORTANT ROLE SUCH AS HOMEMAKER OR GRANDPARENT. WHEN THE PERSON ENJOYS HIS OR HER WORK, WHETHER IT IS PAID OR UNPAID WORK, AND FEELS THAT IT IS MEANINGFUL AND IMPORTANT, THIS CONTRIBUTES TO LIFE SATISFACTION. WHEN WORK IS GOING POORLY BECAUSE OF BAD CIRCUMSTANCES OR A POOR FIT WITH THE PERSON'S STRENGTHS, THIS CAN LOWER LIFE SATISFACTION. WHEN A PERSON HAS IMPORTANT GOALS, AND IS FAILING TO MAKE ADEQUATE PROGRESS TOWARD THEM, THIS TOO CAN LEAD TO LIFE DISSATISFACTION. A THIRD FACTOR THAT INFLUENCES THE LIFE SATISFACTION OF MOST PEOPLE IS PERSONAL. SATISFACTION WITH THE SELF, RELIGIOUS OR SPIRITUAL LIFE, LEARNING AND GROWTH, AND LEISURE. FOR MANY PEOPLE THESE ARE SOURCES OF SATISFACTION."

¹⁷ Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of personality assessment*, 49(1), 71-75.

7 RESOURCES & ANNEXES

SELECTED RESOURCES



**HANDBOOK FOR
WORKCAMP LEADERS TRAINING**
Alliance of European Voluntary
Service Organisations
bit.ly/handbook-alliance



**GUIDEBOOK FOR
ORGANISING WORKCAMPS**
Alliance of European Voluntary
Service Organisations
bit.ly/guidebook-alliance



**ORGANISE A WORKCAMP
IN YOUR COMMUNITY**
INEX-SDA
bit.ly/organise-inex



**COMPASS: MANUAL FOR
HUMAN RIGHTS EDUCATION
WITH YOUNG PEOPLE**
Council of Europe
bit.ly/compass-coe



REGULATIONS AND LAW
IJGD
bit.ly/regulations-ijgd



**GUIDEBOOK FOR
YOUTH LEADERS**
IJGD
bit.ly/guidebook-ijgd



**100 WAYS TO
ENERGISE GROUPS**
ALLIANCE
bit.ly/energisers-alliance

ANNEXES



**ANNEX I
INFOSHEET**
Solidarités Jeunes
bit.ly/infosheet-sj



**ANNEX II
PARENTAL AUTHORISATION**
Concordia, Études et Chantiers,
Solidarités Jeunes
bit.ly/parental-sj



**ANNEX III
MEDICAL FACTSHEET**
Concordia, Études et Chantiers,
Solidarités Jeunes
bit.ly/medical-sj



**ANNEX IV
PHOTO CONSENT FORM**
Concordia, Études et Chantiers,
Solidarités Jeunes
bit.ly/photo-sj



**ANNEX V
INSURANCE AND ACCIDENT FORM**
bit.ly/accident-sj

GO with Teenagers Engagement and Empowerment through Networking is a project that is financed by the European Commission and that started at the end of 2019 which aims at supporting the quality development of youth work by elaborating and formalising tools and improving competences to prepare, implement and evaluate international projects for teenagers. 8 international volunteering organisations are part of the project.

Furthermore, the project aim is also to strengthen the exchanges among youth organisations and young people. It also improves the recognition of international projects for teens, especially young people with fewer opportunities, both in programme and in partner countries, and of the value of international voluntary activities as a way to develop their autonomy, self-recognition, sense of democracy, engagement, intercultural skills and values.

