Participation Programme
Capacity Building Training

UGANDA – Entebbe
INTRODUCTION

BACKGROUND

The White Paper for International Voluntary Service (2011-2021) draws the strategic objectives for Cultural Heritage and Diversity with the vision to ‘Preserving, protecting, and promoting cultural heritage and diversity through International Voluntary Service activities in order to foster mutual understanding and respect within the global community’. The Strategic objectives aim at:

- creating a global community where mutual understanding and respect are brought by active citizens that preserve, protect and promote cultural heritage and diversity
- developing and expanding cooperation between organisations, institutions and government bodies in the field of Cultural Heritage and Diversity
- raising awareness about the impact of IVS in cultural heritage and diversity issues

Heritage has been an important element of local communities where IVS organisations have set up projects since 1920 (1st workcamp). Throughout the years organisations, have developed cooperation with various stakeholders, involving volunteers in the protection, preservation and valorisation of tangible and intangible heritage.

The World Heritage Volunteers Initiative celebrating its 10 years is managed by the WHC and coordinated by CCIVS and is a best practice showing cooperation between international agencies and non-formal learning and the International Voluntary Service sector. The Capacity building organised in Uganda also focused on diffusing information about the WHV programme.

OBJECTIVES

The Capacity Building Training has the following objectives:

- Improve the quality of youth work and lead to new partnerships
- Create multipliers who will continue to implement actions in their local communities and follow up with the young people involved in the Local Awareness Raising Actions
- Produce results which will be implemented in the Local actions
- Share best practices and resources
- Guarantee that the individuals in charge of volunteer management and heritage projects will gain and develop the knowledge and skills needed to plan and implement
heritage actions with community and individual engagement, and institutional support and local and national co-funding and certify these.

- To promote diversity and gender equality in the heritage management field
- Contribute to establishing common practices and standards for the participants to reproduce at the organisational and local level the capacity building process and multiply the impact and outreach of the project
- To valorise and to raise awareness about local traditions and cultural heritage
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The Capacity Building Training

FIRST DAY: Thursday 25th of May

This first day was dedicated to the arrival of participants.

After a welcome session, they had the chance to visit the surroundings of the venue, the Wildlife Education Center, which included a beautiful area on the Lake Victoria. The group shared the first dinner together and gathered for informal discussions at the end of the day.

SECOND DAY: Friday 26th of May

MORNING : Theory I Volunteer

The first part of the morning session was meant to welcome participants in the conference room, which was the main working place for the group during the non-formal education activities and the presentations, and to provide information about the venue.

In the first speech, held by UVDA executive director Edward Kaweesa, shortly presented his organization and thanked the whole group for coming in Uganda. He emphasized that the implementation of this training represented a challenge that the UVDA team was proud to face. Afterwards, CCIVS director Victoria Lovelock shared information about the role of CCIVS and its Secretariat. To conclude, Mauro Carta, program manager at CCIVS, added details about the aim of the PATH project and the objectives of the PATH Capacity Building Training in Uganda.

After this presentation, participants were invited to take part in getting-to-know each other and team-building activities coordinated by Mauro and Valérie Weidinger, two of the trainers of the event. Later, they presented the different phases of the PATH project (Stakeholders Forum, Capacity building trainings in France and Uganda, the Global Communication Campaign). This presentation was beneficial for the participants as it explained the project timeline and allowed them to understand their organizations’ role within the initiative. Finally, the agenda of the whole week was presented.

In the following activity, participants were asked to reflect about their contributions, fears and expectations for the next training days. Their feedback was displayed through post-it stuck in three different
They were also invited to share responsibilities and duties (such as timekeeping, supporting the preparation of the area for the meal, cleaning the conference room etc). At the end of the first morning part, a staff member of the Uganda Wildlife Center came to present the venue to the group. She provided interesting information about the history of the place, the main rules to follow and the different entertaining events planned during the week.

After the break, participants were invited to present their local projects. Three options were given to them, depending on the material and information available:

- Presentation of PATH workcamp and organization
- Presentation of the organization and of the projects and workcamps about cultural heritage
- Presentation of the organization

The presentation took the shape of a TV show, during which the participants, split in group of 3/4 members for each session, were interviewed by the trainer, who played the role of the TV host. This method gave participants the opportunity to showcase their initiatives, whereas the “audience” had the chance to know more about the different projects by asking questions and commenting. This was also the occasion to present the organizations attending this training and to identify their specificities. At the end of the activity, the trainers collected all the flipcharts created during this activity and hang them on the wall.

**AFTERNOON: Theory II Heritage**

After an additional name game, the trainers summarized the results of the previous activity on contributions, clustering participants’ inputs into specific categories as listed below:

**Contributions:**

- Networking: create new partnerships and collaboration
- Sharing information and experience: about cultures, skills, challenges
- Sharing the World Heritage Volunteer experience

**- Expectations:**

- Learn from individual experiences
- Networking and creating new partnerships
- Learn more about the impact measurement assessment
- Sharing knowledge and experience about cultural heritage and preservation
- Fears:
  - Not being able to be involved in the group because of the cultural differences
  - Feeling limited because of not good level of English
  - Not being able to manage the time and being limited by the time available
  - Being afraid of animals during the night

After this short recap, the group welcomed the first expert invited to the training, Mr Remigius Kigongo Mugerwa, site manager and heritage conservator for UNESCO at the Kasubi Tombs. This site is situated in Kampala and it has been listed as a UNESCO World Heritage Site since December 2001. Since several kings of Buganda are buried in this place, the site represents nowadays an important political and spiritual symbol for the country. Unfortunately, some of the major buildings were destroyed in March 2010 because of fire of unknown origin. After this event, the site was consequently listed as World Heritage Site in Danger in July 2010.

Our guest explained that some of its elements were preserved and volunteers belonging to the local community helped collecting artifacts hidden in the debris. Between 2010 and 2012, a coherent strategy was developed in order to implement an important restoration work. Even if it had devastating effects, the blaze generated also numerous ideas on how to restore the place and prevent similar events in the future. The following restoration process involved the National Technical Committee (NTC) and the Kasubi Tombs Restoration Committee, along with a documentation team responsible for the whole process of research, including activities such as consultation about traditional building, architectural plans, local artisans and materials. Mr Mugerwa presented the typical procedure for this kind of restoration project, specifying the different elements to take into account such as human resources, skills and challenges. In parallel of this restoration work, efforts have been made to actively involve the community and especially the young people in such a way that they can understand the importance of the preservation and restoration of the cultural heritage. After this presentation, participants posed questions to Mr Mugerwa regarding risk management, the contribution of UNESCO and the Ugandan Kingdom.

The two last presentations of the day, planned in the afternoon, focused about the cultural heritage and the educational dimension of related projects.

The first one presented heritage as “our inherited traditions, monuments, objects, culture” and our “contemporary activities, meanings and behaviors”; this session was also an opportunity to illustrate the main categories of heritage (such as natural, cultural, tangible and intangible). Key words mentioned related to the project were protect, preserve, valorize and promote. Participants were involved in the activity by sharing their ideas about cultural heritage. Here below are some of their inputs, it:
- can be a source of identity;
- means to be part of something;
- is a way for peace and conflict transformation;
- is political recognition on a national level
- is linked with economic and social development: tourism, creation of jobs, transmission of cultural and social values;
- valorizes indigenous knowledge as a resource.

To conclude this presentation, a quote from UNESCO: “a source of exchange, innovation and creativity, cultural diversity is as essential for human kind as biodiversity for nature”.

The last activity of the day was related to the same thematic. Working in pairs, participants chose an example of cultural heritage described in an article from a newspaper and, after 20 minutes discussion, were asked to present this category and to associate it with personal experiences and the country specificity. This activity was an original and effective way to compare the concepts of heritage in different African countries. To conclude the session, the participants identified the different challenges that can be faced by cultural heritage. For example, local languages might disappear because people are leaving their native places for the cities and when they come back, they lost their mother tongue. The following elements are the different challenges identified by the group:

- migration;
- urbanization;
- Modernization
- climate change;
- extremism;
- endangered languages;
- economic challenges.

The last presentation of the day presented the “educational project” as the voluntary action for the safeguard of the heritage. The history of international voluntary actions and IVS was presented, created in 1920 with a workcamp that can be considered as the beginning of volunteering for cultural heritage. Moreover, this presentation emphasized the role played by civil society and also the importance of including young people in this process.

As concluding activity, the trainers created the reflection groups, whose purpose was to allow participants to share comments, inputs and impressions at the end of each training day, and to provide feedback in order to improve the quality of the next activities.
THIRD DAY: Saturday 27\textsuperscript{th} of May

**MORNING: Theory III Project Management**

The third day started with an energizer, a feedback about the activities of the previous day and the presentation of the sessions planned for the day. The first part of this morning was dedicated to project management. In order to facilitate the involvement of participants in the activity, the trainers invited them to choose from several factors and situations they could be confronted to during a workcamp, and to give their opinion about this, by opening an unstructured debate. The different cases that were brought up to discussion were the following ones:

- **Demanding participants**: the most important thing is to focus on motivation, because if this aspect is neglected there is the risk that the project might become too demanding for participants. Organizations have to prepare volunteers in order to meet the expectations during the workcamp. It is important to keep in mind that expectations can be completely different according to age, countries and cultures.

- **Loosing volunteers**: Volunteers need to be properly prepared before and guided during the workcamp because we can lose them if they have frustrations. This is why sending the info sheet and planning skype meeting with volunteers are important tasks to plan.

- **Involvement of the community**: In many places, volunteers are involved but not in all cases the local community is informed about the project. As much as it is possible, volunteers and community have to be involved in each step of the project.

- **Info pack**: Although it is not always possible to create the perfect infopack, this document needs to contain a detailed overview of the camp in order to avoid misunderstandings. Sometimes, it must be taken into account that some aspects of the workcamp can be changed because of unexpected situations. In the info pack should be included also information about the local community.

- **Language**: It is a factor to be aware of. Obstacles can arise, if information about the local languages are not shared beforehand with the volunteers.

- **Adapting to a different culture**: Participants need to be involved in the local community and to respect the local rules; however, this adaptation process is a challenge for the organizations. The orientation of volunteers plays an essential role, as volunteers taking part in African camps can stay also for long term programs, a period that requires more adaptation skills.

- **Cancellations**: Organizations always have to be ready to offer something else in case the project is cancelled because volunteers could have already paid the flight tickets. It is possible to cancel when there are no international volunteers but in this situation partners have to be informed as soon as possible. Previous agreements can avoid from this kind of problem, except when the camp is cancelled because of natural risks or regional conflicts. In this case, hosting organizations can sometimes refund the sending organizations.
- **Sex and relationship:** Although not disruptive, relationships are a factor that can have a strong impact on every dimension of a workcamp, affecting volunteers, workcamp leaders and the community. Some organizations can set rules according to which the camp coordinator cannot have relationship with volunteers as this can become a risk for the group dynamic (the camp coordinator is focused on one volunteer only). The workcamp coordinator should also advise about HIV risk and non-protected sex relationships.

- **Team building activities, name games:** This kind of activities makes the work easier and allow everyone to be engaged in an interactive and entertaining way. The trainers concluded this topic by saying: “Nothing is more serious than having fun and you will realize how important these things are if you don’t do them”.

After the morning break, the concept of impact measurement applied to the voluntary projects run by the organisations. This process is important in order to collect data on volunteering, which will later allow the publications of results targeted to institutions, stakeholders and funders. Organizations will use these concrete results to prove the effectiveness of their actions, to promote their projects, to create new partnerships and to find opportunities to obtain more funds. More explanations about the project research were given by Francesco Volpini on the next sessions of the training. Participants were invited to share the latest information about their local projects in order to streamline the coordination of the research, which foresees the submission of online questionnaires to the volunteers taking part to the projects.

This morning session was shortened because of the study visit in Kampala during the afternoon.

**AFTERNOON: Study visit in Kampala**

The first visit was organized at the UNESCO World Heritage Site of the Kasubi Tombs in Kampala. The afternoon included several interesting activities:

- visit of the Kasubi Tombs site;
- description of the way to build the tombs and exchanges between participants and craftsmen;
- explanation on the new process implemented to protect the site from fire risk.

The expert Mr Kigongo Remigius Mugerwa joined and guided the group through the different places of the site. This guided visit was gave participants the opportunity to integrate and better understand the information shared on the previous, experiencing first-hand the concrete work made on this cultural heritage site.
The afternoon concluded with a visit at the Uganda Museum in Kampala. A guide provided participants with interesting details on local traditions, Ugandan handcraft and typical stories and customs of the country.

FOURTH DAY: Sunday 28th

In order to avoid being stuck in the heavy traffic in Kampala, the group decided unanimously to leave earlier on the morning of Sunday to reach the second cultural heritage site, the Wamala Tombs, a place which plays an important role in the culture and history of the country.

Welcomed and guided again by Mr Mugerwa, the group visited the main Tomb where the king is buried, and had the honor to meet his widow. The meeting was a chance to talk about the Tombs, the King and Ugandan traditions. This visit was an important and emotional moment for the group as it was a way to discover a part of the Ugandan cultural heritage which is still alive.

In the second part of the morning, a session was held aimed at reflecting about the different stakeholders involved in the cultural heritage management. Each participant was invited to give some inputs on flipcharts about different stakeholders such as: associations, traditional dignitaries, community, local government, national government and institutions, international institutions and traditional custodians of heritage. This activity was based on the method of the “silent discussion”, which allows participants to reflect on the topic and to share comments by writing inputs on different flipcharts, without talking. After writing their thoughts about each point, participants created small groups according to their preference and presented the results.

The last session of the morning was held by Mr Geoffrey Ssenoga, lecturer in Television at the Department of Mass Communication, Uganda Christian University, and an expert about colonial heritage, heritage in conflict and post-conflict areas. As he explained, ‘conflicts are a threat to all kinds of heritage' and most of the time, cultural heritage losses are linked to conflicting or instable situations. Many examples were provided during this presentation to better illustrate this points, and the group was actively involved in the discussion, with questions, comment and experiences from their countries.

After lunch, participants were invited to split into three groups, each joining a different hands-on activity on the site (taking out earth; digging; planting trees). These practical activities were an example of the work proposed by the hosting organization in their voluntary workcamps.

At the end of the workshop, the group went back to Entebbe by bus.
FITH DAY: Monday 29th

MORNING: Risk management

After an energizer and a presentation of the daily agenda, the group was invited to share their impressions after the two visits and the practical workshops. Here are the main important points brought up during the discussion:

- planning the two visits on the same day would have been better; anyway, leaving earlier on Sunday was a good idea;
- the workshops were very educative;
- Wamala site was very interesting, however for some participants it was a cultural shock to see the wife staying on site to guard the dead king;
- the contents of the visits were similar: it would be a good idea to propose more diverse visits next time;
- good initiative to present the agenda every morning to know what will happen.

The first part of the morning was dedicated to the gender session and for this, the trainers created four groups who had to gather to prepare a role game about a specific issue connected to the gender problematic.

- Group 1: Linus, Dorcas, Adeolu, Simone about a boy who needs to share his room with another boy, very feminine. The solution was to find a third person to share the room in order to avoid any problem or doubts about a possible physical attraction.
- Group 2: Bhupi, Arone, Roanne, Félix about a man trying to hug a woman who doesn’t want to. In that case, each participant has to understand the cultural difference and to be informed about the way to act in an international context.
- Group 3: Rose, Bénis, Dominic, Isaac about a woman complaining because men don't cook. The problem is that men and women cannot stay in the same place. Sometimes, organizations have to refuse female participants in order for the workcamp to be accepted by the local community.
- Group 4: Kefa, Ratherford, Sylvia, Brenda about a girl trying to enter a cultural site but she is not dressed as it is required. Everybody agreed that she needs to change her clothes in order to respect the local rules.

Following this role game, a debate was organized about these issues. Participants exchanged opinions about the importance of the info-pack and on the fact that it is sometimes complicated for organizations to respect the gender balance in workcamps (due to requirements from the local community, hard work,...).
The second session of the morning was about risk management. Participants were confronted with a hypothetical situation affecting management and organization of a project and were asked to imagine its potential consequences, finding effective solutions with the resources available.

According to the imaginary situation, ten days before the beginning of the workcamp on cultural heritage with five local and five international volunteers, the following unexpected event occur:

- **TOOLS:** Because of a budget miscalculation, there is no money available for the tools. In this kind of situation, you can create your own tools, change the agenda, etc. It is important to appoint someone in charge of tool management. It is possible to buy them or to ask the local community. It is essential to ensure that they are well kept, cleaned and stored after the activities.

- **TRANSPORTATION & TIME:** ten days before the workcamp starts, there is no bus available anymore. In such cases, agenda needs to be efficient and adaptive at the same time. For example: African organizations are more willing to provide pick up services if compared to European organizations (in their projects in Europe, participants are often expected to reach the venue by their own means).

- **VENUE:** the site manager informed you that the site is not accessible anymore. In this situation, it is necessary to speak to the site manager in order to find a solution (a new site or a new activity). It is in any case advisable to involve the volunteers in the process of finding a solution, as they can be a resource that could help solve the problem.

- **WORKCAMP LEADER:** he/she broke a leg and cannot come anymore. To avoid this kind of problem, many organizations use to train several camp leaders or co-leaders so they can be ready if it is necessary. Sometimes, one of the volunteer can also act as a workcamp leader, if s/he has received a previous training by the sending organization; in this case, it is worthwhile to if volunteers are available to take part of the responsibilities of the workcamp leader.

- **VOLUNTEERS:** due to sudden cancellations, the only participants of a camp are a few local volunteers. The group composition in a voluntary workcamp can be very diverse depending on the project implemented. A solution would be to ask local people or long term volunteers to join the workcamp. The procedure can be different: for example in Europe it is possible to cancel the workcamp (even if it is a painful decision that should be taken only if necessary), but in Africa, most of the time the project is merged with another workcamp, or volunteers are redirected in a nearby project / activity in order to avoid the cancellation.

To conclude this activity, the group discussed the importance of considering the risks related to any activity of the project, such as the financial and human resources, transportation, accommodation, communication, etc. Although these dimensions and the perception of risk differ from country to country, it is important to use indicators and guidelines to manage these unexpected events.
**AFTERNOON: Game workshop and creative media**

After the lunch break, participants were invited outside the conference room in order to take place to the workshop on games and activities for intercultural projects, which included both practical and theoretical sessions. The purpose of this activity was to learn about the different games that work camp leaders could use in their activities, as a way to improve the group dynamic and other aspects of the project.

The different games presented were:

- Name games
- Getting to know each other games
- Energizers
- “Disenergizers”
- Team building activities
- Splitting group games
- Brain teasers

A list of games and similar activities was forwarded to the participants at the end of the training. The participants had the opportunity to test these activities and to reflect about their potential. Specific emphasis was given to the importance of preparation of the setting, inclusion of special participants and adaptation of the games to the topic of the project (like cultural heritage and diversity).

The last session of the day focused on creative media and media production linked to the PATH project. Valerie explained the two tasks that each partner should accomplish:

- A 20 seconds video without any input to create one video with the contribution of each camp;
- Another video of 2/3 minutes to promote their PATH workcamp.

Guidelines and inputs on how to produce media creation were also given to participants. In order to show a concrete example of creative media, Mauro presented the idea to create a video about the training with the participation of the entire group. Participants were invited to contribute with slogans and sentences to be used in the video to promote the PATH project and a positive message to preserve cultural heritage. After identifying keywords, they built the following sentences:

“Heritage is my life - Heritage is my identity – Heritage is my force - Heritage is my responsibility - Volunteering is serving culture and diversity”

Each participants were then invited to perform for the video, which will be edited and shared by CCIVS in the next weeks.
SIXTH DAY: Monday 30th

MORNING: Introduction to the networking and impact measurement meeting

Before starting the two last days focused on the topic of impact measurement and networking, the trainers invited the participants to share their expectations concerning the last part of the training.

These are the expectations identified:

- learning about impact measurement;
- learning more about the WHV initiative;
- organizing bilateral meetings on partnership development;
- learning more about regulations and rules of CCIVS;
- sharing experiences and learning from each other.

The first session included presentations of UNESCO, the World Heritage Center and the World Heritage Volunteer initiative.

CCIVS Director Victoria LOVELOCK made an official presentation of UNESCO and World Heritage sites. She presented the history of UNESCO and the World Heritage Convention, and provided some examples of World Heritage sites and their Outstanding Universal Value. This presentation was integrated by a short review of the WHV initiative. The main objectives of the programme were shared; (to raise awareness among young people; to foster their involvement in voluntary actions; to learn new skills by non formal education tools) and the coordinating role of CCIVS.

After these two presentations, the group was split in four teams who had to prepare questions that addressed to the experts in a plenary session. These are some questions asked during this activity:

- How to participate to networking events?
- Is it possible to organize fundraising event?
- What are the requirements from CCIVS depending if you are full member, associate member or corresponding organization?
- What is the role of CCIVS before, during and after the implementation of the WHV project?
- What are the qualifications required to host a WHV project?

The end of this morning was dedicated to a discussion between participants and experts about one aspect of a project like a workcamp or a WHV project. The World Café method was used to facilitate the debates: the members of each group had the opportunity to discuss three different topics joining a table which was.
Here below is the description of the topics discussed in each table:

- communication & reporting guidelines / time schedule / next deadlines
- use of the logos / awareness raising / promotion & communication
- recruitment of volunteers / monitoring visits / how to find money

This activity proved to be beneficial for the participants, as they had the chance to extend their knowledge of the programmes and the requirement to apply and to implement further voluntary projects in the field of cultural heritage.

**AFTERNOON : Impact measurement and bilateral meetings**

The first session of the afternoon was held by Francesco Volpini and focused on impact measurement. The objective of the presentations was not only to provide participants and organisations with more details and clarifications about the research in the framework of the PATH project, but also to explain the importance of gathering qualitative and quantitative data to measure the impact generated by actions in the IVS field. Furthermore, Francesco invited participants to reflect about the management of voluntary projects and on the different perception of tasks in the organization process. In order to explain this point, he presented a model which included three dimensions: a comfort zone, a learning zone and a panic zone. When confronted with the preparation and implementation of a project, organizations deal with the process differently, according to their perception of the task. For example, for an experienced organization, the recruitment of volunteers might belong to the comfort zone (meaning that the staff can easily manage the task), whereas for another organization the same activity might be included in the panic zone (meaning that the members do not feel at easy with the task as they do not possess enough skills or knowledge to face it).

This model was an effective way to start an interesting discussion and to self-evaluate the capacity of each organization. Participants gathered in small groups to discuss about the tasks to be accomplished before, during and after the work camp. They were invited to place small strips of paper, each describing a task, within one of three concentric circles (comfort zone, learning zone, panic zone) according to their perception; Afterwards, the groups were invited to share already existing practices and to explain the reasons of their choices.

These are the results obtained:

**BEFORE the workcamp:**
- Learning: application process, material promotion
- Panic: recruitment of work camp leaders
- Panic+: insurance

DURING the workcamp:
- Learning: planning intercultural activities, involving the local community
- Panic: monitoring from the office in case of problems in the work camp

AFTER the workcamp:
- Learning: internal evaluation, feedbacks from volunteers, questionnaire for CCIVS
- Panic: none

The last activity of this afternoon was meant to present more specifically the impact measurement research in the framework of the PATH project. Francesco presented some results from previous researches aimed at measuring the impact that voluntary projects have on national and international participants joining an IVS project. The purpose of this research is to collect data that demonstrate the improvement of volunteers in terms of skills, mindset and attitude after their participation to a workcamp.

Francesco highlighted the benefits and the effects which emerged by the analysis of the data. By participating to a workcamp, volunteers acquire new skills:

- personal development skills;
- interpersonal skills;
- social skills.

IVS has a positive impact on volunteers regarding these THEMES:

- autonomy;
- social integration;
- cultural openness;
- communication;
- Problem-solving;
- conflict management.

Participants asked many questions after the presentation. Especially, they wish to know more about the instruments used for the research, the questionnaire to be provided to the volunteers and the procedure to collect the answers.

The training was also a chance for African delegates to meet and exchange information aimed at creating future common initiative. In order to foster this process, a bilateral session was organized: participants were
invited to arrange speed meeting lasting five minutes each; the trainers facilitated the activity, inviting participants to change group after the given time in order to maximize the opportunities for exchange.

SEVENTH DAY: Tuesday 31st

*MORNING: African networking*

UVDA Executive Director Edward Kaweesa introduced the activity of the first morning, which was co-directed by a participant with strong experience and knowledge of the African context. Purpose of this session was to encourage the participants to network and to extend their partnership, following the process started with the speed meetings of the previous day. More specifically, the objective of the activity was to develop new strategies for the African region and to identify new funding possibilities.

Participants were divided into groups according to the geographic regions, which were South, East and West part of Africa. Each group was invited to apply the SWOT analysis model to the organizations belonging to the regions. Here below are the results as presented in the plenary session:

**First group: EASTERN AFRICA (KVDA, GVDA, UPA, UVDA (+IGEEI and VIN))**

- **Strengths:** spirit and positive mind, successful attitude, welcoming and sociable people, good accommodation, common language (Swahili) and big network in the region.
- **Weaknesses:** instability during political elections, natural risks, challenges to prepare the local community to accept the project.
- **Opportunities:** great environment and natural resources.
- **Threats:** political instability.

**Second group: SOUTHERN AFRICA: (AJOV, AJUDE, BWA, WZA, ADCDD, AYISE, SAVWA)**

- **Strengths:** peaceful region, volunteers and diversity.
- **Weaknesses:** poor mutual communication and lack of funding.
- **Opportunities:** fundraising, strong leadership and office available for staff.
- **Threats:** economic and political instabilities.

**Third group: WESTERN AFRICA (VOLU, ASTOVOT, ICYE)**

- **Strengths:** local volunteers and long term volunteers.
- **Weaknesses:** lack of experience in workcamps, funding issues, lack of international volunteers.
- **Opportunities:** accessibility of the region, language diversity, active organizations in IVS field.
- **Threats:** funding.

After these presentations, participants defined the main challenges that organizations have to face during a voluntary intercultural project like a workcamp. These included

  - Gender issues / balance
  - Marketing / visibility to attract more volunteers
  - Spread IVS concept among hosting communities
  - Youth involvement / empowerment

Extended partnership, networking and bi-lateral cooperation can be a key to address effectively these issues. For this reason, during this last morning activity, the participants exchanged and shared their experiences as a way to identify best practices. The final idea consisted in creating informal regional working group to explore the potential of these themes, in order to develop common strategies for the African continent.

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**AFTERNOON: Laws and regulations by Mr Jeff WADBOULO**

During this last afternoon, participants had the chance to meet an expert on laws and regulations in the field of cultural heritage in Uganda, Mr Jeff WADBOULO. He is currently running an NGO and was previously in the Single Budget Advocacy Group and Member of the Parliament.

He presented important elements of the Ugandan historical legislation and some points of the current legislation meant to protect the cultural heritage, both tangible and intangible. He illustrated some traditional aspects of the country such as the importance to protect the national language, to preserve the rich biodiversity in the country and to prevent existing dangerous cultural practices (such as genital mutilation). The presentation concluded with information on Uganda Culture Policy and Tourism Policy that should be improved and integrated with the concept of cultural heritage, in order to benefit from its huge potential.

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**Final evaluation**

The last part of this afternoon was dedicated to the final evaluation of the training. In order to facilitate the process and to pinpoint critical and positive aspects of the meeting, different evaluating methods were used:

Flipcharts: Sharing thoughts hanging post-it with comments on the training on 3 different flipcharts:
- Space distribution: participants were invited to place themselves in the room according to their appreciations of the organization (left: positive; center: medium; right: negative). Here below the results:
  - Info pack: everybody was satisfied because they could find in it everything they needed.
  - Food: five people from the group were in the middle because of its modest variety; they expected more spicy food. However, the rest of the group was happy about it.
  - Location: participants were divided with half of them happy and half of them in the middle. On one hand, they explained that it was great to walk in the zoo and to be surrounded by a nice environment; on the other hand, some participants explained that it was difficult to have internet access or to reach the city in order to enjoy the free time.
  - Contents: everybody was happy about contents; one remark was make about the workshop on game session, that should have been focused more on different kind of games.
  - Methods: the entire group was happy about the methods used during the training.
  - Group dynamic: everybody satisfied about the group dynamic even if this kind of activity is new for some of them.
  - Possibilities to establish new partnership: everybody was happy about this aspect as it was important for them to get to know the organizations and their projects.
  - Visits: the half of the group placed in the middle regarding this aspect as it was very difficult to reach the sites because of the traffic, it would have been better to plan only one day for the two visits. The other half of the group expressed appreciation about these visits as they were very interesting.
  - Free time: most of the group place in the middle because they expected more thematic activities in the evenings, such as traditional music or dance.

A last interactive evaluation method consisted in inviting participant to choose one among many pictures spread on a table and to explaining their choice in the plenary. The picture should expressed their feeling or their future intentions after the training.
Finally, anonymous questionnaires were distributed among the participants, who filled in the form before the official end of the training.

According to the feedback collected from these questionnaires, the training was very good, as the general satisfaction was equivalent to a value of 88,88% (100% means fully satisfied). All the elements from the training were quite appreciated as shown by the answers to the question “In your understanding of this meeting, how far have the objectives been reached?”:

- To improve the skills of managing, coordinating and leading intercultural projects in the topic of Cultural Heritage and Diversity: 4,81 %
- To gain and develop practical skills needed to plan and implement heritage actions with community and individual engagement: 4,65 %
- To improve or obtain knowledge on the topic of Cultural Heritage and Diversity: 4,5 %
- To raise awareness about the work of IVS organizations in cultural heritage and diversity field: 4,44 %
- To obtain skills to act as a multiplier who will continue to implement actions in their local communities and follow up with the young people involved in the Local Awareness Raising Actions: 4,5 %
- To provide opportunities for strategic networking for new ideas and creation of potential future projects: 4,5 %

Positive comments were also expressed about logistics, as we can see in the answers to the question: “How would you rate the following?”

- Practical information – infopack: 4,80
- Travel arrangements – to the venue: 4,59
- Accommodation – sleeping and living conditions: 4,53
- Food: 4,06
CONCLUSION

The Capacity Building Training in Uganda was meant to provide new skills to workcamp leaders and project managers, focusing on the African context. As the evaluation confirmed it, the participants reached the objectives of the training and considered the meeting as a powerful way to improve their knowledge. The methodology used was highly appreciated, as the trainers used many non-formal education tools that participants are now able to implement in their future activities.

This training was also a great opportunity for participants to share information about their local organizations and to improve cooperation, as specific sessions were dedicated to networking activities where they could consider new partnerships and common local actions. Moreover, the participants appreciated the presence and contribution of the experts, the presentation around the WHC and WHV, the visits to the cultural sites and the beauty of the venue.

Organizations were invited to create their promotional and digital productions during their local awareness activities. All the material, presentations, slideshows and documents used during the training were included in a shared folder available to the participants and their organizations.

The implementation of the local awareness actions will be a chance for the participants and the organizations to put into practice the theoretical and practical knowledge gained during the training. Last but not least, the important part of the project is to implement the new skills learnt during the local actions. Organizations are also invited to create promotional materials such as short and long videos that will be
included in the Global Communication Campaign, promoted and shared though the communication channels of CCIVS. The local actions will mostly take place in summer as work camps on cultural heritage.