Applicability of Peacebuilding in Youth Work

Report Study Session held by UNOY Peacebuilders in co-operation with the European Youth Centre of the Council of Europe

European Youth Centre Budapest
2-9 March 2008

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Executive Summary

From 2 to 9 March 2008 the Study Session "Applicability of Peacebuilding in Youth Work" took place with the support of the Council of Europe in the Youth Center in Budapest. UNOY Peacebuilders initiated this study session and organized it together with its partners YAP, PATRIR and ECYI with the aim to enhance the applicability of peacebuilding practices in youth work. Specific objectives were to facilitate critical reflection; exchange experiences; explore practices; build capacities; and promote the cooperation and networking of organisations in the field of youth peace work.

In order to ensure the multiplying effect as well as diversity, 30 active youth peace workers were selected from various conflict and non-conflict regions within and outside Europe to participate in the session. As strengthening our networks was an equally important element, the team invited representatives of both current and potential network member organisations, providing them a unique opportunity to meet face-to-face.

With regard to the programme, a balance was made between theoretical and practical aspects of peacebuilding. As such, participants had the chance to reflect on methods, ideas, challenges and opportunities in their work on the one hand and build their capacities with useful skills, resources and inspiration for new (joint) activities on the other hand. Experts coming from the involved as well as external organisations gave various workshops and presentations. Here they shared their knowledge and experiences and stimulated the participants to explore the applicability of this input in their own settings. Additionally, participants were given abundant space to share their own practices either informally during breaks or during group exercises and through workshops they could facilitate themselves.

As a result of the diversity and the constant exchange, the group developed strong dynamics. The inclusive atmosphere and high energy level contributed to a constructive learning environment, enabling participants to develop themselves and learn from each other. Great emphasis was hence put on personal attitudes, the need to find inner-peace and to keep inspiring and supporting each other despite the many setbacks often encountered in conflict situations. In the same line participants stressed common efforts as the best way to enhance the effectiveness of youth peace work, inspiring them to develop concrete plans for joint projects and continuous exchange in the future.

For future study sessions it was recommended to go into depth in one specific theme within the broad field of peacebuilding and allow more time for developing joint strategies among current and future network members to strengthen the UNOY network.

Major outcomes of the study session included crucial insights in the possibilities for young peacebuilders as well as enhanced capacities to work in this field with the gained skills, resources and attitudes. UNOY Peacebuilders additionally concluded the following results as connected to its organisational objectives:

> ➢ Strengthened connections with existing members and expanded network with potential new members and affiliates
> ➢ Reflection on own work and major themes in this field
> ➢ Built capacities of youth, in relation to UNOY's mission to enhance the effectiveness of youth work in peacebuilding
> ➢ Vital insights on challenges and opportunities within network to better tune in on young peacebuilders needs and possibilities for future projects

Introduction

Dealing with conflict situations and stress, young peacebuilders often do not have or take the time to reflect upon their highly valuable work. In the United Network of Young Peacebuilders we have noticed that there are always projects that need attention, bridges to be built, youth to be activated, and so on. Thinking critically about peace and conflict in the context of youth work however, gives important insights and is crucial to improve our work. Even more useful is joint reflection and exchange of experiences with other people who work in the same field, as it illustrates how practices differ and what is most effective. In this way, we can explore the applicability of peacebuilding in youth work and see how methods, theory and practice can have different effects in different cultures and conflicts. Building on existing theories and each other's experiences is highly necessary to improve our practices. Such exchange moreover can spring off cooperation amongst different organisations and networks, giving perspectives for follow-up projects in the future.

In order to create an opportunity for such vital reflection and exchange UNOY Peacebuilders together with its partners YAP, PATRIR and ECYI initiated a study session at the Council of Europe, gathering young peacebuilders to share and expand their practices. For an entire week youth workers from all over Europe and beyond discussed theories, built their capacities, worked on skills and attitudes and talked endlessly about their experiences in building peace in our often violent societies. The following pages will display their hard work and its outcomes for youth peace work. When reading this report, please note that this would never have been possible without the tremendous efforts of the organising team, Nina Koevoets, Aaman Sulchan, Lonci Sovalvi, Annette Schneider, Doreen Vorndran and Marthe Hesselmans, their supportive organisations and of course last but not least, the immensely motivated participants, thank you!

Aims and objectives of the study session

- Facilitate critical reflection on peacebuilding
- Exchange experiences in peacebuilding and conflict transformation among youth
- Explore the applicability of peacebuilding in youth work
- Develop peacebuilding practices in different settings or contexts
- Integrate different tools and resources into the study session
- Promote the cooperation and networking on organisations and networks working in peacebuilding

Organisers

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network

of (youth) organisations active in the field of peacebuilding, founded in 1989. Our core activities focus on: capacity building trough trainings or other means and advocacy or campaigning. This is done through networking, sharing information, providing advice and support in doing research, find funds or other administrative support. In addition, we have created a pool of resource persons, to assist our member organisations and affiliates all over the world.

Website: www.unoy.org

Youth Action for Peace (YAP) is a network that serves its members by technical support in developing, implementing and promoting international and local projects, lobbying, fundraising and Public Relations, since its foundation in 1923. YAP members come together to work on youth participation/ active citizenship, peace and development education, inclusion and community development.

Website: www.yap.org

The Peace Action, Training and Research Institute of Romania (PATRIR) is active in Romania and internationally since March 2001. The main purpose of PATRIR is to promote peacebuilding, and constructive conflict transformation, and at the same time the prevention of all forms of violence - direct, structural, and cultural. The methods of work used by PATRIR are democratic and participatory focused on the main pillars of action, training and education, research and dissemination.

Website: http://www.patrir.ro

The Earth Charter Youth Initiative (ECYI) is a bold and dynamic action oriented network convinced that urgent action is required to bring about a just, sustainable, and peaceful world. The ECYI is active in over 50 countries and at the global level, with a diverse Membership, Youth Groups, and Partners. The Earth Charter is a widely recognized, global consensus statement on ethics and values for a sustainable future.

Website: http://www.earthcharterinaction.org/youth/

The Council of Europe (COE), founded in 1949, seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. The study session will take place at the COE youth centre in Budapest.

Website: www.coe.int

Methods used

The main methods used involved a combination of sharing experiences while interactively exploring and developing peacebuilding theories and practices applicable to youth work. Through brief presentations facilitators provided the participants with input on youth peace work after which the participants were stimulated to further discuss the input and explore how to apply it in their own context. This was mainly done through small group discussions, exercises, plenary discussions, open space technology and participants' presentations. Additionally, participants had the opportunity to give workshops themselves on their best practices in peacebuilding.

Throughout the session great emphasis was put on the intercultural learning process. Especially in the group works and through the best practices workshops participants could share their experiences in youth peace work in their particular cultural settings and conflict situations. Equally important were methods of experiential learning and non-formal education. Facilitators ensured a constant variety of ways to involve participants and the latter were encouraged to actively contribute to their own learning and derive conclusions from their experiences during the session. This was done for example by giving the participants assignments such as drawing or acting or to discuss questions, to show videos and photos, or to do an energizer.

Participants

The participants were selected on the basis of certain criteria and can be fit into a profile.

General profile
Paid employees and volunteers having the possibility to multiply new acquired skills and knowledge in their organisations / projects. The participants are active in peacebuilding, youth work, non-formal education, human rights or social inclusion & minorities/ cultural diversity. Most of them have experience with working in conflict and post-conflict areas. There were 6 members from UNOY Peacebuilders and 2 from YAP.

Age
The age ranged from 19-40. The average age was 25

Motivation
In terms of motivation we selected participants on the basis of their commitment to youth work and peacebuilding and their future plans

Geography
24 of the participants were from Europe and 6 from outside Europe, living in conflict and non-conflict areas.

Gender
12 participants were male and 23 female, (excluding the team)

Programme

When creating the programme, the team envisioned a certain flow. At first this flow could be illustrated as a funnel, which starts broadly at its basis of general peacebuilding theories and getting to know each other, and than narrows down with practices and skills specifically applicable to youth peace work. When further developing the programme however, it turned out to be closer to a sand glass, which at the end widens again with the exploration of follow-up actions and ways to multiply what we learned in our own youth work at home.
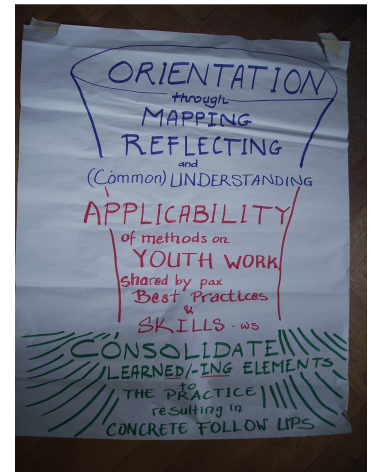
In line of this sand glass and along with the aims we set at the beginning, five main steps were made during the study session:

- Orientation, through mapping[1], reflecting and creating a shared understanding
- Explore applicability of different theories, models and methods in youth work and available resources, through sharing experiences and knowledge
- Build capacities through skills and opportunities in youth peace work
- Consolidate learned elements, through looking back on the week
- Work on follow-up by looking forward, networking, cooperating and applying

In order to discuss the various programme elements, the following section is divided into five themes that run parallel to these steps, rather than describing the programme in the exact chronological order. In the first theme, Critical Reflection, we look at the more theoretical programme elements that were meant to create a shared understanding on peacebuilding in youth work. The second theme of Exchanging & Exploring Applicability discusses the programme elements through which participants could share their experiences and look into the applicability of the models in their own work. The third and fourth themes, Developing Practical Skills and Resources & Networks discuss the sessions that built participants' capacities by working on skills and opportunities in youth peace work. Finally, the fourth theme, Evaluation & Follow-Up covers the programme elements through which participants could reflect on the week and develop concrete actions for future cooperation.

Brief programme overview (for the complete programme, see the appendices)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Group building	Critical reflection	Transcend methods	Practical skills w/s	Consolidation & application	Follow-up & networking
Mapping Peace & Conflict	(Continued)	Participants' best practices w/s	*City tour*	Practical resources	Evaluation & conclusions
Movie "No men's land"	Intercultural night	Participants' organisations		*Free evening*	Farewell evening

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[1] With mapping we mean exploring what conflicts people are dealing with in this group, how many conflicts there are in today's society and what are the consequences of these conflicts.

Theme 1: Critical Reflection

With this theme we aimed to enable the participants to contemplate theories and practises they use in their work. As we are often so busy with the short-term practicalities of our work, there is little time to consider the impact and long-term vision we want to reach with our activities. In order to improve our work, it is however crucial to take the time for such reflection. Looking at existing theories and models can trigger our thinking again on what conflict transformation actually consists of, what different aspects, challenges and risks we should take into consideration and how our own activities fit into the so-called bigger picture of building peaceful societies.

The first days of the study session therefore provided theories and examples of conflict transformation as starting points for such reflection. Additionally, these sessions were aimed at raising awareness of current violent struggles and their consequences by looking at general statistics as well as the participants' own experiences with conflict. This way they could learn from each other, compare, reflect and come to shared understanding of what peace, conflict and peacebuilding mean for them.

Next to the serious critical reflection, the first days were dedicated to getting to know each other and the many different organisations and cultures present in the group through various group building exercises and of course an international evening full of great food and non-stereotypes!

§1.1. Mapping peace and conflicts in today's societies

Date & time: Tuesday 2nd of March, 13:00-17:30
Facilitator: Doreen Vorndran

Aims and objectives

- To raise awareness about peace and conflict in today's world
- To exchange among the participants their experience with peace and conflict

Methods

The methods included 1) 'the human graph' and 2) discussion and presentations on conflicts present in the countries of the participants. During the human graph various general statistics on peace and conflict were presented and discussed in an interactive way. Afterwards participants were asked to form groups and discuss: the types of conflicts in the countries present within the group; the consequences of conflict; and how to address them, link with peacebuilding. The answers were presented and discussed in plenary.

Inputs and discussions

1) 'Human graph'

The answers to the questions posed in the human graph exercise were the facts that were revealed in this session. The following facts that were presented can be found on http://www.sozialwiss.uni-hamburg.de/publish/Ipw/Akuf/kriege_aktuell.htm and in the Human Security Report: http://www.hsrgroup.org/

Peace & Conflict Statistics:
- 42 conflicts took place in 2007. Per region the figures are: 12 In the Middle East, 12 in Africa, 17 in Asia, 0 in Europe and 2 in South America
- 201 conflicts took place between 1945 and 1997. Per region the figures are: 49 In the Middle East, 52 in Africa, 56 in Asia, 14 in Europe and 30 in South America
- There are 32.9 million refugees or internally displaced people in 1997. Per region the figures are: 9.3 million in Africa, 15 million in Asia, 3.4 million in Europe and 3.5 million in South and Central America and 1.1 million in North America
- 90% Of the conflicts take place in developing countries
- Peace usually last about 5 years on average when there has been a peace agreement (considering peace agreements in the 90'2s).
- The longest peace in the modern times between States is 63 years and is in Europe
- It takes 5 to 10 years to reconstruct infrastructures after war

From these facts several discussions followed: many participants had underestimated the number of conflicts and refugees and had difficulties with definitions of certain concepts that were used in the statistics. Questions were raised on for instance how to define Europe and other regions and why we were only discussing armed conflicts. It became clear out of the discussions how important it is to first agree on such definitions before being able to properly analyse conflicts.

2) Conflicts present in participants' countries and their main impacts

Conflicts in: Serbia, Moldova, Romania, Netherlands, Germany and Italy

- Serbia: internally displaced people (200,000), changed way of local people's life
- Moldova/ Transnistria: unemployment, human trafficking
- Romania/Hungarian: ethnical misunderstanding
- The Netherlands: social conflicts transformed into a religious conflict, tensions in society
- Germany: social exclusion, ethnical discrimination
- Italy: discrimination of immigrants' communities, social exclusion

Main consequences: social exclusion, high unemployment rates, religious conflicts, ethnical misunderstandings, refugees and displaced persons and a changed way of life

Conflicts in Belarus, Armenia / Azerbaijan, Pakistan / Afghanistan

- Belarus: Multicultural community, struggle minority and majority, violation of civil rights
- Armenia and Azerbaijan: Closing borders
- Afghanistan and Pakistan: Mass migration, fear, radicalisation of religious tensions (support by military forces)

Conflicts in Italy, Israel/Palestine, Indonesia, Armenia/Turkey

- Italy: Connected to Iraq: internal social tensions, demonstrations
- Israel - Palestine conflict: internal conflicts, refugee conflicts
- Indonesia: Cultural conflict
- Armenia: issue of Turkish genocide in Armenia, denied by Turkey, lack of foreign direct investments, poverty, xenophobia, psychological problems, lack of mobility.

Conflicts in Norway, Nepal, Armenia / Russia, Germany, Albania, Ukraine

- Norway: indigenous minority group struggled for their own rights. It was however non-violent and in the end they could established their own parliament.
- Nepal: conflict of guerrilla against governments, resulted in: mass murderers, destructions and economic problems.
- Armenia vs. Russia: many refugees, people deprived of their lands
- Germany: consequences of the Second World War were: economical problems, identity problems (& bad international reputation), and loss of territory. >> Positive consequences were: economic reconstruction, model constitution, construction of a new identity
- Albania: conflict between political parties, resulted in total anarchy, military bases occupied and arms sold around Kosovo, economic crash, economic problems, and difficulty in rebuilding democratic structures after the war.
- Ukraine: political conflict resulted in highly unstable political system and a weak economy.

Conflicts in Moldova, Brazil, Israel/Palestine, Morocco/Western Sahara

- Moldova: was under Russian control and declared itself independent in 1991. This resulted into: many problems with the Russians (language barrier), an unsafe environment, i.e. there was Human Trafficking and drugs problems, economic problems
- Brazil: a high level of social inequalities led to: corruption, little sense of safety and fear.
- Israel/Palestine: Territorial conflict. There is an ongoing occupation of Palestine, marked by a separation barrier, which brings: violation of HR, travel restrictions/ immobility, refugees and economic suffocation, structural legal inequalities.
- Morocco vs. Western Sahara: there was an occupation after colonisation, which caused: refugees moving to Algeria, complicating regional power and economic ties.

Outcomes

The learning points for the participants were that they had underestimated the amount of conflicts in general and especially in Asia. Knowing these figures and consequences of conflict also gives more weight to our work as peacebuilders. Both parts of the session definitely raised awareness about conflicts and peace, the difficulty as well as importance of definitions and the existence of different levels of conflicts, e.g. political, religious, social and territorial. Participants additionally learned a lot about the conflicts other people in the group were facing in their own countries and appreciated the space to share their problems. Unfortunately though, the time was too limited to go into depth and to answer the last question of how to link the conflicts and consequences to goals of peacebuilding.

Considering the conflicts participants are facing, the following conclusions were made:

> ➢ Current conflicts in Western Europe, e.g. Germany, the Netherlands and Italy, are social conflicts: there is exclusion or even discrimination of immigrants, economical imbalances, and tensions deriving from religious and cultural (identity) differences.
> ➢ Countries in Eastern Europe, e.g. Moldova, Romania, Albania, Serbia, Kosovo, Ukraine, Armenia and Azerbaijan are mentioned for structural imbalances in politics, economics, ethnical conflicts and also occupation of territories with subsequent refugees and in the case of Moldova human trafficking.
> ➢ The Israeli-Palestinian conflict seems to be most complicated. Trying to categorize the conflict it appeared that this conflict has many layers.

Doreen reminded the participants that conflict is not always negative, but also positive things can result from it, e.g. social change in Norway. What is most important is that we have to deal with conflict in a non-violent way.

§1.2. Developing a critical reflection in working with conflict

Date & time: Wednesday 3rd of March, 9:15- 13:00
Facilitator: Conn Mulvenna

Aims and objectives

- To explore the variety of conflict dynamics faced by participants in their own situations, taking into account the cultural diversity of the group.
- To explore the groups understanding of how methods, strategies and models may help within their conflict situation.
- To explore challenges and lessons from the conflicts we work in
- To develop a shared understanding of peacebuilding and peace education
- To offer learning from the Irish experience connecting concepts of conflict management, resolution, transformation.

Methods

The methods used in this session were presentations and (small) group discussions. The facilitator provided the participants with various stories, theories and models on conflict and peacebuilding, using the example of the Northern Ireland conflict'. Besides sharing personal stories, the faciliator brought in various poems to trigger the mind and give food for thought on the many dilemma's peacebuilders can face. During the entire

session, participants broke up in smaller groups every now and then to discuss the meanings of the presented theories in their own situations, coming back afterwards in plenary to share their findings. In addition, participants filled out the Killmann Questionnaire to explore their own reactions to and perceptions on conflicts and why they were at the study session. Participants were asked to focus on their work with young people in peace building rather than their personal relations.

Inputs and discussions

1) Understanding Conflict

To understand conflict, it is first necessary to know about ways people deal with them:

Avoid them – **Conflict Suppression**

Negotiate agreement – **Conflict Settlement**

Address the causes of conflict and develop new relationships – **Conflict Resolution**

Promote behavioural and attitudinal change – **Conflict Management**

Stop them from happening – **Conflict Prevention**

Engage the wider social political environmental issues in society through and integrated approach – **Conflict Transformation**

When further analysing conflict, there are various theories a peacebuilder can use:

• **Community Relations Theory** • **Principled Negotiation Theory** • **Human Needs Theory** • **Identity Theory** • **Intercultural Miscommunication Theory** • **Conflict Transformation Theory**

Discussion followed on the following questions :

- What does the conflict we work with look like ?
- How would we define our approach to this conflict ?
- What other analyses exist for our conflict ?

This resulted into discussions on how to define a conflict. Participants also made efforts to illustrate different layers of conflicts for instance in Ukraine – political and economic – and Brazil – polical, economic, socio-cultural and historical. Examples of these levels were respectively: corruption, unemployment, lack of access to information and education, inter-group imbalance and exploitation.

2) Ten lessons from peacebuilding in Ireland

1. **Neutrality/Impartiality**: with every conflict we have ourselves adopted a position. Therefore we should **examine how our understanding of our position affects how we do our work.**
2. **conflict is complex and dynamic**: it is always more complex than we perceive and it is always in motion
3. security is an issue that will not go away: We all need to **feel safe at every level of dialogue** that stretches our perceptions of each other. **Security is not a solution**, and increased militarization / policing will not provide long term security in protracted conflicts without dialogue
4. How do we look at peace: Peace the goal to be achieved? Or is Peace be the ongoing process of transforming? How we can **engage people in processes** is up to our creative art and our **willingness to take risks for peace**.
5. **inclusivity is vital for developing transformative approaches**: even if we cannot or will not work with some actors involved in violence, someone has to and we can develop multi-layered links to ensure their voices are heard and their needs are at some levels met.
6. very often we overstretch ourselves as peacebuilders: We do what we can and more. Sometimes it is better to **hold the boundaries of a process** and stick to the areas we can work with.
7. dialogue…dialogue…dialogue. **Keep talking, even when events may discourage us**
8. peace is more political and is too important to be left to plitics and politicians. **There must be a peace dividend that includes social, economic, cultural and political benefits**. Young people have an important role and a vital stake in these developments.
9. Even we speak the same language we often just don't know what the "other" is saying to us. We need to question what we hear and develop the active processes of **checking information across the conflict divide**. How we define our conflicts reflects how we define ourselves and can either open or close opportunities for peacebuilding.
10. **In every violent conflict there are perpetrators and victims. Quite often actors are in both roles at the same time.** Peacebuilding asks us to find a way for both these **voices to be heard**. To bear witness… To develop curious enquiry… To enable opportunities for transformation…

Discussion followed on the following questions:

- How these few general remarks may reflect your understanding of working with conflict, given your understanding of your situation, and
- which other remarks might you make that could contribute to a shared understanding of working with conflict?

In the group discussions on the above questions issues of neutrality and impartiality came forward. Whereas peacebuilders might not always be able to be neutral, they should continue to see the different sides of a conflict. It was stressed that there are different truths and that it is important to communicate your own truth and listen to the truth of 'the other'. The same thing can be interpreted completely different! However, the facilitator made clear that communicating and meeting the other is usually not enough to end a conflict. Conflict transformation is what is needed.

3) Killman Questionnaire

After filling out the 'Killmann questionnaire' participants discussed why and how it is useful to reflect on how you react to or deal with conflict, how you can use a tool like this to create strategies for dealing with conflict and how it can help us in our work. Other questions that were discussed were: to what extent is peace a destination or process and which solutions might stop violence, reduce tensions between groups, develop positive outcomes for all parties or even transform relationships from conflict? The outcomes will be further elaborated on below.

Outcomes
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> ➢ Participants learned about different theories and responses to armed conflicts.
> ➢ Participants thought of how to define the conflict they are working with and which different approaches are or can be taken. They still struggled to define conflicts, but indicated different levels such as political, economic and socio-cultural.
> ➢ Participants could see how lessons learned in one conflict can be useful (or not) in other conflicts or contexts. And by discussing the content of the lessons they agreed that there are different truths that should be communicated and listened to, in order to create dialogue.
> ➢ Discussing the conflict styles participants realized that different styles can be appropriate for different situations and that people don't have just one style of dealing with conflict, but that the style depends not on personality, the situation, the people involved in the conflict and the role you are in. Furthermore all recognised that you need think about what is the best way to deal with conflict in a certain situation before you act.
> ➢ Participants reflected on how they perceive peace as both a process and destination and what is needed to stop violence and change the existing situations. Dialogue and increasing contact and understanding were thought to improve situations, but it was difficult to make a concrete or step-wise plan that can be applied in different conflicts.

Participants recommended having less discussion groups, since this disturbed the flow of the session sometimes. The theoretical approach was seen as very informative and useful. And it raised curiosity on how they can apply these theories and models (topic of next day). One of the participants wrote:

"The session was successful; there was a good group discussion, and the self assessment test was helpful in thinking about our own personality and how we react to a conflict situation."

§1.3. Transcend and Beyond… or the story of "Both and Plus"

Date & time: Wednesday, 5th of March, 9:15- 13:00
Facilitator: Andra Tanase

Aims and objectives

- To gain a deep understanding of the concepts of conflict (including life cycle), violence and peace and how they interrelate
- To understand how structural, cultural and direct violence can be transcended and what are some options for intervention.

Methods

The facilitator used various pictures, stories and a video to illustrate and clarify the theories she presented. She presented a few models, followed by discussion groups where people could reflect and exchange experiences and ideas and share the main outcomes in plenary afterwards.

Inputs and discussions

1) Personal qualities of a peacebuilder

The first points of discussion was what behaviour and attitudes or what skills we need as peace-builders. The facilitator illustrated how learning and qualities can be divided into three categories: values and attitudes; knowledge and understanding; skills, tools and methods, see also the figure below.
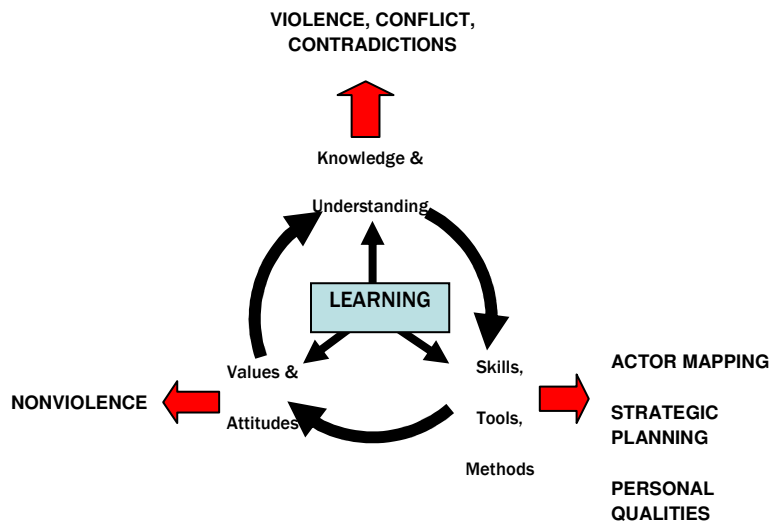
She also stressed that a peacebuilder needs to have both a **frog's view**, paying attention to details, and a **bird's view**, seeing the whole.

Participants were asked to sit in small groups and draw a portrait of a peace-builder, looking at what a peace-builder needs to have in his mind, heart and hands.

The characteristics and skills summed up were:

Head - Open minded, creative, self-aware, strategic, being literate, balance, consistency, knowledge of international politics, general understanding of peace and conflict, being culturally sensitive, idealistic, having dreams but being pragmatic, thinking of solutions for problems, sensitive, active listening, cleverness.

Hands - 'open-handed', communicative, 'having wings', having many hands, turning neck, big eyes (see many things), big ears (hear, pick-up many things), helpful/ reaching out, joyful, creative, taking initiatives, stay with two legs on the ground.

Hart - teamwork, Patience, Strength, Persistence, visionary, understanding, respectful, (heart) driven, motivated & enthusiastic, hope, volunteerism, passionate, dedicated, emphatic, belief, optimism.

Discussion

In the plenary discussion participants came up with various things that could influence or provide the above skills and qualities: family, friends, school/education, work experience (success and failures), travels, movies, art, network, working inside a conflict, observation, media, workshops, city, intercultural exchange, nature, society, books, religion, non-formal education, gender differences,

More discussion came up after a video about a Palestinian and Israeli member of 'combatants for peace' and their perception on the conflict and what they as former fighters can do for change. The video elicited a debate about how the media can influence people's opinions and how it can depict a situation in a certain way. Participants felt inspired by the Palestinian who lost his daughter and became a peace activist instead of continuing to try to solve the conflict in a violent way.

2) Defining conflict and violence

With these figures, the facilitator raised the issue of how conflict and violence are often perceived as interrelated, but do not necessarily have to be so. In the figure the left circle stands for conflict and the right one for violence. It is our challenge as peacebuilders to try and move towards the figure below in which conflicts are taking place, but with violence only taking a small role and not as so often perceived as a way to solve conflicts.
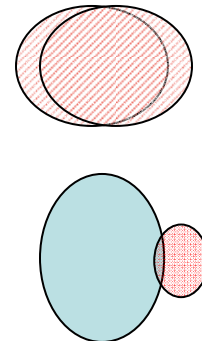
Participants were asked to think about different situations of conflict with and without violence. It turned out to be more difficult than expected, showing the participants how easily we connect conflict with violence and how important it is to separate them.

3) Models to analyse conflict

This model was used to understand how conflict and peace interrelate:

Violence Triangle (ABC)
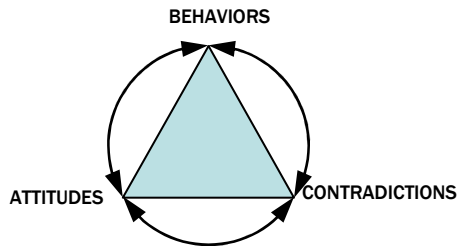
In order to clarify the different types of violence, peacebuilders can use this model:

Discussion

After explaining the above models the participants brainstormed about attitudes, behaviours and contradictions within a culture. Often one can only see behaviours; the attitudes are less visible. Fear, distrust, misunderstandings, ignorance and envy are all attitudes that may not be so obvious.

Contradictions in turn were explained as fault lines that can divide people and be a cause for conflict, such as:

- Gender
- Generations
- Politics
- Security
- Economy
- Social structures

4) Model for Conflict Transformation: Transcend

Elaborating on the discussion above, the facilitator moved on with the issue of how conflicts can be perceived and resolved in different ways. Especially in war situations the perceptions of the conflict are often black and white. How can we transform a conflict in which parties seem to have opposite interests?

The Transcend model below can help understand various approaches to conflict and work towards a transformation that works out well for both parties equally.

Possible Outcomes of Conflict Resolution
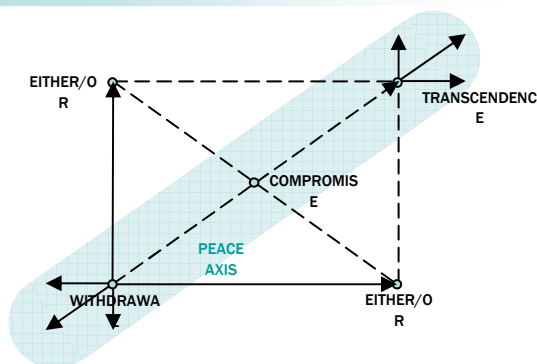
To illustrate the model and experience it themselves, participants were asked to discuss in different ways how to resolve a conflict between two children who both want one orange. Having discussed various scenarios, they could place them in the model and see if they were either-or, withdrawal, compromising or transcending solutions.

Some examples of the scenarios were: dividing the orange (compromising), one child or both leave the orange (withdrawing), they throw a coin and one gets it (either-or) or they grow an orange tree (transcend). Interesting was that selling the orange and buying two apples can be seen as withdrawal (both leave the orange, although that is what they want), or as transcend in case the underlying motive was not to get the orange, but to get an apple. In that case both parties get what they want.

5) Different types of violence

When looking at violent conflicts, it is crucial to understand the different levels at which violence can take place. The facilitator here pointed out the differences between **direct, structural and cultural violence** and that often only direct violence is visible, 'the rest of the violence iceberg is under the water surface'.

Violence Triangle (DSC)
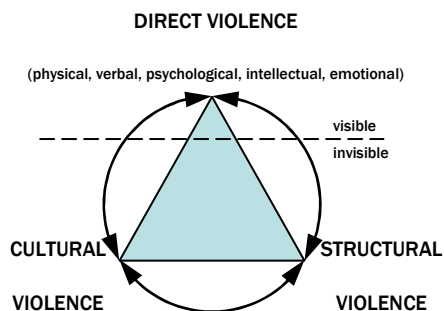
"It's just the tip of the iceberg".

Participants discussed examples of structural and cultural violence and how to deal with these different levels in small groups divided along the following topics: Gender; Minorities/social exclusion: Hungarians in Romania; Israel-Palestine; Armenia-Azerbaijan; Religious confrontation; Poverty and society: Brazil.

Some outcomes of the group discussions were:

- One group identified ways to deal with the different types of violence:
    - To decrease direct violence > equal participation should be increased
    - To decrease cultural violence > art can help to address equality values and promote positive attitudes towards equality
    - To decrease structural violence > one can lobby and teach/educate

- Another group applied the framework of different types of conflicts to indicate who or what can help to decrease direct, cultural and structural violence at various levels:
    - Political level: laws
    - Social level: peers
    - Economical level: WTO
    - Historical level: social and historical scientists

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- The group Israel-Palestine did an actor mapping and gave examples of structural violence (occupation), cultural violence (inequality in law regarding Arabic people) and direct violence (terrorism). The following actors were identified:

Palestinians:	Israeli	International Community
- Israeli citizens, stayed in 1948 - People who live in occupied Territories, since '67 war - Refugees in Jordan, Syria, Lebanon - Political parties	- Inside Israel - Diaspora - Political parties	- States: e.g. Arab states, Germany, USA, UK, France - INOG's (UN, EU) - NGO's

Outcomes

The most important learning points were:
- ➢ With the frog's and bird's perspective and the portraits it became clear what abilities a peacebuilder needs
- ➢ Attitudes and behaviour can influence and contradict each other.
- ➢ How to analyse approaches to and outcomes of conflict
- ➢ How conflicts can be transformed into a win-win situation for all parties, using the Transcend method
- ➢ It became clear what direct, structural and cultural violence means and participants became aware of the fact that the latter two are often not visible and how they are related to each other.
- ➢ Participants also learned to better understand the different levels and perspectives to the conflicts they are facing themselves

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Theme 2: Exchanging & Exploring Applicability

Having reflected on the various theories and models that we can use in working with peace and conflict, this second theme focused on the application in our work and daily lives. Besides looking into theories, this part of the study session was meant specifically for sharing the participants' experiences with each other and exploring how we can learn from each other and use different methods and ideas in our own contexts and as such improve our work.

For this, first of all a tool was introduced to analyse strengths and weaknesses as well as threats and opportunities in youth peace work, the SWOT analysis. Afterwards participants were given the opportunity to present their own ways of working to each other through best practices workshops.

§2.1. Transcend and Beyond. Or the story of "Both and Plus"

Date & time: Wednesday, 5th of March, 9:15-13:00
Facilitator: Andra Tanase

Aims and objectives

Understand what the Strengths and Weaknesses are of a young peacebuilder and what she/he can face in her/his working life, in terms of Opportunities and Threats.

Methods

The participants are asked to brainstorm on Strengths, Weaknesses, Opportunities and Threats (SWOT). The things that come up should than be placed in a graph with four columns.

Input and discussions

In plenary participants discussed the SWOT analysis, sticking post-its in the various columns on a graph on the floor. When it was unclear when something is an opportunity or strength and a weakness or a threat, the facilitator explained the difference:

- Strengths are attributes of the organisation (or person) that are helpful to achieving an objective.
- Weaknesses are attributes of the organisation (or person) that are an obstacle to achieve an objective or are even counter-productive
- Opportunities are external conditions that are helpful to achieve an objective.
- Threats are external conditions that are an obstacle or counter-productive to achieve an objective

A major topic was which methods are best suitable to apply in youth peace-education.

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Outcomes

Two main things came out of the discussion on the Strengths, Weaknesses, Opportunities and Threats: First, participants became inspired to try to establish a set of Best Practices for peacebuilding, in order to find out which methods are best suitable. Second, they became aware of the importance to work together and got motivated to cooperate as a team in the future become and involved with UNOY Peacebuilders. In a network people can cooperate, while they still keep their freedom as a separate organisation. They also agreed that capacity building is a very important aspect in peacebuilding and that this could be a great opportunity to create sustainable effects.

In conclusion, it became clear that the participants preferred to discuss opportunities rather than threats. This also showed one of the great strengths of youth in peacebuilding; the future-oriented approach, creativity and dynamics that come with a young age. At the same time, participants realised all too well how many threats also come with this young age such as the high turnover of youth in organisations and the lack of professional capacities and skills, making it difficult to ensure the effective sustainability and continuity of our activities.

§2.2. Participants' Best Practices

Time: Wednesday, 5th of March, 16:00-17:30

§2.2.1 Prejudices reduction & Diversity

Facilitator: Anna Demidova

Aims and objectives

- Educate young people to respect and value others
- Analyse how and why we make certain judgements, in order to changing one's future attitudes and behaviour in everyday life
- Confront harassment, intimidation, and all other harmful actions taken against a person due to racial, sexual, physical, or religious considerations
- Resolve tensions within and between groups

Methods

Different active excersises were used, to make people think about their identity and how they identify others and use prejudices.

Inputs and discussions

With various exercises the participants were triggered to reconsider their personal group identity and perspectives towards other groups. With one exercise participants were asked to put up their hands when a category was mentioned they felt they belonged to and afterwards to name words that they associated with a group that neither you or the other was part of. In another exercise participants were asked to tell each other what

they hate about a group they both belong to and after that what they loved about this group.

The exercises generated quite some discussion, for instance on whether participants were trying to block our prejudices. One participant remarked that the tendency to do this is probably bigger when you know the other belongs to the group you are talking about, rather then when the person doesn't. It also came out that it was easy to think of with positive or negative words about groups where you don't belong to versus groups to which you do belong. Additionally, participants discussed about how we learn to make these associations and that people categorize differently. For example, when do you define someone to be rich, or religious?

Outcomes

Besides having raised the participants' awareness on their own sense of group identity and prejudices, they learned about exercises you can do with youth the trigger these discussions. With this participants also realised how important it is to first analyse our own prejudices before educating other youth about theirs. It was unfortunate though that there was too little time to see how we could reduce prejudices.

Website reference : www.ncbi.org

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§2.2.2. Twelve islamic values in peace education for youth

Facilitator: Irfan Amali

Aims and objectives

- Find peace within ourselves
- Identify the challenges for peace
- Show 'a way to peace' (what's needed for peace)
- Give an overview on peace education (with Indonesia as an example)
- Show that Islamic values and the values of Council of Europe values overlap
- Inspire participants to implement these values in their countries with some modification based on their culture and context.

Methods

Through exercises and discussion, Irfan introduced the method he created for peace education in Indonesia. In this method he uses twelve values of peace, which he has related to twelve values of Islam, in order to make it more suitable (and easily accepted) for the Islamic community he works with. Besides the twelve values, Irfan presented three exercises with which he seeks to work on these values with youth.

Inputs and discussions

1) 12 Islamic and European values that can be used to…

Find peace within ourselves	Overcome challenges	Find (a way to) peace
1) Accepting ourselves 2) Eliminate prejudices	3) Ethnic diversity 4) Religious diversity 5) Sex diversity 6) Economic status diversity 7) Gank	8) Understanding diversity 9) Understanding conflict 10) Rejecting violence 11) Recognizing the mistakes 12) Give forgiveness

1) Three exercises:
- Games in which we experienced that cooperation leads to peaceful relations and non-cooperation and destroying each other works leads to conflict, frustration and negative results.
- The 'glasses tower': two groups have to built the highest tower with glasses, and each team have to try to destroy these with paper balls. After this the participants have to built the tower together. In this way we see that it is easier to build a high tower if we cooperate.
- Through an exercise with balloons participants are asked to think about stereotypes they have of Islam and if they are true.

Outcomes

Participants learned about new approaches to peace education and were inspired to use this in their own work. Ideas came up for a possibe project for follow-up on this topic to translate the module in English and implement it in European coutries. Participants felt that it would have been better to have more time for the workshop, to learn more about this topic as it was highly interesting to them

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§2.2.3. Human Rights Education and Humanitarian Assistance

Facilitator: Christiana Galvão Ferreira de Freitas Leitão

Aims and objectives

- Show the importance of the role of young peace-builders in advocacy for the promotion and protection of human rights within humanitarian assistance.
- Provide the participants with specific tools on how they may provide the affected communities with Human Rights Education sessions, in order to raise awareness of their basic/indivisible rights, based on their specific needs.
- Provide the participants with an overview of different lobby strategies they may implement in order to pressure the authorities and governments to fulfil gaps towards the implementation of human rights.

Methods

Presentation and discussion on advocacy and lobbying strategies for the promotion and protection of Human Rights (HR) within humanitarian assistance

Inputs and discussions

Christiana explained how Human Rights are part of peacebuilding, why it is important to lobby for this and how to do that. She asks the participants to think about how to create a universal culture on HR and to be aware that there are different approaches to HR.

Participants discussed how to include HR goals in the activities within their organisations and what the relationship is between their organisations and the government.

1) Input about lobbying:

- Different types of Lobbying: pressuring authorities and governments to fulfil gaps towards the implementation of human rights. Questions from the group: what can we concretely do on campaigning?
- Lobby Strategies: both at international and national level, how to recognize the influences in your society on your government's different interests.
- A participant from Moldova gives an example from his own country; the problem of corruption within the governmental authorities. This triggers a new debate on how to reduce or to struggle against authorities' corruption. After the debate the participants agree on the need to raise citizenship's awareness, so that they feel they are stakeholders in the decision making process, at least on a level that enables them to have more influence on the decision making process.

2) Practical tips for lobbying

- Letter writing: several suggestions about how to address governments, e.g. be careful with the length of letters, stress benefits for the government and be polite.
- Telephone Contacts: Christiana gives examples on the correct phone calls along with tips regarding how to approach governmental institutions.

Participants discussed about the need to raise the awareness of citizenship in those countries where human rights are often violated.

Outcomes

After discussing relationships with governments and peace organisations, participants discovered that visions and positions vary across the countries of the participants. Participants concluded it is important to identify the actors involved and to figure out how they can be involved in the process of lobbying. It is also important to try to involve as many actors as possible in the process of respecting HR. Christiana recommends to do research before the lobbying activities, to gain more knowledge on the effects of lobbying.

§2.2.4. Calling youth Leaders to action: sustainability in youth work

Facilitator: Jana Kovandzic

Aims and objectives

- Discuss several acute challenges to Peace and Life on Earth, from the environmental, the social, and the economic point of view. What are the threats, challenges, and what can we do about it?
- Inform people about the Earth Charter, indicate the role that EC may have in challenges to peace on Earth, about the EC Youth Initiative and about youth involvement in sustainability and peace-building projects
- Connect sustainability and peace-building
- Inform people on EC and ECYI, how they can join, start working and form local and/or national youth groups

Methods

Power-point presentation and discussions in small groups and plenary as well as group presentations on the outcomes of the discussions

Inputs and discussions

1) Challenges to life on earth

- Ecological: urbanization, mega cities, cars / transport means
- Economical: food, limited access, resources
- Social: disparity between poor and rich

2) Sustainability and Peace

Participants were asked to define sustainable and unsustainable development, according to their opinions. Afterwards some of the official definitions from the Brundtland Commission, UNEP, WWF, IUCN, were presented.

> *Brundtland Commission defines sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."*

Following these definitions, participants discussed how peace and sustainable development are connected and concluded a clear link exists as both are working towards an improvement of living in present and future societies.

3) Earth Charter Youth Initiative (ECYI)

Here Jana explained about the ECYI and how to get involved, e.g. though the Radio Campaign, monthly newspaper on best practices regarding the EC, and an International Youth-led Publication, called "Youth for a Better World: The Promise of the Earth Charter."

The Earth Charter Youth Initiative (ECYI) is a bold and dynamic action oriented network convinced that urgent action is required to bring about a just, sustainable, and peaceful world. The ECYI is active in over 50 countries and at the global level, with a diverse Membership, Youth Groups, and Partners. The Youth Leadership Team and the International Youth Coordinator offer guidance to the Youth Initiative.

http://www.earthcharterinaction.org/you

Outcomes

- New ideas for follow-up on this topic:
  Share the organisation profile and the and if possible work more on the sustainability of participants' organisations and activities
- Suggestions for improvement of the session: more time for sustainability issues
- Learning points: increased knowledge of relationship between peacebuilding and sustainability, Earth Charter, ECYI and how to get involved.

§2.2.5. Power Chairs

Date & Time: Wednesday, 5th of March,
Facilitator: Adi Maoz

Aims and objectives

- Recognizing the power existing within a group and the role you play as individual
- Open the power relations existing in the group
- Recognizing your position and responsibilities as an oppressor or as an oppressed attempting to create a change in society
- Battling oppression and racism within a group
- Enabling participants to bring up conflicts that they deal with in their societies

Methods

The workshops started with an experiential learning exercise that was followed by discussion on the issue of politicisation of identities, power relations and your personal role in groups.

Inputs and discussions

1) Experiencing power relations

Adi introduced an exercise about the politicisation of identities: creating links between the identity of individuals and those of social groups on the one hand and between oppression that groups direct towards others and oppression that is directed towards them on the other hand. In the exercise 'power chairs' the participants were asked to create a static picture of 6 chairs, a table and a bottle of water, so that one chair has the most powerful position in their picture. When there were no more people who wanted to change the picture they were asked one at a time to put themselves in the picture at the position that they thought was most powerful.

2) Discussion on definitions/perceptions of power and your personal role.

The participants talked about the different scenes that were created and how they could see that someone can have power in different ways. For example, when the chair is on the table she/he has an overview, but when the chair is behind the table that lays horizontal it can be a shield and the chair is protected, whilst the others are not. It was noted that all saw the bottle of water as something that belonged to the most powerful one. Participants also did not only put one chair in the most powerful position, but started to create more power relations between the different chairs. When they had to place

themselves in the picture some changed as the power relations differed when someone else came in.

Outcomes

In conclusion participants realized that there are different ways to have power and that notions may vary between cultures. However, the whole group perceived the resource water as powerful. Participants said they were inspired by what others changed in the pictures, which made them think of new ways to change the picture. The silence also helped here. All agreed that this exercise is a useful tool to think about power relations and easy to apply in all kind of contexts.

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§2.1.6. Communicating your reality

Date & time: Wednesday, 5th of March,
Facilitator: Milad Vosgueriat

Aims and objectives

- Introduce models of non-violence
- Explore exercises and strategies to work on non-violence with youth
- Exchange experience when working on non-violence in conflict situations

Methods

Interactive exercises, poems, quotes, presentation and discussion

Inputs and discussions

1) Exercises for creating trust and non-violent atmosphere

To start, Milad presented various exercises to create trust and intimacy and warm up on the issue of conflict and non-violence. In one exercise for example a person stood in the middle of the circle and let him/her self fall down. The ones in the circle had to catch him/her and push him/her towards others. With another exercise participants were asked to connect 9 points on a paper with four lines, see below. With the solution of drawing the lines past the dots, Milad illustrated that it is sometimes good to step out of the conflict and look at the conflict from a distance. Other solutions spring to mind when you step out of the situation for a while.

Thinking outside the box…
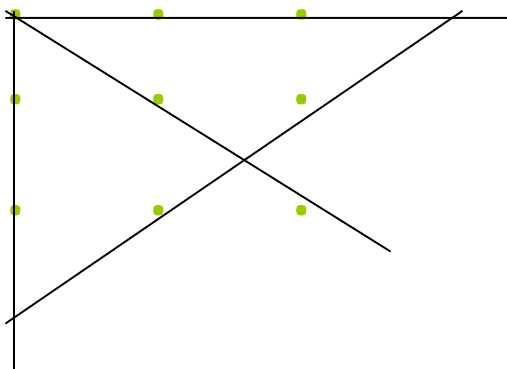
Afterwards Milad read a poem that is called "Words are windows (or they are walls)" and explained that by choosing certain words we can escalate or deescalate conflict. Choosing words carefully is, therefore, very important. This is true in all forms of communication and especially in conflict. One should always be aware of the consequences of his or her words.

2) Models of Non Violence

Milad shortly introduced the RRCA model; Read, Reflect, Communicate, Act and how it can be used in communication in times of conflict. When you are aware of your own thoughts and behaviour (read & reflect) it is easier to communicate and act in a more peaceful and 'wall-breaking manner'. If you are able to resolve inner conflicts, you can communicate in a more peaceful way. As a Palestinian, Milad said he finds it very important not to let the hatred control him, but always try to communicate in a constructive and positive way; "breaking the walls, instead of building them". He introduced the Non-Violent Communication (NVC) model shortly which will be further elaborated on below under the NVC skills workshop.

Applying this model in his work with youth, Milad makes use of quotes and poems to open discussions. To demonstrate this exercise, he gave the participants a quote to discuss:

"The most remarkable miracle is not the transformation of water into wine, but the transformation of an enemy into a friend."

In the discussion the question was raised to what extent we can use religious texts in our work? Some participants agreed that such texts are highly useful in peace work as they adhere to youth inner values and feelings of spirituality, bringing them to inner peace. At the same time we should be careful to use religious words appropriately and be sensitive to other non-Christian or non-religious contexts.

Outcomes

The participants were impressed that Milad chooses to be non-violent while living in such a violent situation and context. As one of the participants said:

"In encouraging youth to also communicate in a non-violent way and reflect on their thoughts and behaviour and what their consequences are,
Milad is making an important difference."

Theme 3: Developing Practical Skills

With the third theme participants had the opportunity to build their capacities in a more practical sense with skills they render important when working with youth on peacebuilding. Before the study session, participants had been able to indicate in the application forms their preferences for workshops on practical skills, which were hence adapted to the participants' needs. Thursday morning six practical skills workshops took place of 1,5 hour each. Participants could sign up for two workshops and afterwards came back in plenary for a mid-term conclusion.

§3.1: Human rights education

Date & time: Thursday 6th of March, 9:15-11:00
Facilitator: Annette Schneider

Aims and objectives

- Deepen understanding of human rights issues
- Explore the effect of human rights violations
- Explore ways to educate youth on human rights

Methods

Experiential exercise on the effects of human rights violations and interactive discussion

Inputs and discussions

In the exercise 'Taking a step forward' all participants got a sheet of paper with a character on it, such as refugee, disabled person on a wheel chair, a daughter of the American ambassador etc'. All stood in one line while sentences on various opportunities in life and society were read out loud. Only when the sentence applied to the character on the paper a participant was holding, that participant was allowed to do a step forward. Afterwards small group and plenary discussions followed.

It was discussed how the people that could move forward felt and if they looked back versus how the people that couldn't proceed felt.

The main issues discussed were:

- What are human rights and what is the definition of Human Right Education (HRE) by the Council Of Europe,
- What is HRE for us,
- Preventing human rights violation
- Raising awareness on human rights
- Differences and similarities with 'peace education'

Additionally participants discussed how they develop(ed) HRE in their own work and the challenges that are involved in it. It is important to identify target groups and their needs. Working with the government and being powerless (or pessimistic) is also a challenge, as well as lack of education. A strategy can be to work with famous people, spread information to all regions and develop human rights manuals that are relevant in a community context.

Outcomes

The 'one step forward' exercise visualised who can fulfil his/her human rights according to the different positions they had in society/world. The characters that came from high socio-economical backgrounds had most of their rights/opportunities realised as apposed to those that came from low socio-economical background who are subjected to discrimination.

§3.2: Mediation

Date & time: Thursday 6th of March, 9:15-11:00
Facilitator: Conn Mulvenna

Aims and objectives

- To introduce participants to a mediation process.
- To clarify a 5-step process to Mediation
- To draw out awareness of the interplay of Relationships, Issues, Behaviours and Feelings when dealing with conflict

Methods

Presentation, a small excersise and group discussion.

Input and discussions

1) Introductory exercise

In the excersise three groups got a different assignment; one group had to take the chairs out of the room, one had to put the chairs in a line and one had to put the chairs in a circle, without talking.

2) Presentation of 7 steps in a mediation process

1. Prepare the ground	**5. Generate ideas and options**
2. Invite the parties	**6. Agree on action and declare**
3. Develop a conversation	**7. Evaluate**
4. Identify the issues	

Some important notes that came out of the discussion on these steps were:

- The process is **not linear**; it can go back and forth!
- Before you start a mediation process you really have to **reflect** on whether mediation is the best suitable mean to a solution. Sometimes mediation will not work – for instance when one of the parties is not cooperative or feels unsafe because of the mediator.

- The **mediator** should be impartial and equally available to both parties. In most cases it is best to have two mediators because they can help each other in keeping their neutrality and they can evaluate the process together.

- ▪ **Reframing** is one of the most important things to do. In conflict situations people tend to speak blame each other. A mediator should be able to reframe these messages into de-personalised messages that clarify what the person wants.
- ▪ Questions you can ask to explore what somebody really wants are always "**open questions"** and start with: how, what, why, who, where.

Outcomes

Though participants did not have sufficient time to practice skills, they gained more insight in the process of mediation, the difference with arbitration, and important aspects of mediation such as checking if it is suitable, needed, going back to an earlier phase when there is a stale mate and using reframing.

§3.3: Youth Participation

Date & time: Thursday 5th of March, 9:15-11:00
Facilitator: Doreen Vorndran

Aims and objectives

- To raise awareness about challenges and opportunities to work with youth
- To exchange approaches and develop tools to increase continuous youth participation in our NGOs

Methods

Presenting a model and theory, discussing and brainstorming on youth participation and mobilization.

Input and discussions

1) Aspects of participation and challenges in our work:

- Planning
- Implementation
- Decision making
- To be active citizens
- Participation in policy making

2) Discussion on age

In the discussion on what age and the term 'youth' means for us it turned out that the range used by the different organisations represented by the participants was from 12 to 40. Also participants discussed what are important 'points in the development' of young people, such as identity, peers, physical changes, education and information.

3) "Roger Hart'z Ladder participation approach"

After an introduction of the approach below, participants pointed out the run of their organisation on the ladder.

Needs of young people	Interest

Strategy	Goal	Leadership

Team building	Communication

Communication

- Monthly meetings
- Informal meetings
- Keep to cal point to point
- Religious institutions
- Schools
- Mother
- Social worker
- Involving the networks
- Theatre on the streets
- Tournaments
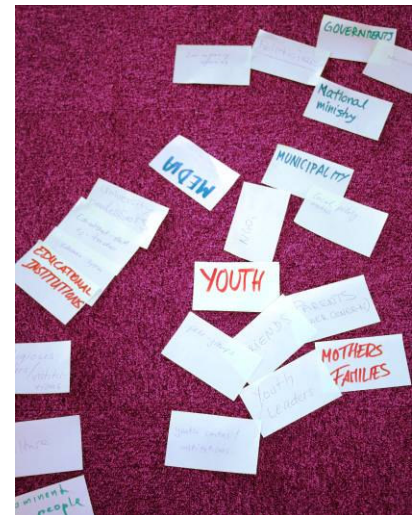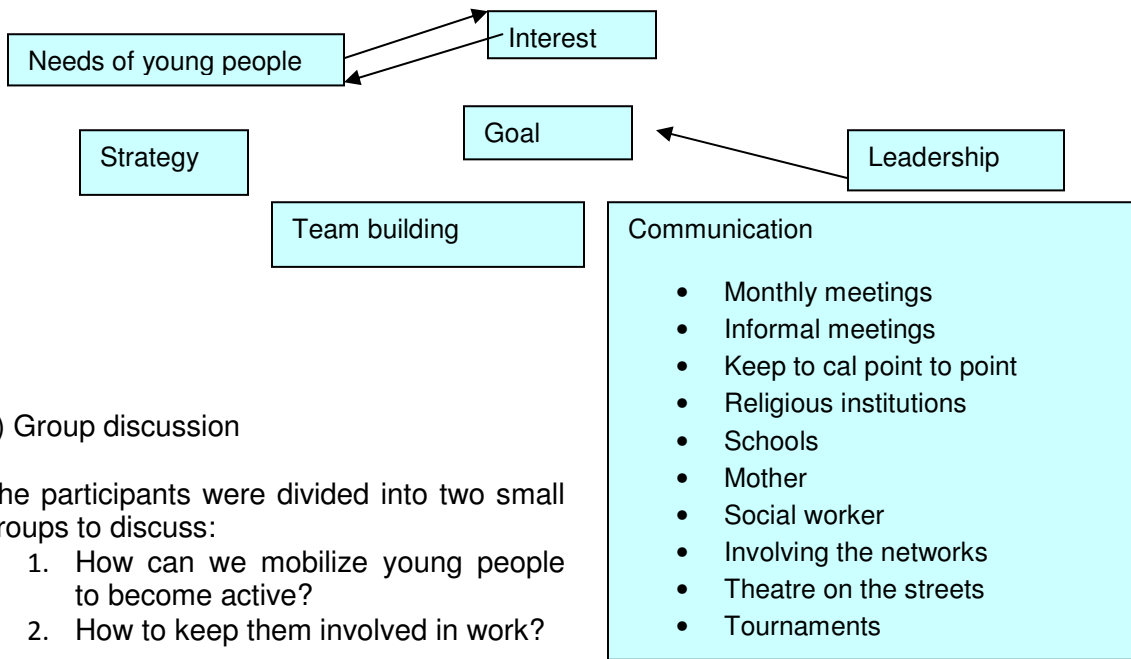
4) Group discussion

The participants were divided into two small groups to discuss:
1. How can we mobilize young people to become active?
2. How to keep them involved in work?

Particular attention was given to youth that are not already structured, e.g. marginalized youth not in conventional education structures, youth groups et cetera. In plenary everyone reported on what they summed up as possibilities to mobilize young people and keep them involved.

Outcomes

Participants learned how to make their work more 'youth-participative'. It was agreed that it would be useful to have assessments on which methods of youth participation are more successful than others and why and share ideas on youth participation.

Participants came up with a scheme on how to keep youth involved:

Communication

- Emails
- Frequent meetings
- Outdoor activities

Incentives

- Peace promise
- Ownership
- Social groups
- Framing- levels

Identity

Responsibility	Opportunities to grow
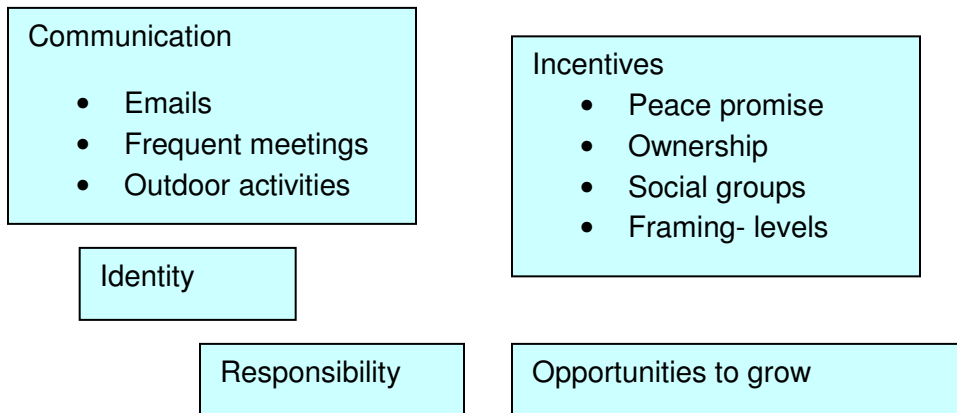
§3.4: Advocacy and Campaigning

Date & time: Thursday 6th of March, 11:15-13:00
Facilitator: Lillian Solheim

Aims and objectives

- Motivate and encourage youth to advocate for a Culture of Peace.
- Increase the participants' advocacy and campaigning skills
- Learn how to :
  - Create an advocacy strategy;
  - Identify causes and consequences of the main problem
  - Identify the relevant actors by completing a stakeholder mapping.

Methods

Presentation, small group exercises (e.g. Problem Tree analysis, Actor and Stakeholder mapping), using methods for defining the issues, causes, consequences and actors related to youth and a culture of peace.

Inputs and discussions

1) Definitions and types of advocacy, campaigning

Advocacy… *is the act of pleading or arguing in favour of something, such as a cause, idea or policy and in an ongoing dynamic process.*	***Campaigning…*** *is raising awareness through gatherings, public activities an PR- campaigns amongst the general public on issues of concern to the member of*

Types of the advocacy:

- o Lobbying
- o Network for your cause
- o Using the media to raise public awareness
- o Mass publication

2) UNOY Peacebuilders advocacy history

Lillian explained briefly UNOY's advocacy history, which includes Youth Advocacy Team (YAT) in 2005, 2006 and 2007. YAT is an international group of youth led by UNOY's international secretariat, which engage in lobby activities at the international levels, such as the UN and EU. The conduct the following activities: background research on countries and representatives; create the message; campaigns; advocacy visits.

3) Steps for planning an advocacy project

- ➢ SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).
- ➢ Be clear about your issue and facts
- ➢ Set a policy goal
- ➢ Write a position paper
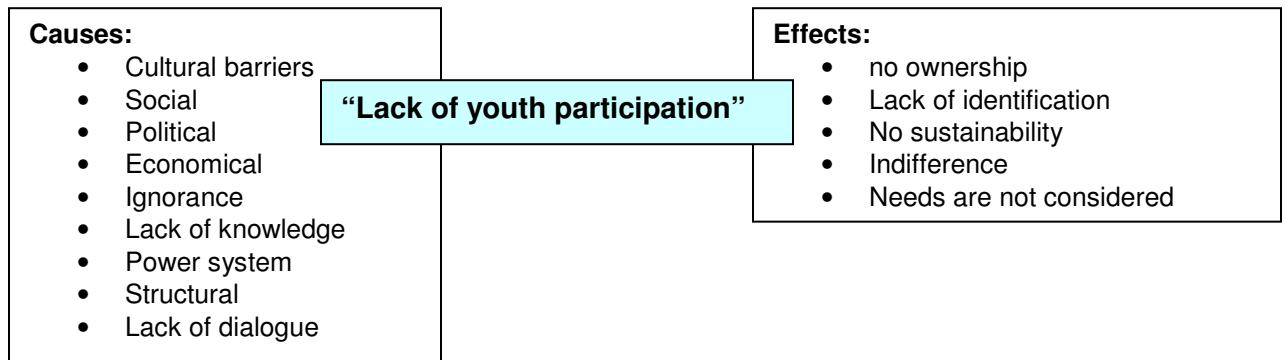
How to write a two-page **position paper**:

- Define the issue
- Provide background information
- Clarify youth organisations aims
- Explain challenges to the cause
- Make SMART Recommendations:
- Identify whom to contact
- Identify how to contact: written; formal meeting (face to face or via telephone); Informal meeting and networking; campaign
- Send a Thank You note
- Follow up

> ➢ **S**pecific
> ➢ **M**easurable
> ➢ **A**ttainable
> ➢ **R**ealistic
> ➢ **T**ime bound

4) The problem tree exercise

In a problem tree the middle presents the main problems, the top the effects and on the roots you can find the causes of the problem.

Using this problem tree, participants discussed the problem:

Causes:
- Cultural barriers
- Social
- Political
- Economical
- Ignorance
- Lack of knowledge
- Power system
- Structural
- Lack of dialogue

"Lack of youth participation"

Effects:
- no ownership
- Lack of identification
- No sustainability
- Indifference
- Needs are not considered

5) Actor & Stakeholder mapping.

For the issue on youth participants, the following actors were identified:

- Youth leaders
- Mothers/family
- Friends
- Local policy makers

- Decision making agencies
- EU/EC
- Relatives
- Politicians

- Educational institutes
- Universities
- Peer groups
- Youth

- Religious leaders
- Prominent leaders
- Culture
- Youth centres/ institutions

- NGOs
- Media
- Law enforcing agencies
- Municipality
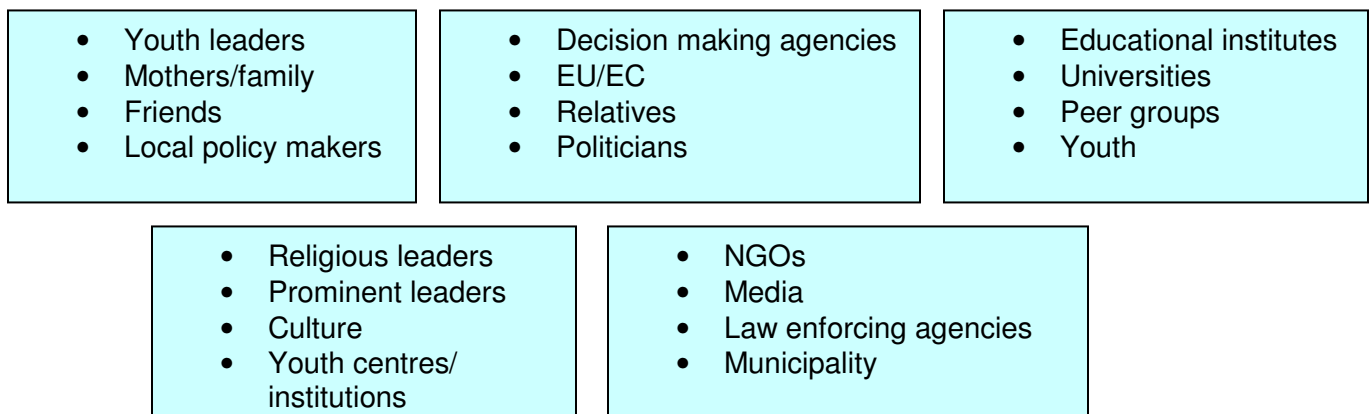
The above-mentioned actors were then mapped into different groups e.g.: putting municipalities, ministry of youth and government institutions together and understanding the manner in which they link to each other.

Correspondingly we discussed how the actors should be, or can be, approached in different ways e.g. formal vs. informal methods of advocacy.

After the actor mapping exercise all the participants participated in a role-play about the advocacy campaign by young peace builders and with a young new elected minister. A discussion of the difficulties faced and challenges were raised. The participants learnt how important it is to be well prepared.

Outcomes

The participants learned basic advocacy skills, such as how they could discuss their issues with the decision makers. Helpful for this were also the handouts on advocacy resources and checklists. They found it difficult to advocate e.g. due to structural and cultural barriers but "very necessary". They would like to read and distribute the soon-to-be published 'Youth Advocacy for a Culture of Peace: A reflective guide for action in Europe' for further ideas and new projects on advocacy as some kind of follow-up.

§3.5: Project Management

Date & time: Thursday 6th of March, 11.15-12.45am
Facilitator: Doreen Vorndran

Aims and objectives

- Explain basic principles of project management
- Clarify what is the project life cycle and its different elements
- Highlight the importance of a good preliminary research for a successful project
- Summarize elements for successful project management

Methods

Before explaining what project management is and which stages there are, these questions were asked to the participants. After that the participants and facilitator built a project life cycle together and participants indicated which stages are the most important. A short presentation on pre-liminary research was given, followed by group discussion and an exercice on SMART objectives.

Input and discussions

1) Project life cycle

The participants indicated different stages as most important ; planning/design, implementation and monitoring/evaluation were all mentioned. Participants also stressed the difficulty to manage a team and to manage the project at the same time. The main ideas to resolve it were to delegate tasks and to have a good communication inside the team.

The following project life cycle was buitl by the facilitators and the participants:
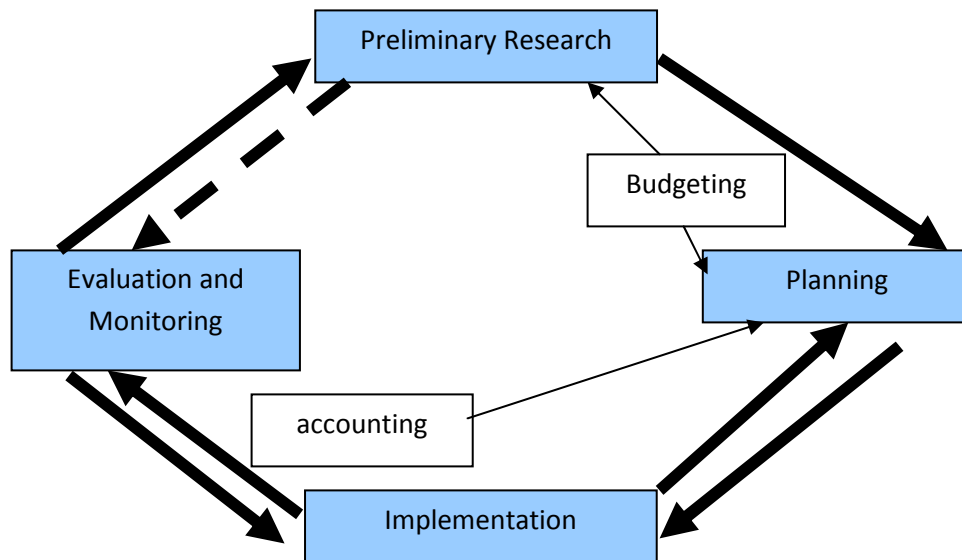
NB: Accountability = Transparency

The participants posted 5 post-it for Preliminary Research, 8 for Planning, 7 for implementation ; 6 for Evaluation, to indicate which stage was most important for them. Altough planning was most popular, according to Doreen preliminary Research is more important. It is fundamental, because it is the least flexible stage and thus more difficult to change and the basis for the whole project.

Outcomes

Because there was limited time the facilitator had to focus on specific points and it was not possible to explore all aspects of project management. It became clear what project management is, which stages there are in a project cycle, why pre-liminary research is important and how to define a SMART objective. Through the exercises and discussion, participants also practiced with the skills of defining and developing a project.

§3.6: Non Violent Communication (NVC)

Date & time: Thursday 6th of March, 11:15-13:00
Facilitator: Marthe Hesselmans

Aims and objectives

- Gain knowledge and understanding of Non Violent Communication models
- Practice NVC skills
- Reflect on the application of NVC skills in participants' reality

Methods

Presentation, excercises and group discussion.

Input and discussions

1) Warming-up exercise on observations, feelings and needs

To introduce participants into the various aspects of NVC the workshop started with a brief exercise in which participants had to differentiate between an observation, a feeling and a need by sitting, jumping and laying down. A brief discussion followed on the differences between needs and feelings and how this can differ from person to person.

2) NVC Model presentation and discussion

The idea of NVC is that by speaking from your own perspective and making clear distinctions between observations, feelings and needs, it will be easier for the receiver of the message to interpret your message and act in a suitable way. This reduces misunderstanding and violent communications. NVC is 'compassionate communication'; empathy to your own and other's concerns, it is important to listen to and express interests without attacking. This enables people to transfer potentially violent conflicts in a respectful way and build mutual understanding.

Marshall Rosenberg developed a Non-Violent Communication model with two parts: empathic listening & honestly expressing. Four steps need to be taken to use the model:

1. Tell about your observation – **When I see…**
2. Tell how that makes you feel – **I feel…**
3. Tell about your needs – **Because I need…**
4. Ask the other person whether he can help you achieve your need – **Would you be willing to…**

NVC can be used in: all sorts of situations: at work, in communities, with neighbours, but also in violent conflict situations, mediation, and diplomacy. A brief discussion followed on the application of NVC in conflict situations.

3) Role play

In this exercise participants got a paper with a role description of two neighbors on it; one was a guitar player who had to practice for a concert and the other was a nurse who needed his/her sleep and had to wake up at 5 AM. A third person had the role of observer. The participants played out three situations: an unplanned conflictuous conversation; a conversation in which the nurse applies the NVC model; a conversation in which both apply the model.

As a result of the role-play participants concluded that people react on each other's emotions; anger leads to anger, non-violence, understanding results in a similar response. It is therefore also important that you not only communicate your own feelings and needs, but also try to understand and name the feelings and needs of the other.

Finally, participants discussed in pairs examples of conflict they experienced in daily life, what went wrong and how NVC was or could have been used.

Outcomes

Participants agreed that NVC is a method that you can use always and everywhere to communicate with people and that it is very useful.

There were some recommendations made to improve an NVC process:

> If this method does not work (it is not always easy) you can ask a third person to use it and facilitate the discussion
> Take some time for reflection before you talk so you can apply the method
> Take time for difficult conversations: agree on when and where to talk instead of starting directly

4 Theme: Rescources & Networking

Having developed peacebuilding skills, this fourth theme aimed at providing the participants with concrete tools and resources they can use in their work. Important here was to map possibilities for youth peace activities on various levels and to look into opportunities for cooperation among the participants and organisations present in the study session.

While networking and exploring cooperation took place throughout the entire session in the many social and informal moments, three programme elements focused specifically on this theme. First of all, the organisations presentation evening on Wednesday was an important session in which participants had the chance to learn about each others' activities through the so called 'speed dating' and 'organisations fair'. First participants exchanged information on their organisations quickly and switched seats, so that they talked with as many participants as possible. Afterwards participants had the chance to present their materials to each other and further discuss their organisations in an open market setting.

Secondly, the consolidating the learning session on Friday morning was an opportunity for the participants to explore concrete possibilities for peacebuilding and how they can cooperate with each other. Here the participants also looked at the various theories, methods and practices that were discussed throughout the week and sought how to apply them on the different levels we work at, e.g. community, regional, national and global. Finally, the Friday afternoon session provided participants with some tips and information on how and with whom to set up projects in the field of youth work and peacebuilding. Both sessions will be further elaborated on below.

§ 4.1 Consolidate the learning

Date & time: Friday 7th of March, 9:15- 13:00
Facilitator: Andra Tanase

Aims and objectives

- To round up the discussions carried on throughout the week
- To solidify participants' understanding of the issues and identify action plans to implement after the Study Session.
- To map existing resources and networks for youth engaged in peace-building a

- To create links for participants to access these resources and networks.
- To identify youth decision making levers and the advantage of youth in working as actors for peace-building and conflict transformation.

Methods

Energizer, interactive lecture, discussion groups on different levels in youth work and presentation to other groups as a news TV reporter.

Input and discussions

The energizer included one-to-one discussions on cultural (and personal) topics, such as being a man or a woman in your culture, something that your grandfather or grandmother couldn't do and something in your culture that would shock the other. Afterwards Andra drew an iceberg and asked participants to brainstorm about aspects of culture that are visible and invisible.

In the main exercise participants were divided in groups to discuss possibilities to act as a peacebuilder at community, regional, national and global level. Participants discussed with which institutions they could lobby and which spaces they could use et cetera. As a next step of the exercise, one chosen reporter for each group presented the main outcomes, resulting in a comprehensive news report.

 The broadcasts raised different reactions. The Berlusconi broadcast is questioned for its objectivity, for example. Andra inquired within the audience and collected reactions to the reported news. Slogans ascended from the audience "Hand in hand for a better land"! Concrete proposals on what one can do as a peacebuilder and were: to organize workshops, sports activities, informal meetings, theatre or dance shows, street activities or 'meeting projects'. One can also lobby and involve 'famous' ambassadors. Suggestions for places to implement such activities were: at schools and universities, municipalities, religious buildings (church, mosque), theatres, cinemas, sport clubs, youth clubs, educational centres.

Outcomes

Following the broadcasts the participants concluded that it is important to distinguish between the different levels at which a peacebuilder can work in order to identify better the needs and opportunities on that specific level. While involving high profile public persons can be useful at national level for instance, it can be more effective to work with local grassroots groups on a community level.

It turned out that most participants tend to focus more on the community level and did not take into consideration for instance the role of business and companies, whereas it may be beneficial to involve them in the peace building process because of their economic power.

§4.2: BBC world "Resourceful Peace"

Date & time: Friday 13:00-17.30
Facilitator: Doreen Vorndran

Aims and objectives

- Provide participants with resources, tips and suggestions for enhancing the effectiveness of their youth peace building work
- Explore good ways of networking (contacts)
- Explore resources and research institutes that can provide high-level content on peace and conflict issues (knowledge)
- Explore good project proposal writing from a donor's perspective (finances and proposal writing)

Methods

A TV show modelled after "BBC world" in which experts or 'panellists' talked about how to run a project, which resources are available, where and how you can get funding and how advocacy may be useful. After each panellist introduced him / herself, there was a session for questions and answers. Panellists were: Andra, Marthe, Lillian, Aaman and Annette

Input and discussions

1) Introduction of panellists

Marthe and Andra: **Resources**
When starting a project, it is important to think about available resources and reflect on what knowledge is out there and how you can contribute.
  ➢ Link up with a network, e.g. UNOY: information & network of experienced people. SALTO (CoE) database on the Internet, trainings and trainers.
  ➢ Youth in Action programme (EU): funds and stimulates cooperation between youth in different countries. Groups, organisations and individuals can apply and there are many possibilities for projects, both inside and outside of the EU. There is an open call throughout the year for some projects and deadlines for others. You can download the manual from the Internet.

Lillian: **Advocacy**
Advocacy is not only lobbying but comes in formal and informal forms and on different levels. UNOY does a lot of advocacy and campaigning and are developing resources that can be used by people who are interested in advocacy. For instance, they are working on a publication of a good practices report, which is a guide to create an advocacy project and will be available soon.

Aaman: **Funding I**
Aaman works at NCDO, which is a Dutch organisation that gives funding to development projects of Dutch organisations. Things you have to do when applying for funding:

  ➢ Check if all information is in your application
  ➢ Give a clear title from which you can see what the project is about
  ➢ Make a clear description, short but complete

> ➢ Make clear who the local partners are, what the track record of both organisations is and how much experience the partners have in working together
> ➢ Make clear how sustainable the project is and who will take care of the project once the Dutch organisation leaves the project.

Annette: **Funding II**
The Council of Europe has 3 million euro per year to spend on youth projects. When you apply for a project, think of the category in which it fits. There are 4 different categories:

> ➢ Category A: international youth meetings of at least 7 members of CoE. Non-CoE members are also allowed to participate, as long as they are less than one third of the total groups.
> ➢ Category B: anything else than youth meetings, e.g. brochures, manuals
> ➢ Category C: administrative grants for international youth organisations.
> ➢ Category D: pilot projects locally run and innovative.

In addition to funding, the CoE also organises trainings for trainers, for instance on diversity and minority youth, HRE for children, leadership & organisation, young refugees. There also is a trainers' pool in which you can find experts.

2) Selected Questions & Answers

Anna Thaenthal to Marthe: "Can you give an example of a project for which you asked for Youth in Action funding?"
Marthe: "a project in which Dutch, Belgian, Israeli & Palestinian youth did a training in peacebuilding skills."
Alex Hakobyan to Annette: "How can we cooperate with the EYCB?"
Annette: "you can ask for funding for study sessions. You can also use the EYCB for one of your projects – as a neutral working space. You will have to ask for availability and pay the costs.
Qaisar Ismail to Aaman: "Can only Dutch organisations apply for funding at the NCDO?"
Aaman: "Yes. But they can cooperate with organisations outside of Europe. When deciding on the application, NCDO looks into the strength of the partner organisation. If this partner is not strong, the Dutch organisation can apply for money for strengthening this organisation."
Andrei to Doreen: "How can non-Europeans find partners?
Doreen: "You can get in contact with 'No Borders' (based in the Netherlands)."
Anna Demidova to Annette: "is the Directorate of youth & sports also responsible for aids/HIV education?"
Annette: "I have not yet seen these kinds of projects but they may fit in HRE education. The subject appears in different frameworks."
Diane Bos to Marthe: "In the Youth in Action programme you can not include salaries – where can we get funding for salaries?
Marthe: "There are some possibilities within Youth in Action → Working through European Voluntary Service (EVS) →you can be a "paid" volunteer at your own organisation. →You can also include money for training and be the trainer yourself. There are also some possibilities in article 4.1 of the programme."

Outcomes

The participants were especially interested to explore the possibilities to start a project. They learned how they can find trainers, what is important in writing a proposal and which organisations can give funding.

5 Theme: Evaluation & Follow-Up

With the fifth theme we came to the end of the study session in which the aim was to enable participants to reflect on the week, draw conclusions and think of how to multiply what they learned here in their organisations and work at home. Additionally, this final theme was meant to give the participants the opportunity to develop ideas and concrete proposals for joint projects to follow-up on the study session and continue the fruitful exchange and cooperation started here.

The entire Saturday was dedicated to this theme, including the development of follow-up plans and strategies, drawing of joint conclusions and the evaluation of personal and organisational learning outcomes as well as the study session in general.

§ 5.1: Follow-up

Date & time: Saturday 8th of March, 9.15- 13.00
Facilitator: Marthe Hesselmans and Doreen Vorndran

Aims and objectives

- Come up with strategies to integrate and multiply outcomes work participants
- Explore possibilities to cooperate among the participants and their organisations
- Present ideas for projects on the topic applicability of peacebuilding in youth work

Methods

Interactive exercises, open space / world café, plenary discussion, personal reflection, presentations and action plans

Input and discussions

1) Needs & Offers Strings Exercise

Participants had to make post-its indicating what they could offer or what they need individually or from the organisation and put them on the flip charts with five topics:

> ➢ Contacts
> ➢ Training/knowledge
> ➢ Finances
> ➢ Technical support
> ➢ Human resources

After a short energizer in which all participants were connected to each other with strings to form small networks, the participants could walk around and read the post-its on the flip-charts. When they saw a need connecting to an offer, they could attach the strings between these post-its so that it became clear who could help who with what. The outcomes of the strings exercise can be found in the appendices.

2) World Café

To come up with follow-up projects there was the so called world café. There were five café's where participants could discuss different topics: Networking; Campaigning & advocacy; Exchange / community work; Training; Anything.

Participants switched themes every 5 minutes, untill they had been in all cafés. Then they picked their favorite one to further elaborate on the issues discussed within that theme and come up with a concrete plan for a follow-up project within that theme, which was later presented to the entire group.

The **follow-up projects** participants came up with were:

Art campaign International Day of Peace

What & How? Drawing contest, publications, common symbol, art exhibition
Who? Anyone interested, coordination: UNOY
When? September 21st (IDoP), art in summer
Where? All over the world

"Recipes for peace" Cook book

What & How? Collect recipes
Who? Anyone interested
When? September 2008-March 2009
Where? All over the world

Training (2 projects)

Summer university democracy and participation
What? Trainers exchange on facilitating
Who? Coalition for leadership & KRIIK & Study Session participants
When? End of August/ begin September
Where? Albania
How? Call for facilitators

Youth training methodology exchange
What? Trainers exchange on peacebuilding& diversity
Who? UNOY partners & others
When? May/June 2009
Where? To be decided
How? Call for best practises, selection. Look for cooperation on workshops. Art, dance, theatre and peer-to-peer education

Preventing social violence at schools

What? Preventing violence based on cultural, ethnic, status or academic differences. Enable youth to step up and protect the threatened. Fighting stereotypes and prejudices.
Who? De-privileged Youth
When? To be decided
Where? Regionally/Nationally
How? Organizing local peace camps and leadership workshops. Other ideas are to make field trips and sell hand-made goods

Finally, participants were asked to think of where they would be in six months, in terms of follow-up activities of the study session, and what steps need to be taken to get there. They could draw a road and indicate the steps and goal there. Doreen called this assignment "my way".

Outcomes

The first exercise visualized what the needs were that people had, but also showed how many things participants could offer. It was also a way to connect people and show them how useful the contacts can be they will get here. During the world café it felt at the beginning as if hundreds of ideas buzzed through the room. Participants appreciated they were given the time to explore the various themes first before focusing on one specific theme and translate the ideas into concrete projects. Also the exercise on drawing 'my way' was valued as a way to reflect participants' vision on their personal future. Still, more time would have been useful to set up more detailed plans. To ensure good coordination of all the projects, the creation of a web forum was suggested which will be set up by UNOY Peacebuilders.

§5.2: Conclusion and evaluation

Date & time: Saturday 8th of March, 14.30-17.30pm
Facilitators: Marthe Hesselmans and Doreen Vorndran

Aims and objectives

- To reflect on the study sesison, its personal and organisational outcomes
- To evaluate the study session and the main learning points
- To make a collective conclusion

Methods

Plenary brainstorm and conclusions; indivdual reflection through filling in evaluation forms; small group exercises to express what the study session meant for participants through a performance, working with a given music style.

Input and discussions

1) Plenary reflection and conclusions

In order to connect the objectives of the Study Session with the learning points of the week the objectives were briefly repeated after which the participants were asked to reflect on: the learning points with regard to reflecting and defining **'peace' and 'peacebuilding'** ; the learning points regarding neccesary **qualities** of a peacebuilder ; what they have **shared** during the week ; themselves as peacebuilders and what **skils** they gained during the week ; what they learned in terms of **cooperation and networking.**

2) Individual reflection

Participants were asked to fill in an evaluation form in silence and write about how they felt during the week and what they learned.

3) Performances

Finally the participants had to express what Study Sessions meant for them, giving a performance in small groups, divided by different music styles: by rock music, modern opera, comedy, ballet and hip hop, resulting in lots of creativity and fun !

Outcomes

Following the plenary discussion, these outcomes were mentioned regarding the objectives of the study session :

Peace: Peace is an inner process and peace is a complex concept, more than the absense of conflict. Participants felt increased awareness on different levels of peace and conflicts.

Neccesary qualities of a peace-builder :
- a peace builder needs to listen, be open-minded and tolerant and repect others
- common effort is essential (working together)
- participants gained inspiration and deeper insights

Peacebuilding: You need general and specific skills for different kind of conflicts. Peacebuilding is a process (step by step). It is more than politics; there are different approaches in peacebuilding. Participants gained a broader perspective on peacebuilding and conflicts (different conflicts, people, solutions etc.) In addition, participants gained insights in the issue of impartiality and the existence that there are different truths.

Participants shared :
- most of all motivation
- strong committment
- creativity, a lot of ideas and new possibilities
- new games to implement, e.g. energizers
- cultural diversity
- team work

Critical Reflection :
– peace as an inner-process
– complexity
– broader perspective of PB & conflicts
– consolidation
– peace-building as a process
– different policies : more than politics
– different approaches
– insights on impartiality and truth in PB

Cooperation and and networking :
- concrete projects
- openess
- good relationships and confidientiality/trust
- meeting each other face-to-face is often more constructive than distant communication
- you are stronger together

Participants gained skills in :
- communication, and finding similitarities in values
- different ways of analysing conflicts
- defining concepts such as peace, conflict etc.
- adaptability (to adapt to others)
- In addition, they learned new methods and got new information

Final Conclusions

Outcomes study session

Regarding outcomes of the session, the team together with the participants drew conclusions on the extent to which the main objectives of the study session were achieved as can be read below. Some results of the study session however, such as the extent to which participants will apply the outcomes in their work, are still in process and can only be properly assessed on a long-term.

Critical reflection: Concepts of peace, conflict and peacebuilding have been analytically assessed and were identified as processes that take place on different levels, not just the political level. Discussions showed that participants have different understanding on what is conflict and that it is highly important to take into consideration the various perspectives and approaches to conflict transformation. Participants said the discussions gave them major insights on the challenges of peacebuilding, for instance how to deal with the issue of impartiality and the existence of different versions of the truth. Participants also became aware of their opportunities in youth peace work and of the need to keep asking questions and critically reflect the work we are doing in this field.

Personal attitudes: On a personal level, listening and openness were identified as major qualities a peacebuilder should have. Additionally, participants realized, recognized and enhanced their respect towards other cultures. They found similarities as well as differences within the group, of which they felt they could learn and get inspiration from. It was concluded that peacebuilders should have a level of activism and most importantly feel empathy with the different parties in a conflict without internalising conflicts. Care should be taken however not to get too involved and internalise the conflict, but to remain on a certain observing distance of the issues at stake.

Sharing experiences and practices: It was widely agreed that the sharing of experiences that took place throughout the week invigorated participants' motivation and commitment to continue their work in this field. Also participants felt they gained inspiration from each other as well as new ideas and exercises they can use in their daily lives and work. With the presence of so many different cultures it was sometimes difficult to assess the applicability of certain methods typical for one cultural to other cultural contexts. At the same time participants found these cultural differences enhancing their creativity and said some approaches were actually more applicable to their situation for instance when dealing with cultural minorities. Great emphasis was also put on the need for teamwork and the sense of solidarity as it was believed that common efforts makes our work more efficient and effective. Finally, the sharing of experiences also helped with building organisational capacities, especially in terms of human resources, finances, project management and learning about different conflicts and their impact on youth.

Developing skills: Participants concluded they learned a lot from and about communication in groups with great diversity in terms of languages, cultures and personalities and developed their skills and methods in cooperation, conflict analysis and defining, human rights education, non-violent communication, project management, adapting to different situations, mobilization, advocacy and lobbying. All these skills were valued as highly important assets a peacebuilder should have especially when working with youth. Having gained these skills, participants believed they could now act as multipliers at home and as such build the capacities of their own organisation and the youth they are working with.

Networking and UNOY Peacebuilders: A major outcome of the study session was the development of contacts among youth and their organisations active in the field of peacebuilding. Throughout the week trust was built, forming an important basis for productive relationships and future joint activities on regional and international level. Additionally, concrete ideas for projects for follow-up especially training and campaign were developed as described in the above section.

More specifically for UNOY Peacebuilders a major result was the strengthening of relationships with members and expansion of the network with potential new members and affiliates. Also more insight was gained in needs for the network e.g. training of youth peace trainers, opportunities for sharing, practical skills development, reflection, face-to-face meeting and availability of resources and experts on youth work, peacebuilding and fundraising. Finally, the study session was seen as a unique platform for existing and new UNOY members to meet, reflect on aspects of our work and develop strategies for future cooperation to improve the network.

Evaluation and recommendations

According to participants' evaluations the programme was inspiring, intense and quite heavy. Participants appreciated the good group dynamics, wide variety of the group, the important topics that were addressed as well as the opportunity to reflect, share and get to know other organisations in this field and in the UNOY network.

Additionally participants indicated what they believed could be improved. Here they mainly mentioned the need to be more specific about peacebuilding and have a more focused group of participants with more similar experiences. Also they said they would like to have had more time in general and specifically for sharing, networking and developing follow-up actions.

As a team we also concluded it would be good for next time to focus on a more specific theme within the field of youth peace work and as such go more into depth. Another recommendation for future study sessions would be to allow more time and space for members in the UNOY network to meet with each other, as well as with representatives of the International Secretariat and with possible new members to develop joint strategies to improve the network.

Follow-up

During the session various ideas for concrete follow-up projects came up that participants would like to set up together. These projects were mainly related to youth

training and campaigning on the issues of peacebuilding and cultural diversity. For most projects group-leaders were assigned to coordinate further development of the activities.

A web-forum is being developed at which participants as well as other interested youth can discuss major themes that were addressed in the session as well as further develop follow-up activities. UNOY envisages to intensify contacts with existing members that participated in the session and to include potential new members/affiliates in its network.

THANK YOU!!

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Appendices

FINAL PROGRAMME STUDY SESSION "APPLICABILITY OF PEACEBUILDING IN YOUTH WORK" Budapest 2-9 March 2008

Day and time	Sunday 2/3	Monday 3/3	Tuesday 4/3	Wednesday 5/3	Thursday 6/3	Friday 7/3	Saturday 8/3	Sun-day 9/3
Morning 9.15-13.00h Break: 11.00h	Arrival	**Introduction & Group Building**	**WS Critical reflection and theories on peacebuilding** *By Conn Mulvenna*	**WS Transcend method and applicability to youth work** *By Andra Tanase*	**WS Skills for youth work**[2] 1st round: 9.30 2nd round: 11.30	**WS Consolidate the learning** *By Andra Tanase*	**Follow-up**	Depart
13.00h	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
Afternoon 14.30-17.30h Break: 16.00h	Arrival	**WS Mapping peace and conflicts in today's societies**	**WS Reaching a common understanding on peace-building** *By Conn Mulvenna*	**Continue WS Transcend** 16.00: 'Participants Best Practices'[1]	*Free Afternoon*	**WS Practical Re-sources**	**Final Evaluation**	Depart
17.30-18.00h		**Re-group**[4]	**Re-group**	**Re-group**		**Re-group**	**Re-group**	
18.00-19.00		**AWT**[3]	**AWT**	**AWT**		**AWT**	**AWT**	
19.00-20.00	**Dinner**	**Dinner**	**Dinner**	**Dinner**	*Dinner out*	**Dinner**	**Dinner**	
Evening	*Welcome*	*Movie night, "No man's land"*	**More than stereotype international night**	**Presenting participants' organisations**		*Free evening*	*Fare Well Eve*	

1. Here some participants will provide a workshop on what they have learned in their work.
2. There will be 6 different workshops (3 each round) about relevant knowledge and skills needed in youth work.
3. AWT: Alternative Working Time: this hour is free for participants to use for extra reading, discussions, prepare for workshops et cetera.
4. The Re-groups are short moments of reflection for participants in small groups that will remain the same the entire week and will be facilitated by one of the team members.

Participants list study session

Name	Country (residence)	Organisations
1. Aaman Sulchan (T)	Netherlands	UNOY Peacebuilders
2. Adi Maoz	Israel	Sadaka-Reut, Arab-Jewish youth partnership
3. Aleksandr Hakobyan	Armenia	YERITAC
4. Alex Ursa	Romania	PATRIR
5. Aliona Avetisean	Moldova	Winrock International
6. Andrei Pescari	Moldova	Student Alliance
7. Anica Milkovic	Serbia	NGO Women's Association
8. Anna Demidova	Belarus	Diversity Team at AUBG
9. Anna Thayenthal	Germany	Welfriedensdienst e.v.
10. Annette Schneider (T)	Hungary	COE
11. Caroline Thon	Germany	Euro-Mediterranean Youth Bridge
12. Christiana Freitas	Portugal	Amnesty International Portugal
13. Cristiana Conte	Italy	UNOY Peacebuilders
14. Doreen Vorndran (T)	Belgium	YAP
15. Dritan Taulla	Albania	KRIIK Albania Association
16. Famil Mammadov	Azerbaijan	Cojep International-Azerbaijan
17. Hovhannes Grigoryan	Armenia	YERITAC
18. Irfan Amali	Indonesia	Peace Generation Indonesia, Let's Form
19. Jana Kovandzic	Serbia	ECYI / UN Association Serbia
20. Janine Abu Asma	Belgium	ECHO
21. Johanna Quatman	Netherlands	YAP Germany
22. Lillian Solheim	Netherlands	UNOY Peacebuilders
23. Lonci Solfavi (T)	Romania	PATRIR
24. Mariia Valiavko	Ukraine	International School of Equal Opportunities
25. Marthe Hesselmans (T)	Netherlands	UNOY Peacebuilders
26. Milad Vosgueritchian	Palestine	Arab Educational Institute
27. Nina Koevoets (T)	Netherlands	UNOY Peacebuilders
28. Nina Anderson	Ukraine	Youth Diplomacy for Democracy
29. Netra Kaphle	UK	Coventry University
30. Olivier Forges	Belgium	Pax Christi Belgium
31. Qaisar Ismail	Pakistan	Coalition on rights and responsibilities for youth
32. Silvia Silvozzi	Italy	UNOY Peacebuilders
33. Vali Huseynov	Azerbaijan	Azerbaijan Students Association
Conn Mulvena (Facilitator)	Ireland	Glencree
Andra Tanase (Facilitator)	Romania	PATRIR

T= team member

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Selected websites
- YOUTH FOR PEACE http://www.worldpeace.org/youth/
- United Network of Young Peacebuilders www.unoy.org
- National Youth and Student Peace Coalition, http://www.nyspc.org/index.html
- Active for Peace http://www.activeforpeace.org
- Youth Action for Peace http://www.yap.org/
- Seeds of Peace http://www.seedsofpeace.org/
- Peacebuilding and Development Institute Sri Lanka http://youthinpeacebuilding.blogspot.com/
- Conflict Resolution Information Source: http://www.crinfo.org/
- The Association of Conflict Resolution: http://www.acrnet.org/
- Institute for Multi-Track Diplomacy, http://www.imtd.org
- "Peace and Collaborative Development Network" http://www.internationalpeaceandconflict.org/forum/
- Alternatives to Violence International: http://avpinternational.org/.
- Center for Non Violent Communication: http://www.cnvc.org/
- http://www.peacemakers.ca/bibliography/
- http://www.insightonconflict.org/organisation/centre_for_peace_building_and_re/
- http://www.interventionjournal.com/downloads/43pdf/furnari.pdf
- "Transformative Arts and Human Rights Education" Guide. It is available free of charge at http://bafuturu.homestead.com/Publications.html.

NB. The above is a selection of the extensive list of resources participants received at the end of the study session along with various materials and articles on peacebuilding.

Needs & Offers Strings Exercise

1.   Knowledge

Offer:	Needs:
Specialised training on human rights emphasis on youths Kriik Albania Association	
Provision of 400 volunteers & 100 trainers. (Maria Valiavko) International school of Equal opportunities.	
Education on Anti – trafficking, violence, gender equality, employment, etc, etc. (Aliona Fretisean) Winrock International	
Advice or help towards children in Azerbaijan; topics on human rights, tolerance and Peace building educational manuals.	
	Christiana from Brazil requested training on human rights and Peace- building
Exchange of knowledge, share ideas on social problems, cultural events and exchanging of volunteers. (Maria Valiavko), International School of Equal Opportunities	
	Pool of experts, trainers and Resource persons are needed. (Lilian Solheim, advocacycoordinator@unoy.org)
Providing information about events, newsletters, & linking members (Silvia Silvozzi, europe@unoy.org)	

2.   Technical

Offer:	Needs:
Despatching/Hosting EVS volunteers YAP Italy / Yap Germany	
ECHO provides technical assistance with regards to specific crisis.	ECHO seeks local knowledge/skills (Brussels)
Technical assistance in web designing, knowledge on ICT, help to identify resources.	

3.   Finances

Offer:	Needs:
	Funding a Youth House & other activities focus on Peace-building (AEI)
	Funds for young women from Boarding schools. (Winrock International)
	Funds to create a platform for NGO's in Brussels. East west Eurofora
	Amnesty International, Portugal wants funds for its Human Rights Education projects.
	Financial assistance for projects in Nepal.
European Commission, Humanitarian office, Brussels	Provides funding for humanitarian projects in conflict zones

4. **Human Resources**

Offer:	Needs:
Trained volunteers willing to work in international context (PATRIR, Andra)	
About 100 trainers (Maria Valiavko, International School of Equal Opportunities)	
Availability of human resource development training; emphasis on project proposals, conflict analysis and human rights. (Netra Keplan) Coventry University	
Provision of young volunteers (Andrei Pascari) andreipascari@yahoo.com Student Alliance from Moldova	Request for financial assistance to maintain office
Active student volunteers ; to create awareness about UNOY's activities & campaign (Anna Demidova) The Diversity team at AUB 6	
Peace- building training & centre (Vali Huseynor)	Financial assistance, literary materials & advice
Volunteers placement for 3 months Training for Trainers, activities like theatre, music and art. (Arab – Jewish Youth partnership) Sadaka Reut, Israel	
Internships for students of International law, Fund raising, awareness campaign (Amnesty International, Portugal)	
Volunteers, peer to peer education on Millemium Development Goals, (MDG) (Earth Charter)	
Organisational skills, training on anti-drugs campaigns & manuals, workshops, handbooks for children on Peace – building & human rights. (Earth Charter Youth Initiative)	
An interactive method of educating youth on conflict management, Focus to share materials and knowledge (Diane Bos, diane@criticalmass.nu)	Financial support to continue the publication of its literary materials
Availability of resource materials for children and youth, expertise to make film on promoting Peace-building (Irfan Amalee, Irfanamalee@yahoo.com) Peace Generation Indonesia	
Training on conflict, peacebuilding, gender, & human rights. Provision of training materials (Patrir)	
Information on conflict zones, updated humanitarian situation reports. (European Commission, Humanitarian office, Brussels)	Provides funding for humanitarian projects in conflict zones.
Research geared to develop a module on conflict, (Qaisar Ismail) Coalition on Rights and Responsibilities of Youth, Pakistan	Assistance to write project proposals.
	Israeli- Palestinian collaboration for a dialogue project. (Nina Koevoets nina.koevoets@gmail.com)
Partners to develop & organise an exhibition, "Social- Psychological Theories" Emphasis - conflict zones	