

# **PACIFIST VOLUNTARY PROJECTS SEMINAR**

## **SOFIA, BULGARIA**

### **7 – 12<sup>TH</sup> NOVEMBER 2006**

Following the adoption of the strategic plan for the period 2004 – 2009, SCI has revived its focus on **pro-active peace work** and **peace education**. Three of the four strategic objectives are related to this;

- *to stimulate pro-active peace-work within SCI*
- *to enhance the effectiveness and impact of SCI's peace work by networking and linking with like-minded organisations*
- *to improve the quality and level of peace education within the movement*

In order to achieve these goals it became necessary for SCI to create concrete steps to increase the awareness of SCI as more than just a voluntary organisation, but a *pacifist* voluntary organisation. The label 'PVP' (Pacifist Voluntary Project) was developed as a tool to clearly indicate camps or projects that meet this goal of being a pro-actively peace building camp. As a guideline to demonstrate what makes a project a PVP, the PVP criteria were also developed. You can read them in detail in the annex, but in summary they are below;

- The project work should be either **pro-active peace work** or have an extensive **study part**
- The **participants** should learn about conflict resolution and become empowered.
- The project should reach the **public** to create an impact beyond the participants themselves.
- The **project partner** should support the PVP-concept.

The intercultural dimension of all workcamps makes them a peace promoting experience, but in these PVP camps the volunteers are encouraged to meditate, debate and act on peace issues such as the political, social and economic causes of war, and pacifist models of non violent conflict resolution.

Throughout 2006 some branches used this PVP labelling system when labelling their camps that they felt met these criteria. However, there is still much room for improvement and the PVP seminar was designed with this in mind. The seminar had the following objectives;

1. To **evaluate** the PVP-criteria
2. To create a place to **share experiences** with PVP
3. To develop **quality standards** for PVP and **methods of evaluation**
4. For individuals to **learn about PVP** in order to promote PVP to their branches
5. To **stimulate/inspire activists** to think about and to work on peace in SCI-workcamps
6. To **make a leaflet** to help explain and promote PVP to SCI branches and partners

It was designed such that by the end of the seminar the participants would be able to;

- Explain the principle of PVP, its background and why it is important
- Explain the PVP criteria and how they can be useful
- Revise the educational and methodological approaches in addressing peace education
- Evaluate projects against the criteria and be able to think constructively about methods of improvement
- Promote PVP to their home branches
- Be aware of the necessary skills required to develop and lead workcamps or study parts around this topic

When working to fulfil these objectives throughout the seminar it became apparent that some were too ambitious, especially given the nature of the participants. Although some participants had very much experience in SCI, some had virtually none and very few had any experience with specific PVP projects. Thus, for example, objective 3 was quite hard to achieve within the time period. However, these participants were the ones who applied for the seminar, and therefore the ones interested in the issue, and the ones willing and able to do the job of promoting PVP.

Below you can find details of the sessions and information about how these objectives were fulfilled.

## Wednesday 8<sup>th</sup> November

Session 1 –  
**Strategic Plan**  
 Session led by Danijela

- *Which direction should I go?*
- *Where do you want to go? – asked the cat.*
- *Anywhere! - answered Alice.*
- *Then it is not important which direction do you take!*

*"Alice in Wonderland"*

Strategic Plan is an important part for the development of volunteer organisations. We live in the Information Age, where things change quickly. Thus if SCI wants to keep up it must have a clear vision of where it wants to go, and a clear plan on how to get there. SCI realised that working on a Strategic Plan was needed!

In the Information Age, the Strategic Plan is needed to define goals, objectives in order to have clear ideas what to do in the future and how to bring these ideas from the papers into the reality.

The PowerPoint presentation was a short and essential information about this process. A view on two different ways of thinking:

- Strategic thinking
- Non Strategic thinking

<b>Strategic Thinking</b>	<b>Non-strategic Thinking</b>
<ul style="list-style-type: none"> <li>• Pro active;</li> <li>• Sets out from goals;</li> <li>• Set goals based on priorities;</li> <li>• Conscious and informed decisions;</li> <li>• Takes all consequences into account;</li> </ul>	<ul style="list-style-type: none"> <li>• Reactive;</li> <li>• Sets out from possibilities;</li> <li>• No priorities;</li> <li>• Spontaneous decisions;</li> <li>• Takes only short-term outputs into account;</li> </ul>

The difference between Strategy and Plan. Strategy is a term referred to a longer period of time than Plan.

### Exercise

Divided in four groups, the participants put in focus three important questions:

- What do you think how should all and each branch contribute to the Strategic Plan?
- Cooperation between branches
- What can I do as an individual to contribute to the Strategic Plan?

There were a lot of answers and different opinions about these and some of them are:

#### How can each branch contribute?

- Discuss within the branch
- Make a local Strategic Plan
- Include information on the organization in a wider perspective (both the branches and the SCI )
- Inform volunteers about Strategic Plan
- Analyze the existing camps and see how they can be turned into PVP Camps
- A Film with Danijela (Maybe it is better for branches to hear people *talking* about this issue than just reading. And she is very persuasive!)

#### How can the branches co-operate?

- An international newsletter with the news from conflicts area
- A common strategy on how to prepare volunteers (also for Europe)

#### How can each individual contribute?

- Spread the information (accumulated in the seminars) in the local organizations
- Organise training, workshops in Peace Education,
- Promote Peace Education as the fundamental part of the workcamps.

The best thing in the session (answers by the groups members) was the group work because the people got involved. This doesn't mean that the information part was less important because without the information people wouldn't know what to do.

Session 2 –

### **PVP introduction** - the concept and criteria

Session led by Danijela

### Exercise

PVP criteria discussion – questions put to several groups.

#### What are the Similarities and differences between PVP work camps and other workcamps?

SN	Normal Work camps	PVP Work camps
<b>A.</b>	<b>SIMILARITIES</b>	
1.	Intercultural Understanding/Exchange	

2.	Same form of peace elements	
<b>B.</b>	<b>DIFFERENCES</b>	
1.	Do not have 'extensive' study part on peace related issues	Has 'extensive' study part on peace related issues
2.	Local community not so involved	Local community should be involved
3.	Less apparent linkage between actual work done and study part/peace issues	Link between work done and peace building should be clear
4.	Volunteers may be less conscious of the conflict transformation taking place.	Conflicts at different levels such as spiritual, psychological, interpersonal, social, economical and political conflicts are at least confronted in an adequate manner and help to resolve the problems. Volunteers are conscious of this process
5.	Coordinator of the program may not necessarily be so knowledgeable of SCI or skilled in conflict transformation.	Coordinator of the program/work camps should be highly experienced in PVP matters and issues related to peace

**Please state which PVP criteria needs to be clarified and why?**

The PVP criteria are very vague and do not explain clearly what they are trying to imply. The PVP criteria need to be refined such that they are easily understood by all SCI branches and members and such that they are *actually* implemented. The problem with the criteria at present is that they do not have enough explanation. Upon discussion it was realised further explanation should be provided for each criteria. It was also discussed that separate criteria should be created for all the stakeholders of a SCI project such as for SCI as an organisation, the project partners, the community and so on.

However, based on these discussions, concrete suggestions were made by the group on which PVP criteria needed to be changed stating the exact reason for it. This is basically described as follows in the table below:

Criteria No.	Criteria Explanation
1.	Clarify what 'extensive' stands for.

2.	' <i>The pacifist content of the project is also treated in public</i> ' needs clarification. This statement should not only take into media as bringing media into small work camps is often not feasible due to more burning issues in the country. However, it is very important that the local community is brought into the project. This should be clearer in the criteria as this is a very important aspect that is often overlooked.
3.	This criteria is quite clear but we lack strategies of how to do this
4.	<i>They should be empowered to take an active stand on peace issues at home after the project</i> '. This statement is not clear. What is the definition of empowerment? This should be discussed in the guidelines. And what is the meaning of after they return at home, not all projects are undertaken broad...
5.	This criterion is unclear as we don't understand when it is applicable.

### **Conclusions;**

#### **Is there a need to reduce these criteria and create minimum criteria? If so what?**

The criteria do not need to be reduced as such. They do however need to be clearer, more simplified and perhaps have some examples. For example, no. 5 may pose problems. this criterion should be clarified or should be deleted as this opposes the first four criteria. In other words, if the first four criteria are met, there is no need for the fifth criteria. As they are the criteria are too complicated for many people whose English is not very good. They could be translated easily into other languages.

There are further conclusions to this session after the second PVP criteria session on Thursday.

### Session 3 -

#### **Peace Education**

Session led by Emese

This session was both for participants to think about what peace means for them, and to learn some techniques for peace education.

#### **Exercise**

Groups of 2 have been formed and discussed on the following statements:

- If there were no conflicts, the world would be boring;
- To ensure peace, only powerful states should have nuclear weapons;
- Christians and Muslims cannot always live together;
- When the rich wage war, it's the poor who die;
- The causes of modern war are the interests of rich countries and companies;
- A conflict is justified when it prevents bigger conflict appear;
- Conflict is a necessary part of life;
- People are not naturally peaceful;
- Modern wars are about armed and trained forces against disarmed civilians;
- Conflict is about wars and wars are about states;
- Conflict is a good thing. Through conflict we learn about ourselves and grow;
- We make war, but we may live in peace;
- The obligation of every person is to defend itself when it is attacked.

### **Exercise**

Silent floor. In silence participants wrote their opinions/comments on the following questions:

- Peace can be achieved through:
- What I can do for peace:
- Peace is:
- Peace is not:

### **Exercise**

Discussion: Real Life Conflicts (Discussed in groups of two persons)

Question Put Forward:

Why did the conflict occur?

How did you solve it?

A Theoretical presentation of peace education followed. This drew from both SCI approach and other methods.

**Conclusions:** Participants learnt a lot about both formal and informal methods of peace education, how to stimulate discussion and encourage others to use creative thinking to deal with conflict.

## **Thursday 9<sup>th</sup> November**

Session 1 -

### **Experience in Workcamps**

Session led by prep team

### **Exercise**

The participants entered the room, which was prepared as café PoVoPo. They chose one of four tables to sit at. Each table was then given a question to discuss. One person at the table was the Host and that person took notes on the discussion. Every fifteen minutes the participants changed tables to discuss another question with different people. The Host remained at the same table to take notes on the next group discussion. At the end the participants returned to their original groups and formed some conclusions. Then the Hosts presented the results...

### **Q1**

**Discuss the elements of Peace Education in work camps/ seminars / LTV's etc. you have done ...**

- **What it worked? What didn't?**
- **What would you include in an extensive study part?**

*What worked*

- balanced relation between work and study part (changes every time )
- accommodation was part of the topic of the camp (concentration camp)
- use local resources (media, survivors)
- fresh ideas from guests, peace messenger
- role plays (conflict resolution more concrete)

*What didn't*

- local resources not used (language barriers)

- serious education (volunteers motivation, not enough skills)
- discussions which were too general
- discussions without input

*An extensive study part includes:*

- a process of learning that involves the whole workcamp (research, contact with the local partner)
- clear connection to the subject of workcamp
- must meet the special situation of the workcamp (guidelines)
- does not have to be longer; quality instead of quantity

## **Q2**

**Discuss the involvement of the project partner in a project you have done. Find strategies as to how the project partner could be more involved in the pacifist content...**

1. The involvement of the project partner is not systematic and qualitative
2. Clear interlink between the project partner's vision and SCI's vision should be apparent
3. Project partner could be involved in the study part as well, but the relation should be clear

*Strategies for the project partner's involvement*

Before:

- pre-evaluation of the project partner: is it likeminded or not: questionnaire
- awareness to the project partner: information kits, PVP-criteria (invite the partner to the preparation trainings, create the aims of the work camp together and make sure that you have the same interest, improve the media part to motivate the project partner, etc.)

During:

- Try to involve project partners in both work and study part.

After:

- Evaluation of the project partner and feedback to the partner.

## **Q3**

**Discuss a conflict you have had in a project environment. How did your experience of conflict influence your behavior / attitude afterwards.**

1. raised awareness about differences (cultural, ethnical, gender, age, etc.) that could be the source of a conflict.
2. perseverance despite serious situations
3. to be more opened
4. to search for a mediator
5. COMMUNICATION
6. to be patient & discuss issues before its too late
7. to be aware of possible problems before hand
8. co-operation with partners (local community, the branch, etc)
9. firm attitude

## **Q4**

**Discuss a project you have been involved in that was treated in the public somehow. What strategies could have been used to improve the involvement of the public?**

**Contact with the public**

**Media:**

- So far, the press has found us- we had grand and interesting projects and the press came and visited on their own accord. This has in some occasions led to a distorted view: a focus

on the wrong things or on our (larger) partner organisation. The reporters might also be fishing for desired answers and thus give an unpleasant interpretation of our work.

- However, a great amount of our projects go greatly unnoticed by the general public.
- It would therefore be a good idea to take a more active stance towards the press. Using media-packages and press-releases, but also press conferences, we might be able to get our activities into publicity. It can be worthwhile to start with local press- it is quite well possible to attain regular contacts in local media. The formation of a press group by the local branch can help in this- the continuity of the branch (as opposed to the project itself) makes media contacts possible.
- Too large a focus on publicity can, however, lead to a threat to integrity. In many SCI branches there are negative opinions of media in general. It might also take time and resources. These are things to take into consideration when addressing the press. The huge effect publicity can have both on our organisation and its goals can, however, not be denied.

#### **Community:**

- SCI has been much more active in contacting the local community than the media. There are many success stories of involving the community in the work, in the organisation or in sharing food or culture. They have, however, also often been able to find us. Especially projects with children manage to bring in curious parents.
- It has been found that if we don't let the community know about our work, initial attitudes can be negative. It is therefore important to make ourselves known- suggestions include an open day early in the project, leaflets, flyers or letters, photo exhibitions or workshops. Involving local 'celebrities' can be very worthwhile, although concentrating on them can lead to a neglect of the general public which can have an adverse effect.
- In contacting the local community there is also a great role for the local branch as opposed to the singular project. The project is short, which might come across slightly bewildering to the community, but if it returns annually we should stress the continuity.
- The main aim should be to bring awareness to the *pacifist* content of the project – that is to make people aware of *why* we do the work we do, not just of the work itself.

**Conclusions;** This session was very successful in that it both allowed participants to exchange experience and provoked them to think about the PVP criteria themselves. Throughout the process the participants were able to find their own answers to many of the questions raised in the previous PVP criteria session. The clear message to this session was that there are no concrete guidelines but that we all must draw from our own experience to interpret and implement the criteria. The important thing is not the criteria but the work!

## Session 2

### **PVP- criteria - revisited**

Session led by Danijela

#### **Clarifying the criteria**

The aim of the session was to further clarify the criteria, with help of the conclusions and recommendations of the café-session.

Method: Plenary discussion, taking one criteria after the other.

- **Criteria 1** - There is an extensive study part on peace related issues and / or alternatively, the work is directly connected to pro-active peace work (public campaigning, peace education...).

The distinction between a study part and pro-active peace work was clarified. Pro-active peace work means the work itself is directly peace building, whereas the study part is complement to work that is not necessarily directly peace building in itself. The study part can be a session on the background of the partner organisation, or conflict resolution, whatever it may be.

**Conclusion;** Extensive is difficult to define. However, it is also not the aim to exactly define it, but the intention to deepen the study part, in whatever way. "Extensive" should be defined by each branch individually. Branches should read the 'Guidelines to PVP' and discuss amongst themselves

- **Criteria 2** - The pacifist content of the project is also treated in public (media contacts...)

**Conclusion;** We should not get too stuck on the word media here. It is not necessary for the project to be treated on national television. The important word is *public* – this can be inviting or engaging the local community in some way. The idea is for people other than those directly involved in the project to learn something about the *pacifist* aims of SCI and the deeper philosophy (more than the short term aims of the workcamp, project etc).

- **Criteria 3** - The project partner takes a supportive attitude to the pacifist content of the project, or is directly involved in terms of study part or pro-active peace work.

**Conclusion;** The project partner should be aware of the deeper philosophy of SCI and have a knowledge not just of the work being done, but why it is being done. This could be achieved through individual meetings or a group 'information evening' where all the project partners are invited. Ideally they would also involve themselves some how in the study part or peace work but this is not essential.

- **Criteria 4** - Participants in the project should learn something on conflicts, their roots, and non-violent strategies to solve conflicts. They should be empowered to take an active stand on peace issues at home after the project.

There was a lot of discussion about the two sentences in this criteria. The first sentence is almost always fulfilled by every workcamp. There will always be conflicts in a group living and working together.

If volunteers are 'empowered' is subjective and cannot really be measured, but in many ways should be a natural follow on from the above criteria.

**Conclusions;** The workcamp leader should be trained to specifically make the volunteers conscious of the skills/experience they are gaining through these conflicts. There is a need to invest some extra training in camp leaders so that they can facilitate discussions, encourage others to find the roots of their conflict and have the skills necessary to deal with conflicts in practise.

- **Criteria 5** – If it is a long term project, the volunteers have the right to take some days off for some formation on peace issues

There was very little discussion on this criteria. Despite all the questions raised earlier, it really is clear what this criteria means (regardless of whether it is relevant or not). LTV's should be able to have some free days to work on specific peace related issues.

## Session 3

### Methods for Evaluation/Evaluation Criteria

Session led by Danijela

At the beginning of an event/activity, usually there are some aims stated! The evaluation is, most of the time, done in order to evaluate whether the aims had been achieved and analyse the whole process. An evaluation is like measuring the success!

When we evaluate, we should think of:

- **Efficiency** (the process): Here we evaluate the resources, the financial part, the time, the people and if the effort worthed the activity.
- **Effectiveness** (outcomes): According to the goals set, in the beginning, how effective were we?
- **Impact**: Are there any changes?

### Exercise

The participants were then divided into small groups who discussed about:

Regarding PVP camps:

1. What to evaluate in terms efficiency, effectiveness, and impact?
2. When should the evaluation take place?
3. How can you organise the evaluation? (possible methods)
4. How should we use the information gathered during the evaluation?

The following ideas have been shared during the discussions:

1. **We should evaluate**: Quality of the work of (workcamp coordinator, campleader, partner organisation), Food, accommodation, efficient use of volunteers, information provided during the camp, free time, study part, media, empowerment, relationship to the partner, relations between volunteers (volunteers and campleader), group dynamics, resources, management of hosting branch' coordinators, conflict resolution, PVP: how the workcamp fulfilled the criterias.
2. **The evaluation should take place**: At all the preparation meetings, a mid-term workcamp evaluation, final workcamp evaluation, after some 2 months (to see the impact of some special workcamps).
3. **Methods of evaluating**:
  - A questionnaire at the beginning and at the end of the workcamp (maybe even having the same questionnaire);
  - Games;
  - Discussions;
  - An outsider could come to the workcamp and evaluate the camp leader, partner organisation, and the volunteers;
4. **We should use the information for**: The evaluation should help us get some experience, become more selective, learn, etc. Building blocks for future projects.

# Friday 10<sup>th</sup> November

## Session 1

### Project Workshop Session

Session led by Emese

A brief introduction to the project cycle and project management. This was designed to encourage and give the participants the skills to make their own ideas of pacifist projects into reality.

#### Project Management:

First Step: Preparation

1. Financial Resources (what we need...)
2. Human Resources (How many, what skills...)
3. Office Resources (Facilities...)
4. Marketing /PR (Publicity, media...)

Second Step: Planning

1. Time frame (when, who, what)
2. Finance (budget...)
3. Tasks/Responsibilities (Evaluate, motivate...)
4. Plan more (what we need...)
5. Press (communication plan...)

Third Step: Implementation

1. Stick to the plan
2. But be flexible

Fourth Step: Closing/Follow up

1. Evaluate budget
2. Evaluate tasks/responsibilities
3. post-activity press release (press file included in annual report)

#### Participants project ideas (Both new ideas and existing projects that could be transformed into PVP's)

Indymedia – using alternative media to spread pacifist ideas/methods.

Anti-bullying – theatre workshops with children to educate about bullying

Fields for peace -

Indigenous education – volunteers to be educated by indigenous Australians using their methods

Refugees -

Young new arrivals -

Interfaith -

Refugees in Nepal -

Sing for peace – create a CD with original songs from people of different backgrounds

Cheese for peace -

Flemish and Wallonian people together

Day youth center -

Many IVS camps can become PVP

## Exercise

Division in groups: prepare a project following the guidelines discussed before. Participants were able to envisage what it is like to start the project cycle, what needs to be thought about, planned etc.

## Session 2

### **Presentation of "All different – All equal" campaign.**

Session led by Alexandra Raykova

Decentralised campaign about diversity and human rights

It runs from June '06 to September '07

It's developed through:

- Thematic/cultural events
- Knowledge collection and provision
- Awareness raising/communication
- Educational activities at European Level

Discussed topic and activities:

- Religious diversity and Human rights
- Human Rights Education Youth Forum
- Workshop Roma activists
- Role of social youth work for cohesion

Ways to be known:

- Web portal
- Publicity material
- Gadgets and merch.
- Awareness events
- Cooperation with DC

**Conclusions;** A great form of networking and increasing exposure through being part of a larger and more recognised, funded, exposed campaign.

## **Saturday 11<sup>th</sup> November**

## Session 1

### **Promoting PVP outside of SCI**

Session led by Emese

#### **Before the project**

- Explain the importance of preparation before contacting media, clarify your objectives.
- How to map the media around you? – newspapers, tvs, radios. Get to know if they are local, national, international, who are their owners, who are their readers, which are their deadlines, do they have special sections/columns/emissions of interest to you?

#### **During the project**

- How to handle interviews? Prepare! Clarify your goals. Anticipate questions, be clear about your message. If you get "stupid" questions give relevant answers (according to you)
- Press releases – see handout It has to be concise. 1st paragraph should answer the questions: who, what, where, when. 2nd paragraph: why and how. Give statistics, examples, numbers,

- quotations, photos.
- Invite media to make their own investigation about your project during the project

### **After the project**

- Write thank you letters to journalists who took an interest in your project
- Make your press-file with newspaper-cuttings or videos with tv shows, etc.
- Adjust your list of media contacts.

**Conclusions;** Be aware (map the media, links to public around you), Be prepared (think about what you want the public to know!), Be pro-active (constantly involve, invite and communicate with the media), Be organized (follow up on the exposure you get, stay up – to date). **DON'T BE SCARED OF THE MEDIA!** They are just people too.

## Session 2

### **How to go home? PVP in my branch...**

Session led by Emese

Each participant was asked to look at the following questions;

- 1 – Which are the steps that I have to make in order to promote PVP within my organization? When will I do these things?
- 2 – Which are the steps that I have to make in order to put into practice what I have learnt from this seminar? When will I do these things?
- 3 – Why am I the right person to do these things?
- 4 – Who can help me?
- 5 – What obstacle do I have to surpass in order to succeed?
- 6 – How will I celebrate my success?

The participants reflected on these questions individually and answered them on a piece of paper. The prep team will contact the participants throughout the next months to see how they are going sticking to their personal action plan.

## **Conclusions and Recommendations...**

There were a number of very positive outcomes from this seminar. Positive outcomes both for the individuals and for SCI, and both on a personal and on an organisational level.

- These participants are now experts on the concept of PVP. They could explain it to you in their sleep (this theory was indeed tested and proved!). They can clearly explain the concept to their branches and to other activists and have the motivation to spur their branches into action. They will be invaluable resources to their branches and are walking talking implementers of the Strategic Plan!

- The group dynamics were fantastic. There was an incredible sense of the peaceful, non-judgemental, fun and curious SCI spirit. Participants spent a lot of time-sharing experience through laughter, dancing (until 3 in the morning) and informal conversations. There were 23 participants from 17 countries so the level of intercultural exchange was huge. Many of the participants were fairly new to SCI and some others had a lot of experience. This mixture was very inspiring for all involved and is sure to encourage many of the new ones to stay involved with SCI in the long term.
- The participants had many ideas on how to simplify the concept of PVP and make it easier for branches to use. Some of the main recommendations are listed here, and can also be found in the session details. Please note there will also be a follow up in early February to elaborate on a plan of action.
  - ❖ The criteria should be translated into other languages to make them more 'approachable'. At the moment they may seem to complicated and time consuming to discuss.
  - ❖ Branches should discuss the criteria amongst them and refer to the 'Guidelines' (these can be found in the Annex). This is a great document and should be more widely used!
  - ❖ Branches should be made aware how easily their camps could be transformed into PVP's and that many camps already are.
  - ❖ Branches should then more actively be encouraged to use the label PVP.
  - ❖ There is a need for specific PVP camp leader trainings that specialise in conflict resolution and peace education skills.
  - ❖ SCI should be more pro-active with the media and should focus its attention more on this. This is the best way to spread our peaceful message. There could be a specific training on this issue.
  - ❖ Also, we should remember that there are many other ways of including the broader public without using the media!
  - ❖ Space for Peace website should be revived and used as a centralised tool for the exchange of information.
- **These recommendations are clearly outlined for branches in the PVP leaflet**, which will be the product of this work. It will be a simple document explaining to workcamp and project organisers the simple steps to reintroduce/reinforce the idea of pacifism in their projects. The key issue with having more PVP camps next year is awareness and the leaflet (with 5000 copies being printed) should be very useful in building this.
- The winners of the PVP Awards were decided upon and you can find more information about this in the annex. This was a very useful process for the participants to put into practice their knowledge and newly learnt evaluation skills.

The prep team will hold a follow up meeting in Antwerpen in early February to discuss a clearer plan of action to follow on from this seminar. The participants and prep team remain in close contact via email and the prep team are offering a lot of support to the participants to assist them with the work in their branches. Finally, we are convinced that in 2007 there will be many more PVP camps and that with each small project, the peaceful effect can be very large!

Thanks to Danijela Juric and Emese Bokos for being such fantastic, supportive and flexible trainers!  
Thanks to the participants for being ABSOLUTELY FANTASTIC!

The prep team –  
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# ANNEX 1

## PVP AWARDS 2006

### Selection made at the PVP Seminar, Bulgaria

1. First of all we would like to thank everyone who sent us materials about projects, submitted information and was involved in creating PVP camps this year. Thank you for all your work and commitment.

2. Collecting materials:

At the very beginning of preparations for the Seminar we asked all branches to send to the International Secretariat materials about their PVP camps this year. We received materials for eight projects run this year;

- SCI – MADRID – **De Amicitia** – Converting illegal garbage dumps into communal gardening areas. Worked with local international volunteers to resolve a local conflict.
- SCI – CATALUNYA – **Mira Estoy Tomando la Foto - Barcelona** – Youth Exchange with volunteers from Spain, Italy, Lithuania and Hungary increasing their knowledge of the immigration phenomenon in Europe and expressing their ideas through photography.
- VFP – USA – **Concord Community** – Volunteers build walking trail for elderly and handicapped people in the area and assist newly arrived immigrants to the area. Theme of the camp is to demonstrate and discuss peace in the tradition of Ghandi and Martin Luther King.
- IVS – GB – **Bit of Fun – Warrington** – Delivering anti – bullying workshops to 11 year olds in schools using theatre and active participation. Study part on the nature of conflict and conflict resolution.
- SCI – SRI LANKA – **Kalumunai** – Restoring a Hindu Temple post Tsunami – brought together Muslims, Hindus, Christians and Buddhists (local and international).
- VSS – SERBIA – **Perucac Refugee Centre** – Volunteers organised activities for refugees/internally displaced persons who have been affected by the Balkans war. Full day study part about human rights and refugee rights.
- OWA – POLAND – **Zabikowo** – Polish/German Workcamp refurbishing Jewish gravestones. Study part on WWII, Polish German relations, human rights etc.
- SCI – MALAYSIA – **Taiping** - Workcamp renovating a bridge in the town. Study part on interreligious/cultural issues, conflict management, the 99 ways for peace.

### 3. Seminar

At the beginning of November from the 7<sup>th</sup> to 12<sup>th</sup> the PVP Seminar in Sofia took place. We gathered at one place and one time our participants and trainers to share with each other our experiences, knowledge and ideas. We went through, very carefully, all PVP criteria (you can find them below in case you have forgotten them!). We discussed and evaluated them. On the last day of the seminar we prepared a session about the Awards. The aim was for the participants to use all the knowledge they had gained throughout the week to assess this years PVP projects:

Scenario of this session:

First of all we told the participants that they are expected to choose the winners of the PVP Awards. We explained them these three categories

- The Media Award
- The Peace Education Award
- The Working for Peace Award

And divided them into three groups according to the above categories:

Every group received a description – what they should keep in mind while choosing winners. For example;

- Media Award – How well was the *pacifist* content of the workcamp treated by the media, How *broad* was the reach of this media?
- The Peace Education Award – How *extensive* was the study part? How well was the study part *linked* to the work of the project? Were both formal and informal *methods* used?
- The Working for Peace Award – To what extent did the workcamp *build peace* in the community? Were the volunteers *empowered* to work for peace in their own community?

The participant's task was to choose one project for their specific award. They received time to get acquainted with the materials presenting all projects and to decide who would be the winner. Every group received the space for choosing their own system of selecting the winner. At the end of this session, when all groups were ready, we asked them to announce the winners and shortly express their motivation for this.

The winners are:

- **Media Award** - SCI CATALONIA – **Mira, Estoy tomando la foto**
- **Peace Education Award** – SCI CATALONIA - **Mira, Estoy tomando la foto**
- **Working for Peace Award** – SCI SRI LANKA – Kalamunai

According to the short description of their group work and process of selecting the winners we can mention few projects that were on very high positions, they were a finalists in their categories.

- OWA Poland and VSS Serbia in Peace Education Category
- IVS Scotland in Working for Peace Category

We want to congratulate all branches who took part in this competition, especially those who won the prizes. We are also convinced that we should all feel like winners with every single organised peace camp. Lets use all these camps as motivation for the coming workcamp season, and good luck!

With regards  
Prep Team of PVP Seminar in Bulgaria

## **ANNEX 2**

### **Criteria for 'Pacifist Voluntary Projects' (PVP) within SCI (according to Strategic Plan 2004-2009 / Specific Strategic Objective 1.1, decided at ICM 2004)**

#### **A. Criteria related to the content of the project**

1. There is an extensive study part on peace related issues and / or alternatively, the work is directly connected to pro-active peace work (public campaigning, peace education...).
2. The pacifist content of the project is also treated in public (media contacts...).
3. The project partner takes a supportive attitude to the pacifist content of the project, or is directly involved in terms of study part or pro-active peace work
4. Participants in the project should learn something on conflicts, their roots, and non-violent strategies to solve conflicts. They should be empowered to take an active stand on peace issues at home after the project.
5. If it is a long-term project, the volunteers have the right to take some days off for some formation on peace issues.

#### **B. Criteria related to the branch's internal "quality management"**

1. The relation between the actual project and its pacifist character is briefly explained in the project description.
2. The branch formulates the specific pacifist goals to be achieved in the project and adds these to the infosheet for the volunteers.
3. A competent person of the branch visits the project at least once.
4. In addition to the usual evaluation questionnaire, volunteers have to evaluate the project according to these specific goals in writing.
5. The branch makes an overall evaluation in the end, resulting in a document comparing the actual outcome to the specific goals formulated.

## ANNEX 3

### How to organise a Pacifist Voluntary Project Guidelines according to the adopted PVP-criteria within SCI

#### Some steps to make it easier for you:

- Make a **working/prep meeting** within the body in your organisation, which is responsible for organising workcamps.
- Make sure that everybody is **familiar with the PVP-criteria** adopted at ICM 2004 (attached below). Initiate a discussion on organising more peace camps. Read, clarify, and discuss the PVP criteria paper and make your own local version of it.
- Make sure that you are able to **reach a common understanding** of the criteria within your branch - some parts of it can be taken differently from different people, so it is very important to unify within your team, so that you can work on the same level. It might be necessary to adjust the criteria a bit. The main goal is to have more workcamps with a clear and specific focus on peace education.
- After clarifying the starting points, start discussing **potential project partners** for PVP camps, places, new projects, **media contacts** etc. Most likely you also have **existing projects** that could fit under Pacifist Voluntary Projects. Perhaps you can develop the study part of an existing camp in such a way that it becomes a real "peace camp". So don't forget to discuss which ones of your existing or already planned projects could fit into the PVP criteria.
- Since organising more Pacifist Voluntary Projects is a goal set at the international level it is important to **report back to the international movement** about the improvements we make, the shortcomings etc. Therefore it would be good to appoint a person responsible for PVP within your branch. This person can do the follow up of the projects, preferably together with a team of people, and report to the international PVP co-ordinator.
- When finally deciding to go for a PVP-camp make sure that the project covers the criteria and, more important, your vision of it. Try to set **specific evaluation criteria** and foresee in which way the evaluation will be carried out. **Inform everybody in the branch of this special effort your branch is making.** Also inform the placement officer!
- Bring "PVP" to the TEM: **make sure that your pacifist projects are labelled "PVP"** on your overall workcamp list you are going to present at the TEM.
- If necessary, put some extra lines in the **application form** for this project - for instance Motivation, Language Skills (if there are profound Study parts on Peace it is important that all of the participants are able to understand each other, communicate on more or less the same level, and definitely in the same language).

- **Inform the participants.** Before sending out the infosheet, check whether the pacifist character of the project is mentioned as well as the specific objectives for the study part.

*In case you need more clarification or you want to consult with someone outside your branch, you are very welcome to contact:*

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