

CONFLICT AND COMMUNICATION

21 - 27 September 2007
Arpino, Italy



CCIVS

Coordinating Committee for International Voluntary Service



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Paris, 2007.



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Seminar report: CONFLICT AND COMMUNICATION Arpino, 21 – 27 September 2007

Background of the seminar

The idea for the seminar “Conflict and Communication” came from the results and recommendations of a number of activities conducted by CCIVS over the last 5 years, especially after having worked a lot on the theme of cultural diversity and intercultural learning. The experience and reflection were that the determination of constantly improving the quality of voluntary service projects in general and of promoting intercultural learning in particular, seemed to be closely linked to the ability to constructively deal with conflicts and the need for good practices of communication. In parallel, the reflections of doing an update of a 1997 booklet on “Volunteering in conflict areas” started. It was decided that it should not only be an update, but also include ideas of how to deal with conflicts at an interpersonal and organisational level. The idea of a seminar on the theme of conflict and communication thus came as a natural development of the projects and reflections that were previously developed. The seminar was organised in the frame of the “All different, all equal” campaign of the Council of Europe.

Aims and objectives

The overall aim of the seminar was to *improve the capacity of voluntary service organisations to relate to conflicts in a broad sense, and increase their communication skills in general, and their intercultural sensitivity in particular*. The more concrete objectives were defined in the following way:

- To investigate the link between conflict transformation and intercultural learning, through encouraging and improving reflection on cultural diversity and intercultural learning in voluntary service projects.
- To propose and discuss concepts and instruments that can improve the ability of the participants and their organisations to constructively deal with micro”/ interpersonal conflicts within projects and organisations.
- To share experiences of conflicts, and good and bad practices of conflict management, within voluntary service projects and organisations.
- To explore the different strategies of communication, in order to intervene, prevent and constructively deal with conflicts.

- To improve the capacity to (co-)organise constructive voluntary projects in areas currently or recently torn by violent conflicts.
- To discuss issues relevant to the development of the CCIVS booklet on “Volunteering and Conflict”.

Preparation Training Team (Prepteam)

Okello Sunday Angoma

Okello Sunday Angoma is an experienced trainer in conflict resolution, and currently undertaking a PhD in Post-War Social Reconstruction at the University of Birmingham, UK. He has earlier on conducted workshops on conflict resolution with the CCIVS member organisation, YAP UK.

Simona Costanzo Sow

Simona has been the director of CCIVS since 2000, and has been involved in various trainings and projects, many of which are related to intercultural learning and conflict resolution. Simona holds a German Ph D in Geography.

Maja Jacobsson

Since March 2007 Maja is doing a long-term European Voluntary Service at the CCIVS secretariat in Paris (sending organisation: IKU/ICYE Sweden). Her main task is to collect data to the new CCIVS publication on “Conflict and Volunteering”, which is closely connected to the idea and aims of the seminar.

Mette Juel Madsen

Mette is an anthropologist and a conflict resolution trainer, with large experience from doing various trainings on the themes, notably with youth. Also, as an active member of the CCIVS member organisation MS Denmark, she has been participating in international workcamps, as volunteer and leader, as well as trainer of workcamp leaders.

Andrea Rotondo

Andrea has been involved in various projects of YAP Italy, and is now the international coordinator and a member of the Executive Committee. As YAP Italy was the host organisation of the seminar, Andrea was in charge of the local contacts and the logistical parts of the seminar. Andrea holds a degree in law.

Participants

Below you find a list of participants, with their respective nationalities.

Adli Daana	Palestinian
Anna Berzon	Ukrainian
Mariia Spesyva	Ukrainian
Monika Baecker	German
Kerstin Zippel	German
Ekaterina Kudrina	Russian
Pujiarti	Indonesian
Duon Cuong Nguyen	Vietnamese
Anupa Malhotra	Indian
Wilbert Helsloot	Dutch
Edyth Watt	British
Nigel Watt	British
Martin Mets	Estonian
Mishala Daneckova	Czech
Jiska Ilan	German
Elisa Cuenca	Italian
Eugenia Burtseva	Russian
Valentina Arnò	Italian
Julie Orfelt	Danish
Rocco Marcelli	Italian
Sandra Iafrate	Italian
Aurelia Cantelmi	Italian

Translators

Giuseppina Savona	Italian
Vincenza Cellini	Italian



Friday 21st September 2007

This is the first time many participants of the seminar saw faces of one another and it was all welcoming and exiting moments. With a few exceptions, the participants arrived in the evening of the 21st of September. After the dinner the participants and the prep team met for a short welcoming evening. A few exercises and ice-breakers, in order to get to know each other better by names, countries, organisations and ambitions.

“Name – word – movement”: Everyone was asked to say their name, a word that begins with the same letter and a movement.

“Two circle game”: The participants got into two circles, one inner and an outer, while facing each other. Then the pairs had one minute to find something in common under different topics (e.g. family, place you have been to, a political figure they like), and then express their similarity in different ways (e.g. a poem in two lines, show a posture, express with noises). The last pair had to instead find a difference between the two, and express how they complement each other. This game brought out many exciting details about each participant which created space for the respect of cultural barriers.

“String game”: The participants were linked in pairs by a string, and the strings were then knit together, so that the strings and the groups formed a circle/star. A pen was attached to the string knitting the strings together, and then the task was to together get the pen into the bottle in the middle. Different instructions were given, e.g. they had to knit the strings to their knee, or turn the back to the middle. The string game was full of energy that allows people to use individual talents as leaders, instructors, “people who just get on with the job”, some never wanted to be defeated and so on. The “pen in the bottle” demonstrated that together, we can make it and that we depend and need each other.

Saturday 22nd September 2007

MORNING SESSION

Introduction

Mette introduced the first day of programme by greeting everyone welcome to Arpino and the seminar. Then all the participants and the prep team introduced themselves, saying their names, counties and organisations, and their role in the organisation.

The programme of the five days was introduced, and the prep team gave a short introduction to the methodology of the seminar, underscoring the need for interaction, sharing of experiences and active participation. As the participants come from voluntary service organisations, they are the experts of conflicts in this context.

Expectations

The session on expectations was divided in three different aspects: 1) the participants' own experience, both from voluntary service and conflict resolution, 2) expectations, and 3) own contributions to fulfil the expectations.

The group had different experiences from the voluntary service. Some were or are currently paid staff, others worked on a voluntary basis. A vast majority had work camp experiences, as participants, as camp leaders, or as trainers for workcamp leaders. Other had more experience from M/LTV (Medium and Long Term Voluntary Service) projects, as volunteers themselves, placement officers or being mentors for volunteers. Also, several participants had been involved in youth exchange programmes, or participated in seminars and trainings about voluntary service, and other related experiences.

The experiences from the conflict and conflict resolution ranged from “no experience as of now”, to concrete experience of conflicts in own projects, to seminars or trainings on the themes, to experience of working in conflict areas, or working with publications on the theme.

Then, the participants were asked to write down which expectations they had of the seminar. Many ideas and post-its were given, and below is a summarised list of which expectations were expressed.

- Get fresh ideas for the conflict booklet
- Find ways of cooperation between organisations
- Understand the nature of conflict
- Learn tools for conflict resolution
- Understand the reasons for the big problems in the world
- Have an open communication
- Get inspiration, new ideas
- Share experience
- Have fun
- Discover Italian cuisine
- Make new friends

Then, the participants were asked to discuss in small groups what they thought they could individually contribute themselves in order to fulfil or accomplish these expectations. The following ideas were mentioned.

- Contribute with your own experience
- Be active
- Share experiences
- Organise games (especially conflict-creating)
- Share good and bad practices
- Experience “real” conflicts
- Provocation
- Share cultures
- Be open, communicate
- “Share a sense of humour”, spend fun moments together

“Be in touch with the paper game”: The participants were divided into groups of four, and each group got a flipchart paper. The instruction was that, everyone in the group **MUST** in touch with the paper at the same time, without being in contact with the floor for at least one minute. On repeating the same instruction but with reduced time to 30 seconds, the group had to fold the paper into half and to be in touch with the paper. The size of the paper gradually became smaller and smaller, and the task became more difficult even when the time was only 3 seconds. Several constructive strategies were tried, but in the end the task seemed impossible. Sunday then explained that one way of doing it – although the paper is of minimum size – would be to hold it together and then jump simultaneously.

This task had multi purposes for the group. Creativity – thus thinking beyond the boxes, thinking as a group etc.



Common culture

The group then brainstormed to find a common culture, a way of co-operating and creating friendly learning environment for working together and for all. The aim was to discuss and agree upon what is important to be able to have fruitful sessions together and to create a friendly atmosphere in the group. The following common culture (“norms”) was agreed upon.

- Be open
- Talk slowly and clearly – make a sign if it is too hard
- Be honest – ask if you do not understand
- Speak English
- Take care of ourselves
- Patience – do not interrupt
- Do not fear to speak – ask and open up
- Respect – of views and opinion
- Allow for non-verbal communication
- Important to keep time (but be open and flexible in case it is necessary)
- Give everyone space to speak and learn
- Be sensitive
- Mobile phones off

The list of the common culture was then hung up in the meeting room, to remind the participants of what they had agreed upon initially.

CCIIVS and the booklet

Maja did a brief introduction to CCIIVS, referring to the presentation by the CCIIVS director, Simona Costanzo Sow, later in the programme. Then the booklet project was introduced. CCIIVS is currently working to put together a booklet on conflict and volunteering, which will be about how to address the issue of conflict within voluntary service. Maja is co-ordinating the publication, and one important objective of the seminar was to get input to the draft of the booklet, in order to improve the content. The table of content of the draft was projected, and explained the characteristics of each chapter. She underscored the importance of getting input from people with experience from voluntary service, and concretised how the seminar could contribute to improving the booklet by the following different means:

- Participants reading the available copies and adding/making comments
- Making sure the reporting is working well, so no good ideas from the seminar are lost
- Creating a booklet committee, which work more intensively on the booklet

- Using in the booklet the result from the sessions of recommendations and guidelines

The Committees and the reflection groups

In order to involve the participants in the seminar, four different committees which different aims and tasks were created. The social committee had the responsibility of proposing and organising some common “free time activities”. The report committee was in charge of taking notes during the sessions, and of writing the first draft of this seminar report. The booklet committee’s task was to revise the booklet draft and to put extra efforts into giving input to the booklet. The time-keeping committee had the task (and mandate) of making sure that participants were in time of the different sessions of the programme.

The group of participants was also divided into three reflection groups, chaired by one of the three main trainers. The reflection groups were to meet at the end of the days (except the free afternoon and the last day), to discuss how the day was, if they have any questions or remarks of the programme etc. The idea of these groups was to be able to resume the day in smaller groups, to make sure everyone was feeling good, and not at least for the preteam to get input and feedback about the content and the methods etc, in order to take this into consideration for the rest of the programme.

AFTERNOON SESSION

Introduction to conflict

Mette introduced the session by reading out a number of statements concerning conflict to the participants, and they were asked to change chairs with someone else who also stood up in case they agreed to the statement. Examples of statements that were read out loud were: “I rarely/not often experience conflicts”, “Conflicts are often destructive“.

(For some more statements and other background to this session, see Mette’s handout:

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexA.pdf, pages 2-3).

Then the participants briefly mentioned in a brainstorm what they think is any associated word to “conflict”. Below are the few words the participants came up with.

Disagreement	Opposition	Compromise
War	Religion	Misunderstanding
Strongly held beliefs	Struggle	Potential change
Bloodshed	Facing conflict	Nerves
Solution	Suffering	Difference of opinion

Some ideas that you could draw from these words is that conflict is often associated with negative connotations, and with change.



Conflict itself is neutral, but the outcome of the conflict depends on how we meet the conflict. In Chinese, the sign for conflict¹ is made up of the signs of danger and opportunity. Working constructively with conflicts means that we look for those opportunities and do not let the dangers prevent us from dealing with the conflict.

A conflict brings changes and it is important to learn to find opportunities and look for positive outcomes. If the conflict is resolved the relations between the parties can be better than before.

→ “Conflicts should neither be suppressed nor explode into violence, but transformed into energy.” (Gandhi)

Mette then introduced the idea of how different zones of conflict (see Mette’s handouts:

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexA.pdf, pages 4-5):

1. Zone of greater society (international and governmental level)
2. Zone of relations (interaction, relations, communication between people)
3. Zone of learning (where we learn how to deal with conflicts, e.g. through trainings)

The different zones are interrelated. Changes of attitudes etc. in zone 3 can influence how we react in the two other zones.

Conflict may be defined in many different ways. Conflict is a sign that something is important for the parties involved. One possible definition – and the one that served as a working definition during the seminar – is the following:

“Conflict is a disagreement that leads to tensions within and between people.”

¹ http://chineseculture.about.com/library/symbol/blcc_conflict.htm, 04/10/2007

A conflict consists of **issue** and **relation**, when either one of these, or both, are important for us. It depends on our expectations, backgrounds, perception, approaches and perspectives. It depends on our expectations, backgrounds, perception, approaches and perspectives. Sometimes parties have different perceptions of an issue and of the relations.

The participants then divided into small groups, where the task was to identify the issue and the relation respectively in conflicts that they had experienced or observed themselves. In the debriefing examples such as different perceptions of a voluntary project, or disagreements on the workload in a workcamp, were mentioned.

Types of conflict

Mette presented a way to analytically divide conflicts into different types, or different dimensions (see Mette's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexA.pdf, pages 6-7). Not all conflicts share exactly the same characteristics, and that is the reason that conflicts can be said to have a "centre of gravity", or that they can sometimes be divided into different dimensions of conflict:

- instrumental conflicts
- conflicts of interest
- conflicts of values
- personal conflicts

The participants discussed these types in groups, and tried to identify what was the centre of gravity or the dimension of conflict for their own example of conflict. In the plenary a few examples were mentioned. For instance, in the example of a conflict in a workcamp as concerns lack of food, it was said that this conflict could be seen as an instrumental kind. Another example was of two Danish volunteers who were going to do a three months volunteer project, but because of national holiday could only do two months of volunteering in the end. When the hosting organisation filled in the certificate of their voluntary project, they only wrote that it had lasted for two months, which upset the two volunteers. Perhaps that for the hosting organisation the conflict was had more instrumental characteristics – it just had *not been practically possible* to do the third month of the project – whereas for the volunteers it was more of a conflict of values – since they had *been promised* a three month project. It was discussed how there seem always to be different dimensions and perceptions of the same conflict.

From the examples that were taken up, you could see that a common reason to conflicts in voluntary projects is when expectations are not fulfilled, and that it seemed quite difficult to

position these conflicts under one specific dimension of conflict. However, the trainers pointed out that one should try to look beyond the expectations and see what lies beneath; sometimes it might be values, other times personal.

Generally, the discussion showed that in real life, the dimensions are often mixed, or they may be experienced differently by different parties. But the idea of trying to reflect upon what the dimensions of conflict is that it will help you to better understand the conflict, and its issues and the relations involved. However, most conflicts do have a centre of gravity, and most participants seemed to agree that it is very useful to do the analytical distinction.

Reflection groups

The participants gathered in their reflection groups, to go through the day. To begin the discussion, each participant was asked to think of three words that described their day. Some of the words of the participants were: great group, sunny, interesting, nice town, thoughtful, too long lunch break, etc.. Overall there were quite a lot of good first impressions, but also some ideas and comments for practicalities.

Sunday, 23 September 2007

MORNING SESSION

Wilbert started the Sunday with a game. He asked the participants to walk around in the room and after several times, he mentioned a number and the participants had to form a group based on the number he mentioned. Then each group got a task (unknown for the others) related to six chairs, and then he gave the groups three minutes to fulfil the instructions, which were: 1) form a circle of the chairs, 2) put the chairs in a row, 3) put the chairs outside. The participants interpreted it as a competition and each group tried to fulfil their task, which were incompatible. What they could have done is to communicate between the groups and fulfil each of the three tasks together during the three minutes, since it was never said that the tasks were a competition or that they had to be resolved simultaneously.

Conflict analysis

Sunday introduced the topic by showing two different pictures to the participants and asked them to say what they saw in the pictures. If we took a deep and careful look the first one could be either a picture of a tree or of two people kissing. The other picture could be either a duck or a rabbit. The conclusion from the exercise is that we have to think about all the possible ways of viewing things differently without prejudice or stereotyping. We can not be

sure that the first impression is always right for our firm judgement of somebody or situation. Everybody is passionate about their own views, values, cultures and we have to understand more of what others are thinking about if we want to understand the whole situation. So, why do we need conflict analysis?

- To see the relation between actors and the conflict
- By understanding more about the nature of the conflict we more easily find ways of managing or solving the conflict

(See also Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, page 2)

The aim of the morning session was to get an introduction to four tools that we can use to analyze conflicts.

1. Stages of conflict

(See Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, pages 3-4)

The stages of conflict consist of pre-conflict, confrontation, crisis, outcome and post-conflict. There will be an escalation of the conflict which will be reflected and closely related with time. There are several characteristics for each stage which enable an analyzer to define at which stage the conflict is. Stages of conflict do not show anything about the relationship or the perceptions of the parties. The stages just show the dynamic of the escalation and de-escalation of the conflict. An outside analyzer can ask the parties involved to draw their own stages of conflict and then try to communicate the patterns in the search for possible outcomes.

2. ABC Triangle

(See Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, page 5)

This is one of the conflict analysis tools introduced by a Norwegian sociologist Johan Galtung to deal with existing structures and systems. The triangle composed by ABC's corner with A as the attitude, B as the behaviour and C as the contradiction (context). We use this ABC diagram to show clearly the perceptions and views of parties involved in the conflict. Each party can draw own ABC triangle and the triangles can be compared to see what the attitudes, behaviours and context of the each parties are. It is from this contrast and differences that

parties begin to know how each side feel about the other. Sometimes ABC reveals so many common features to each side about the other.

3. Mapping

(See Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, pages 6-7)

In analyzing a conflict using the mapping method, we have to be very creative because there are many issues and relationships involved that can be uncovered. In the mapping method, a number of symbols are used in order to clarify e.g. the actors and their power and the relations in between.

4. Tree

(See Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, page 8)

The other tool in analyzing the conflict is the tree diagram. The tree is composed of 3 main parts; the roots or the cause of the conflict, the trunk or the core problem and the branches or the effects or symptoms. The roots or the causes of the conflict can always be checked by asking why, while the effects or the symptoms are the visible consequences. The core problem itself can be a reason or cause of the conflict.

The participants then got the task of analysing a conflict by working in a small group of 4 people with the following questions:

- How helpful were the tools in analysing the situation?
- Why?
- Did the tools reveal more facts or not?
- Do you think you can apply/use the tools anywhere after the seminar?

The groups then gathered, and briefly explained how they measured the different tools. The tools had been useful, but the feedback was that not all tools are applicable in all conflict situations. Below follow some ideas of what are the advantages and limits of each tool.

1. Stages

- Sometimes two lines of escalation of the same situation
- Good to analyse conflicts in long lasting projects
- Can help you see what approach is working

- Sometimes there are different issues and crisis within a conflict or a problem

2. ABC triangle

- Helpful in understanding the conflict because it brings out the different views of all the parties involved
- Complicated – too multi-polar
- Contributes to identify the causes

3. Mapping

- Not used to find the answer, but to find questions behind the current conflict
- Fast analysis
- Easier to find the potential solutions afterwards

4. Tree

- Can be confusing for some specific situations
- Sometimes difficult to separate what is really the effects, and what are the roots (they may sometimes also “be the same”)
- Good to get an overview and separate the effects from the roots (and the main problem)
- Difficult to identify the main problem – you need to do a deep analysis

From all the tools given, the similarity among them is that the root causes are hidden and most effects are exposed in behaviour.

AFTERNOON SESSION

Katia started the afternoon session with a warm up game, called “**Evolution**”. The basic idea was to develop (evolve) from an egg to a chicken to a monkey and finally a human being. Each creature had a specific sound and a specific movement. The participants had to start off as eggs and then challenge the other eggs with a paper-scissors-stone game. The one who won “climbed one step in the evolution stair”, the loser one step down. You could only challenge the same type of creature, and the aim was to become human.

Conflict in the context of voluntary service

The aims of the session were to analyze the conflict example the participants had brought, to share these examples, and then to discuss and define common issues and reasons for conflict in the voluntary service context. The first task was to creatively analyze their own example

from a project using the tools or other ideas and the materials provided. The participants paired up, and worked in pairs to have someone to discuss the task and the analysis with.

Thereafter the participants formed groups of four, in which they explained to the others the basics of the conflict, through the analysis, and in many cases creative flipcharts.

Finally, there was a session to sum up the different common kinds of conflicts that occur in voluntary service organisations and projects. The idea was to see what kind of problematic situations the different participants and organisation meet in everyday work. The method used was a moving discussion/”world café”² on the following topics:

- Conflict between volunteers
- Conflict between volunteers and leaders or coordinators
- Conflict within an organization
- Conflict with local partners or community and/or between organizations

The discussion in the different tables raised the following issues, reported back by the reporters that stayed at the same table throughout the moving discussion. The guiding question on the different issues was: What are some common causes to [type of conflicts]?

Conflicts between volunteers

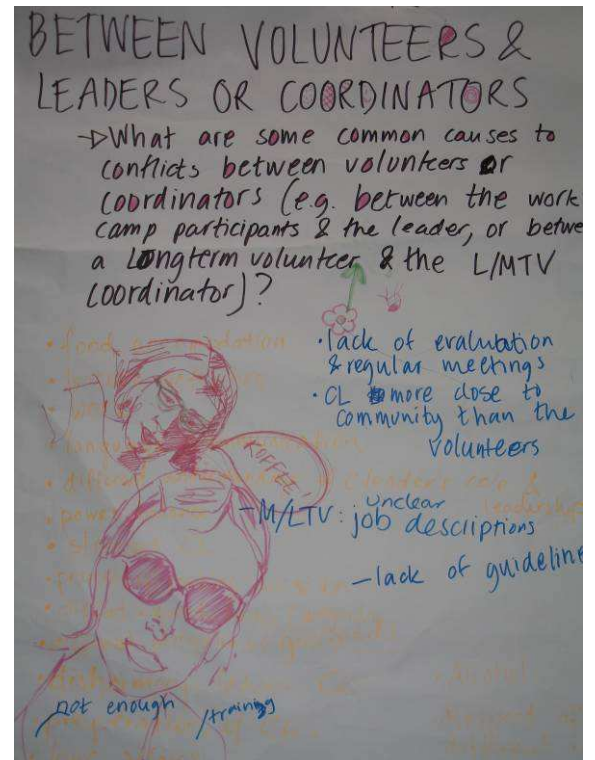
- | | |
|----------------------------------|------------------------------|
| - language barriers | - different financial status |
| - unrealistic expectations | - allocation of duties |
| - lack of motivation | - love and personal affairs |
| - leisure activities | - thefts |
| - splits into subgroups | - outsiders |
| - poor organization or bad ideas | - gender imbalance |

² The basic idea of a world café is to have a number of tables, with a theme or discussion topic each, and that the participants sit down at each table to discuss the specific topic for a limited time. When the signal for changing tables is made, the participants need to find a new table – and with that a new group and a new topic. In this way the ideas of the different groups are added to the ideas of the earlier groups.

- early withdrawal from project- lack of respect for the common rules (resting and working hours, food distribution, time-keeping etc.)
- different backgrounds (cultural, politic, education, religion)
- personal characteristics: selfishness, egocentrism, domination, control freak (these can be accommodated with a degree of open-mindedness, sensitivity, tolerance and acceptance)

Conflicts between volunteers and leaders or coordinators

- food and accommodation
- language and communications
- stressed camp leaders
- different perceptions of the goals
- poor preparation of the camp leaders
- love affairs and personal problems/crises
- cultural differences
- alcohol
- M/LTV
- job description
- lack of guidelines and authority
- lack of evaluation and regular meetings
- respect for difference among volunteers
- different expectations (regarding the work)
- division of work between the leaders and the volunteers
- camp leaders closer to the community than the group
- different understanding of leaders' role and leadership
- balance between leisure activities and work
- power balance
- process of decision making
- disharmony between camp leaders



Conflicts within an organization

- ambitious staff
- cramped office space
- delegation of work
- lack of communication
- institutional conservatism
- volunteers changed circumstances
- lack of communication between staff and EC
- incompetent leadership/and staffing
- power struggle between staff and the structure
- tension between paid staff and volunteers
- lack of coordination
- decision making process
- what we can demand from the volunteers
- salary structure and budgets

- voluntary staff working for short time (or too long time) so that the job is not completed or there is a problem in handing over the responsibility
- weakness of EC (biased, corrupt, too close or too far)
- changes in the governmental policy (new government, visa, etc)

Conflicts with local partners or community and/or between organizations

- money, allocation of funds
- language
- no monitoring
- community overwhelmed
- expectations (different perception of what might be done)
- volunteers replacing local workers (no role for the volunteers)
- lack of information about the local conditions
- lack of clarity about responsibilities/division of task
- no link between volunteers and community
- division between volunteers and community
- sending organization blames host organization or vice versa.
- purpose of workcamp – for the volunteers and the community
- no evaluation of the programs at local level by the hosting organization
- lack of proper preparation for the work in different cultures by sending organization
- volunteers “going native” so there is not enough work done
- communication
- invasion of local space
- no follow up
- lack of participation by partner



From the discussions of the afternoon, many ideas and examples of conflicts in voluntary projects were mentioned, that are very useful for the booklet.

Reflection groups

In the reflection groups each participants got a paper with a drawing of a tree on, and with a number of people positioned in different ways. Then they were asked to think a bit about where they find each other on the tree by the end of this day. Whilst some said they were the person who struggled to climb the tree (as to illustrate how they worked hard on trying to understand the big amounts of information), others said that they were the person sitting at one of the branches of the tree, smiling with the arm around his friend (to show that he was happy with making new friends. Again, the discussion that followed gave the prep-team some indications of how the group felt and what could be further worked on.

Organisational market

In the evening the participants gathered one more hour, to do a brief organisational market. Each participant had one minute (as in exactly 60 seconds) to tell the rest of the group about their organisation, or about an interesting project of their organisation. The idea of this organisational market was to give the participants an idea of what the organisations of the others are doing.

Below you will find the list of the participating organisations, with the respective websites.

IPYL	www.ipyl.org
ALTERNATIVE V	www.alternative-v.com.ua
ICJA / ICYE	www.icja.de
YAP D	www.yap-cfd.de
World 4 U	http://www.world4u.ru
IIWC	http://www.geocities.com/indonesiainternationalworkcamp/IIWC.html
VPV	www.vfp-viet.org
RUCHI	www.ruchin.org
SCI	www.sciint.org
YAP UK	www.yap-uk.org
EST YES	www.estyes.ee
INEX Czech	www.inexsda.cz
WFD	www.wfd.de
Cantiere Giovani	www.cantieregiovani.org
YAP Italia	www.yap.it
ICYE Denmark	www.icye.dk
MS	www.ms-dan.dk

Introduction to CCIVS

Simona did a brief introduction to CCIVS, going through the basic structure and aims of CCIVS. (For further information, see the CCIVS website: www.unesco.org/ccivs).

Monday 24th September Session

MORNING SESSION

Conflict Handling Styles

Sunday initiated the day with a session on conflict handling styles, i.e. different ways to respond and react in a situation of conflict. This depends a lot on the level of the relationship between the people involved in the conflict; i.e. it may be different if it is within a family, between friends or work colleagues or in the wider society.

A discussion followed on how you deal with conflict in your personal relationships.

- avoid confrontation i.e. run away
- reflect and take time to decide what to do later on
- pretend nothing happened i.e. fake a reaction to forget it
- solve the problem by any means
- compromise – both parties to the dispute handle the problem together

Then, Sunday introduced five different types or common ways of dealing with conflicts: accommodation, control, compromise, avoidance, problem-solving. (See Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, page 9)

Five areas of the room marked were then marked with these different labels or conflict handling styles, and the participants were then asked to position them according to how they usually and react to handle conflict. In a given situation where would you stand? We find we move from one style to another, and that the reactions indeed depend a lot upon the relation. The different handling styles depend on the importance that are given to the goal (issue) on the one hand, and to the relationship on the other hand (cf. table in Sunday's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf, page 9).

It was also discussed how power relationships affect these positions as not all parties are equal. The cultural background can also influence the position. Power relationships (economic, military, majority/minority) are complicated as they rely on individual perceptions.

Then, Sunday did a brief intervention on different ways in which organisations work and intervene in conflict situations, and presented the “Spectrums of Strategic Options”. Basically, the scheme shows how organisations may choose to work *around* the conflict, *in* the conflict or *on* the conflict, with actions ranging from “doing nothing”, to direct intervention.

CCIVS Presentation

(For the PowerPoint presentation, see: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_slideshow.ppt)

Simona then continued the brief CCIVS introduction from the earlier evening. She spoke about voluntary service as projects of mutual benefit to community and volunteers – a shared experience. CCIVS works with issues and concepts such as non formal education, active citizenship, participation, reciprocity and exchange, and has a complementary role with other agencies in the field. CCIVS organises seminars, campaigns, edits publication etc. At the time of the seminar, a project was conducted on the theme of ESD (Education for Sustainable Development) called “Beauty and the Beast”. Organisations were invited to participate through introducing the theme of ESD to their projects and to concretely make a piece of art out of rubbish, which was going to be exhibited in the UNESCO head quarters in Paris. Simona also reminded the participants of the upcoming events in Ukraine, i.e. a seminar (on ICL and networking with Eastern Europe), followed by the General Conference and the General Assembly, which take place every three years. Information on CCIVS and upcoming events can be found on the website: www.unesco.org/ccivs.

Organisational two circle game

To follow up to the rather short reports about the participants’ presentations made at organisational market on Sunday, the group did another short exercise, with the aim of getting more insight into how other organisations work. The group was divided into two circles, which were composed of two circles each (cf. two circle game from the night of arrival). Then, each “pair” had three minutes to answer a question about their organisation or the theme of the seminar. The ones in the outer circle started to answer the question for one minute, then the inner circle had one minute to answer for their organisation, and lastly, the third minute was an open discussion to continue about the theme. The following questions were discussed:

- What is your role in the organisation?
- What kind of projects do you organise?

- What kind of projects would you like to develop?
- What is the role of the communication in your organisation?
- Have you ever travelled or lived in a conflict area? What ideas did this give you?

After the exercises, Simona asked how the participants had experienced it, and it was expressed that it was interesting to get to know more about the organisations in a focussed way, they generally appreciated the third minute when a free exchange was possible. Some had experienced it a bit difficult to only listen or to only present during the first two minutes, since they naturally wanted to react or ask other questions.

AFTERNOON SESSION

Volunteering in conflict areas

The first part of the afternoon was devoted to some discussion and reflections about volunteering in conflict, or post-conflict, areas. Indeed, it was initially concluded that the workcamp movement was designed to help resolve conflict by breaking down barriers between people and cultures.

Voluntary service in Palestine

Adli Daana from the International Palestine Youth League (IPYL), shared some of his experiences from organising voluntary service projects in Palestine, where the conflict is still very present. He underscored that working in a conflict area is a totally different experience from a “peacetime camp”.

The IPYL workcamps are usually organised in the way that during the mornings there is concrete and physical work, and during the afternoon the participants are taken for visits. During these visits, both sides of the conflicts are presented. During such trips there is a need for good organisation, for instance, in some cases escorts are necessary. Workcamps are useful in providing help with harvest, showing solidarity, raising awareness about the current situation. During Adli’s presentation, he brought up the following issues:

→ **Motivation:** many different motivations: educational, professional, political solidarity, humanitarian, historical, archaeological interest, curiosity e.g. about living under occupation etc.

→ **Attitude:** (can cause problems) knowing more than the local people, wanting to observe rather than work, disregard for security. There are examples of incidents of kidnapping and

volunteers placing themselves in danger. The term of ‘War tourism’ was employed to depict the ones who partially come for the thrill of it.

→ **Preparation** must be thorough in the sending organisations, where the seriousness of the situation is stressed. The hosts must communicate their expectations and provide precise information about the micro reality of the project, its location and the organisation itself for the sending organisation in order for them to be able to inform the volunteers correctly.

→ Important with **upon arrival training**.

→ **Volunteers must listen** to (and not reject advice from) the host organisation and the locals who know better the situation, which can change during the life of one camp.

Setting up a project in a conflict area

Wilbert Helsloot, from SCI International and with experience of working in conflict areas, had a brief presentation what to think of when you set up a project in a conflict area. It is made out of 12 steps to go through and it is based on a Transcend training. (See below and www.transcend.org).

A project in a conflict area

Before one starts with a project in a conflict area and (later) send volunteers to this project, it will be good to plan the project well in advance, in relation with a conflict assessment. In this article you will find a thorough 12 steps plan to do this, the information comes from a Transcend training in Romania, see www.transcend.org

One can take as long as needed for carrying out this plan, remind that the first steps can already take days or weeks!

Step 1: **Map the conflict**

In this phase the conflict will be thoroughly mapped. First phase is to mention all involved actors in this conflict. A conflict is seldom a conflict between two parties, in the contrary many actors are involved. So, The Nepalese conflict is not only about Maoists, the King, the opposition and foreign countries, but also mentions students, media, doctors, local NGO's, foreign aid.

Each actor has its own issues, goals and interests; it is good to mention them as well.

After this combine the actors and the issues. Last phase is to mention the relations between the different actors, is it positive, negative and why? As one can see, this can take a while (also on local scale), but it might be necessary to have a better understanding and overview of the conflict, and a better starting position to plan your project.

Step 2: Map related conflicts/tensions

Consider what is besides or near the conflict. In the example of the conflict in Rwanda, mention the tensions in the neighbouring countries (Congo, Burundi), but also 'move on' versus 'justice', tensions in priorities in foreign aid, etc.

Step 3: Forgotten actors/Potential actors

Look once again to your map and think about actors, you might have forgotten and about actors, who can play a role in transforming the conflict.

Step 4: What can be done?

A brainstorm about your possible project, include all possibilities, in first instance nothing is weird or wrong...

Step 5: How to do it?

In this phase ideas are being developed and a plan made how to carry out a project.

Step 6: impact/risk assessment

What will be the impact of your project and the risks? For example, when the harbour in Mogadishu (Somalia) was destroyed after the attack of the US, the World Bank made an assessment about rebuilding the harbour. As such not a bad plan... In this analysis it was however forgotten that citizens had meanwhile started their own small harbours, and that the rebuilding of the big harbour in Mogadishu would negatively affect the way of living of those citizens.

Step 7: What has been done before?

Many people would say that this step and the following step have to be before step 4 (what can be done). But it will lose the sense of creativity in finding a transformation project, as people will react on a proposal: that has been done before, and it did not work

The purpose of this step is to see if your future project (s) has been carried out before and what the conclusions were of this project in the past. In a lot of cases you will return to step 4 and/or step 5 again....

Step 8: What are others doing?

As peaceworker you are seldom alone in a conflict area. So, it is important that you look around what others are doing, to avoid double work, but also to look if cooperation is needed or desirable.

Step 9 and step 10 Do it and repeat it

The actual carrying out of the project, followed by mid-evaluations and hopefully repeating your project again (and in a better way)

Step 11: Evaluate, lesson learnt and breath

Evaluate your project thoroughly and make conclusions. The lesson learnt you can use in another project again. But meanwhile, take a rest; do not rush into other peace-project!

Step 12: Share :-)

After, there was a open discussion, where the steps and the method were discussed. Below are some of the ideas that were mentioned:

- Preparation should be done within the target country
- It is essential to work in cooperation with local groups. (e. g. workcamps in Lebanon advised by Palestinian local groups.)
- What is the strategy? Where are the limits?
- Very great care should be taken over evaluation.
- Solidarity, reconciliation are not always possible on the ground. The “no harm “approach Mary B. Anderson.
- How are sending organisations kept informed by partners?
- Training for volunteers should be in country on arrival. Some organisations do orientation courses in advance of recruitment.
- There are guidelines for international exchange in general (see CCIVS publication “Looking without glasses”, and “Guidelines for inter-regional volunteer exchange”, available on website).

CCIVS Follow-up

Simona introduced the theme of follow-up ideas from the seminar, and in particular ideas for how CCIVS could continue to work on the theme. Some guiding questions for this were: What will you take back from the seminar? What is the importance of it for your organisation? What does it mean for inter-regional cooperation?

First, CCIVS is looking for recommendations from the seminar (cf. CCIVS Guidelines for inter-regional volunteer exchange), that could possibly be put forward as amendments in time for General Assembly in November. There are already some recommendations from working in conflict areas, which were discussed during the seminar “Values and Violence” in Marocco, 2004 (<http://www.unesco.org/ccivs/New-SiteCCSVI/valuesandviolence/valuesandviolencepresentation.htm>)

Second, follow-up could also be about finding project ideas for cooperation between organisations.

Third, Simona explained that she would like to get some input for an eventual follow-up from the seminar, ideas which could be used for another application to the Council of Europe. Some suggestions were written on the flip chart, and then each participant was asked to write a suggestion on a post-it paper, which were gathered together to be reworked later during the seminar.

Reception/ Press conference in Arpino Town Hall Office

The participants then went together to the Town Hall Office, where there was a short press conference on the occasion of the seminar. The Mayor of Arpino, the local contact person and the organisers of seminar were present and did some interventions. The Mayor expressed his interest in and appreciation of young people gathering for discussing a theme like this. Simona gave a brief background of the voluntary service movement and of the seminar. The present media asked some questions and took a group picture of the participants (cf. front page).

Tuesday 25th September

MORNING SESSION

Communication

Whispering game. Sunday told a message in the beginning of the circle, and the participants then passed it onwards to the others. By the last person, the message had been almost completely changed.

Sunday referred to the whispers game that it demonstrates how a message can be distorted, and that communication is not always easy. In communication there is always a sender and a receiver, and a message in between. The medium of communication is equally important to know in these exchanges. SENDER-----→MESSAGE-----→RECEIVER

The participants were divided into groups, where the diversity of language was an important aspect. In these groups, each participant then had three minutes to tell his/her story in own language which nobody in the group understand (or in some cases in a language they knew well that no one else in the group speaks or understands). A story about something that is

either important, passionate, interesting etc. The participants were asked to observe the body language of the others.

After the session the groups gathered again to share their experiences – how did you feel when you told a story to people, speaking a language no one else did?

- wanted to try another method to make myself understood
- frustrated, embarrassed, weird, OK
- tried different ways
- there was some logic
- gestures make you understand more than the whole sentences
- lack of interest within myself (as the others will not understand)
- symbolic gestures (but which failed to relate to my story)
- tried very hard to understand
- wanted to have feedback
- link between the character and the background to the story
- changes in voice

This exercise showed that for in communication there are indeed many things except for the words that are transferred; body language, emotions, tone of voice, need for feedback etc.

Non-Violent communication

In pairs, one of the participants should close his/her fist, then the other participant has 30 seconds to make his/her partner open his/her fist. What is immediate reaction? Force? Polite request?

The first brief exercise showed that there are a number of different ways in which you can respond to a challenge or a conflict. There is no overall solution to conflict; each one is different. Conflicts arise when basic needs are not met.

Mette introduced the concept and method of Non Violent Communication (See Mette's handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexA.pdf, page 9). The concept is based on a “four step formula”, and contributes both to analysing conflicts and to deal with conflicts.

1. Facts: The reality, visible, perceivable, all sides are in agreement that it exists.

- When you...
- When we....

2. Feelings: My side is right, anger, annoyance, different reactions on both sides.

- I become...
- I felt...

3. Needs: Understanding. Recognise that both sides have needs.

- Because I would like ...
- Because I need...

4. Request: Explaining what you would like to see

- Will you...
- Can you...

The groups then went into groups, do discuss and analyse the problem explored on Monday from the perspective of Non-Violent Communication, that is, trying to separate the different aspects: facts, feelings, needs and requests.

Film: Project “Il Cantiere” – Naples (a project of Cantiere Giovani)

Elisa and Valentina from the Italian organisation Cantiere Giovani showed a short film about their organisation and their projects in the suburbs of Naples.

AFTERNOON SESSION

Forum Theatre

The group was divided into four groups, that each got a headline under which they had to



come up with a play and an example of a conflict, and especially showing how conflict begins. After they had had some time to prepare, the groups showed their (very creative!) plays for the others. In the second round, the spectators were

invited to interrupt in a specific action or situation, and give instructions of how this action could have been dealt with differently, in order to stop escalation of conflict.

One important conclusion of the forum theatre was that it seems useful to try to stop the initial reaction and ask: “Why do I react like this?”, “Why do they do like this?”. Thus, that it is important to communicate about yourself and your feelings. (See Mette’s handouts: http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/GandC_annexA.pdf, page 10)

For more background and ideas of Forum theatre, see also the CCIVS/UNESCO module on how to use theatre as a tool for HIV education. “Act, learn and teach : Theatre, HIV and AIDS – Toolkit for Youth in Africa” is downloadable at the CCIVS website:

<http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/Documents/act-learn-teach.pdf>

Free afternoon

The seminar ended earlier than the other days, and many of the participants enjoyed a walk up to the ancient core of Arpino where there is a unique pointed arch and the remnants of the acropolis of Arpino. Others spent some time in the historical centre of Arpino.

26th of September 2007

MORNING SESSION

Creativity

Sunday introduced the perspective of creativity, saying that as people will go home to their organisations they may be expected to solve all the problems in the organisations. The participants were asked to exchange seats and sit somewhere they had never been sitting before. Sunday then gave the participants to resolve a task: to connect nine points in a square with four straight lines without the pen leaving the paper. Someone proposed to put the points in a square; others said it was mathematically impossible. After some reflection and creative ideas, people realised that you do not necessarily have to stay within the square of points – you should always try to think a step further from the obvious options, to be creative. Same thing goes for conflict resolution; you often do not get outside of the most obvious options. But there is a need for new creative thinking, to be able to reach constructive change.

The different conflict handling styles were referred to again, and the participants were asked to focus on the problem-solving approach, where both the relation and the issue are taken seriously. Basically there is a need to “think beyond the box”, and to explore as many options as possible.

But what happens when the causes of the conflict are innovative? Especially if you don’t focus on the real issue of the conflicts, then the proposed solutions will not be very creative.

Adli named the example of the conflict in Darfur. Mette brought up the issue that there are also different contexts; in bigger conflicts there are so many actors and often very unequal power relations, whereas in the voluntary service context these power relations are more “manageable”. A discussion on how difficult it is to deal with bigger political conflicts followed.

Mette meant that it is important to understand our limits, and that the focus of the seminar has not really been to explore such conflicts. The ideas and tools presented may help us to understand these somewhat different dynamics from the reality of our organisations.

Mette divided the participants into five groups and introduced the Orange game, for which the basic idea is to come up with solutions for how to share the orange. In this case, the groups got lemons☺ from the restaurant. They got 10 minutes to come up with as many potential solutions as possible for how to share the lemons.

The groups presented many creative ideas:

- plant the seeds from the lemons and get lemon trees some years later
- play with the lemon as a ball
- if you don't have anything to do the dishes with, use the lemon
- use it for massage, to relieve the tension between the people
- make ear rings
- first fight for it – then give it, or first give it – then fight for it
- decoration for the Christmas tree
- make a toy

Mette then briefly mentioned some basic conflict resolution steps, and meant that during the entire the seminar we have actually been working with this, through working with communication, tools of analysis etc. Steps of basic conflict resolution are:

- Agreeing to disagree
- Accepting to try resolution
- Each person tells his or her story
- Agreeing on the head lines
- Expressing and listening to needs and interests
- Brainstorm solutions
- Clear and realistic agreements
- Making sure that both sides are satisfied

Often we do not notice as obviously when there is a peaceful situation, but conflict situations are very noticeable – challenge to not get blocked and feel negatively stressed.

Group work – how to deal with conflicts in voluntary service

Going back to the results from the world café a few days earlier, the group divided into four groups, following the same themes. Now the task was to discuss

School visit/booklet committee

Before lunch half of the group left to the local elementary school, where they were introduced to the fifth graders, and played a few games together, some with the theme of non-verbal communication. The visit was appreciated both by the school children, as by the seminar participants.

Meanwhile, the booklet committee had a meeting to discuss the draft and ideas for improvement. Many constructive ideas were presented, and Maja (who is coordinating the booklet) would do the best to integrate them into the booklet.

AFTERNOON SESSION

Group work – how to deal with conflicts in voluntary service, cont.

In the afternoon, the group-work on recommendations continued. The groups were very creative and constructive, and many recommendations and advices were formulated. The result of these discussions will be a great resource for the work on the booklet. Below you will find the outcomes of the different groups:

GROUP 1: Concrete recommendations for how to deal constructively with conflicts with local community or between organizations

We categorized the possible causes of problem occurred into 4 main streams:

1. Financial problems

- Allocation of funds, volunteers replacing local workers, no role for volunteers, deficit in the budget, etc.

Potential solutions:

- a. Transparency in the financial aspects
- b. Emergency budget
- c. Fundraising

- d. Good, clear, concise in planning and budgeting to guarantee basic financial resource will be able to run the camp.
- e. The evaluation of the budget after the project

2. Technical problems

- Lack of communication, language, lack of professionalism in one or more partners, lack of information about the condition of the work, accommodation and logistics, lack of leadership, etc.

Potential solutions

- a. Sufficient, detailed, accurate information and info sheet
- b. Open and balanced communication among all parties involved regarding the planning of the activities, budgeting, running and evaluating the project, including the possible follow up in the future.
- c. Proper and appropriate preparation for volunteers, camp leaders, sending and hosting organization, as well as the local partner and local people.
- d. Sufficient logistic, transportation, accommodation and other basic needs of the volunteers and the project.
- e. Back up plan for unexpected situations.
- f. Resource or contact person to consult any unexpected situation regarding the technical issues.

3. Ideological problems

- Lack of understanding in the meaning of voluntarism, lack of understanding in the values of voluntarism (solidarity not slavery, breaking walls not free tourism, tolerance not racisms, cross cultural understanding, etc)

Potential solutions

- a. Make sure the community is clearly understood about the ideological and the role of the volunteer in the project.
- b. Sharing the soul of the voluntary service.

4. Cultural problems

- No link between volunteers and community, alcohol, dress coats, drugs abuse, no respect to the local cultural, invasion of local space, community overwhelm, division between community and volunteers.

Potential solutions

- a. Proper preparation on cultural issues by the sending organization

- b. Sufficient information (dress code, alcohol, race, religions, and other sensitive matters)
- c. Organizing cultural activities (or at least proper introduction and common understanding between the local people and the volunteers)
- d. Include local volunteers in the project

GROUP 2: Concrete recommendations for how to deal constructively with conflicts within an organisation:

- clear information
- well defined policies and planning terms of reference and organisation structure (organisational chart)
- to guarantee the quality with clear defined standards of tasks ,outcome etc.
- transparency of financial management.
- create a kind of volunteering link to a task or a project and not a limited in time.
- to look for common priorities in the work.
- look for alternatives.
- redefine policies from time to time.
- clear cut instructions to be given to staff and volunteers.
- look for common needs of the organisation.

GROUP 3: Conflicts between volunteers and leaders or coordinators

Prevention of conflicts. General tips:

- Contact volunteers before a workcamp, asking for their expectations and sending infosheet, ask for a reply mail
- Share expectations of a campleader and volunteers
- Explain the role of a campleader
- Get all possible information about work (aims, roles) and working hours and inform volunteers
- On the first day of the workcamp make a meeting discussing ALL conditions of the workcamp, how it is organised, why it is organised like this, discuss cultural issues and different backgrounds
- Take care of the good group dynamic (games, activities, problem solving from the beginning)
- Be their friend, don't abuse your "power", try to be a part of them

- Take care about evaluation and feedback (e.g. mailbox)
- Balance of work and free time
- Delegate tasks to volunteers
- Include volunteers in decision making
- Use resource of cultural diversity (cultural evenings, raise topics on cultural differences etc.). Celebrate success of the group

Language problems:

- Establish a common camp language (new words, gestures, signs, songs)
- Mix up the group (in case of same language), prevent from subgroups

Problem of outsiders:

- Campleader should emphasise some nice personal qualities of the “outsider”
- Integrate an “outsider” in a group of dominating volunteers, so that others who follow them also could accept him/her
- Make timid volunteers visible

Problem of alcohol:

- Set limit of alcohol consumption
- Give volunteer responsibilities (especially morning duties)
- Create a rule: drinking days are Saturday and Wednesday (goes on with creating common culture and rules)

Problem of “rules-breakers”:

- If volunteers create a common culture and rules together the possibility that they break them is lower. In case there is a person who does not respect rules, let volunteers influence this person, because for him/her opinion of others is important and no one likes to be an outsider.

The campleader will not be very efficient in this situation.

Problem between campleaders

- Create working shifts (one works Monday and on Tuesday is responsible for free time activities etc.)
- Divide zones of responsibility
- Use the help of a mediator if needed
- No rain please, only sun

GROUP 4: Recommendations on how to deal with conflicts between volunteers.

Prevention.

- Receiving organizations should keep gender and language balance in work camps.
- Set up induction period by camp leader e.g. 5 days when volunteers give space to each other and work more actively on understanding each other and creating good atmosphere. Not to be afraid to ask about one's differences (cultural and personal). (If something annoys volunteer in his fellow camper during those 5 days do not start conflict right away, but try to accept that all people are different).
- Ensure that there is a leader (camp leader) in the camp.

Topics to discuss at the initial orientation in the beginning of the camp (setting up common rules):

- Emphasize that each one is a "face" of the country he or she is from.
- Consider needs of each other. Hours for rest and work, timing, personal space, belongings etc.
- Everyone should be honest and express their opinion if one needs to do that.
- Stress that being patient is essential to understanding. Listening to others is also important if we want to create a friendly and open atmosphere.
- Encourage everybody to always ask without hesitating.
- Respecting others' opinion, culture and religion is a must. Respect is essential to great atmosphere.

Common rules should be created with participation of all the volunteers in democratic manner. These rules are not put in hierarchy and need to be added because there are a lot of them and we definitely missed some.

Solutions:

- Activities that include a lot of talking between volunteers from different countries.
- Game: story telling in different languages. To appreciate language diversity in the camp and to have a laugh 😊.
- Game: half day all the volunteers talk to each other in their own language. This raise awareness of importance of everybody speaking same language (English) in the camp.
- Game: mimic bad behaviour of some of the volunteers at the camp. Has to be done in a humorous way so that feelings of no one are hurt.
- When solving the conflict the focus should on the issue but not on the person.

- In case there is one in the group who does not want to take part in a common activity (game) he/she should not be forced. Let the person sit aside and watch and let him join the group if he wants.

Apart from the four groups with different perspectives, another group was created out of a couple of participants from different groups. They discussed more general guidelines and recommendations to for international voluntary service organisation on how they can deal constructively with conflicts in their projects and organisations.

General guidelines/recommendations for how to deal constructively with conflicts in international voluntary service projects and organisations

1. Openly acknowledge the existence of conflicts and see the potential of how they can be used as a vehicle for positive change.
2. Create an open, inclusive and democratic atmosphere, which allows problems to be identified before they escalate and negatively affect the work.
3. Ensure that communication is clear, open and non-violent in tone.
4. Include conflict and communication as major items in training and preparation of staff, leaders, and (if possible) volunteers.
5. In situation of conflict, hear all sides and identify the issues and relationships involved, taking into account different cultural approaches.
6. Make full use of the CCIVS module on “Conflict and volunteering” and ensure that it is available.

Follow-up

For this session, the participants got a table for plan of action, where they could fill in the different actions they planned or wanted to carry out, from the personal level to the organisational, to the multi-organisational, and in which time frame it should be done (the short-, medium-, and long-term). Also the group had been divided the day before in different thematic groups (after their ideas a few days before). In these groups they then had some time to discuss joint projects, or ideas for projects on a multi-lateral level, and below these ideas are summarised.

- Workcamp with refugees/asylum seekers

This group discussed how integration with local community could be enhanced, and how a project could contribute to demonstrating new comers’ contribution to community. Ideas of

how this could be done were various; to set up micro-credit so unemployed could get some kind of income; training programmes to provide work skills; music camps to bring out talents. The group had no time to elaborate the details of a similar project.

- Preparation and evaluation/follow-up of volunteers

The discussion of this group concerned preparation and evaluation/follow-up of volunteers, and there were several ideas on whether it would be specifically for volunteers that are going to conflict areas (as in war situations, but also areas with severe socio-economic conflicts. It was said that one should try to make use of the returned volunteers as resource persons, and people who can share their experiences. Another idea that was mentioned was to use local immigrants, coming from the sending country, and allow them to introduce them to their country.

Evaluation

The evaluation session was introduced with a short “applause evaluation”, where different aspects were evaluated – the idea was to applause accordingly after how the participants appreciated the different aspects, such as Arpino, the group/atmosphere, Italian food etc. Then they each got a written evaluation form to fill in. Lastly, a round was made where the participants were asked to say the best thing with the seminar (or a lesson learnt) on the one hand, and something to improve on the other hand.

Learnt lesson or best thing	Something to improve
- Great to have many nationalities, to have a very diverse group	-Nothing really
- Glad about the seminar, atmosphere almost like a family	
- Thank the prepteam because it is hard work - Nice to get to know nice people - New good contacts for the organisation	
- Very good, thank to the prepteam, one of the best trainings I have been to	- Not enough time for the marketing, get to know more about other organisations - It was a pity that not everyone joined the social activities in the evenings

<ul style="list-style-type: none"> - I like it very much, such a good experience, new ideas, I am really inspired, - Thank for the prepteam for everything - Nice to meet different people from different countries – keep in touch with the others (but not with everybody☺) 	<ul style="list-style-type: none"> - Difficult to express myself, because I don't speak enough English
<ul style="list-style-type: none"> - Special thanks to prepteam, and to the participants, it was nice to work with you (it is not always the case), nice, open-minded people 	<ul style="list-style-type: none"> - Don't allow to eat so much – make a food committee that stops people from eating to much☺
<ul style="list-style-type: none"> - Thanks to the prepteam, great to make the seminar 	<ul style="list-style-type: none"> - I did not like the mosquitoes and flies
<ul style="list-style-type: none"> - Thank you Andrea, and the rest of the prepteam. - Learnt many things, I hope I shared something with you. - Want to make projects 	
<ul style="list-style-type: none"> - Lots of plus things - Level in English is excellent - The level of participation has been very high. - Prepteam is brilliant. 	<ul style="list-style-type: none"> - More time to experiences from conflict areas
<ul style="list-style-type: none"> - Thanks to everybody, this will be a turning point – will share the cultural experience with friends. 	
<ul style="list-style-type: none"> - Good atmosphere, prepteam worked on it - Really like Arpino and the place 	<ul style="list-style-type: none"> - Less tasks, more time.
<ul style="list-style-type: none"> - Thank you for new knowledge 	<ul style="list-style-type: none"> - Suggest to do two different seminars, one on conflict, one on communication, since not enough time for communication.
<ul style="list-style-type: none"> - Really nice, first seminar, brings a lot of new things 	
<ul style="list-style-type: none"> - Very successful week 	<ul style="list-style-type: none"> - Not enough time to read everyone's material

- Thank to everybody	- Only point, not enough time for the different tasks
- Great opportunity to meet others - Very interesting to contribute to something concrete, as the booklet	
- Best conflict seminar I have ever been to, in my work there are many conflicts and I have to deal with them, I think I have learnt a lot about conflict management, both from the prepteam and the participants	

The prepteam members also shared some of reflections and feelings:

Maja: Great, fruitful week. Learnt a lot from you – inspired from the week, and to continue the work with the booklet

Sunday: Thanks to Andrea, and to the composition of the group. Usually work with older people, so I have had new ideas for methods, and so. Thanks to the Italian participants that have helped. Time is always a problem – there will always be too much material. Great to be in Arpino. Thanks to the other in the prepteam

Andrea: Worked on planning since March, but did not realised that it was so much work during the seminar, would have liked to have participated more and got to know people more.

Mette: Thank all of you for the participation – it only works if the people really want to. Everyone has created a good atmosphere, so the challenges have been possible to transform to something positive. Thanks to the rest of the prepteam.

ANNEX

A) Mette's handouts:

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexA.pdf

B) Sunday's handouts:

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_annexB.pdf

C) CCIVS presentation (PowerPoint)

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_slideshow.ppt

D) Picture Gallery

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/CandC/CandC_pix.htm

E) Programme

Below

DRAFT AGENDA: CONFLICT AND COMMUNICATION						
Arpino, Italy						
21st – 27th September 2007						
FRI 21	Sessions	SAT 22	SUN 23	MON 24	TUE 25	WED 26
Arrival day	Breakfast	8 – 8.30	8 – 8.30	8 – 8.30	8 – 8.30	07.30 – 8.00
	Departure	8.30	8.30	8.30	8.30	8.00
	Morning	9 – 12.30 Introduction Expectations Common culture	9 – 12.30 Tools of analysing conflicts	9 – 12.30 Conflict handling styles	9 - 12.30 Communication NonViolent Communication	8.30 Workshop with Arpino school children 9.30 – 11.30 Creativity and constructive change 11.30 – 12.30 Recommendations, guidelines and follow-up
	LUNCH	LUNCH (Museum)	LUNCH	LUNCH	LUNCH	LUNCH
	Afternoon	14.30 – 18.00 Introduction to conflict Types of conflicts	14.30 – 18.00 (Hotel) Conflicts in projects and organisations	15.00 – 17.15 Volunteering in conflict areas	14.00 – 16.00 Forum theatre (Hotel) 16.00 Free afternoon!	14.30 – 17.00 Follow-up (Hotel) Evaluation 17.00 – 18.00 Preparation for good bye party
		18.00 – 18.30 REFLECTION GROUPS	18.00 – 18.30 REFLECTION GROUPS	17.15 – 17.45 REFLECTION GROUPS		
	DINNER	DINNER	DINNER	18.00 Reception and press conference	DINNER	DINNER
	Evening	Activities	CCIIVS Organisational market	DINNER		Good bye party!
	Welcome!					

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