



***ACTIVITY REPORT***  
**YOUTH PEACE**  
**CAMP 2016**

European Youth Centre,  
Strasbourg

10 – 18 July 2016

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The report was prepared by Edouard Portefaix, trainer, in cooperation with the secretariat of the Youth Department. It provides an overview of various aspects of the project, its main outcomes and a summary of the evaluation from the participants and the educational team. It also includes recommendations for future editions.

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I.

# EXECUTIVE SUMMARY

**T**he Youth Peace Camp 2016 was held from 10 to 18 July at the European Youth Centre of Strasbourg. The project gathered 52 young people from the following areas:

- Kosovo<sup>1</sup>, participants coming from Albanian, Serbian and other backgrounds;
- Ukraine, especially from border regions and from Luhansk and Donetsk;
- The Russian Federation, especially young people directly affected by conflicts in Georgia and Ukraine;
- South Caucasus, in particular from border regions and ethnic minorities.

Overall, the final group met the expectations of the Council of Europe and the educational team, with most participants being directly affected by conflict and new-comers in the field of peacebuilding. For a significant number of participants, it was the first international activity and the first time they were meeting young people from the "other side".

The educational team was comprised of 8 facilitators – one for each community represented in the activity – a senior trainer and an educational advisor of the Youth Department of the Council of Europe. The Head of the Education and Training Division of the Council of Europe Youth Department supervised the work of the team throughout the process.

The programme of the Youth Peace Camp 2016 was divided into two blocks. The first one aimed to build the group and elicit trust amongst participants as prerequisite to start exploring concepts related to conflict such as personal and social identities, conflict dynamics or violence. It culminated with one day spent sharing how conflicts affected the lives of participants as young individuals. The second block of the programme was designed to explore various responses to challenges related to conflict and how young people can act as peacebuilders in their own communities. The activity was organised in parallel to a Seminar on Social inclusion of refugee students and their role in intercultural dialogue with which it shared common programme elements.

The Youth Peace Camp 2016 aroused a high level of institutional interest. The organisation of the activity in the European Youth Centre of Strasbourg made possible the visit of Gabriella Battaini-Dragoni, Deputy Secretary General of the Council of Europe, Pedro Agramunt, President of the Parliamentary Assembly of the Council of Europe and Nawel Rafik-Elmrini, deputy to the mayor of Strasbourg. Their presence enhanced the institutional relevance, importance and visibility of the project.

Human rights education, conflict transformation and intercultural dialogue remain

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1. All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.

at the core of the Youth Peace Camp methodology. In 2016, the educational programme included a strong trauma-awareness dimension and the team worked hard to make the learning process on the Youth Peace Camp 2016 not only a matter of cognitive processes and skills, but a holistic approach encompassing body, mind and spirit. It did include the use of expressive arts and body-mind practices. Participants considered the dialogue approaches, the spaces for self-reflection and activities enabling the sharing of emotions, very valuable for their learning and personal development.

In the final part of the activity, participants developed follow-up project ideas, some of which are currently being prepared or implemented with progresses shared in their Facebook group. Some facilitators took the step of initiating the creation of a Youth Peace Camp alumni network. Overall, the feedback from both participants and educational team was very positive and a set of recommendations was formulated out of the evaluation process for the next editions of the project.





II.

# INTRODUCTION TO THE YOUTH PEACE CAMP

**E**ach Youth Peace Camp is a unique and special event, not only for the participants and the project team but also in the calendar of the Youth Department of the Council of Europe. The Youth Peace Camp is singular regarding its longevity; it has been run every year since its inception in 2003, making the Youth Peace Camp 2016 the 14th edition of a project that brought together more than 500 young people from Caucasus, Eastern Europe, the Middle East and South East Europe. Rare are the educational activities of the European Youth Centres that are addressed to young people with little or no experience in the field of the activity, and the Youth Peace Camp is one of them. Finally, the Youth Peace Camp is the only long-running project of the Youth Department targeting specifically young people from conflict-affected areas. The activity was organised in parallel to a Seminar on Social inclusion of refugee students and their role in intercultural dialogue<sup>2</sup> with which it shared common programme elements.

## **PROJECT BACKGROUND**

Young people growing up in regions affected by armed conflicts, being exposed to and enduring the consequences of extreme forms of direct, cultural and structural violence, are often confronted with dramatic life-forming experiences, emotions and challenges. Such experiences may strongly influence their views and behaviour towards their own and other communities, their relation to conflict and peace and to their own identity. The Youth Peace Camp was developed on the assumption that when supported young people can break free from cycles of hatred, blame and intolerance and become multipliers for dialogue, peace and reconciliation in their own communities.

In their role as peer leaders and in learning about conflict and peace, it is important for young people to be able to relate to, and to be confronted with the life stories, experiences and aspirations of other youth from their own region and other conflict areas. One of the Youth Peace Camp key features has been to provide young people with the opportunity to better understand conflicts and their transformation by listening to and living with other young people affected by conflicts.

For the Youth Department of the Council of Europe, the Youth Peace Camp has been a significant learning opportunity to better understand the challenges that young people from conflict-affected areas are confronted with as well as to gather knowledge about the local and national realities in the participating countries. The understanding developed by the institution has led to the strengthening of the work of the Council of Europe in the concerned regions. The links developed with participants, facilitators and local organisations were very valuable elements in this regard. This informal network has supported the Council of Europe in its work with youth organisations in those countries, especially those supported

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2. More information on [www.coe.int/fr/web/youth-peace-dialogue/inclusion-of-refugees](http://www.coe.int/fr/web/youth-peace-dialogue/inclusion-of-refugees)

by the European Youth Foundation. The experience gained from the Youth Peace Camp has also contributed to the development of other activities such as the Youth Peace Ambassadors<sup>3</sup> project and national action plans of the Council of Europe in the concerned countries. The visits of members of the Advisory Council on Youth to the Youth Peace Camp helped the statutory bodies of the Youth Department to become more familiar with the stakes of the project and be more aware of the realities of young people living in conflict-stricken regions. The outcomes of the Youth Peace Camp are encouragements for the Youth Department of the Council of Europe to continue and deepen its work in peacebuilding.



3. More information on [www.coe.int/fr/web/youth-peace-dialogue/youth-peace-ambassadors](http://www.coe.int/fr/web/youth-peace-dialogue/youth-peace-ambassadors)





**III.**

**THE YOUTH  
PEACE  
CAMP 2016**

## **A. AIM AND OBJECTIVES**

The Youth Peace Camp engages young people and youth organisations from conflict-affected regions in dialogue and conflict transformation activities based on human rights education and intercultural learning during and after the camp.

### **Objectives**

- To develop awareness and basic competences (knowledge, skills and attitudes) of participants in human rights education, conflict transformation, intercultural learning and dialogue, including a critical understanding of personal and collective identities and their role in conflicts.
- To enable participants to share personal experiences of conflict and violence and coping strategies in a positive and safe atmosphere of living and learning together.
- To introduce and share existing youth work practices and experiences of young people working on dialogue and conflict transformation in their home communities.
- To motivate and support participants in their role as multipliers and peer leaders in peace-building activities with young people encouraging them to implement follow-up initiatives.
- To present the Council of Europe, in particular its youth sector and its efforts towards strengthening youth work in the field of conflict transformation and intercultural dialogue.

In 2016, the Youth Peace Camp paid a particular attention to the role of hate speech in armed conflicts and made connections with the No Hate Speech Movement campaign at European and national levels.

## **B. INFORMATION ON THE EDUCATIONAL TEAM**

The educational team of the Youth Peace Camp was comprised of 8 facilitators – one for each community represented in the activity – a senior trainer and an educational advisor (4 male and 6 female team members). The Head of Division Education and Training of the Council of Europe Youth Department supervised the work of the team throughout the process. The facilitators and trainer were selected through an open call distributed in the Trainers Pool of the Youth Department of the Council of Europe and the network of previous Youth Peace Camp participants. As a result, 4 facilitators were participants of past editions (2012 and 2015),

3 facilitators were in the team of the Youth Peace Camp 2015, a facilitator was involved in the regional Youth Peace Camps held in the Balkans region in 2012 and 2013, and 2 facilitators were members of the Youth Peace Ambassadors network. This pre-existing connection to the project was a clear added value for the team.

The preparation process included two 3-day preparatory meetings - the first in March in Budapest and the second in Strasbourg before the start of the Youth Peace Camp - and online exchanges between the two meetings in order to develop the contents of the activity.

### **C. INFORMATION ON THE PARTICIPANTS**

The participants of Youth Peace Camp 2016 were selected from 799 applications. The overall number of applications has significantly increased over the 5 past years (190 applications in 2012) but a major imbalance still remains regarding the number of applicants of the different targeted communities. The initial selection of participants was coordinated by the educational advisor of the Youth Department and the senior trainer. It was then examined by the facilitators who confirmed or suggested adjustments to the final selection which was the responsibility of the Youth Department.



48 participants – 6 from each of the 8 participating communities – were initially selected from the following areas:

- Kosovo, participants coming from Albanian, Serbian and other backgrounds;
- Ukraine, especially from border regions and from Luhansk and Donetsk;
- The Russian Federation, especially young people directly affected by conflicts in Georgia and Ukraine;
- South Caucasus, in particular from border regions and ethnic minorities.

The total number of participants expected on the Youth Peace Camp 2016 was 48, but only 44 young people eventually attended the Camp after the late withdrawal of four participants who could not participate mainly due to administrative obstacles. Five participants arrived two days after the beginning of the activity as a result of a very challenging and exhausting visa application process. This delay aroused a lot of concern and anticipation from both the educational team and the participants.

Most participants had the expected profile for the Youth Peace Camp, with the majority of them being directly and deeply affected by conflict and new-comers. For a significant number of participants, it was the first international activity and the first time they were meeting young people from the "other side". Even though a few participants were more advanced in this field, the level of experience was rather homogenous. The commitment of participants throughout the week was overall very high. Participants demonstrated at an early stage a strong desire to share their personal stories and hear other's with a deep emotional involvement. Participants were looking forward to exchanging with participants from the "other side" of their conflicts and the educational team. Despite many challenges and issues – that are common on a Youth Peace Camp – strong bonds as well as a positive and comfortable group atmosphere were developed amongst participants.

#### **D. INSTITUTIONAL CONTEXT**

The Youth Peace Camp 2016 was organised by the Youth Department of the Council of Europe at the European Youth Centre of Strasbourg. Thanks to the closeness to the headquarters of the organisation the event attracted a number of high-level representatives of the Council of Europe and also gave the chance for participants to visit some of the emblematic buildings in Strasbourg, namely the European Court of Human Rights and the Palace of Europe. At the European Court of Human Rights participants were welcome and given an introduction to the work of the Court.

The list of guest speakers included Pedro Agramunt, President of the Parliamentary Assembly; Gabriella Battaini-Dragoni, Deputy Secretary General; Alexandre Guessel, Director of Directorate of Political Affairs; Matthew Johnson, Director of Directorate of Democratic Citizenship and Participation and Jean-Claude Lazaro, Head

of the European Youth Foundation. The role of the speakers was to give an insight into the work of the Council of Europe on the political level in relation to the topic of peacebuilding in the member states - and the regions of origin of participants in particular. While these visits provided an opportunity for young people to meet and ask questions to the speakers, they were also opportunities for the Council of Europe staff members and representatives to better understand the challenges young people leaving in conflict-affected areas are confronted with.

The statutory bodies of the Youth Department of the Council of Europe were represented by Mr Marko Grdošić, the Chair of the Advisory Council on Youth and by Charlotte Klinting, a member of Advisory Council on Youth. Their presence was highly appreciated. Besides the inspirational speeches they delivered, they both stayed with the group for several sessions and engaged in discussions with the participants. By getting a first-hand input on the role of the statutory bodies, participants could better understand the possibilities and responsibilities of young people to make their voice heard in politics and public affairs.

The role of the Directorate of Political Affairs of the Council of Europe in the preparation of the event has to be specifically emphasized, as their advice and efforts in supporting the visa acquisition process of participants proved to be indispensable for the success of the Youth Peace Camp in 2016.

## **E. PROGRAMME**

This section of the report does not cover the entire Youth Peace Camp in details but provides a narrative of the programme flow and introduces its core elements. A synthetic overview of the project contents is included in the appendices. In 2016 the activity was longer than in past editions, lasting 9 full days instead of 7 or 8 days previously. The programme of the Youth Peace Camp 2016 was divided into two blocks. The first one was dedicated to build the group and elicit trust amongst participants as prerequisite to start exploring concepts related to conflict such as personal and social identities, conflict dynamics or violence. It culminated with one day spent sharing how conflicts affected the lives of participants as young individuals. The second block of the programme was devoted to explore various responses to challenges related to conflict and how young people can act as peacebuilders in their own communities.

*"Every session showed me the useful links with another session. Every part of it created the whole concept of No Hate Speech human rights in general."*

*- A participant -*

## **1. First block - Exploring and sharing together**

The programme began with an informal welcome evening dedicated to breaking the ice and starting learning names. Only two-thirds of the group took part in the evening programme as some participants arrived later in the night. At the end of the last activity, participants continued exchanging around snacks and drinks provided by the European Youth Centre.

The Youth Peace Camp 2016 was officially opened on the following morning by Gabriella Battaini-Dragoni, Deputy Secretary General of the Council of Europe and Marko Grdošić, Chair of the Advisory Council on Youth. Gabriella Battaini-Dragoni presented the mission and the core values of the Council of Europe. She insisted on the importance of youth participation, directly inviting participants to challenge the Council of Europe about how Human Rights are implemented and to help the institution to make sure that the right policies for young people are put into action. Marko Grdošić shared about his personal story, from grassroots youth work to the Advisory Council on Youth. He also encouraged participants to make every single moment of the Youth Peace Camp count and work as multipliers for peace when they go back to their respective communities. Participants had the chance to discuss with Marko Grdošić after the session.

*"If you want to give peace a chance,  
you need to give people opportunities."*

*- Gabriella Battaini-Dragoni, Deputy Secretary General  
of the Council of Europe -*

The rest of the first day was devoted to introducing participants to the Youth Peace Camp and to building the group. It did set in motion a progressive process of getting to know each other and learning how to live and work together. Participants were involved in a series of collaborative activities that brought them to reflect on their expectations vis-à-vis themselves and the group for the coming days. The output was a set of guiding rules drawn up together by both participants and team members to support the development and work of the group. The last session of the day was focused on exploring the notion of trust by engaging both body and mind in trust-building activities. This debriefing allowed the group members to approach the notions of risk, vulnerability, trusting oneself and the group, responsibility, fear and relationships. It was a powerful moment to place trust as a pillar for the week, to relate it to the expectations, fears and needs expressed by participants as well as to the role of trust in peacebuilding in general.

Each day was concluded with reflection groups – small facilitated mixed-community meetings remaining the same throughout the week – that allowed young people to reflect on their day and steam out their emotions. Reflection groups became quickly very appreciated moments amongst participants.

On the second day, participants began approaching concepts related to conflict. The first step was to address personal and social identities. Participants engaged in a meditative session and were guided to draw the path that led them from their childhood to the Youth Peace Camp. Then, after being introduced to the onion model of identity, they individually reflected on what core elements made up who they were before sharing it into pairs. The reflection and exchanges process were intense with a deep engagement of participants and many were emotions expressed. A couple of participants preferred to opt out from the discussion part due to the emotional charge. Many elements and stories related to conflicts were shared during this session. It gave the team the opportunity to have a better picture of the participants' experience of conflict and their readiness to engage in sharing. This session was considered as one of the most valuable by participants, a fact that highlighted the lack of opportunities for introspection and for developing self-awareness in their daily lives. In the afternoon, the focus moved towards social identities and culture. The concepts of stereotypes, prejudices and discrimination were addressed. Hate speech was for the first time touched upon by participants who engaged in heated discussions about the moment when a joke becomes no longer acceptable.

Building on the sessions on identities, the programme then brought participants to experience a challenging intercultural encounter and connect it to the concept of intercultural learning – “the individual process of acquiring knowledge, attitudes or behaviour that is connected with interaction of different cultures”<sup>4</sup>. The team members came back to the learning point of this activity at different occasions during the week. A session on human rights was scheduled in the evening to start addressing



4. Council of Europe's White Paper on Intercultural Dialogue "Living together as equals in dignity", 2008

the concept in a relaxed way before the visit of the European Court of Human Rights the following morning. Even though the session was designed to be light, participants demonstrated a lot of interest and curiosity for the topic and engaged in intense debates (e.g. on conflicting rights and on human rights and culture).

The third day started with a common session with participants of the Seminar on Social inclusion of refugee students and their role in intercultural dialogue: a meeting with Pedro Agramunt, President of the Parliamentary Assembly of the Council of Europe and Nawel Rafik-Elmrini, Deputy to the Mayor of Strasbourg. The morning of the third day was also marked by the late arrival of a group of participants. This presented a challenge for the group process. Finally, it was decided not to make any major amendments to the programme but to include some get-to-know each other at different occasions during the day, including the walk back from the European Court of Human Rights. The afternoon was devoted to explore the concepts of conflict and violence. After experiencing a confrontational situation in the yard, participants were introduced to the iceberg model of conflict and discussed the nature of conflict, perceived as essentially destructive by participants – a view that was challenged by facilitators who highlighted its neutrality and constructive potential as well as its inherent place in human life. Participants later discussed their perception of violence through an activity bringing them to rank various statements related to different forms of violence. Even if a consensus emerged regarding the perceived most violent statement - *To not allow refugees and internally displaced people to return to their homes* – and least violent statement – *unfriend a person on Facebook* – some discussions were impassioned and a few participants got upset by the opinions that were expressed by some group members.

## **2. Dialogue Day**

*Stories engulf both our hearts and minds. We talk a lot about stories in mediation and conflict transformation. We believe in the need to tell and hear stories. We work to create a space that honours the experience shared in people's stories<sup>5</sup>.*

Having the chance to meet the "other side" and hearing their version of the story is the first motivation to join in the Youth Peace Camp. There was a lot of anticipation for the "dialogue day" and these sessions are remembered as the most valuable by participants. The build-up of the first three days laid the foundations for a dialogue process in which participants had the opportunity to share their personal experiences of the conflict with other participants. The "dialogue day" was constructed around a progressive process that included different stages: exploring the concept of dialogue, sharing personal stories in mixed-community groups, in mono-community group and in bi-community groups

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5. John Paul Lederach, *Reconcile*, Herald Press, 2014



(involving participants from both sides of a conflict). Each group was supported by facilitators – who worked in pairs with the bi-community groups.

The day was concluded in a reflective space that allowed participants to express their emotions and reflect individually and collectively on their dialogue experience through art in a positive and relaxed atmosphere. The methodologies of the different corners included writing text and poetry, painting a fresco, using modelling clay, creating and colouring mandalas...

*"There was a long day  
When we've said a lot of "hey"  
I have an idea, an insight, a light  
To share, to speak, to try.*

*There was a long discussion  
Full of words and compassion.  
We revealed, we cried, we laughed  
In order to find at last our path.*

*And now I can say  
That there is no need for hate  
We are all different and the same  
But we all are people, we play one game."*

*Poetry written at the end  
of the Dialogue day by a participant*

The following day participants of the Youth Peace Camp joined the participants of the Seminar on Social inclusion of refugee students and their role in intercultural dialogue for a full-day programme consisting of a picnic and an excursion to the Haut-Koenigsbourg Castle and the *Volerie des Aigles* before joining the celebration of Bastille Day in the city of Strasbourg.

### **3. Second block - Taking action for peace**

The second block of the programme brought participants to look into the possible responses to challenges related to conflicts and how young people could act as multipliers for peace in their communities.

Participants strongly reacted to the terrorist attack that took place in Nice, France – killing 86 people on July 14th. They discussed about expressing their solidarity with French people and victims of terrorism worldwide. A moment of silence was then observed.

On the morning of the 6th day, participants had the opportunity to meet and exchange with Alexandre GUESSEL, Head of the Directorate of Political Advice, who introduced the work and activities of the Directorate in participants' regions. He also recalled the importance of reconciliation in building today's Europe where borders have been abolished, while in some regions mobility is still a challenge for citizens. Participants then reconnected to the programme through a session focusing on the role of perception in conflict transformation. A lot of connections were made to previous sessions and to participants' everyday life with the challenges of fact-checking and propaganda as well as strong emotional reactions affecting the way one gives meaning to events. This session paved the way for addressing hate speech as a fuel for conflict and a reality in participants' daily life. The session on hate speech was run in by-community groups. This 6th day was concluded by a session on reconciliation in which participants were invited to embody with a lot of creativity the interdependent concepts of truth, mercy, justice and peace that allow reconciliation to happen when they meet together.

*On the most valuable session –*

*"Reconciliation. I clarified for myself my opinion on war in my country and build strong position against further violence."*

*- A participant -*

During the morning of the following day, participants of the Seminar on Social inclusion of refugee students and their role in intercultural dialogue and the Youth Peace Camp gathered for an introduction to the No Hate Speech Movement Campaign and taking action together. They created memes and hashtags, developed action plans for the European Day for Victims of Hate Crime (July 22nd), set up a photo booth and got familiar with the educational tools of the Campaign. The afternoon was devoted to explore how human rights education and nonviolent actions could be used by young people to bring about social changes in their community. Participants learnt about key aspects of human rights, the European Convention on Human Rights and human rights education before producing newspaper front pages using collage that reflected how they perceived human rights in their communities. In the last session, they explored the concept of nonviolent actions through body exercises and discussions on historical and current examples. It happened that several participants had already taken part in nonviolent struggles in their local communities prior to their participation in the Youth Peace Camp.

 **#HateOFFLoveON**



**NO HATE  
SPEECH  
MOVEMENT**

Participants started mentioning follow-up initiatives in the very first days of the activity. They had the opportunity to get more familiar with each other's organisations and local activities at the occasion of an evening NGO fair.

The antepenultimate day was focused on youth participation in peacebuilding and in society in general. In the morning, participants discussed their perceived level of participation in their respective communities based on Roger Hart's ladder of participation. Although some labels of the different rungs proved a bit confusing for a few participants, the scale was a support to discuss diverse perspectives and feelings regarding young people's involvement in their communities. Apart from a few exceptions, participants have a rather a negative opinion of youth participation in their own community considered by many as inexistent or instrumentalised. Following this session, some facilitators shared how their participation in the Youth Peace Camp changed their life. Team members also presented examples of youth work practices they have been using at local level as well as successful follow-up projects implemented by participants of previous editions. The afternoon was dedicated to the development of follow-up initiatives. Throughout the day, participants benefited from the support of Charlotte Klinting, member of the Advisory Council on Youth. They also had the opportunity to learn more about funding opportunities from the European Youth Foundation with Jean-Claude Lazaro, Head of the Foundation, who gave them some advice for potential future applications. Charlotte Klinting and Matthew Johnson, Director of Democratic Citizenship and Participation, Council of Europe, joined participants for the closure of the Youth Peace Camp 2016 and encouraged them to take actions in their respective communities.



## **F. METHODOLOGIES**

The Youth Peace Camp 2016 relied on the building of a safe space and a supportive and non-judgmental atmosphere for participants, where the sharing of personal experiences and opinions is possible. Safe does not always mean easy. The purpose of the project is not to provide an enjoyable and conflict-free environment, but to enable participants to challenge themselves and to learn to unlearn prejudices; this process may be painful for some, emotional for most. This safe space was progressively co-constructed and owned by both participants and the educational team throughout the project duration. In this regard, the approaches used in the Youth Peace Camp 2016 included much room for self-reflection as participants were invited to get in touch with their life story, to explore what makes up their identity and worldview, and to consciously connect or reconnect with their body sensations, feelings and emotions. It is an emotional and necessary process to accept to show and share vulnerability – “uncertainty, risk and emotional exposure”<sup>6</sup> – that the dialogue process requires. This dialogue process continuously developed throughout the week and went beyond the facilitated sessions as a lot of exchanges and learning happened during informal time. Simple acts of dignity – listening to other young people and acknowledging their presence, their experiences, and their suffering – can help them recover a self-worth that may have been lost and deal with trauma<sup>7</sup>.

*On the most useful session –  
“Engaging in dialogue when both parties discussed their  
common problems and art therapy after that. I felt really good  
after that. Also when people shared their stories, I was ready  
to cry because it touched me greatly.”*

*- A participant -*

This approach also implied that the different conflicts represented were not directly explored as such, for instance from a historical or political perspective. It sometimes led to some frustration as a few participants wanted to know more about the geopolitics of those conflicts.

Human rights education and conflict transformation were at the core of the Youth Peace Camp 2016 programme. They allowed and nurtured the dialogue process, enabling participants to face each other with the reality of their lives but also build on it throughout the week. The Camp was not only meant to be a learning experience about and for intercultural dialogue, human rights and conflict transformation but also an experience of intercultural dialogue, human rights and conflict transformation itself.

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6. Brené Brown, *The gifts of imperfection*, Hazelden Publishing, 2010

7. Donna Hicks, *Dignity – Its Essential Role in Resolving Conflict*, Yale University Press, 2011

The programme enabled mutual learning among participants, making use of a variety of non-formal education working methods. Considering the background of participants, the educational team recognised the necessity to include trauma-informed approaches to allow young people to express themselves through alternative ways such as expressive arts. This was also a positive means to support the full participation of those who were less comfortable with the English language. Walking this path was also the acknowledgement that building peace is not only a matter of cognitive processes and skills, and that it requires a holistic approach encompassing body, mind and spirit.

*"I think that sharing feelings and emotions is one of the best ways to understand each other."*

*- A participant -*

## **G. CHALLENGES**

The Youth Peace Camp is a challenging activity due to its length, the profile of participants being mostly newcomers and first and foremost the sensitive nature of the topic.

One of the particular challenges the educational team pointed out in their evaluation is that, the programme of the Youth Peace Camp 2016 included several exchanges with guest speakers – see the list in the appendices – that took more space and time in the programme than initially planned. Regardless of their potential or real benefits, these extra elements – some of which lately added – had an impact on both programme and group dynamics. Nearly a full day was taken out of the first block of the programme, which was crucial for building trust, exploring key concepts and progressively getting ready to engage in dialogue with the "other side". The time-pressure and the need to redesign the flow also made proper preparation and debriefing of activities more difficult – an aspect that could be developed in the future. Those constraints did not allow the group to go as far as intended in the contents. On the other hand, it pushed the team hard to reflect and focus on what was essential in terms of methodology and key elements to cover.

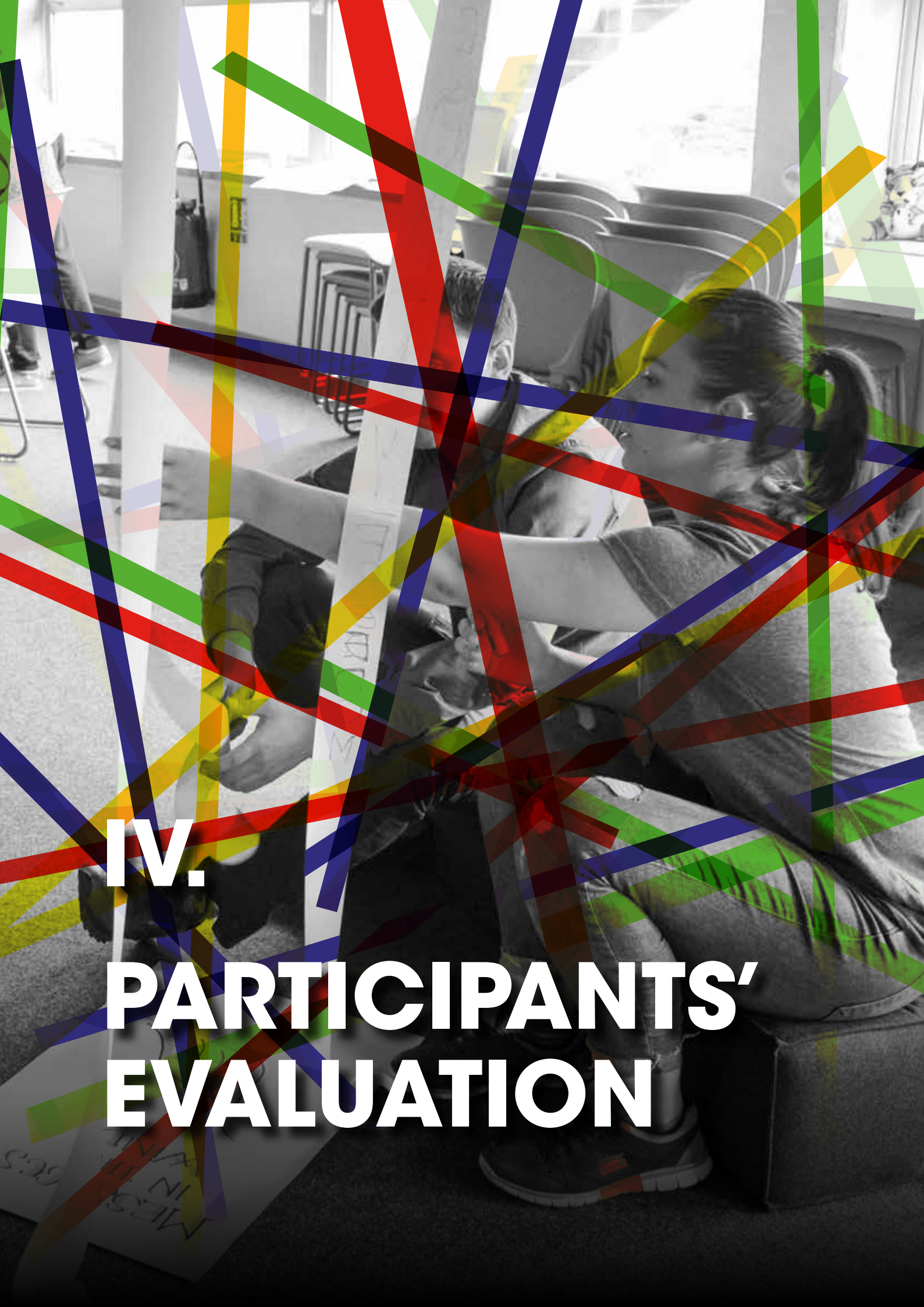
Those constraints also had an impact on the team work. They put extra pressure and additional tasks on the shoulders of more experienced facilitators which generated extra-fatigue and some frustration for the newcomers. It did not help new facilitators to find the confidence and comfort to position themselves within the team and in front of the group.

The uncertain and finally late arrival of the last group of participants was a challenge for the team and the group of participants. It brought the team to question

the opportunity of the dialogue days itself. The enthusiasm, openness and commitment of those participants allowed to continue the programme as planned with only minor adjustments.

The Youth Peace Camp has always been an intense activity and the 2016 edition was no exception. The level of energy of participants fluctuated throughout the week. The free day which was meant to be relaxing and to provide moments of togetherness turned into an intense excursion day that did not allow participants and team members to have a proper rest and impacted the dynamics for the rest of the week.





**IV.**

**PARTICIPANTS'  
EVALUATION**

This section presents the outcomes of participants' evaluation of the programme. It does include information from an evaluation session and a questionnaire filled on the last day of the activity.

<b>Aims - Objectives - Expectations / Ranking from 1 to 6 - Participants</b>	<b>Average</b>
The Youth Peace Camp engages young people and youth organisations from conflict affected regions in dialogue and conflict transformation activities based on human rights education and intercultural learning during and after the camp.	<b>5.3</b>
To develop awareness and basic competences (knowledge, skills and attitudes) of participants in human rights education, conflict transformation, intercultural learning and dialogue, including a critical understanding of personal and collective identities and their role in conflicts	<b>5.4</b>
To enable participants to share personal experiences of conflict and violence and coping strategies in a positive and safe atmosphere of living and learning together	<b>5.5</b>
To introduce and share existing youth work practices and experiences of young people working on dialogue and conflict transformation in their home communities	<b>5</b>
To motivate and support participants in their role as multipliers and peer leaders in peace-building activities with young people encouraging them to implement follow-up initiatives	<b>5.4</b>
To present the Council of Europe, in particular its youth sector and its efforts towards strengthening youth work in the field of conflict transformation and intercultural dialogue.	<b>5.1</b>
To what extent did the Camp fulfil your expectations?	<b>5.4</b>

## **LEARNING**

Participants declared having learnt about themselves in the first place. Many gained self-awareness and felt more able to get in touch with and express their emotions. They developed tolerance and empathy as they better understood themselves and what people from the "other side" may feel. The sessions in bi-community groups were very beneficial in this regard. Some participants gained a deeper understanding on their own communities as well. Participants understood that the starting point to bring about change was themselves.

They iterated that their attitude changed towards various issues: their own role in social life and more generally young people's, the importance of human rights and hate speech, conflict and how to react to it. Some participants said they broke or challenged some of their stereotypes and that their opinions changed on topics such as refugees or dialogue.

Young people developed communication skills and now felt more comfortable with speaking in front of a group but also with listening to people without being judgemental. It went with a perceived higher level of respect, patience and self-confident. They felt they became better team players. They declared being more comfortable about developing and engaging in local actions related to the Youth Peace Camp topics.



They gained knowledge about the work of the Council of Europe and the European Court for Human Rights.

*"I feel sad that we had only 10 days spent together but I feel that I am growing, that I am changing my opinions, attitudes and developing my skills."*

*- A participant -*

### **FULFILMENT OF EXPECTATIONS**

The vast majority of participants felt that their expectations were fulfilled. Actually, several mentioned that the project went beyond their expectations. Many participants considered the Youth Peace Camp being a life-changing experience that would be helpful in their lives with much practical knowledge gained during the project.

*A few participants wished they could have had the chance to learn more about each other's conflicts, to have more free time as well as more proximity with facilitators.*

### **FLOW, MOST VALUABLE AND LEAST USEFUL PROGRAMME ELEMENTS**

Participants' feedbacks were very positive regarding the flow of the programme that they considered as dynamic and interesting. They were able to make a lot of connections between sessions. Some participants highlighted the need for more rest as the programme was very intense.

*"The programme was excellent. Every session was connected to the previous ones so it gave an impression of storytelling."*

*- A participant -*

The dialogue process and the sharing of personal stories were considered as the most valuable sessions by a significant part of the group. The session on personal identities (including the meditation part) - that allowed participants to connect with their personal history and their emotions - and the session on reconciliation much contributed to participants' learning as well.

*"The sharing stories exercise, especially when we were doing it with opposite side of conflict. It helped us to understand the feelings and the real situations."*

*- A participant -*

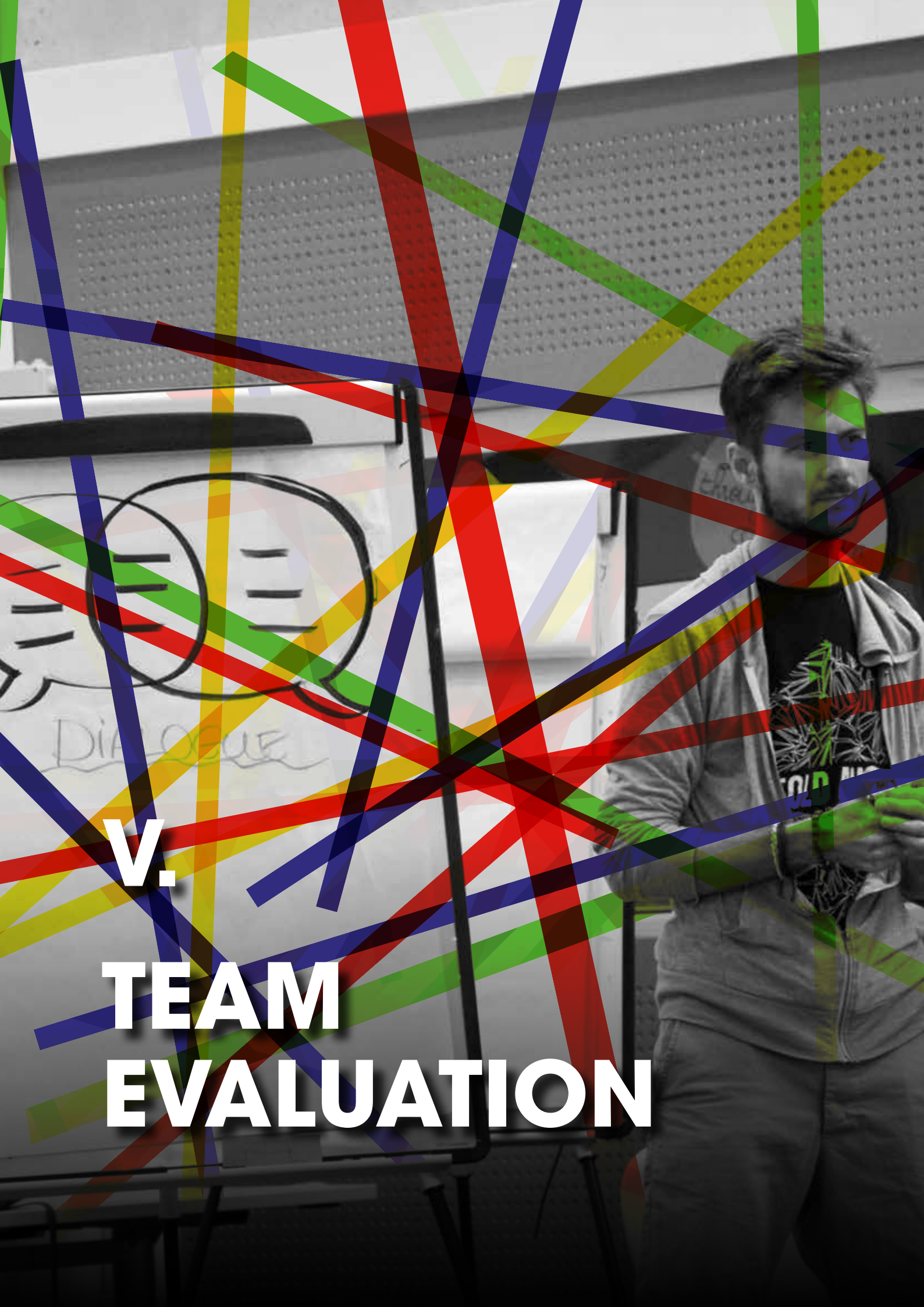
The results were more diverse when it came to the perceived least useful session. The session on intercultural learning with the simulation activity was deemed confusing by several participants who also felt pressured by the complexity of the rules – the sessions was also considered as a highlight by others. The sessions with guest speakers were also mentioned several times. Some participants declared in this regard that they were not very useful and that the speakers were not addressing them and their realities. The session on youth participation with the ladder of Roger Hart left mixed feelings as well.

## **METHODOLOGIES**

The methodologies used throughout the Youth Peace Camp 2016 were praised by participants in their evaluation. Participants enjoyed the dynamic approaches and the balance between practice and theory. For many of them, non-formal education was a new experience that opened new learning perspectives. The experiential components were very appreciated by participants. The relatively good homogeneity of the group helped to have a very inclusive process without people withdrawing or getting lost. Some participants wished there was a bit more theoretical input, especially when it came to dialogue and conflict transformation.

## **IMPACT BACK HOME**

According to participants' feedback, the activity was deeply inspirational and many of the participants declared they gained a lot of motivation to make a change in their community. For some, it will be about sharing their Youth Peace Camp experience with their peers and their family. For others, it will be engaging in online activities connected to the No Hate Speech Movement. Several participants intend to transfer the knowledge and tool they gained during the activity to their organisations. The implementation of human rights education activities is foreseen by several participants. The list of participants' follow-up initiatives ideas is included in the appendices.



**v.**

# **TEAM EVALUATION**

Overall team members were very happy and satisfied with the level of achievements of the aims and objectives of the Camp. The two tables show that the opinion of participants and team members is relatively close.

<b>Aims - Objectives / Ranking from 1 to 6 - Facilitators</b>	<b>Average</b>
The Youth Peace Camp engages young people and youth organisations from conflict affected regions in dialogue and conflict transformation activities based on human rights education and intercultural learning during and after the camp.	<b>5</b>
To develop awareness and basic competences (knowledge, skills and attitudes) of participants in human rights education, conflict transformation, intercultural learning and dialogue, including a critical understanding of personal and collective identities and their role in conflicts	<b>5.3</b>
To enable participants to share personal experiences of conflict and violence and coping strategies in a positive and safe atmosphere of living and learning together	<b>5.8</b>
To introduce and share existing youth work practices and experiences of young people working on dialogue and conflict transformation in their home communities	<b>5.6</b>
To motivate and support participants in their role as multipliers and peer leaders in peace-building activities with young people encouraging them to implement follow-up initiatives	<b>5.1</b>
To present the Council of Europe, in particular its youth sector and its efforts towards strengthening youth work in the field of conflict transformation and intercultural dialogue.	<b>5.1</b>

## **SELECTION PROCESS**

The feedback on the selection process was positive despite the unexpected time pressure and facilitators appreciated to be involved in the process. However, questions aroused regarding the outreach of the call given the small amount of applications received from some communities and the overwhelming number of applications coming from capital cities.

## **GROUP OF PARTICIPANTS**

Overall the final group met the expectations of the team with the majority of participants being directly affected by conflict and new-comers – which was a significant improvement compared to some previous editions. For quite a number of participants, it was the first international activity and the first time they were meeting young people from the “other side”. The diversity of the group was an added value that supported the learning process. Yet, some participants lacked experience at local level and did not belong to any organization which can provide them support with the follow-up phase but they demonstrated a strong level of motivation and commitment. Some participants felt less affected by the conflict and were hence less involved in some parts of the activity. It had a negative impact on the process at different occasions. Some participants had limited English skills and the team had to respond to it. Generally speaking, hate speech was an issue for the group

despite the emphasis put by the team on this concept throughout the week. Several people used jokes with a potentially underlying hateful meaning that annoyed other members of the group. The overall attitude towards this issue was avoidance – group members preferred safeguarding the apparent good relationships rather than confronting the problem. Participants iterated that jokes were acceptable. Different responses were discussed within the team but no action in plenary was taken.

## **PREPARATION PROCESS AND TEAM WORK**

The preparation process was judged satisfactory by team members. The two preparatory meetings appeared to be very useful to build a common understanding of the project, develop the framework and refine the contents just before the start of the activity. Yet, the online preparatory process did not work as good as expected with a lack of communication amongst facilitators.

The framework set for the teamwork was deemed very positive and supportive throughout the week. However, it was not without challenges. The late additions to the programme required readjustments that put additional pressure on the team and did not allow an even distribution of the work leading to extra-fatigue for some and frustration for others. The very unbalanced level of experience amongst the facilitators was acknowledged at an early stage and was taken into consideration. Despite these challenges, the collaborative work was considered smooth, successful and positive overall.

## **PROGRAMME CONTENTS AND FLOW**

The programme was strong and the different sessions were flowing in a harmonious and coherent way. The choice of the contents and the methodology used was judged appropriate by everyone. Some facilitators highlighted the positive impact of the adaptations made to the programme to better meet participants' needs, especially in the second part of the activity.

Most team members felt strongly about the extra programme elements with guest speakers. It contributed to make the programme very intense for both team and participants. Some sessions had to be squeezed others to be left out. Sometimes participants felt this pressure as some space was missing to further explore a topic – conflict transformation and intercultural learning for instance – or discuss during a debriefing. The lack of free time increased this impression of time pressure.

## **RUNNING THE YOUTH PEACE CAMP IN PARALLEL TO ANOTHER ACTIVITY**

Running the Youth Peace Camp in parallel to the Seminar on Social inclusion of refugee students and their role in intercultural dialogue left mixed feelings to team members. If the benefit of exchanging with young refugees was acknowledged, the perceived confusion and distraction that mixing the groups brought about was highlighted as well. It also gave an opportunity for participants to opt out from the project framework during informal times and avoid potential tensions instead of addressing them.

## **FOLLOW-UP**

Despite the inspiration and motivation displayed by participants to implement their project ideas, the follow-up phase may be difficult because of the lack of time and resources, life circumstances (e.g. mobility) or in some cases missing connections to an organisation.

## **FACILITATORS LEARNING**

The Youth Peace Camp 2016 proved to be a significant learning experience for all facilitators who found in the activity many elements to nurture their personal and professional development. Working in the Youth Peace Camp settings with such large and diverse group and team was a new experience for most facilitators. Going through the process of designing, implementing and evaluating an educational activity also proved beneficial. Some learnt how to deal with an intense flow of information, became more details-oriented and sharpened their analytical skills. Others increased their self-awareness – especially when it came to emotions – and developed their listening skills in challenging situations. Several of them intend to re-use the methodologies of the Youth Peace Camp in their organisations.

*"I believe that this project helped me grow a lot both as a person and a youth worker."*

*- A facilitator -*

*"I developed a readiness to deal with any challenges. I was inspired and motivated a lot and I think I've found the aim in my life."*

*- A facilitator -*



**VI.**

# **RECOMMEN- DATIONS**

The recommendations in this section were formulated on the basis of the feedback of both participants and educational team. They cover the preparation phase, the implementation of the activity itself as well as the follow-up phase.

### **PREPARATION PHASE**

Continue the efforts to develop the outreach of the call for participants and bring together young people fitting the targeted profile.

Provide possible timely support for participants in their visa-application process.

Give facilitators the opportunity of going through a self-assessment process during the preparation phase. A tool was designed this year but did not circulate.

Provide facilitators with appropriate reading materials to support their preparation for the activity and contribute to a better common understanding of the concepts related to the Youth Peace Camp. The approach used this year should be continued and refined.

### **PROGRAMME AND METHODOLOGIES**

Distribute free time across the programme more evenly and ensure that extra-activities do not become counterproductive as far as the level of energy of participants is concerned.

Keep the 9-day programme and 3 days for each of the preparatory meetings. Team-building and co-working elements are needed in both meetings, and so is the time devoted to team learning throughout the activity. The elements that were introduced this year proved to be a significant added value.

Further develop the trauma-awareness dimension introduced this year in the design and implementation of the programme for both team members and participants as the impact was really positive on the overall process.

Balance the needs for institutional visibility with the learning needs of participants, especially in the first part of the programme during which the number of guests or visits should be limited to one.

Ensure that the Youth Peace Camp is not only an intense cognitive learning process but a holistic experience. Expressive arts and body-mind practices approaches initiated this year proved to be very powerful and contributed to a deeper level of engagement for participants. Giving space for more simulation exercises would be also be useful. The practices introduced this year should be kept in the programme.



## **FOLLOW-UP AND FUTURE OF THE YOUTH PEACE CAMP**

Organize a physical or an online meeting – in addition to informal contacts – three months after the Youth Peace Camp between facilitators and their respective participants to monitor the progress of the implementation of the follow-up initiatives and discuss the challenges participants experience in their communities as young peacebuilders. Some meetings already took place in the month following the Youth Peace Camp.

Give more visibility to the achievements of participants and to the impact the Youth Peace Camp has had on them.

Realise) some tangible products during the Youth Peace Camp. This could be an enjoyable and meaningful process for participants and also contribute to the visibility of the event (e.g. the *Loesje* project 'Book in 1 day', or T-Shirts, etc.)

Support the organisation of Regional Youth Peace Camps in the participating regions.

Provide further learning opportunities for participants of the Youth Peace Camps and young people more experienced in that field.

Support the creation of a network of Youth Peace participants that could contribute to have a greater impact at local and regional levels. Some facilitators have already taken the initiative to start the process.





**VII.**

# **APPENDICES**

## A. LIST OF PARTICIPANTS AND CONTRIBUTORS TO THE PROJECT

### 1. Participants

Name	Organization
Alias Akhvediani	N/A
Anastasia Gritsikhina	N/A
Anastasiia Pelikhova	Foundation of Regional Initiatives
Ani Sheboygan	'ArmActive - Youth center'
Anush Petrosyan	FLEX (Future Leaders Exchange) Armenia
Ara Harutyunyan	"Media and Law" non-governmental organization
Ardita Hajra	American Corner, Municipality of Pristina
Bachana Chekheria	N/A
Dino Murić	Youth Educational Club Synergy
Ekaterina Nechepurenko	Ethnic Council, North-Caucasus Federal University
Elturan Kazimli	Y-Peer Azerbaijan
Erblin Ajdini	PEN (Peer Educators Network)
Ganna Komar	All-Ukrainian NGO 'Ukrainian Frontiers'
Georgii Otarashvili	N/A
Georgii Pilavov	Ural Federal University B. N. Yeltsin/ Institute of Social and Political Sciences
Hasmik Galstyan	Syunik-Development NGO
Helen Bystraya	Academy of architecture and art - interior designer
Hrant Sahakyan	N/A
Ielyzaveta Beliavtseva	Youth Initiative of the Cities
Javid Ibad	N/A
Kama Tsvizhba	Student's union of Republic of Abkhazia
Konul Gozalova	AEGEE-Baki
Lomiia Anana	The Children's Fund of Abkhazia
Naur Maan	Center for Humanitarian Programs
Maksym Liushan	NGO 'European Youth Community'
Margarita Zhukova	Youth movement SFERA
Mariam Asatryan	Loesje Armenia
Mila Lukić	World Youth Wave
Miranda Betchvaia	N/A
Natia Odiashvili	GYE-Georgian Youth for Europe
Nevena Radosavljević	Developing Society Center
Nino Turava	N/A
Nuriyya Guliyeva	'Great Silk Way' International Youth Union
Rinë Fetahu	Youth Exchange and Study Alumni Association through American Councils, Youth Exchange and Study (YES)
Saba Chinchaladze	Akhalsikhe Youth Civil Centre
Salima Dzhikirba	N/A
Sergii Pashchukov	Vostochnaya pravozashitnaya grupa / East Human Rights Group
Shkelqim Shala	NGO 'PROTECT YOUR RIGHTS', Youth Center, Deçan, Kosovo

Stefan Veljković	Youth Educational Club Synergy
Tatia Jikidze	Colourful House
Tayyiba Mehdiyeva	Youth Foundation under the President of the Republic of Azerbaijan
Tina Zhvaniya	The Centre for Humanitarian Programmes
Vesa Zatriqi	JEF Kosova
Yuliia Fomichova	Charitable Organization 'Charitable Fund 'League of Tolerance'

## 2. Educational team

Name	Role
László Milutinovits	Educational Advisor, Education and Training Division, Youth Department
Edouard Portefaix	Senior trainer
Gamar Alizade	Facilitator
Biljana Bačević	Facilitator
Kristina Eretikova	Facilitator
Yuliya Ielfimova	Facilitator
Veton Kryeziu	Facilitator
Elena Kuvichko	Facilitator
Vahan Kostanyan	Facilitator
Nino Tsulaia	Facilitator

## 3. Speakers

Name	Organisation
Nawel Rafik-Elmrini	Deputy to the Mayor, City of Strasbourg

## 4. Council of Europe

Name	Organisation
Pedro Agramunt	President of the Parliamentary Assembly
Gabriella Battaini-Dragoni	Deputy Secretary General
Alexandre Guessel	Director of Directorate of Political Affairs
Matthew Johnson	Director of Democratic Citizenship and Participation
Jean-Claude Lazaro	Head of the European Youth Foundation
Marko Grdošić	Chair, Advisory Council on Youth
Charlotte Klinting	Advisory Council on Youth
Rui Gomes	Head of Division Education and Training, Youth Department
László Milutinovits	Educational Advisor, Education and Training Division, Youth Department
Claudia Montevicchi	Administrative Assistant, Youth Department

## **B. YOUTH PEACE CAMP 2016 - PROGRAMME**

### **D0 - Sat 9th**

Morning: Arrival of participants

Afternoon: Arrival of participants & registration

*Dinner*

Welcome evening

### **D1 - Sun 10th**

*Opening*

Session 1: Getting to know each other

*Coffee break*

Session 2: Introduction to the Young Peace Camp

*Lunch break*

Session 3: Group building

*Coffee break*

Session 4: Exploring trust

Reflection groups

*Dinner*

Social evening

### **D2 - Mon 11th**

*Introduction*

Session 1: Official opening with Gabriella BATTAINI - DRAGONI, Deputy Secretary General, Council of Europe and Marko GRDOSIC, Chair, Advisory Council on Youth

*Coffee break*

Session 2: Individual identities

*Lunch break*

Session 3: Social identities

*Coffee break*

Session 4: Intercultural learning

Reflection groups

*Dinner*

Human Rights evening

### **D3 - Tues 12th**

*Introduction*

Session 1: Meeting with Pedro AGRAMUNT, President of the Parliamentary Assembly of the Council of Europe, and Nawel RAFIK-ELMRINI, Deputy to the Mayor of Strasbourg

*Coffee break*

Session 2: Visit of the European Court of Human Rights

*Lunch break*

Session 3: Approaching and understanding conflict

*Coffee break*

Session 4: Conflict and violence

Reflection groups

*Dinner*

Social evening

### **D4 - Wed 13th**

*Introduction*

Session 1: Listening, debate and dialogue

*Coffee break*

Session 2: Dialogue

*Lunch break*

Session 3: Dialogue

*Coffee break*

Session 4: Dialogue

Reflection space

*Dinner*

Free evening

### **D5 - Thu 14th**

Excursion to the Haut-Koenigsbourg Castle

*Picnic*

Visit of the Volière des Aigles

*Dinner in Strasbourg*

Bastille Day fireworks

### **D6 - Fri 15th**

*Introduction*

Session 1: Meeting with Alexandre GUESSEL, Director, Directorate of Political Advice, Council of Europe

*Coffee break*

Session 2: Perception in conflict transformation

*Lunch break*

Session 3: Exploring Hate Speech

*Coffee break*

Session 4: Reconciliation

Reflection groups

*Dinner*

NGO Fair

### **D7 - Sat 16th**

*Introduction*

Session 1 & 2: Taking action with the *No Hate Speech Movement*

*Lunch break*

Session 3: Human Rights Education

*Coffee break*

Session 4: Non-violence and social change

Reflection groups

*Barbecue*

### **D8 - Sun 17th**

*Introduction*

Session 1: Youth Participation

*Coffee break*

Session 2: Youth work practices in peacebuilding

*Lunch break*

Session 3: Follow-up and being a multiplier

*Coffee break*

Session 4: Follow-up and being a multiplier

Reflection groups

*Dinner*

Free evening

## **D9 - Mon 18th**

### *Introduction*

Session 1: Presentation of the European Youth Foundation, Jean-Claude LAZARO, Head of the European Youth Foundation

Evaluation

*Coffee break*

Session 2: Closing with Charlotte KLINTING, member of the Advisory Council on Youth and Mathew JOHNSON, Director, Directorate of Democratic Citizenship and Participation, Council of Europe

*Lunch break*

Reimbursement

Free time & Team evaluation

*Barbecue*

Farewell party

## **D10 - Tue 19th**

Departure of participants



## **C. FOLLOW-UP INITIATIVES**

### **1. The Right for Humans and Humans for the Rights**

The project is about advancing integration between different ethnic groups (Armenians and Georgians) of the region. The need for the project comes from the fact that, in some areas, around 50 % of the population is of Armenian background, and tensions between the two communities are present when it comes to the questions of minority rights and the use of official language. The project aims to involve 20 young participants from both ethnic groups, to spread information about the importance of language learning in order to create and strengthen communication channels between the communities.

Project developer: Saba Chinchaladze

### **2. Youth United for Better Future**

The project consists of a summer camp and a series of workshop activities lasting one year. The summer camp will take place near the conflict-affected region and bring young internally displaced people, locals and pupils from Abkhazia together to engage them in intercultural dialogue and give them a chance to learn about human rights based on the European Convention on Human Rights as well as local legislation. The project will be based on the experiences and learning of the Youth Peace Camp 2016 and aim to involve participants in the No Hate Speech Movement Campaign.

Project developers: Miranda Betchvaia, Nino Turava, Bachana Chekheria

### **3. The Bridge Campaign**

The project titled "The Bridge Campaign" is meant to give a chance for 20 young citizens to join the No Hate Speech Movement Campaign with the purpose of creating friendships, breaking barriers and stereotypes, increasing intercultural dialogue of young people through exchange, enhancing mutual understanding and decreasing fear among youth previously influenced by the media and (sometimes nationalist) politicians. The project includes an action day involving 20 young citizens and takes place on the bridge that separates the two parts of the ethnically divided city. Participants of the action will raise the visibility and actively promote the No Hate Speech Campaign by wearing T-Shirts with the No Hate logo and by using and distributing other promotional and information materials. The project also has online elements and actions by the team of young participants and the team of organizers with the aim of achieving reconciliation, dialogue and peacebuilding.

Project developer: Nevena Radosavljević



#### **4. Human Rights Club**

This project focuses on Ukrainian teenagers from different cities in order to increase the level of awareness on human rights through educational workshops and the creation of an online learning space and the distribution of educational materials. The target group of the project is teenagers aged 14-17 from nine cities (Kyiv, Dnipropetrovsk, Kharkiv, Lviv, Odessa, Ivano-Frankivsk, Severodonetsk, Drohobych, Dobropillja). The project aims to increase awareness on human rights among the teenagers in order to promote gender equality, tolerance, peace and non-violence and to stimulate youth participation.

Project developers: Maxim Liushan, Juliya Fomichova, Ielyzaveta Bieliavtseva

#### **5. No Hate Speech Campaign in Serbia**

The No Hate Speech Campaign – Serbia project is meant to be a part of the No Hate Speech Movement campaign launched by the Council of Europe with the aim to raise awareness about the hate speech and the ways of combating it. The campaign in Serbia is one of the many national campaigns supported by the Council of Europe. It will target social media users in Serbia, in particular young people since they have proved to be the majority of them. The project aims to teach them about human rights and hate speech through a variety of online and offline activities, including workshops in local communities, online hashtag campaign Flashmob in Belgrade on International Day of Human Rights and activities in other major cities like Novi Sad, Nis, Kragujevac and Sombor.

Project developer: Mila Lukić

#### **6. Follow the Flow**

This project promotes ideas of harmonious development of personality, inner peace, love, self-confidence and self-identity. It is aimed to attract young students (aged 18-25 years) of two Universities in Moscow (MGIMO and RUDN) to the dancing and drawing activities. The main goal is to help young people identify themselves and develop their personality through above mentioned activities. Expected results are raise awareness of meditative technics, increased level of consciousness of participants and decreased level of aggression, acquiring and understanding of mindfulness, getting rid of sadness and other negative emotions.

Project developers: Georgii Otarashvili, Margarita Zhukova

## **7. HRE Atelier**

Most of people in Azerbaijan cannot enjoy fundamental human rights due to the lack of information. The project will help young people to be aware and protect their rights as human beings. The main aim of the project is to provide people with sufficient knowledge on human rights and spread the message of the No Hate Speech Movement. People who will benefit from these trainings will become more open-minded, responsible citizens, respecting their and others` rights. Main target group of the project is university students aged between 18-25 years. The project consists of one-day trainings which will be held every Sunday of November. Trainings will be in English and will be conducted in Baku. Participants will be provided with trainings materials and meals as well (to be confirmed).

Project developers: Elturan Kazimli, Javid Ibad, Konul Gozalova, Tayyiba Mehdiyeva, Nuriyya Guliyeva

## **8. New Generation - New Look**

The project is devoted to the No Hate Speech Movement Campaign among the young generation, our main goals are: the spread of basic information about human rights and consequences of Hate Speech in order to enlighten the topics which are unfamiliar for most of the population of Abkhazia.

We will focus particularly on this target groups - kindergarten children, school children, 5-7 classes of secondary school, students. As a result of our project we want to see a new generation with a new look on human rights and No Hate Speech.

Project developers: Tina Zhvania, Ekaterina Nechepurenko, Salima Dzhikirba, Naur Maaan, Alias Akhvlediani, Kama Tsvizhba, Anana Lomia



Since its inception in 2003, the Youth Peace Camp has given to more than 450 young people from conflict-stricken areas in the Caucasus, the Middle East and South-Eastern Europe the opportunity to meet on a neutral ground to live and learn together and to engage in dialogue within a framework based on Human Rights and human dignity. The Youth Peace Camp programme develops its participants' competences for dialogue and conflict transformation activities based on Human Rights Education and intercultural learning. The project also aims to motivate and support them to act as multipliers for peace in their communities and organisations.

This publication provides an overview of various aspects of the Youth Peace Camp 2016 and the main outcomes and the evaluation from the participants and the educational team as well as recommendations for future editions.

The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the Second World War, the Council of Europe has symbolised reconciliation.



**Youth Peace Camp**

Engaging young people and youth organisations  
from conflict-stricken regions in dialogue  
and conflict transformation



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE