

Youth Against Violence

Seminar Report

by Bryony L. Hoskins and Marie-Laure Lemineur



European Youth Centre Budapest
15–21 October 2001

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Photo: Marie Bohner

Foreword

Violence is a pressing issue in the lives of many young people, whether within their own family, at school, in sport, on the streets or around the neighbourhood or because they happen to live in an area caught up in armed conflict. Violence can be of diverse nature: most alarming and shocking are pictures of young people beating, torturing and killing each other, as if human life and human feelings were virtual or unreal, but more frequent are those more subtle forms of violence, often hidden and socially accepted, or not acknowledged and noticed by society. On-lookers of violence are most likely to react with fear, with ignorance or with escapism and might feel relieved that they are not involved themselves. Of course, it is unpleasant to consider that anyone is a potential victim and it is certainly reassuring to assume that "this could never happen to me".

Facing violence in everyday life is a troublesome experience, be it as an accessory, a victim or a spectator. Dealing with violence in one's own surroundings is a difficult and challenging task. Reacting appropriately in violent situations requires self-awareness, reflection and practise. Adequately controlling feelings like anger, hatred, disappointment, pain and fear requires an enormous individual effort and involves a long learning process. Coming to terms with a past or present as a victim of violence, or with feelings such as humiliation, helplessness, self-doubt and fear are tasks that an individual human being rarely can tackle alone.

The seminar "Youth against Violence", which is documented in this report, brought together young people from all over Europe, who are ready to stand up to violence, to support the victims of violence and to develop strategies and projects to counteract violence. They are active in their local neighbourhoods, in schools, in youth clubs, in local associations and initiatives and within their peer-groups. Most importantly, they are courageous and

pragmatic, and they are not afraid to look closely at the dark sides of society and to initiate change within their social environments. This work is rarely without inconvenience, risk and danger, and it often involves long-term commitment. Also, it is always accompanied by the difficulty of deciding what will be the best way to treat the causes rather than merely the symptoms of violence.

With due moral, institutional and political support, projects like this can present meaningful perspectives and life choices and can bring hope to those young people who are either spectators, perpetrators or victims of violence.

A handwritten signature in black ink, appearing to read 'A. Rothemund', with a stylized flourish at the end.

Antje Rothemund

Executive Director
European Youth Centre Budapest

Introduction

Youth against violence was a seminar run by the Directorate of Youth and Sport to initiate and promote the exchange of ideas and good practice for youth NGO projects against violence. There was a wide diversity of young people from many places including post-conflict areas, central, eastern, northern, southern and western European countries. All the young people were very enthusiastic. The seminar provided a framework for exchange of participants' experiences and practises, networking and learning from each other. One of the most fruitful outcomes was the start-up initiative to create the first European youth against violence network (EYAVN). Another productive outcome was the focus on peer education and how it contributes to the reduction of violence and to the involvement of young people in civil society. The seminar highlighted how young people could teach each other the importance of not using violence and creating peaceful methods of communication.

This report details the discussion and process of the seminar using opinions expressed by the participants to illustrate what took place. Some background information has been used to give further depth on the topics discussed. Two general rapporteurs were responsible for writing this report, Marie-Laure Lemineur from France who has trained in law and then specialised in international human rights law and Bryony Hoskins from the United Kingdom who has recently earned her doctorate in feminist sociology and social psychology. This has, without any doubt, contributed to strengthening the multi – disciplinary, cross-cultural and European dimensions of the report.

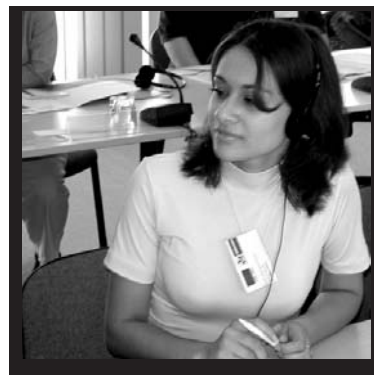
There have been some disciplinary differences between the rapporteurs: Marie-Laure has focused more on the individual and internal causes of violence whilst Bryony focused more on the social and gender aspects that cause violence. This has benefited the report by providing greater coverage of theories, methods and aspects of violence. However, not all the sections and chapters reflect the opinions of both the rapporteurs.

“My aim for the report was to discuss the seminar through as many young people’s voices as possible in order to empower youth in the discussion of their activities against violence. I saw the report as a opportunity for their voices to be heard at a European level”.

Bryony Hoskins

“While writing the report, my main objective was two-fold. On the one hand I wanted to reflect as faithfully as possible the spirit of the seminar, as well as the creativity and strength of the participants together with the obstacles they faced while working. On the other hand, I felt a commitment to try to transmit to the reader the message that this small group was representative of a potentially much larger key “resource sector” – young people – that should be taken into account while elaborating strategies oriented towards the prevention and the elimination of youth violence”.

Marie-Laure Lemineur



Chapter 1.

THE CONTEXT

1.1. Stakeholders and objectives

1.1.1. The Youth Programme on Human Rights Education

Human rights education – understood as educational programmes and actions that focus on promoting equality of human dignity – represents an irreplaceable value in the shaping of a European dimension of citizenship meaningful to all Europeans. Developed in conjunction with other strategies of the Directorate of Youth and Sport of the Council of Europe – intercultural learning, participation, empowerment of minorities – human rights education has the potential to be a catalyst of action and a source of synergies. Non-formal education in youth work must also consider the evolution, practice and challenges to human rights, concerning their universality, indivisibility and inalienability, and their meaning to today's youth.

Violence is the first and most direct form of human rights violation. Young people and youth groups confronted with situations of open violence, be it in sometimes socially violent environments or in regions and neighbourhoods affected by conflicts, have often found positive responses to violence which, by their nature and approach, are frequently human rights projects. This is the case with many projects in regions afflicted by war or ethnic conflict, but also in suburban environments in most European cities and regions. Street violence, spectator sport violence, bullying and other forms of violence in schools and racist violence, etc. belong to the everyday experience of young people. Many young people reject violence and take direct action to combat it, in initiatives aimed at their peers and their social environment in general. Peer education has proved to be one educational solution, reaching violent young people as well as young victims of violence, both of whom are at risk of social exclusion and marginalisation. Peer-education initiatives are especially positive because they not only constitute a rejection of violence but also involve young people in “*educating*” others, provide alternatives to violent behaviour, and show innovative and positive forms of youth participation and of active citizenship.

The Directorate of Youth and Sport has acquired an undisputed reputation and expertise in developing educational approaches and materials suitable to both formal and non-formal contexts as well as to different cultural environments. Its work with multipliers, the impact of projects such as the “*all different – all equal*” youth campaign¹, and its long-term training programme have all contributed to the development of projects that make their impact first and foremost at grass-roots level while being pre-eminently European.

The Council of Europe’s Youth Programme on Human Rights Education seeks to address issues of major concern for young people in Europe today, as well as to increase their involvement in and commitment to human rights as a pillar of societies in Europe. In organising this seminar, the Directorate of Youth and Sport through its Youth Programme on Human Rights Education expected to provide a forum for the exchange of ideas, co-operation and networking between youth initiatives, associations and organisations involved in combating everyday violence. It would also help to foster constructive dialogue between young people and public authorities. The seminar programme took into account existing experiences and projects, including those within different Directorates of the Council of Europe, the European Youth Forum and other intergovernmental, governmental and non-governmental institutions active in the field.



1. For additional details on this, see section 6.1.1

1.1.2 The European Youth Forum

The European Youth Forum is an established umbrella organisation of youth organisations that is politically recognised by the Council of Europe and the European Union. The European Youth Forum was a partner in the organisation of the seminar. Two representatives attended the seminar to provide information to participants on how their NGOs could join the Forum, among other objectives. They suggested that this would give the NGOs and grass-root workers an active political voice at the European level. One of the European Youth Forum representatives emphasised that an important objective of the seminar was the creation of networks and the intercultural learning experience.

“One of the results that I want to see achieved from the seminar is the exchange of the different experiences and practices. We can learn from each other. We can adapt the experiences from Poland to the context of Denmark. We can translate something from Finland into Italy.

The biggest success of the week is if we multiply all these positive experiences”

Giacomo Filibeck, European Youth Forum

1.1.3 The participants

62 participants came from 34 different countries and a variety of different backgrounds. Some of the young people attending the seminar had, at some point in their lives, personal experience of what it means to be involved in violent situations. Having overcome these moments they had decided to dedicate their time to volunteering or employment in helping prevent their peers from being caught in similar situations. As for the rest of the participants, their motivation stemmed out of witnessing in their everyday lives the damage violence can cause especially among young people and, as a consequence, had become willing to collaborate in a meaningful cause against violence.

They represented a wide range of NGOs, institutions and organisations each implementing and developing projects and programmes either aimed at preventing youth violence and/or dealing with young people already involved in such situations. A selection of different strategies they use will be discussed in detail in chapters 3 and 4.

The expectations of the participants from the seminar were, among other things, to learn about different cultures, share experiences, meet new people and collect new ideas and materials. Individually each had a lot of experience in specific fields e.g. violence in schools, urban street violence, peer education, conflict resolution, prevention of child abuse, and running youth centres. They wanted to know more about other forms of violence and different ways of dealing with problems similar to the ones they face in their work mostly at community level.



Chapter 2.

Conceptualising violence: theories and factors

2.1 Theories

Domenach defines violence as *“the use of force, over or hidden, with the aim of obtaining from an individual or a group, something one does not consent freely.”* McKenzie defines it as *“the use of physical force with the objective of damaging or causing prejudice to people or to property; action or behaviour characterised by the tendency to cause corporal damage or to forcibly coerce individual freedom”* and Michaud as *“a direct or indirect action, concentrated or distributed, aimed at damaging a person or destroying either her physical or psychological integrity, her belongings²”*.

In the early seventies, Johan Galtung defines and classifies violence introducing the concept of structural violence (when human basic needs are not satisfied and social injustice is widespread) as opposed to direct violence, which refers to destructive actions such as wars, and physical violence among people.

There is a wide spectrum of opinions and no strict consensus on what exactly constitutes violence, although the influence of Galtung’s theories is undeniable.

Nevertheless, we could highlight some of the characteristics: violence is about power; it can have a wide range of consequences, physical, psychological, and material; the victims and the perpetrator can be individuals or groups from almost any age range; and the nature of the violent actions can be emotional, sexual, material and/or physical.

The seminar “Youth Against Violence” concentrated on forms of violence affecting one specific group: young people. Youth violence in this case refers to situations where young people are involved as victims of acts of violence or as perpetrators.

The terms perpetrator and victimiser (as opposed to victim) that will be used in this report are synonymous, and they refer to the person who commits violent act(s).

In the corridors

There was much talk during the seminar, often in the corridors, about a fundamental question that arises systematically among people who work against violence. Is violence natural or not? This key issue, together with many others, was raised at different stages of the seminar. The statement game, one technique used in group-work, highlighted major differences within the groups of participants on statements such as “*everyone is violent*”, “*violence is power*”, “*schools do not teach people how to deal with violence*” or “*everybody can stop violence*” when they were asked to give their opinions on whether it was true or false. And what are the answers? Can we answer such questions? As one participant commented “*I do not believe in yes and no answers immediately, I like to listen to both sides*”. Maybe this is the answer.

2.1.1 Violence, youth and risk factors in Europe; some statistics³ ...

Youth delinquency has become an issue for all European countries.

[...] The number of offences committed by minors in the Russian Federation doubled between 1991 and 1995. According to the estimation of criminologists the rate will increase by 40 to 60% by the year 2000 and will remain higher than those for the population as a whole. In Poland, the number of verdicts for young offenders rose by 35% between 1989 and 1991. In France, juvenile delinquency increased by 80% between 1989 and 1995 and the number of minors implicated in crimes and offences increased by 34% between 1995 and 1999”.

In central and eastern Europe, the Commonwealth of Independent States, and the Baltic republics, despite the scarcity of data, evidence shows a tendency that reflects an increase in the number of very young offenders under 14 -years old. In Georgia for example, in 1998, offenders under 14 accounted for more than 7% of all registered crimes. In the Russian Federation, the estimated proportion of very young offenders in recent years represented one-third of total crimes.

In the same region, homicides, rapes, aggravated assaults, and grievous bodily harm committed by juveniles have become more frequent in the majority of countries for which data is available. In some countries, the rise in violent juvenile crimes has been greater than the rise in property crimes. We can thus say that even if property crime still constitute the majority of offences, violent crime involving youth is increasing.

3. The statistics described have been extracted from "European Youth Trends, 1998: report by the national youth research correspondents", Council of Europe, <http://www.coe.fr/youth/home.htm> and "Young people in changing societies", Regional Monitoring Report No7, 2000, The MONEE Project CEE/CIS/Baltics, Innocenti Research Centre, Unicef, Florence, 2000. <http://www.unicef-icdc.org/publications/pdf/monee7/index.html>

It is a well-known fact that males commit most crimes and offences. Evidence from the United Kingdom, for example, shows that, in 1997, males made up 83% of offenders for all age groups. Evidence suggests, however, that the number and the proportion of girls coming into conflict with the law have recently begun to rise, especially in the northern and western parts of the transition region – a trend found also in some industrialised countries. In Hungary, for instance, the number of female offenders increased by 20% between 1994 and 1998, while the total juvenile crime rate was levelling out.

One risk factor associated with violence is drug consumption.

“Research reveals a considerable diversity of national situations concerning drug consumption among the young [...] In the United Kingdom there is strong research evidence that the use of drugs has increased over the last decade and the number of registered addicts to hard drugs has doubled. In the Czech Republic the number of young people experimenting with drugs has increased from 6% in the eighties to almost 30%. Furthermore, the age at which youngsters first experiment with drugs is dropping as the availability of drugs around school areas spreads. In Germany, Austria and Switzerland, on the contrary, research shows that the attraction of drugs for young people is decreasing and that the age of drug consumers is rising”.

Recent studies in the countries of transition have found that drugs are a mounting problem among young people both as drug-users and as perpetrators of drug-related crimes. And this situation reflects another significant change in the nature of crime committed by youth, which is its expanding involvement in the illicit drug trade. In Slovenia, where drug use among young people has been expanding, the increasing association of juveniles in illegal drug production and the drug trade has become apparent. There is evidence of similar developments in the Federal Republic of Yugoslavia and of a rapid rise in drug-related crimes in the Baltic states. In Bulgaria, the number of identified perpetrators of drug-related crimes more than quadrupled from 1996 to 1998.

Armed conflicts represent another form of violence perpetrated on a large scale, which affects all sectors of society and more especially children and young people who are the most vulnerable sectors, together with women and civilians in general. In Chechnya, 40% of civilian casual-

ties from February to May 1995 were children and in Bosnia and Herzegovina, over 15 000 children were killed during the fighting. In Rwanda, an estimated 300 000 children were killed within three months in the 1994 war⁴. Children and young people are also victims of violent conflicts when they are forcibly enrolled as soldiers and thus become an active part of the fighting. There are an estimated 300 000 children engaged in combat in the world.

2.1.2 Some examples

At national level, preventive strategies in the field of violence can include a wide range of actions such as creating monitoring mechanisms, adopting legislation, fostering coalitions and networks, creating juvenile courts, organising reporting committees, etc., which contribute without any doubt to avoiding violence to a certain extent. However, these kinds of actions must be accompanied by complementary strategies using a more individual approach directed towards strengthening personal skills and abilities of young people. Better results can be achieved with a well-integrated and articulated range of complementary actions.

More specifically, in the case of youth projects which aim to reduce youth violence, the learning to be (Unesco, 1996) dimension of programmes aimed at reducing interpersonal violence should be complementary to the learning to live together (Unesco, 1996) dimension. To include the learning to be dimension in the context of peer education programmes against youth violence implies implementing activities oriented towards the development or the strengthening of skills and personal values in the target population (young people), such as tolerance, patience, solidarity, spiritual and ethical values, communication skills, confidence building, anger control, etc.

"In Kosovo I have seen violence from adults when a young person misbehaves. The teacher becomes violent with the pupil: slapping and yelling at him in front of the class. The teacher wants to be seen as powerful and successful. The culture is that the older person is the one who must be listened to".

Adelina, Kosovo.

There was much discussion in the seminar of how important it was not just to work in NGOs against violence but to reflect and absorb non-violent behaviour into our everyday social interaction and this included using non-violent verbal communication.

4. Bush, K., Saltarelli D., (Ed), The two faces of education in ethnic conflict, towards a peace-building education for children, Innocenti Research Centre, Unicef, Florence, 2000.

As for the learning to live together dimension, the aim is to develop skills that facilitate social interactions with others such as learning about human diversity through interactions with young people from different cultures for example and developing conflict resolution skills that are key to non-violent behaviour. As many participants reminded us at several opportunities, conflict is neutral; we have to learn how to deal with it in a peaceful way and grow from it.

The projects and programmes developed by the participants provide the target population with instruments (sports, music, theatre, training materials, counselling, etc.) to help them develop, strengthen and acquire some of the above-mentioned skills by creating spaces, physical and/or of time, where and when they are given an opportunity to use these instruments.

The following examples of projects and programmes illustrate the kind of instruments they provide for young people to work the learning to be and learning to live together dimensions. The Blue Hill Youth Centre located in a difficult suburb of Stockholm, Sweden, organises sports activities and hip-hop activities with peers. The Youth Integration through History and Culture Peace Camp run by the Association of Community Youth Centres in Ukraine is a summer peace camp where inter-ethnic communities of young people meet every year to learn about each other's culture and history. The Youth Red Cross in the suburbs of Oslo, Norway, has opened a youth centre with the objective of lowering the level of violence, racism and social exclusion by providing help for homework, free access to Internet, etc. The Kapocs Centre in Budapest, Hungary, offers an open centre to young people who are free to come in, share with their peers and participate in activities organised by themselves and the centre. These places provide spaces for young people so that they learn through interaction with their peers and make use of their energy and time away from potentially violent situations.

Since 2000 the National Youth Service Luxembourg and the Ministry of Education have been running a peer mediation project in schools in Luxembourg aimed at strengthening conflict-resolution skills in students by training peer mediators. The organisation, Youth Action Northern Ireland, runs a project called "*Working with Young Men*" and one of its aims is to explore key issues such as self-esteem, self-confidence, communication skills, relationships, masculinity, etc. with Catholic and Protestant young men in Belfast.

The Moscow School of Human Rights organises training sessions at the Maloyaroslavets

Secondary School No 4 in Moscow in the Russian Federation. The topic of the training sessions is *“To live in peace with oneself and others”*. The aims of the training are to develop the capacity of empathy, self-confidence, to learn to express emotions in a peaceful manner, tolerance and to strengthen communication skills. The international non-governmental youth organisation *“Interactive”* in Minsk, Belarus, works with students in school settings, on non-violent patterns of communication. The Portuguese Association for Victims Support (APAV) runs centres for victims of violence and in particular one project called *“Nascer”*, one of its aims being to empower children as a mean of preventing violence. They use different techniques adapted to the age and profile of the children to develop skills in the children such as trust and co-operation, and to motivate them to talk about their own feelings. Finally, the *“École de Paix”*(Italy) or school for peace directs its work towards strengthening skills and abilities in the children that contribute to having peaceful attitudes and behaviours.

Strategies of prevention of violence should point towards the establishment of conditions which create learning processes on a long-term basis rather than a short-term one (and this has been proved to be more effective), aimed at “deprogramming” the minds of young people who are the target groups in our case, inter alia, by *“delegitimising the use of violence as a means of addressing problems [...] As violence filters into more and more dimensions of an individual’s life, behaviour and expectations adapt to accommodate it”*⁵.

And this is even more relevant in the context of war-torn societies where the parties involved, whether civilians and/or militaries supporting them, believe that violence used on a large scale is the best instrument to solve the existing conflicts.

2.2 Factors

Rather than using the concept of *“causes of violence”*, we will use the expression of factors associated with violence. Indeed, the idea of causes implies that violent behaviour would be the direct consequence of a given fact – *“he beat her up because he was drunk”*. The cause of the beating up (violent act) in this case would be alcohol, when in reality the role fulfilled by alcohol would be to loosen inhibitions. The violent impulses of the victimiser are a reality whether or not he is drunk, and when he gets drunk he loses control of them. In the case of young people

5. Bush, K., Saltarelli D., (Ed), *The two faces of education in ethnic conflict, towards a peace-building education for children*, Innocenti Research Centre, Unicef, Florence, 2000.

drinking and becoming violent, again alcohol is associated with violent behaviour but rather than a cause, as pointed out by one of the participants to the thematic group on *“violence as a result of alcohol and drug abuse”*, *“sometimes it is a cry for attention, for catching the attention of the parents. In most cases young people in this way are asking their parents to pay attention to them in an affective way”*. Indeed, alcohol is one factor that combines together with others, one of which in the example above would be the lack of emotional care from the parents, to lead this young person to act violently in a given situation.

It is very important to emphasise that all these factors associated with violence are closely interlinked and interconnected. It is not possible to isolate one *“cause”* that in itself would promote violent behaviour. Violent actions always take place in a *“right place”*, at the *“right moment”* with the *“right victim”* from the viewpoint of the perpetrator. It is a combination of factors that produces the situation.

Furthermore, some of these factors are directly associated with the violent behaviour (a vulnerable victim easily *“available”* and others are more indirect but just as important; for example, some cultural and social environments do not condemn forms of violence such as gender-related violence but rather see them as positive, thus providing some sort of tacit permission to the victimiser to act the way they do. Depending on the country, social class, etc., it is not unusual to hear excuses for such behaviour: she was cheating on him so she was looking for it; he was provoked; real men are supposed to act like this, etc.

As a matter of illustration we identify below some of these factors associated with violence bearing in mind once more that they all are interconnected and equally important. Finally, it is also important to remember that these characteristics are not systematic attributes, and thus they can vary in number and type on a case-by-case basis.

2.2.1 Factors associated with the victims

Young people who are victims of violence usually present characteristics that make them more vulnerable to violence than others. Among these we can find low self-esteem, shyness, lack of information, or a low level of emotional support from the family or generally speaking their social environment, meaning they are emotionally isolated even if they are surrounded by many

adults. The others sometimes reject them because of their appearance, provocative behaviour, way of dressing, colour, race, religion, or their learning disabilities, etc. In some situations the victim is simply physically weaker, or they find themselves physically alone and cannot resist and defend themselves (factors of vulnerability).

In the workshop on bullying, mobbing and teasing one participant from the Russian Federation mentioned the example of a girl that was new in her school. She was a very good student and was working as a model. As a consequence she could buy herself things that the average student could not. Most students – especially females – from the very beginning felt jealous and they started hassling her. It became so unbearable that she had to leave the school. In the same workshop another participant from the Russian Federation mentioned *“in my country there is an estimated 60% of teachers that are using strength against students”*. In these cases the factors that make the students feel vulnerable, as perceived by most adults, are their lack of power and their age condition. Indeed, there is a strong power relationship between the teachers and the students (*“you are supposed to obey me the teacher; I have the control”*) in addition to the fact that the power is unquestionable (*“you must obey whatever I do or say”*), derived from the belief that adults are always right and must show the way to the young, and the belief that the students are objects -(they must listen and obey) and therefore only have obligations and no rights; they are not entitled to demand.

The students are thus caught in a situation where they feel powerless and are confined to playing a passive role (*“I must obey at any cost whatever is said or ordered; my opinions do not count and are not valuable; my parents will always support the teacher because they think they are always right”*).

2.2.2 Factors associated with the perpetrators

Studies among perpetrators of violence have shown that they present certain characteristics that tend to repeat themselves although it is important to emphasise that there is no unique profile of violent individuals. Another point of clarification is that these characteristics rather than justifying and excusing violent behaviour provide some useful insights necessary for designing proper prevention strategies. Some of these characteristics are; a low self-control of impulses, a low level of

control of frustration, low self-esteem, a low level or non-existing capacity of empathy, difficulties in establishing social interactions, upbringing with violent patterns of discipline either physically or emotionally, belief that masculinity has to be associated with force and domination⁶, etc.

An example that illustrates this reality is the case of a former member of a dangerous Norwegian nazi group as related by one participant. He had been a member of this group for many years but decided to leave after they killed someone, and ran away to Sweden. He kept receiving numerous death threats, phone calls and letters threatening him. He contacted the organisation Exit and asked them to help him. *“He has been in this group for so long that his mind was like a twelve or thirteen-year-old”*, [...] he was mobbed by teachers and students when he was in school many years ago and dropped out [...], he thinks he is worth nothing [...] but he started to go to a psychologist and [...] our goal is to get him back to school” says Anna who is the person in charge of helping him in the organisation.

2.2.3 Factors associated with the primary environment of the victim

The role of the close environment or so-called primary environment of the young people represented by the family and friends, peers, teachers, etc., can be the to either increasing or reducing their level of vulnerability.

Indeed, when the attitude towards the young person is characterised by lack of emotional support, lack of trust and confidence, lack of communication, excessive control or rather no supervision at all, a strong and rigid patriarchal family model, violent patterns of discipline, constant naming, and/or the family lives in difficult neighbourhood, is socially and/or physically isolated – meaning absence of social interaction that could help detect any dysfunction in the case of abuse within the family unit for example-, etc., the vulnerability of the young person greatly increases.

Many educational programmes in the prevention of abuse of children and adolescents, for example, deal with these aspects, implementing strategies that intend to focus on strengthening specific personal and interpersonal skills; self-esteem, patterns of communication, non-violent patterns of discipline, etc., and of actors (parents and families, peers, teachers) involved in the close environment of these children and young people.

Put in positive terms, the primary environment of the victim, including their peers, can act as a “*safety net*” that can prevent the young person from becoming a victim (primary prevention level) or can stop further violence (secondary prevention level).

2.2.4 The culture and society the victim and the perpetrator live in

Certain social and cultural beliefs promote violent behaviour as acceptable in certain contexts. Understandings of gender in patriarchal society and race in a white, western-dominated world promote the acceptability of violence against women, alternative sexual identities, minorities and children. For example, gender-related beliefs such as “real men don’t cry”, a “good” woman should not have many sexual partners and beliefs that children have to obey adults unconditionally contribute to the abuse of women and children and reinforce traditional male behaviour patterns.

Degrading images of specific social groups are also factors; for example young people as problematic risk-takers. Altogether these beliefs contribute to the understanding that in some contexts violent action is acceptable and form the basis for the justification of these practices.

In conclusion, we can say that all these interrelated factors associated with the victims and their environment, the victimiser, and society as a whole have a direct influence on when, where and how violent incidents occur and who gets involved.

As for the violence experienced in situations of armed conflict, its specificity requires adapted answers and a different focus. Indeed, in a post-war situation all the structures have to be rebuilt, structures of violence have to be replaced by structures of peace, which implies that complex and appropriate processes should be developed on a long-term basis. The context requires not only rebuilding the country, but also “*rebuilding the minds*” of its people. Eradicating hate and the negative perceptions of the former enemies, rebuilding trust and respect among all sectors of a dislocated society, regaining faith in a peaceful future, valuing the role of government in promoting democratic and peaceful means of solving problems, etc. will only be possible if all sectors participate. Young people not only can but also should play a key role in this context by becoming active, among other things, in educational programmes and strategies aimed at promoting peaceful values.

Chapter 3.

Realities of youth violence

This chapter describes different manifestations of violence that the seminar participants and the NGOs that they represent are tackling in their daily work. Basic definitions and related concepts were produced in the thematic working groups organised during the seminar and this chapter attempts to present them.

Throughout the discussions that took place, the diversity of the types of youth violence dealt with by the young people through their projects and programmes became apparent.

They demonstrated that they had a wide variety of field experiences, which substantially enriched the debates.

3.1 Sexual abuse and gender-related violence

Feminist literature, from its academic roots (de Beauvoir, 1949 and Susan Brownmiller, 1975) and more recently Jackson (1999), have shown that sexual abuse and gender-related violence are about men maintaining their power and control in patriarchal society. For a man to prove his masculinity, he must show his power over women and clearly define himself as different and other to gay men (Holland et al, 1998), although there have been notable changes in understandings of traditional gender in some groups of young people in Europe (Bech, 2000 and Hoskins, 1999). Where traditional understanding of masculinity and femininity dominate across Europe, rape and sexual violence is common.

In the thematic group, sexual abuse and gender violence were discussed as often being connected with shame and guilt felt by the victims and therefore being concealed from the outside world. There was a very interesting account from Portugal that highlights some key factors of sexual abuse. One participant described how the Catholic culture in Portugal makes many women feel guilty about abuse, suggesting that it is their own fault that they are attacked. It is this guilt that prevents them from pressing charges against the mostly male attackers. She described how the topic of sexual violence is hidden, giving the particularly interesting example of sexual violence and rape of married women,

“Sexual abuse is related to power. A sexual offender enjoys the power given to him when he forces someone into having sex. One example of sexual abuse is rape between married people. It happens so often and as far as I know, nobody in Portugal has ever been convicted. It is understood as a woman’s obligation to have sex no matter when”,

Claudia, Portugal

3.2 Violence as a consequence of alcohol and drug abuse

The consumption of alcohol and drug abuse is considered a risk factor for violent and aggressive behaviours. Some of the consequences of the use of such substances on consumers are that it affects their judgements, reduces their inhibitions and slows down their reaction times. Research shows that, partly as a result of these effects, being under the influence of drugs and/or alcohol increases the possibilities of getting involved in episodes of violence either as a victim or a perpetrator. Indeed, fatal traffic accidents, poisoning, suicide attempts, gang disputes, street fights, etc. are some examples of violent situations young people are likely to get involved in when they are under the influence of either alcohol or drugs or both.

“I would be angry with my parents if they introduced me to alcohol” said one participant after another one stated that *“in my country, young people who learnt to drink at home are the ones who drink most”* while discussing the causes of such phenomena.

The group highlighted the importance of the role played by adults in the environment of young people involved in alcohol and/or drug taking; on the one hand parents as primary emotional care providers (and not only material providers) and on the other, of adults as resource people to count on if needed in difficult circumstances.

The general perception was that taking alcohol was *“a cry for attention”* to the environment, and the discussion put a lot of emphasis on the need for parents to spend more *“quality time”* with their children.

3.3 Violence motivated by racism, intolerance and xenophobia

For some individuals, groups or even nation states in Europe and particularly among groups of young people, *“sameness”* and conformity are positioned as important factors. People with iden-

tifiable differences are viewed by these groups as less than the norm and considered suspicious. Ethnic differences and religious differences are often described through what people see, either different skin colours or through the performance of different cultural practices. Rather than celebrating and exploring the difference, intolerance and racism build on representing this difference as “other”. By “other”, we are referring to the sociological definition of when a person identifies someone as different to normal, as wrong and as the scapegoat for everyday problems. Thus some individuals or groups of people do not identify with those who are different to them and as a consequence they reject them. People who are viewed as different are often considered less than equal and often not given the same dignity that they would give to someone who they identified with. Violence motivated by racism and intolerance is an extreme form (of which the most extreme is genocide) of communicating the intolerance of difference.

A useful way of understanding different forms of racism is to divide the violent interaction into different levels:

- individual to individual
- group to group
- group to individual
- state to group or individual

Violence caused by racism and xenophobia has to be contextually addressed within the current political climate. The terrorist attacks of September 11th have had an influence on the views of some of the participants: one participant mentioned that as a Muslim in Europe she and her family felt threatened by the possibility of retaliation against them. It is also important to remember that before September 11th there was an already growing intolerance in Europe against minorities and migrants – “Islamophobia” is a manifestation of it, and the current climate has only made the situation worse. Some of the participants felt very passionate about this issue and worked in NGOs to try to combat racism and intolerance. Marie-Luise Hansen in Denmark is part of the “*Students against nazism*” group who held vigils and sang songs outside a house where nazis lived in order to encourage them to leave the area. Hannah in Sweden is part of the EXIT NGO, which helps young people leave nazi groups and rejoin society. There were participants who work in Muslim youth NGOs such as FEMYSO and HAYAA that promote peace and co-operation between different religions and cultures.

3.4 Violence among young people in post-conflict areas

Some international agencies and NGOs, which operate locally, have understood the positive role that young people can play against violence in post-conflict areas. This is why they support the implementation of local projects by promoting their active participation in the reconstruction of the affected regions/countries. Involving young people in these processes might contribute, on the one hand, to changing the perceptions of young people and the role they can play if given the space and opportunity in their country and/or in their corresponding communities, thus legitimising their right to participation; while, on the other hand, it also contributes to empowering youth sectors.

The group of participants in this workshop was small, (only five)- and three out of the five were from post-conflict areas, namely “*the former Yugoslav Republic of Macedonia*” and Montenegro. The reduced size of the group combined with the origins of most of the participants could be an indication that the topic did not attract much attention from the rest of the participants and that when it did, it was mostly from young people who have been personally and directly involved in such situations, with the exception of two of them. The reasons behind could be many but it is a fact that most participants of the seminar did not identify this topic as a priority for themselves.

The participants in the workshop discussed whether the term “*post-conflict areas*” was appropriate and came to the conclusion that they preferred to talk about “*post-armed-conflict areas*” or “*post-war areas*” since they argued that conflict was neutral. They then took an active part in different exercises, brainstorming, active listening exercises, etc., and discussed the four ingredients of non-violence that they identified, namely:

- personal commitment;
- support from group of peers and families;
- social structures supportive of non-violence, social justice and social change;
- spirituality.

3.5 Bullying, mobbing and teasing in schools

If bullying, mobbing and teasing are a widespread reality in the life of young people, it is a fact that the meaning of these terms is often unknown or unclear to many. While schools and colleges

are intended to provide a safe environment for learning and developing skills and abilities, for some students it is also a place where they suffer from harassment by one or several of their fellow students, of the same age and/or usually older. This harassment can range from constant verbal insults and threats (emotional abuse) to being beaten up, having clothes, personal belongings or money stolen (physical abuse), etc. In the most severe cases young victims have committed suicide or attempted to. Other direct effects are depression, refusal to go to school, alteration of academic results, etc.

Many participants stressed the influence of the gender condition of both victim and perpetrator on the form of violence usually employed. One participant stated that in Denmark girls in school engaged more easily in behaviour that leads to psychological abuse while boys and young men engage more easily in physical violence. The consensus was clear on the fact that bullying, mobbing and teasing were about establishing a hierarchy in the school environment. Indeed, bullying is about gaining power and the feeling of power in this context derives from acting against the weakest (the ones bullied) and as a result being entitled to belong to the strongest group (the bullies and the ones who are not intimidated) who set the rules in the relationship between the two groups.

3.6 Other forms of violence

Other forms of youth violence were mentioned and discussed in plenary but not directly in the thematic groups.

Parental and sibling violence

This discussion quickly focused on the controversial area of what was considered “adequate” in terms of violent or non-violent patterns of discipline. There was a wide range of opinions about some practices traditionally considered as “normal and acceptable”, such as slapping. Some participants perceived these as violent and therefore unacceptable, while others considered them as maybe ‘slightly’ violent but ‘justifiable’

It is interesting to note that some of the participants, who were young people themselves, were discussing and repeating very traditional views on how to educate children and up to what point

“some degree of violence” is “good” **and often** “necessary” to make sure they are brought up well. Those who were in favour of such practices saw it as an obligation and a responsibility of the parents who, according to them, “can’t escape” from this reality whether they like it or not. There is a very deep-seated belief, socialised through family upbringing and what society has transmitted as “acceptable” for centuries, that it is not possible to raise children “properly” while avoiding violence completely -(screaming, slapping, insults, threats, etc).

The position of the rapporteurs in this debate was represented by one participant who said “it is possible to bring up a child educating him/her properly without resorting to violent patterns of discipline”, thus avoiding even what appeared to many to be a most inoffensive form of violence such as slapping. This argument was further clarified by another participant who said, “what do you learn from slapping as a child?”, concluding, “only how to solve problems through being violent and giving violence”.

Sibling violence was noted as being widely spread but there was a general feeling that “this is not really violence”, that fighting between brothers and /or sisters was somehow natural, that it was “just fighting”. Some stated “it is even necessary to establish a hierarchy among the brothers and sisters”. This again emphasised the relationship between power and violence.

It is interesting to see the changes in language used by a participant from being passionately against violence in one context to justifying its legitimacy in another. The arguments used for legitimising violence in certain contexts such as “establishing a hierarchy” and are equally used by street gangs or violent partners to justify their behaviour. It is important to critically reflect and question our own assumptions as much as questioning the practice of other people.

Media and violence

There was much academic debate over the effect of the media on its audience. The question was whether the media by showing violence increases violent behaviour. The concept of the media as a ‘magic syringe’ that makes people participate or believe in certain practices was critically examined. With the increase in globalisation, mass media and increasing Internet access it is now widely accepted that the audience is an active agent in its relationship with the media. The audience chooses what they watch and read according to their current beliefs and practices –

although some argue that the manipulation is such that there is no such thing as free choice-. The media outlets work to a large extent according to ratings and serve to provide what the largest audience desires to watch.

However, to say that the media has no influence on the increase in violence or at least on the perception that violence is sometimes justified would equally be problematic. The media plays an active part in transmitting news of violent destruction such as in the case of the “*ethnic cleansing*” in Kosovo and Rwanda, the attack against the World Trade Centre in New York, United States of America and the subsequent war in Afghanistan. How these images of violence are portrayed in the media cannot be disregarded in terms of public responses to these events and to developing the belief that violence is acceptable in some circumstances.

Some participants in the group reflected that even “*if we say we don't want violence we somehow enjoy watching it*”. There was awareness that the media profits from violence and that there is a controversy as to whether violent behaviour may or may not be a direct consequence of violence in the media.

Work-related violence

The work environment is a difficult context to tackle violence because of the power structures that exist. Violence due to career ambitions, jealousy, material interests, gender, homophobia, racism and intolerance can be manifest through sexual harassment and bullying, both physical and emotional. Women and minorities, particularly those who are young and subject to continuing discrimination, are represented at the lower levels of the work hierarchy and are particularly prone to work-related violence. The fact that they risk their job and career if they complain about this type of behaviour is a key factor in this context. Even though there are laws that can be used as a safeguard against this abuse, they are rarely used. Further work needs to be completed in this area to understand how the laws can be more effective and better known by the potential victims of work-related violence.

Another form of violence at work that has been emphasised and is equally important to address is the case of workers who are attacked by non-workers. Indeed, some professionals may be attacked by the very people that they are trying to help or by individuals to whom a specific serv-

ice is provided. Examples are social workers, teachers, nurses, police, taxi drivers and doctors. Violence towards workers have many different causes: they may be drug- and alcohol-related and/or power-related.

The topic of suicide among young people was not mentioned during the workshop despite the fact that it is a form of youth violence.



Chapter 4.

Peer education: a method for increasing youth participation and reducing violence

Many of the young people who attended the seminar came from peer education projects. They were either peer educators themselves or trained young people to be peer educators. Scandinavian countries and the United Kingdom have had a long history of peer education. For example, the peer education project Surrey Peer Education Project, the U.K., has been running since 1986. In other countries, youth-to-youth projects and initiatives have also been designed and run but not under the title “*peer education*”. Indeed this concept is more recent, and this is reflected by the fact that in several European languages there is no word for “*peer education*”.

This chapter explores the importance of peer education as a tool against violence. It describes how peer education promotes young people’s responsibility and participation in civil society and how it reaches a wide audience with an anti-violence message.

It will also explore the role of youth in civil society and its relationship with violence. The current understanding of youth as victims or perpetrators of violence will be questioned, highlighting youth as an untapped resource to create action for peace. It will explore the possibility of youth participation as one strategy for the reduction of violence and in particular it will explore peer education as a tool. Three peer education projects that the participants from the seminar were involved in will be discussed in order to show how innovative forms of participation and non-formal education can reduce violence in society. The chapter will cover the common themes of why young people join peer education projects and the benefits that they gain from taking responsibility as peer educators.



4.1 Why Peer Education? lack of participation as a contributing factor to violence

"I feel that young people generally feel violent because they don't feel valued or respected.

Nobody listens to them within their community or wider society. A lot of the time they are not encouraged to take responsibility within their community. They deal with authority on a daily basis and are always being dictated to",

Martin, Northern Ireland.

"Many young people in Montenegro see no alternatives to drugs, alcohol and violence and they have no commitment to the social structure. They do not have anything to believe in; hate, love, faith, nothing. They do not see a bright future."

Milos, Federation of Yugoslavia (Montenegro).

As discussed by some of the participants from the seminar, many young people across different parts of Europe express feelings of disenchantment with their local communities. They see no opportunity to participate or to take responsibility in the existing power structures. The main most prominent figures in the lives of young people are often figures of authority such as schools and police authorities whose role is to regulate what should be done. Even if there are some important exceptions in Europe in terms of youth participation, (and such is the case of youth centres, municipal councils with youth participation with voting rights, co-decision making structures between young people and public authorities at local, national and European levels), as a rule in general policy-making and society at large, the opinions of young people are rarely considered or valued. This situation could lead to a feeling of frustration among young people.

From an adult perspective what is often noticed is that young people are committing violence at an ever-increasing rate. For example, the workshop leader Paul Kloosterman gave figures from research in the Netherlands and Britain that young men total one eighth of the population and commit one third of all crimes. Young people are often considered the *"Barometer of the Nation"* (Griffin, 1993) and when figures like this occur along with news stories of youth gangs and class-

room violence a “*moral panic*” (Cohen, 1971) begins. Young people are then perceived to be the cause of violence and consequently considered to be “*the problem*”.

Although protection from violence is very important, young people can also be understood as active agents in preventing violence and creating peace. Rather than reacting to the violence and then helping victims, this report promotes the idea of proactive commitment towards young people as actors in civil society. This means that young people are understood not only as either victims or perpetrators of violence but also as actors of social change. One solution to this problem is for less emphasis to be put on young people as the cause of violence but instead to see young people as a resource and a catalyst for change. Young people are clearly an untapped resource in society and their energies and skills remain underdeveloped.

One of the basic human rights of young people is the right to participation. All member states in the Council of Europe (CoE) have ratified the United Nations Convention on the Rights of the Child, which aims to protect the rights of the child and adolescent until 18 -years old and guarantee, inter alia, their right to express their views and their right to freedom of expression and association. Participation is a key concern of the Council of Europe. The European Charter on the Participation of Young People in Municipal and Regional Life⁷ will celebrate its tenth anniversary in 2002. It is an important instrument to create access for young people to decision-making on matters of direct concern to their lives, which needs to be exploited further.

In reply to CLRAE Recommendation 59 (1999) on Europe 2000 – Youth participation: the role of young people as citizens, the European deputies stated that “*training and education of young people in citizenship are essential and that participation of young people in political life is important for the development of civil society*”. The CoE youth sector has been running a three-year programme on participation, aimed at “*fostering civic education among young people through young people’s own initiative and involvement*”. Participation of young people in changing society clearly links with the EYCB Symposium Youth – Actor of Social Change held in Strasbourg in December 2001.

Young people are not one homogenous group and they do not get equal opportunities to participate in civil society. Those who live on the edge of society such as members of some ethnic minorities, migrants, young prostitutes, teenage mothers, the unemployed, the poor, the homeless or the disabled, have even fewer opportunities to participate than their peers. They are excluded

partly because they do not have the same starting opportunities in life due to their social, cultural or economic conditions. Thus begins the cycle of social exclusion and discrimination.

Some young people from the seminar spoke about how they had noticed that their peers, who were gypsies have fewer opportunities,

“The gypsy children are not encouraged much by the teachers to participate in school activities or to succeed. Many teachers spend less time with them and expect them to drop out of school altogether”,

Diana -Hungary

Some of the peer education projects represented in the seminar worked with sectors of excluded youth: the Exit project in Sweden helps ex-nazi gang members back into society, the “*Associação Portuguesa de Apoio a Vítima*” in Portugal works with battered women , the Youth Action project in Northern Ireland works with disaffected young men and with young mothers and finally the Surrey Peer Education Project works with homeless young people. When developing such a programme, the needs of the local community and the target population of young people need to be considered.

Responsibility for participation should be equally placed upon adults/civil society on the one hand and on young people on the other. Adults should be responsible for relinquishing some power and control and giving room for young people to participate, thus giving the space for young people to be empowered. This should happen at every level, from the local in an NGO, youth group and school, to the national level in terms of government and larger non-government organisations and at regional and international levels in organisations such as the European Union and Council of Europe.

Equally, it should be emphasized that young people also bear responsibility for taking up these opportunities to participate and promote human rights and democracy.

4.2 How does peer education work?

“A peer who understands a teen’s fierce need for independence and maturity, and can temper those needs with responsibility and thoughtfulness is in a crucial position to correct misinformation and shape group values without losing credibility among youth; adolescents can be extremely influential in shaping the behaviour and values of their friends, particularly risk-taking situations”,

Centre for Population Options, USA, 1993.

It should be noted that peer groups can also have a negative influence on young people. The workshop leader Paul Kloosterman, discussed how groups of young men influence each other into violence in order to prove their masculinity. However, peers can also influence each other in a positive ways, and the concept of peer education is based on this positive dimension. Young people often relate to each other successfully because they have a shared language, understanding and experiences. They can use these points of commonality to disseminate the message that violence is not *“cool”*. And this can be a very effective method for reaching a large number of peers which is complementary to more traditional approaches of anti-violence projects.

Peer education is when people of a similar age (no more than a 5-year age gap) educate each other on a particular topic. Similarities such as the same background, ethnic group, class or religion can also be helpful.

In relation to their profile, peer educators need to strengthen their self-confidence to perform their role properly. It is important to provide them with the necessary resources and adequate support so that they can discuss their ideas and the challenges they face while performing their tasks. One required quality for any peer educator involved in any project against violence is to possess empathetic qualities towards both the victims and the perpetrators of violence. Having experience is not a requirement for becoming a peer educator, and if the young person who works, has been involved in violent incidents in their past, care is needed to ensure that they definitely are ex-offenders. Indeed, peer educators who have been victims or perpetrators of violence need to have recovered and overcome emotionally and be strong enough to complete the job. An example of good practice of a peer education group using ex-offenders is *“Stop the Violence in Denmark⁸”*.

8. More information about this organisation and peer education as a method, can be found in Angst, D. et al. (ed.) Domino: A manual to use peer group education as a means to fight racism, xenophobia, anti-Semitism and intolerance, Council of Europe Publication, Strasbourg, 1997.

In the next section three different peer education projects are explored which illustrate the wide range of approaches and forms of participation. Practical information such as funding and evaluation of projects to their funding agencies will also be considered.

4.3 Examples of participation in projects

4.3.1 "To Live in Peace with Oneself and with Others", The Russian Federation

"Before, I was deeply convinced that it is impossible to avoid even daily conflicts: in the classroom, at home, on the street",

A young person who participates in the project.

This project is run directly in the Maloyaroslavets Secondary School no 4. in the region of Kaluga (Russian Federation). Its main objective is to reduce violence and build trust and tolerance within and between young people. The age range of the young people who have participated in the programmes is from 12 to 16 years and the training itself is conducted with young people of the same age. There is no process of selection or compulsory element for the training. The young people usually actively request to participate in the project.

Participation:

The reasons that young people choose to participate in the training are curiosity and interest in the activities and games that are used. Then, it seems that they continue to participate because they gradually realise the importance of reducing violence, conflict and intolerance that they see in their everyday lives.

Training:

The training explores different manifestations of violence in society and the consequences of violent action. It focuses on issues of tolerance towards difference; for example, ethnic minorities, refugees, people with disabilities and alternative sexual identities. It gives young people the

chance to learn how to express emotion in a non-violent manner and to show empathy towards their peers who may come from other cultural backgrounds. It gives young people the tools that enable them to cope in conflict situations without resorting to violence. The young people are encouraged to use these skills in everyday life at home, at school or on the street.

Peer educators:

The young people who are trained are given the opportunity to become peer educators. This means that they can take the responsibility to train the younger members of the school or different classes of the same age and transmit the skills and the knowledge they have acquired. Sometimes the training for younger pupils is organised after school activities either through training games or through holding debates. Through becoming peer educators, the young people gain in confidence and develop, as well as strengthen, their communication skills.

Evaluation:

"It is very complicated to evaluate the results of such a project, because the upbringing of a young person is a long-term process. However, as a result of such activities the number of conflict situations in the school has significantly reduced",

Evgenia, Russia (Trainer of young people)

4.3.2 'Young Men's Forum', Northern Ireland

Why peer education?

In the context of Northern Ireland young men have had strong pressure from their peers to prove their masculinity through joining paramilitary groups. Previous activities for men in Northern Ireland have focused on distracting young men by giving them sporting activities. These activities, although keeping young people off the street and away from sectarian activities, did not address the core issues of masculinity. The Peer Education project was set up to give young men an alternative to paramilitary membership and to help them explore gender and violence. The framework for discussion was to share experiences and difficulties of being a young

man and to explore alternative forms of masculine behaviour across both Protestant and Catholic communities. The objectives were to give young men active responsibility in their local community and to listen and respond to their needs.

"We encourage men to think beyond their communities. We encourage them to meet with other young men who are both Catholic and Protestant. It works OK because they come together to discuss issues of what it means to be a man. It breaks down stereotypes of the different communities and stereotypes of masculine behaviour",

Martin, Northern Ireland, youth trainer.

The organisation is an NGO that works with a wide range of marginalised young people, such as teenage mothers, teenage fathers and lesbian and gay young people who are aged between 14 and 25. The aim is include these young people back into society and to create social change. The peer education is run from the men's section of the organisation that began the Young Men against Violence Project.

How the projects work:

A community with problems contacts the organisation; for example, the community may have problems with young men and street violence and car crime. The NGO negotiates a contract of roughly a year in length with the community. The key group of peer educators, who are men aged between 18 and 30, called the Young Men's Forum, run the projects. The NGO group support and advise the peer educators.



There are four stages:

- Initial engagement between young men and workers
- Focused reflection around thematic areas
- Young men's engagement with others
- Young men as Active Citizens

The peer educators discuss with young people a number of issues such as what it means to be a man, why there is pressure on them to be violent and have sex, why they have a negative image within the community. They try to explore their feelings. Experiences are shared of what it feels like to be the victim or perpetrator of violence. The different forms of violence discussed were bullying, domestic violence, rioting, marching, sectarian, alcohol-related, etc.

Young men as active citizens:

The peer educators are encouraged to become a constructive voice in their local community for the needs of young men. They are encouraged to raise the profile of their work in the local community by writing to newspapers and holding photo exhibitions in their town. This also contributes to informing the local community about the work that is going on.

Why participate:

“You meet new people and it gets you away from the streets and the police, helps you build up your confidence and teaches you to communicate with other people. I feel the Forum has helped men develop both as individuals and in the group. It has helped me understand more about the way young men are looked upon in our society”,

Members of the Young Men’s Forum

Evaluation of projects:

An independent evaluator was appointed (Trefor Lloyd from “*Working with Men*” in London). He evaluated the project sessions on themes such as enjoyment, learning, thinking and how comfortable the young men were. In one-to-one interviews he asked the wider question about what impact the project had had on them and their local community. All levels were consulted, the participants, peer educators, local youth workers and the workers from Youth Action Northern Ireland. A report was published containing the results of the process of evaluation and detailing answers to key questions such as: what were the aims of the project? How did the young men respond? What were the outcomes envisaged? What were the contributions to peace-building?

Funding:

Funding for this project has come from: the European Union special support programme for peace and reconciliation through youth net IFB; Youth Council Northern Ireland; and National Lotteries charities.

4.3.3 SPIT: Surrey Peer Issue Training, United Kingdom

"I never realised that learning could be so much fun",

Peer educator from the project.

The organisation and how it works:

SPIT is a group that was formed by young people to help other young people. Those who formed the group did research to show that young people listen more to other young people than to adults. The project has been running for sixteen years.

Young people are responsible for organising the group: chairing meetings, fund raising and developing training programmes. They are responsible for deciding upon the themes that the organisation focuses upon. The topics that have been chosen so far are violence, youth crime, homelessness and sexual health. There is a group of adult professional youth workers who form a support base for the project. Their role is to assist and support the young people and not to control or run the organisation.

The age range of the target group is between the ages of 16 and 25 in the county of Surrey in England. There is an intake of 35 new people a year. There is no charge so as to make it as accessible as possible to all. After the training they go out to speak to other young people, and so the 35 members who are trained reach many more young people. There is no fixed base for the project: the meetings happen in youth centres, pubs or even in fast food restaurants. It is a question of finding somewhere that the young people can get to.

Participation:

The reasons that were given for why young people joined and participated in the project are reflected in the following quotes:

"I joined SPIT because many of my friends were working there. The topic that the group was working on when I joined was drugs. This was relevant to me because some of my other friends were using them and I wanted to find out more about it",

Nikki, the U.K., Adult Support Group / Former peer educator

"I used to work for an after-school youth club for children with special needs. The young woman in charge there was the chairperson of SPIT. She told us about a weekend training that SPIT was organising. Four of us took part. After the weekend we offered to join the working party. Having really enjoyed myself on the weekend I hoped that I could help other young people with the skills I had learnt. I also felt that there was an under-representation of ethnic minorities in the working party. I felt that by joining myself, other young people from similar backgrounds might join in too",

Salma, the United Kingdom, Peer educator

After the training:

After the training the young people are helped to find projects to work on, for example, youth groups/ schools, or outreach work on the streets. Some members are currently running a homeless project at the moment assisting their peers to build their own homes. Salma, one of the participants, is now also working for HAAYA. (Hounslow Asian and African Youth Association)

Funding:

Funding comes from local authorities and youth services that are generally supportive of the project, but these services have dwindling resources so they are trying to find alternative funding sources.

Evaluation of the project:

There is pressure from funding agencies to provide evidence of learning. So far they have not carried out an official evaluation but some of the qualitative benefits are *self-evident*. The increased confidence and ability to give talks is one of the skills that peer educators can show.

“When the young people first arrive at the group they are shy and quite nervous. As the course goes along they learn to stand and talk in front of groups of people and to teach skills. Along with learning information and skills, they gain in confidence and self-esteem. I speak from experience as I joined the organisation as a young person.”

Nikki, the United Kingdom, Adult Support Group / Former Peer Educator

4.3.4 Evaluation and funding

Funding agencies often, and rightly, require peer education organisations, as well as any other funded organisation or project, to prove their effectiveness and give evidence of how many young people they reach. Tools for completing this task are not immediately obvious, as quantitative facts and figures do not seem the most appropriate instrument for measuring success in peer education projects. Indeed, qualitative evidence using young people’s voices and ethnographic observations of the changes in young people in their everyday environment seem a more valuable tool for evaluating the peer education approach⁹ .

In terms of funding, peer education projects do not require huge budgets to reach a large number of young people. What they do require is consistent funding. The trainers and peer educators involved in these kinds of projects require resources and some recognition for the contribution they are making to the prevention and the reduction of violence in society.



9. A useful book for more information on completing qualitative evaluation work is Patton, M., How to use qualitative methods in evaluation, Sage, London, 1987.

Chapter 5.

More approaches to tackling violence

This chapter will outline the different approaches that were discussed in the workshops as well as those the young people use in their NGOs to prevent and deal with violence. The category distinctions presented below are useful to collect together common themes. However, it must be emphasised that some NGOs, programmes and/or projects use more than one methodology and a variety of different methods, and some of them straddle the categorisations.

Before analysing these aspects we will detail some characteristics identified after reviewing the projects presented during the seminar.

Different levels of prevention:

The actions and activities developed in the field by the participants fit within one or several of the following three categories:

1. Primary prevention

Activities target the population or a sector as a whole and are oriented and developed before there are real risks. The intervention is made before any damage is suffered, to prevent problems from emerging.

Such is the case of all the projects using campaign of awareness raising (Campaign against Homophobia, Poland; the “*(RE)ANIMATION*” project on prevention of drug addiction, the Creative Centre of Mediterranean/CRS Montenegro, the Association of Community Youth Centres which organises an annual one-week peace camp with interethnic communities of Crimean youth, Ukraine; and the anti-bullying Campaign, Iceland with youth workers that visit classes to give talks on bullying in the schools of the capital.

2. Secondary prevention

This implies developing preventive strategies with one or several target groups that are at risk or in a vulnerable situation for a wide variety of reasons, which may be their age, social status,

gender, etc., such as young people living in particularly violent suburbs or teenagers who are mothers. The Association of Hope for Children, Turkey informs street children and provides them with opportunities for leisure activities, teaching children to read and write. The Blue Hill Youth Centre located in a difficult suburb of Stockholm provides a whole range of leisure activities.

3. Tertiary prevention

The strategies of intervention are designed to prevent recurrence of violence or further deterioration. They aim at breaking the circle of violence. Such is the case of the Associação Portuguesa de Apoio a Vítima (Portuguese Association for Victim Support), that provides counselling to victims of abuse.

In some cases the projects target both youth groups and/or individuals that are highly vulnerable and others that have already been victims and/or perpetrators of violent incidents. Thus, in the field strategies of secondary and tertiary prevention can co-exist.

There are some technical differences, described below, that have been detected among the projects depending on the social and cultural context they are implemented in, the target population they are working for and a whole series of additional factors.

Different settings:

The strategies used are developed in different settings including youth centres (Blue Hill Centre, Sweden), the streets (Association of Hope for Children, Turkey), schools and colleges (École Instrument de Paix, Italy). Depending on the kind of actions implemented and the objectives of the projects as a whole, specific environments are more appropriate than others.

Target population of the projects:

Some projects concentrate exclusively on work with young people, considered potential victims, e.g. Mediator Pupils Training in Secondary School no 88 Bucharest, Romania. Other projects also include as their target group key sectors and actors in the environment of young people that can each play a vital role in preventing, detecting and discouraging violence against and among young people when properly trained. Such is the case of school authorities, police offi-

cers, parents, and professionals from the health sector. The “*Suncokret Centar Humanitarni Rad*”, Education for Love and Non-violence is a centre in Zagreb, Croatia where children from 10-14, parents and teachers are involved in the project.

Geographic scope:

Most projects and programmes focus on working with groups at a local and community level in one specific area or suburb of a city; others implement activities open to participants coming from one specific city. Some projects also used strategies involving target groups at national level, such as national information campaigns. – Finally, one participant represented an organisation that had a European range of action – the Forum of European Muslim Youth and Student Organisations (FEMYSO).

Age range of the target groups:

Depending on the projects, their priorities and goals, they involve young children, adolescents, young adults and/or adults.

Social background of target groups:

The profiles of the groups involved are very diverse. In some cases the target group of the projects are children and young people who, whether they belong to socially disadvantaged sectors or not, are still in schools. In other cases, the groups targeted are young people that have dropped out of school – or some never went – and live in difficult circumstances.

It is important to note that there is a gap concerning young people living in rural contexts. Indeed all projects presented in the seminar were developed in urban environments.

Duration and sustainability:

Some projects started to be implemented recently – (such is the case of the youth centre, the “*Gorud Rode Kors Ressurssenter*” opened some time ago by the Red Cross in a difficult suburb of Oslo, Norway) and are planned to be long-lasting projects. Others have already been run-

ning for a long time; the Kapocs Centre in Budapest, Hungary has been in existence for almost 10 years, while other projects have a short- or medium-term duration – “*People on war*” Project 2000 of the International Committee of the Red Cross in the Czech Republic.

It is then obvious from the above characteristics that one of the strengths of the seminar was that it gathered a very wide range of organisations that have in common their work for, by and with young people against violence, while managing to keep their own identity and using in very creative ways different methods of work based on their own strategic goals and needs.

5.1 Mediation and conflict resolution in schools

Mediation and conflict-resolution techniques are used in many of the projects of the seminar; the Non-Violence Keep Cool Teams and the Peer Mediation in Ala-Malmi Comprehensive School both in Finland, the Young Men Unit from Youth Action in Ireland and the National Training in Peer Mediation in Luxembourg. There are two different marked tendencies. In some cases the strategy is to teach peer trainers or teachers as trainers who will in turn become trainers, while in other cases the training on conflict-resolution techniques is given directly to the group.

A series of theoretical concepts on this topic was introduced to and discussed with the participants of the workshop, such as the different phases of a conflict, the reasons that can generate a conflict and the role of peer mediators and parties to the conflict.

5.2 Information campaigns: educational talk as an awareness-raising approach

There are many ways of running an information campaign. In this workshop the particular focus was the method used by the earlier successful Danish programme “*Stop -the Violence*”. The manifestations of violence that educational programmes could use as topics are racism, violence related to drugs, alcohol, gender and sex. “*Stop the violence*” focused on using young people with experience of violence as educators. They asked young ex-offenders or victims to speak to other young people from experience. For example, an ex-offender may discuss the peer pressure to join a violent gang or the violence that he has encountered when he was young.

5.3 Street work and outreach projects

The group was a very experienced one and they started highlighting characteristics appropriate to street work and outreach work, the differences between them and finally identifying the appropriate tools that ensure the success of these kinds of projects. The facilitator, Darek Grzemny shared with the participants his experience, describing an Aids prevention project he had co-ordinated with young prostitutes on the German-Polish border. He explained the difficulties of gaining their trust so that they would approach the organisation and ask for information and help when needed. Part of the reason why the girls were scared was their illegal migrant status. The organisation decided to first contact their pimps and convince them that health issues were crucial to keep the girls safe, which they were interested in, and then they waited for the girls to contact them, which they did little by little by calling and asking for help when one of them had been beaten up or was sick.

5.4 Empowerment and counselling of victims of violence

Helping the victims of violence is an important aspect of tackling violence. A number of participants worked with victims of violence using counselling methods. Claudia Belchior from Portugal and Cecilia Cortesi from Italy used counselling to help women increase their self-confidence and leave abusive partners. Hannah from the NGO EXIT used this method to help young people leave nazi groups and rejoin society. Some participants' NGOs use advertising and information campaigns to tell people how they can get help. The victims of violence can usually go to the centres for counselling and information, where they can be provided with help to find a safer place to live.

The workshop leader, Claudia Belchior, initiated a discussion on the key skills required for counselling. The first agreed characteristic identified was the importance of showing empathy towards the victims of violence and to be non-judgmental towards them. This was particularly the case when victims repeatedly return to violent partners. The second one was the ability to listen which is crucial in counselling in order to let the victim explore their own emotions and have a safe space to discuss how they feel. The third one required was to possess the necessary skills to encourage other people's growth in self-confidence. These skills were discussed as being basic

to help victims who needed to empower themselves and leave the violent environment in which they live and rejoin society in a safer place.

5.5 Working with boys and young men

This approach is not yet as well-known a methodology as street work or campaigning but has risen out of the desperate need to help young men to participate in society and to stop the fast growing disaffected male population who communicate through violence and consider this 'normal' practice. The theory behind this approach is that traditional masculinity is associated with the image of the "(Holland et al, 1998)": strong, violent and sexually potent. Many young men try to prove their masculine abilities to their peers through violent behaviour. This can be manifested through violence such as bullying their peers, raping young women or violence themselves, such as suicide. The need to prove masculinity among working class young people has increased in recent years through the lack of traditional manual work leading to unemployment and subsequently a loss of self-esteem. This is manifest both in the high rate of male suicides (for example, in all European Union countries the suicide rate of young men between 15-24 is double the rate of their female counterparts¹⁰) and in the high level of crime by young men (for example, in transition countries young men account for 90-95% of all juvenile crime¹¹).

Paul Kloosterman, the workshop leader, stressed the necessity of alternative role models for men. This is also true for youth workers who should not try to 'out cool' the youth but project an image of men who can show themselves to be vulnerable and talk about their emotions and problems. The development of a safe environment "*boys' groups*", where men feel able to talk is important. Questions that need to be addressed for young men were about gender, masculinity and how men do and should behave. This should take place along side personal discussions of how they feel and what problems they have in their everyday lives. Peer education where young men discussed masculinity with other young men was considered as a useful method. This method is used by the participants from Youth Action Northern Ireland and is discussed in detail in section 4.3.2.

10. Eurostat, <http://europa.eu.int/comm/eurostat/Public/datashop/print-catalogue/EN?catalogue=Eurostat>

11. For more information, see section 2.1.1

5.6 Confidence building and conflict resolution in post-conflict areas

The facilitator, Goran Bozicevic, together with the participants, developed several exercises first trying to explore what can be considered as “*peace-building*”. This appeared to provoke consensus on some of the identified activities and actors perceived as being part of a peace-building process, but disagreement on others such as NATO and the rule of law, for example.

Then groups were organised to work with different scripts describing peace-building projects in post-war towns with the objective of provoking a discussion on how youth work against violence would be in such contexts.

It is interesting to note that dealing with this topic was more difficult for three of the participants who were from western European countries, who were not personally acquainted with war situations; (almost all the other participants were from post-conflict areas). Indeed, they decided that they did not want to work on the scripts but rather chose to discuss other issues related to forms of violence more relevant to them and their daily lives, but not in the context of post-conflict areas.



Chapter 6.

Cross-cultural and European dimensions

This chapter will emphasise the European dimension of the seminar focusing on how the seminar fits within the programmes of the Council of Europe. It also explores the challenges that the European dimension creates for cross-cultural learning and collaboration.

6.1 Council of Europe's work in this context

Among the main concerns of young people and youth organisations in Europe, racism and discrimination is one of the most important. The multicultural nature of all European societies is challenged by explicit and implicit forms of racism, violence and discrimination, often involving young people as victims or perpetrators.

Racism and discrimination violates human rights, and must be addressed through a continuous and coherent educational effort. The European Youth Centres have, over the years, developed and provided innovative tools and approaches in the use of intercultural education and intercultural learning for the building of a Europe that values and respects cultural difference and diversity.

6.1.1 The all different-all equal youth campaign

The youth sector of the Council of Europe and its partners were the main carriers of the European Youth campaign against racism, anti-Semitism, xenophobia and intolerance "*all different-all equal*" that was run across Europe in 1995 and 1996.

Among all activities carried out, educational activities were the most important. A series of training courses for minority youth leaders were conducted, acknowledging the fact that minority young people have had less chances of participation at European level.

The campaign also produced valuable educational materials for intercultural education and peer-group education as effective ways to address racism, discrimination and xenophobia with young people.

One of the most direct results of the training activities has been the establishment of European minority youth networks and organisations, namely Minorities of Europe, Federation of

European Roma Young People (FERYP) and Young Women from Minorities (WFM). Two reports were produced;

The Beauty of the world, report on the training course held in Levoca, Slovakia, and Young Roma and Travellers, report of the first training course for Roma youth leaders in Europe, held in Strasbourg in 1995¹².

Confirming the success of these activities, the Committee of Ministers of the Council of Europe decided, in 1996, to continue this approach by supporting the organisation of the long-term training course “Participation and Citizenship” on empowerment of minority youth leaders.

The concern for minority youth issues has found echoes in other activities of the Directorate of Youth and Sport: a second course for Roma youth leaders was carried out in the framework of the Partnership on Training between the Council of Europe and the European Union. Minority youth organisations have also been better represented in the statutory bodies of the European Youth Centres and European Youth Foundation, namely in the Advisory Council.

During the Directorate’s work on these items over several years, it became more and more apparent that the themes dealt with needed widening, as they were human rights questions and yet did not tackle sufficiently all dimensions of human rights.

In 1999, during the 50th anniversary of the Council of Europe an action month “*Europe – Youth – Human Rights*” was held in Budapest tackling all dimensions. This month was the motivation and starting point to design a programme dealing explicitly with human rights education and seeking synergies all over Europe.

In November 2000, at the occasion of the 50th anniversary of the European Convention on Human Rights and Fundamental Freedoms, a three-year youth programme on human rights education was launched – the seminar “*Youth against Violence*” was part of it.

This programme has a wider scope of themes than previous programmes of the Directorate in the field. Within this programme, violence, considered the first and most direct form of violating human rights, was chosen as a thematic priority for the year 2002. Two seminars were held to create networks, knowledge bases and contacts to continue working on this subject in the future: a seminar “*Violence against young women in Europe*” in May 2002 and this seminar “*Youth against violence*”. Both activities provided the basis for continued work of the youth sector in

this field, at local level, and contributed to the efforts of the Council of Europe at large: the Secretary General of the Council of Europe launched two priority projects for the years 2002 – 2004, one of them being *“Responses to everyday violence in democratic society”*.

During the year 2002, the Human Rights Education youth programme will go *“national”* and seek the largest synergies at national and regional level by training trainers and multipliers to introduce human rights education into their fields of work¹³, thus responding to the willingness to put a special emphasis on the link between regional and local work.

6.2 The cultural dimension of the implementation of projects and the cross-cultural challenges

This section explores some specific aspects that can impair or favour the implementation of a project in different cultural and social settings.

1. Different methodologies for different challenges

The examples below illustrate how the preventive strategies respond to specific cultural and social needs and challenges of the moment and how different these can be from one country to another. This report does not pretend to measure how useful and successful the strategies are.

EXAMPLE NUMBER ONE:

The Kapocs youth centre in Budapest opens during the daytime and closes at week-ends.

The Blue Hill Youth Centre in Sweden opens after school finishes and at weekends.

After visiting the Kapocs projects, one participant said:

“if this works for Hungary that is fine but it would not work in my country”.

EXAMPLE NUMBER TWO:

The Moscow School of Human Rights promotes preventive work with teachers on bullying. Some Danish participants to the thematic workshop on bullying, mobbing and teasing commented that they perceived the focus was a very traditional one and that in Denmark other strategies are used.

¹³. The full information on the programme is available on the website <http://www.coe.int/hre>

EXAMPLE NUMBER THREE:

In Poland, one of the projects of Campaign against Homophobia for the year 2002 is to organise a gay pride parade while in other countries this has existed for quite some time now.

2. Specific forms of youth violence that exist in some places do not necessarily exist elsewhere

According to the person in charge of the Kapocs centre in Budapest, there are no strong juvenile gang problems right now in the streets of the city while in some western and eastern European countries it is an increasing problem.

3. Differences in terms of support to the projects from local public authorities

In some countries local social services and public authorities are very well co-ordinated and have a policy of support for projects such as the ones presented during the seminar. In other countries these services are hardly properly organised, and when they are, they do not have the necessary resources.

4. Differences in terms of access to funding

In some countries access to funding either locally or nationally is easier to obtain than in others. Information is easily accessible and funds are available.

Also the limited access to funding obliges them to depend on volunteering which, although a valuable strategy, can complicate or limit the services provided to the young people. The Kapocs Centre provides once-a-week legal counselling thanks to a lawyer who volunteers.

5. Specific topics may be taboo

Topics may be taboo in a given environment and not in another. Some issues can provoke resistance. In some cultures time is needed before some topics can be discussed openly, or the target group needs to establish a certain level of confidence in the group leader. People can be shy about their opinions or they do not express what they really feel or think.

6. Negative perception of the work done

Some activities may be rejected, for a whole range of reasons, by the community where they are supposed to be implemented and sometimes this can impair their proper development.

The group “*Students against Nazism*” in Denmark, which organised 804 evenings in front of the house where a nazi group was living, was initially rejected by the neighbours of the community who feared the project would trigger greater problems than the existing ones.

7. War-torn societies

The reconstruction of a country that has faced armed conflicts, is full of challenges, in terms of preventing new waves of violence and maintaining a sometimes fragile peace. One of these lies in the difficulty of “*de-programming*” (Unicef, 2000) large sectors of a society that have been involved in violent situations either as victims or in some cases as active actors (protagonists). The role of the youngest sectors of the population in these contexts is key; to ensure a sustainable peace, they must take part as active protagonists in the much needed process of “*de-programming formal and informal structures of learning*” (Unicef, 2000) to tackle the violence rooted in these war-torn societies, and any project developed must respond above all to the specific social and cultural contexts. This is why we can notice the tendency to develop youth projects in the Balkans and the Caucasus, for example, mostly focused on “*a general transformation dimension or reconciliation dimension*”. This contrasts with other parts of Europe which are not affected by armed conflicts, where this focus does not exist among youth projects and where rather “*typical anti-violence projects*” are developed, responding to the needs of non-armed-conflict contexts.



Chapter 7.

Evaluation and the building of the network

This chapter will evaluate the seminar, comparing the original aims of the seminar with the outcome and will discuss one outcome in detail: the construction of the first European youth network against violence.

7.1 Evaluation of the seminar

This section of the report discusses whether the aims of the seminar were met in Budapest in the activities in which the young people participated. The objectives for the seminar, that were set out in the introduction, will be explored point by point:

Objective 1: to provide a forum for local project leaders and young people active in peer-group projects against violence, delinquency and urban crime.

The seminar was specifically aimed at new audiences who could be introduced to the European level. This objective was undoubtedly met: the participants represented a wide variety of experiences as active and committed NGO members who worked directly against the many facets of violence at a local level, a majority of participants were attending a European seminar for the first time.

Objective 2: to highlight the role of peer education as an approach to human rights education.

Peer education was emphasised through the participants who had been chosen: many of them worked in peer education organisations against violence. Some of the workshops on methods discussed peer education as a useful tool to stop violence and empower young people to actively intervene in peer group situations. Violence and its manifestations above all violated human dignity and specific human rights such as the right to life or the right to non-discrimination. Thus fighting against violence is fighting for human rights.

Objective 3: to exchange and share good practices in:

- Social analysis of youth violence
- Starting up new initiatives
- Contact / co-operation with public authorities
- Methodology and methods
- Use of peer education against violence
- Specific problems and challenges related to suburban areas
- Specific problems and challenges related to post-conflict situations.

There were a variety of different forums where the exchange of good practice took place. The thematic working groups helped the participants create definitions of violence and discuss differences of opinions. The workshops provided discussion on the different methods and challenges for using the techniques. An illustration of this achievement was through the words of one of the participants,

"I learnt this week that all countries in Europe have problems with violence, not just my country. I have learned how other people deal with similar problems and maybe I could use some of these methods in my work",

Carla, Lebanon

The Information Market also provided a focal point for the exchange of ideas from the participants on how to run projects.

"For most of us the Information Market was the most interesting activity. It gave us the opportunity to share experiences and pick up information on actual projects that are running on youth against violence. It was an opportunity to get really creative and show the work we have done",

a participant.

The simulation exercise provided the opportunity to develop skills in how to collaborate with other organisations. The last exercise suffered somewhat from too many participants, not quite enough time and general tiredness at the end of the week. The participants did, however, learn how difficult it is to gain international co-operation and how quickly misunderstandings can arise.

One important aspect that the participants learnt in the seminar was about differences in opinions and practices. At the beginning of the seminar some of the participants produced a picture of a single boat. In the boat were all the people from the seminar. The boat was heading in one direction and this was symbolised by a picture of a compass. This creative analogy was to show how all the young people at the seminar were working towards the same aims in a similar way.

As the seminar developed what was noticed was that this level of unity did not exist and that achieving this goal would take a lot of hard work. There was no consensus in the seminar on even the basic questions of what violence was. A few participants thought that smacking young people was an acceptable form of violence whilst others disagreed with this but thought that sibling violence was normal. Due to the Council of Europe encompassing such a wide range of countries living in different modernities the views expressed were very different.

Objective 4: to develop European networks of local associations, projects and young people active in anti-violence peer group projects in school and out-of-school.

Informally this was achieved on a daily basis throughout the seminar with participants exchanging contact details and discussing the possibility of collaboration. One of the participants described how they had developed contacts,

"I came to the seminar to meet with other NGOs because Montenegro is not connected. There are not many NGOs there and few connections to the international community. This was an excellent opportunity to make connections and I have already made some networks. I have also found information about the means in which to develop further co-operation",

Anita, Montenegro

Overall the seminar was a great success with creativity, expertise and hard work contributed by the participants, group leaders and the organisers. Overall we (the rapporteurs) enjoyed the experience and were impressed by the fruitful outcomes from the seminar.

One of the major outcomes of the seminar was the initiation of a European youth against violence network, which is discussed in detail in the following section.

7.2 European network youth against violence

“You take the aspects from the Polish street gangs, the bullying in schools in Denmark, and the stadium violence in Italy and you combine them together to make an educational programme in all these countries. You combine the activities with the NGOs who already work there”,

A description of how a European network could work by Giacomo – The European Youth Forum.

There are a wide variety of successful youth projects working against violence across Europe. This can be seen from the selected participants for the seminar. Without European co-operation these creative ideas and good practice can get “lost in space”. There is an opportunity, with the creation of a European network ‘youth against violence’, to exchange ideas and to reach a far wider audience going from the local to the national and international levels. It may also be possible for the future network to influence policy-making on youth violence at all these levels.

A few weeks after the seminar took place, we met up with one of the initiators of the network, Ronnie Abergel, on a dark and rainy evening in Heathrow to find out more about the network. This is what he said:

Bryony: What will be the aims of the network which is being established?

Ronnie: My dream is to create a network that is an umbrella for all youth against violence strategies. It will be specifically aimed at the exchange of ideas and good practices across Europe. I say good practices and not best practices because I don’t believe that there is a ‘best’ way for every country.

Bryony: Who will the network be for?

Ronnie: The network will be for young people who are either working full time or as volun-

teers in NGOs at the grass roots level and young people who are about to begin a project with no previous experience or knowledge. It will develop strategies that can be used by both.

Bryony: How will the network fit into the European setting?

Ronnie: One of our aims is that it will work in a partnership with the newly formed European crime prevention team. This team, which was formed under the Belgium Presidency of the EU, is composed predominantly of experts from academia, policy-makers and the police force. Having our network as a partner and creating dialogue between the organisations would give them the grass roots experience and a voice from the young people. Our aim is to be that trustworthy partner. In addition, this network can open the doors to future channels of co-operation with a wide range of partners.

Bryony: What will the European dimension give to the NGO worker?

Ronnie: It will give them insight into other countries. The act of violence is similar across Europe, the motives and the causes may change but the action is the same. If someone in Belgium, perhaps, has found an excellent method for reducing street violence then the method can be shared. The idea is not to duplicate projects but to provide the inspiration.

Bryony: What do the participants bring to the project?

Ronnie: The members bring their own insights from their experience. They bring their own local methods and share them in a forum. They can use each other as a resource and learn from each other how to solve problems. The participants learn that they are not alone.

Bryony: What are the first steps?

Ronnie: The first step is to establish collective aims, objectives, criteria for membership, mission statement, sources of funding and how the organisation will be run. An application for funding to the European Youth Centre has been made for the first meeting to formalise the network and officially be recognised as an NGO. The meeting is intended to be held in May 2002. Before this meeting, feedback will be collected from the participants in the seminar from both the initial draft and the second draft for the network.

The participants from the seminar were very positive about the network. Their expectations for the network are described below using their own words from e-mail correspondence.

"In our NGO we believe that exchanging experiences, gathering information and making joint international projects and happenings is something that we could benefit from in our daily work and violence and crime prevention as a whole. The first achievement would be to be formally recognised as an organisation and then begin to pinpoint some issues that we want to work on.",

Rasmus, Denmark

"The European Network Youth Against Violence will be a great way to be able to gather more details and more experience on reducing the day-to-day violence taking part in the places where the participants of this network live. I think the interaction helps create a safe environment to express the problems and maybe take advice from the others on how things can be done in a better way to help prevent various types of violence taking place in our society. This is especially the case for the international dimensions, European or non-European ones, to help in our daily work and the frustration that we deal with in and out of work. It should not just work as an exchange of ideas within the forum but also influence policy-making and European decision-makers that have the power to make changes for better living conditions for youth",

Adelina, Kosova



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Chapter 8

Projects descriptions

(compiled by Marie Bohner & Kateryra Shalayeva)

The following project descriptions are a small selection of projects run by participants in the seminar. For more detailed information please contact the organisation directly.



"Keep Cool Teams"



The project "*Keep Cool Teams*", from the association Non-Fighting Generationry, is based on systematic working methods aimed at a permanent change in the behaviour and value system of young people. The young people are schoolboys aged from 13 to 15, who were already pointed out by their teachers for having an aggressive behaviour. The idea is to create a totally new youth culture asserting that non-violent attitude is "*cool*".

The "*Keep Cool Teams*" approach the problem of violence as a non-violent martial art. "*Keep Cool Teams*" gather from 6 to 10 young people, who meet once a week over a period of ten weeks. Several training exercises are practiced during every meeting based on free discussions and self-control, in order to propose new ways of confronting violent situations. These exercises facilitate a self-analysis of feelings and attitudes, and propose alternative ways of reacting to these feelings. One of these techniques is called "*Sauna of truth*".

Sauna of truth

One person sits inside a circle with the other team members surrounding him. Then the others start to ask critical questions about violent behaviour of the one in the "sauna". This is sometimes a very intense practice and sometimes it can create conflicts.

The "*Keep Cool Teams*" are working in co-operation with youth and social authorities, police, juvenile prisons, reformatory schools, dormitories and schools. They promote non-violent behaviour, teach non-violent self-protection and provide street patrolling.

Non-Fighting Generationry Vuorimiehenkatu 16

00140 Helsinki

Tel: (358) 962200670

Fax: (358) 962200671

Website: www.nonfighting.fi

Email: nonfighting@nonfighting.fi

Contact person: Jussi Toikka Johannes

Email: jussi.toikka@nonfighting.fi

Project NASCER

APAV, the Portuguese Association for Victim Support works to inform, to support and to protect victims of violence. The majority of the 180 staff plus volunteers who collaborate with the Association are university students and recent graduates from diverse areas of studies, psychologists, lawyers, social workers, market specialists, medical workers and others.

Among different projects run by the Association there is the Nascerc project for empowerment of children who have been victims of violence. Nascerc is being developed in a suburban area of Lisbon characterised by a high level of poverty, drug addiction, robbery and street fights.

The work starts with a visit to local schools. By distributing a questionnaire form the volunteers try to uncover “hidden” information and detect victims of violence. Neglect and abuse are inherent in the silence of children and youngsters at risk.

The next step consists of informative sessions held in the schools. Pupils are told about human rights practices and are trained in prevention of aggressive and criminal behaviour. By means of drawing and video sessions the trainees can identify their own feelings and look for inner strength. This project is intended to develop and strengthen multiple skills of victims, such as trust and co-operation.

Apav Associação Portuguesa de Apoio a Vítima

Rua do Comércio, 56, 5o

1100-150 Lisboa

Portugal

Tel: (35) 1 21 8884732

Fax: (35) 1 21 8876351

Website: www.apav.pt

Email: apav.sede@apav.pt

Contact person: Claudia Belchior

Email: claudiabelchior@oninet.pt

Blue Hill Youth Centre and Sports Club



The area of Solna is a suburb of Stockholm, with a high proportion of immigrants. The problems of violence are very frequent in this area, mainly due to drug abuse and integration difficulties. The philosophy of the Blue Hill Youth Centre is, without having a moral-

ist attitude, to make youngsters responsible for their own lives by making them responsible for the Centre. The Blue Hill Youth Centre uses peer education to make the young people responsible for others, by running and participating in several sport sessions and in all activities concerning Hip-Hop culture: break-dancing and rap, etc...

The idea of the Blue Hill Centre is to be an open place for any youngster, so that they can consider this place as their own. They all have a magnetic key to open the Centre at any time, and it makes them responsible for it. Following the peer education methodology, the older members are responsible for the younger ones, and for running the activities. The Centre is also a place where several cultures meet and where intercultural work is promoted. The Blue Hill Centre emphasizes the promotion of the work of these young people. For example it is possible to see some performances on www.superchannel.org, [situflex studio](http://situflex.studio), Blue Hill.

Started in 2001 the Blue Hill Youth Centre has already attracted the press and convinced politicians of the positive impact of its work. The results are visible in the neighbourhood: violence and use of hard drugs has decreased since the centre opened. The Centre is now trying to focus on soft drugs too. Another aim is to try to co-operate with other youth centres from Stockholm, as well as with similar initiatives abroad.

Blue Hill Youth Centre and Sports Club

Hagalundsg 21

169 64 Solna

Sweden

Tel: (46) 8 27 76 51

Contact person: Joachim Theodoridis

E-mail: jocketheodoridis@hotmail.com

Association of hope for Children

The aim of this project is to help young people to find an alternative to life on the streets. The Association organises street work in some pilot areas by going out twice a week in teams of 2-4 volunteers who know the area well and have succeeded in living “*rough*”.

They both give information about services of the Association and show opportunities to transfer from the street. Volunteers also collect information on any “*new face*” on the streets. Limited number of children can be accommodated in the shelter. This is a safe centre where street children meet their peers. There they learn how to read and write. They are invited to join their peers in activities such as jogging, handwriting, cinema trips, painting, picnics, visiting exhibitions, and gymnastic and swimming lessons. They also run a newsletter together.

To prevent the increase of violence in the cities, young people have to receive care, a home and education.

“Any violence is a cry for help”

Association of hope for children

Umut Cocuklari Dernegi

Okcumusa CD. Demet Apt.

15/9 Sishane-Taksim

Istanbul Turkey

Tel: (90) 212 245 67 47, 251 25 38

Fax: (90) 212 245 29 73

Email: vusufkulca@umutcocuklari.org.tr

Website: www.umutcocuklari.org.tr

Contact person: Julide Bozoglu

Email: julidebozoglu@hotmail.com

EXIT

EXIT's major task is to provide support to members of neo-nazi groups who wish to leave their past, and build a new future. Most of the neo-nazis in Sweden are men, living principally in central and southern Sweden.

EXIT was started in 1998 by Kent Lindhal who himself had been a neo-nazi for more than ten years. Most of the EXIT members used to be neo-nazis themselves, so they are conscious of the concrete difficulties arising from leaving such groups. They show by their personal example that the change (escape) is possible.

EXIT acts both with schools and with individuals, following a five-step model to bring ex-neo-nazis back to a normal social life: motivation, defection, establishment, reflection, and stabilization. This social rehabilitation may take months or years, sometimes with the help of police protection and social workers. Throughout all this time EXIT members are constantly accessible.

More and more young women are approaching EXIT, because now there is a woman working with the institution. Before, EXIT used to be mostly male-staffed and as a consequence girls were not confident talking with them. Different methods have to be employed with girls. Their roles in the Neo-nazi groups vary greatly.

EXIT, the only association in Sweden of its kind, is beginning to become well known. The intention is to build up new support centres in different regions to multiply this kind of methodology.

EXIT

Box 920 22

12006 Stockholm

Tel: 46 8 462 2200

Email: exit@fryshuset.se

Contact person: Hanna Otterhall

Email: Otterhall@user.bip.net

Against stereotypes

The goal of the project “*Against stereotypes*” is to conduct a campaign of information and reflection about sexual minorities and derived prejudices in secondary schools.

This project started in May 2001 in two Polish towns: Bydgoszcz and Warsaw. Homosexuals are not easily accepted in Polish society and are often victims of discrimination and aggression ranging from minor to serious ones. The association “*Campaign against Homophobia*” is an NGO and is the largest organization of its kind in Poland with a central office in Warsaw and six other branches in Poland.

The project “*Against Stereotypes*” has been set up as a response to this lack of information and tolerance. It is based on a brochure called “*10 stereotypes against homosexuals*” that is being used during courses on sexual education in secondary schools. During the 45-minute class, volunteers that have been trained by “*Campaign against homophobia*” present the condition of homosexuals in Poland under the six following items:

- What are stereotypes?
- Who is concerned with stereotypes?
- What does a gay or lesbian look like?
- Are there homosexuals at schools?
- Is this a stereotype?
- Can we get rid of a stereotype?

Most of the time, sexual stereotypes are accompanied by acts of violence, verbal or of other kind...At the end of the course, each student receives the brochure and additional printed materials on sexual violence.

“Together to the common benefit!”

Campaign against Homophobia (KPH)

Tel/Fax: (48) 22 616 03 40

Email: kph@wg.pl

Website: www.republika.pl/kph_wawa

Contact person: Ireneusz Fus

Email: irekf@poczta.onet.pl



Peer Mediation in Ala-Malmi Comprehensive School

This pilot project is based on the conviction that young people by learning how to resolve small conflicts will be more competent to avoid larger conflicts in the future.

Peer mediation was started in Ala-Malmi Comprehensive School in autumn 1994. There are six pairs of mediators, coming from the groups of older students, who organise mediations whenever a small conflict takes place between the other pupils/students. The mediation is run without adults, and has five steps:

- Welcoming
- Introduction of the matter
- Finding the solution to the conflict
- Reaching an agreement and agreeing on follow-up
- Evaluating the consequences of the agreement

The school staff and the student body at large both benefit from this process. To disseminate these peer mediation methods, trainers on peer mediation are working with other schools, as well as with the Finnish Red Cross.

Ala-Malmi Comprehensive School

PL 3501

00099 Helsinki

Tel: (358) 9 3108 2965

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Appendix I:

Seminar Program

Tuesday 16th

- 09:30 Official opening of the seminar
Ms Antje Rothemund, Executive Director, European Youth Centre Budapest
- 09:45 Introduction of participants
- 10:00 Introduction to the Human Rights Education Youth Programme
Mr. Rui Gomes, Programme and Training Administrator, European Youth

Centre Budapest

- 10:20 Presentation of the programme, aims and objectives of the seminar
- 11:15 Exchange on expectations to the seminar in working groups
- 12:00 Presentation of working groups
- 12:30 Peer Education – basic definitions
- 14:30 “Concepts of violence and examples of projects”
Mr. Ronni Abergel, Danish Crime Prevention Council, “Stop the Violence”
Discussion
- 15:15 Statement Exercise
- 17:00 Presentation of visits to local projects and preparation of Information Market
on participants’ projects
- 20:30 Information Market

Wednesday 17th

- 09:30 Introduction of the day
- 09:45 Thematic working groups
- Bullying, mobbing and teasing in schools
Ms Evgenia Pavlenko, Secondary School of Maloyaroslavets town, Russia
 - Violence motivated by racism, intolerance and xenophobia
Ms Antje Rothemund, European Youth Centre Budapest

- Violence as a consequence of alcohol and drug abuse

Mr. Ronni Abergel, Danish Crime Prevention Council, “Stop the Violence”

- Sexual abuse and gender related violence

Mr. Darek Grzemny, “CHANGE – Association for Children and Young People”, Poland

- Violence amongst young people in post-conflict areas

Mr. Goran Bozicevic, Centre for Peace Studies, Croatia

14:30 Presentation of conclusions of thematic working groups in plenary

15:00 Technical announcements

15:30 Visit to local projects in Budapest dealing with youth violence (in 5 groups)

19:00 Dinner and party at “Belvárosi Tanoda – Megálló Csoport”

Thursday 18th

09:30 Introduction of the day

09:45 Workshops

- Mediation and conflict resolution in schools

Ms. Éva Borbélyné Nagy, Foundation of Human Rights and Peace Education, Hungary

- Confidence building and conflict resolution in post conflict areas

Mr. Goran Bozicevic, Centre for Peace Studies, Croatia

- Street-work and outreach work in suburban areas and public places

Mr. Darek Grzemny, “CHANCE – Association for Children and Young People”, Poland

- Counselling and empowerment of victims of violence

Ms. Claudia Belchior, APAV- Associação Portuguesa de Apoio a Vítima

- “Boys-work” (working with groups of boys on self-confidence, attitudes and behaviour)

Mr. Paul Kloosterman, SPHYNX training & consultancy, The Netherlands

- Educational talk as an awareness raising approach, Mr. Ronni Abergel,

Danish Crime Prevention Council, “Stop the Violence”

14:30 Free afternoon and evening

Friday 19th

- 09:30 Partnership and Co-operation – exercise (coffee break at 10.45)
- 14:30 Evaluation and follow-up of the exercise
- 16:30 Networking and network building

Saturday 20th

- 09:30 Network building
- 11:15 Follow-up activities
- 14:30 Proposals, recommendations and conclusions from the seminar
- 15:15 General rapporteurs' report
Ms Marie-Laure Lemineur and Ms Bryony Hoskins
- 16:30 Evaluation of the Seminar
- 17:30 Closing session



Appendix II:

Techniques and exercises used during the seminar

There was a wide diversity of experts-trainers who facilitated the work in the plenary sessions, exercises, thematic working groups and workshops. They came from eight different countries across Europe and used different techniques as programmed.

Thematic working groups

The forms of violence that were discussed were; bullying, mobbing and teasing in schools; violence motivated by racism, intolerance and xenophobia; violence as a consequence of alcohol and drug abuse; sexual and gender-related violence; and violence in post-conflict areas. These definitions are discussed in detail in chapter 3.

1. Background information on the thematic workgroup:

The participants attending this seminar represented a heterogeneous group in terms of experience, types of projects and type of violence they tackle. Many of them did not have extensive international experience. Thematic workgroups served to open participants' horizons to the diversity of notions that youth violence represents. The workgroups were a space to learn from each other, but also to explore more deeply how the issue affects youth violence as a social phenomenon in general. In this respect establishing a potential connection between the theme, Human Rights Education and peer education in HRE has been a great benefit.

2. Specific objectives:

- To provide the participants with basic information about the diverse notions of youth violence in relation to the concrete themes of the workgroup;
- To provide examples of successful projects, initiatives in relation to the theme;
- Other specific objectives to be defined by the thematic workgroup facilitator.

The workshops

Mediation and conflict resolution in schools; confidence building and conflict resolution in post-conflict areas; street work and outreach work in suburban areas and public places; counselling and empowerment of victims of violence; “*boys work*”; and educational talk as an awareness raising approach, were the methods that were studied. These are discussed in chapter 5.

1. Background information on the workshop:

The workshops are spaces for participants to learn from each other and also to learn further, to explore new ways of doing things, methodologies, approaches, methods and challenges in a particular field or area of education. The workshop is:

- An opportunity to exchange practises;
- A chance to exchange ways of action;
- A space for debate and discussion.

2. Specific objectives:

- To exchange different methods and practices relevant to the topic of the workshop;
- To provide examples of successful approaches or methods in relation to the workshop topic;
- To make proposals regarding changes that may need to be introduced or principles that need to be stressed in order to make the work in the particular field more effective (or organisations / associations working with it);
- Other specific objectives to be defined by the thematic workgroup facilitator.

The information market

Its main objective was to promote the exchange of ideas and materials on the respective projects and programmes. The participants covered stalls with leaflets, pictures, CD-ROMs, games and videos from their organisations. After the stalls were created the participants spent one evening moving around the market collecting information, asking each other questions about their projects and making informal networks. The stalls were not removed until the last day of the seminar to give the opportunity for the participants to come back later and take some extra time if needed.

Visits to local projects

Visits to 5 local projects were organized in order to provide the participants with the possibility of sharing and experiencing in the field, with other people involved in the practical implementation of different strategies set up to tackle youth violence. These field trips were used as a complementary educational strategy in addition to the plenary sessions and workshops planned during the seminar.

The projects and organisations visited were:

- Zöld Kakas Líceum
- Kapocs peer education service-Petőfi Csarnok
- Diutores (the Nutcracker Foundation)
- Belvárosi Tanoda – Megálló Csoport
- Kortárs Segítők Alapítvány – Foundation for peer group education.

Common discussions and general reflections

There were two major inputs into the plenary discussion on the creation of definitions. The first was on the basic definitions of peer education by Antje Rothemund and the second was on concepts of violence by Ronni Albergel. The conceptual definitions of peer education used in this input are discussed in chapter 4 and the discussions around definitions of violence are discussed in detail in chapter 3.6. These inputs were made on the first day in order to give the participants basic definitions to exchange ideas and experiences in peer education projects against violence.

The simulation exercise

The aims of this exercise were to create a “*make-believe*” international network of different youth organisations. It was run to develop the atmosphere of international dialogue between participants performing roles in organising and running projects with and for young people in the field of youth violence. The specific forms of learning were aimed at developing skills needed for creative and efficient co-operation, to discuss the issue of youth violence and youth initiatives and to practise making decisions, running and chairing a meeting.

Fictitious roles were assigned to each of the participants representing either a non-governmental organisation dealing with youth violence, individual professionals such as the police or psychologists dealing with youth violence or an observer. The participants were also assigned to one of a number of different countries. The schedule of the exercise included some time for the counterparts to meet in their new countries and develop strategies. One of the countries organised and hosted the joint meeting with the purpose of creating a cross-cultural project on youth against violence.

The exercise demonstrated the difficulties involved in this kind of project and how quickly rifts and misunderstandings can develop in such contexts.

Confrontation and Consensus exercise

This game provided a forum in which people could express very different ideas on traditional key questions arising when one works on issues related to violence. Statements about violence were read out and the group members had three options: either stand by a sign saying YES – I agree, NO – I don't agree or I DON'T KNOW. The participants could express freely why they were standing in the sections they had picked. They were free to change their minds and move positions according to the arguments that were made. Examples of statements for this exercise are found in section 2.1.



Appendix III:

List of participants and contacts of organisations

Armenia

Norayr Chakhalyan

Helsinki Association

Azerbaijan

Hamlet Babaev

NCB of ICPO-Interpol in the Republic

of Azerbaijan

Elmira Suleymanova

I EARN, SOROS*

Belarus

Nikolai Loukcha

International NGYO 'Interactive'

Bulgaria

Maria Petrova Petrova

YWCA of Bulgaria

Croatia

Sanja Novak

European Club

Ivana Prazetina

NGO "SUNCOKRET" –

Centre for humanitarian work

Czech Republic

Veronika Bilkova

Czech Red Cross-Youth

Denmark

Rasmus Blichfeldt

Ishoj Ungdomsskole

Marie-Luise Hansen

The Danish Student Christian Movement

Sune Hoeneveld

Krudthuset

Estonia

Olga Fadeeva

Estonian Association on Human Rights

Dmitri Peramets

Youth Union Juventus

Finland

Shurie Mohammed

Helsinki Youth Department,

AS, Project FENIX

Jussi Toikka Johannes

Non Fighting Generationry

Harri Vaisanen

Ala-Malmi Comprehensive School

FR of Yugoslavia

KOSOVO

Adelina Sylaj

*Kosovo Transition Initiatives/
International Organization*

MONTENEGRO

Tamara Milić

Creative Centre Mediteran

Anica-Maya Boljević

Catholic Relief Services

Milos Vukovic

Association for Equality and Tolerance

Georgia

Tebrone Gomelauri

Central European University

Levan Japharidze

Students' Union of Georgian

Technical University

Germany

Felix Hartmann

Soziale Jugend Deutschlands,

Die Falken e.V.

Greece

Thalia Kampouridou

PRAXIS

Hungary

Aimen Anwar

*FEMYSO – Forum for European
Muslim Youth and Student Organisations*

Diána Hajdú-Kis

VE-GA Children and Youth Union

Irén Nagy Kapocs

Youth Self-Helper Service

Katalin Szabó

Kapocs Youth Self-Helper Service

Iceland

Harpa Stefansdottir

Gufunesbaer

Italy

Cecilia Cortesi

Associazione Centro Antiviolenza

Paola Costa

EIP-Ecole Instrument de paix

Latvia

Janeks Kevišs-Petuško

Daugavpils Experimental High School

Lebanon

Carla Bou-Kheir

Nouveaux droits de l'Homme

– International

Luxemburg

Steffi Bednarek

Service National de la Jeunesse

Moldova

Iurie Ciolan

Lyceum Prometeu

Vitaliy Djendoian

Youth Organisation Helsinki

Assembly of Moldova

Mozambique

Barbara Oliveira

Norway

Celine Blom

Grorud Rode kors ressursente

Poland

Ireneusz Fus

Campaign Against Homophobia

Kamila Keller

Nobody's Children Foundation,

Association OPTA

Portugal

Cláudia Belchior

APAV- Associação Portuguesa de

Apoio a Vítima

Romania

Marina Dimitriu

School no 88 Bucharest

Russian Federation

Natalia Leskonog

Children's NGO 'Unit of

Children's organisations of Tula Region'

Evgenia Pavlenko

Moscow School of Human Rights

Yuri Kulikov

In future without drugs

Slovenia

Rok Bermez

MLD

South Africa

Pepe Hendricks

Centre for Conflict Resolution

Spain

Cristina Lopez Fidalgo

Casa de la Juventud de Alcobendas

Sweden

Hanna Otterhall

EXIT

Joachim Theodoridis

Blue Hill Youth centre and Sports Club

The Former Yugoslav Republic of
Macedonia

Dusica Dimitrovska

Euro Balkan Institute

Turkey

Julide Turkey

The association of Hope for Children

Ukraine

Elvira Fundukova

Crimean Integration and Development

Programme UNDP

Anastasia Savenok

Youth Movement for Gender

Equality “Vpered”

United Kingdom

Nikki Parkhill

SPIT (Surrey Peer Issue Training)

Salma Yousef

HAAVA

Martin McMullan

Youth Action Northern Ireland Work

With Young Men Unit

(Olympia Young Men’s Group)

Jamie Morrison

Youth Action Northern Ireland Work

With Young Men Unit

(Olympia Young Men’s Group)

Working group leaders

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*Foundation of Human Rights
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Goran Bozicevic

Centre for Peace Studies

Claudia Belchior

*APAV- Associação Portuguesa
de Apoio a Vítima*

Paul Kloosterman

SPHYNX training and consultancy

Evgenia Pavlenko

Moscow School of Human Rights

Preparatory Group

Ronni Abergel

The Crime Prevention Council in Denmark

Darek Grzemny

Association for Children and Young People

CHANGE

Goran Buldioski

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The International Union of Railways supports the Human Rights Education Programme financially through the Solidarity Fund for Youth Mobility, itself composed of contributions from the sale of Inter Rail cards.



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