



Youth Peace Camp 2013

Report

European Youth Centre Budapest

20th to 30th June 2013

by

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Youth Peace Camp 2013

The Youth Peace Camp Concept

The Youth Peace Camp aims to engage with young people and leaders in youth organisations from conflict stricken regions by providing them a positive experience in living and learning together. The camp's programme develops their competences for dialogue and conflict transformation activities based on human rights education and intercultural learning and motivates them to act as multipliers for peace in their communities and organisations.



Contents

The Youth Peace Camp Concept	2
Contents.....	3
The Aim and Objectives	4
The Programme	5
The Team	6
Trainers:	6
Facilitators:	6
Admin and Logistics:.....	6
Reporter and Photographer:.....	6
Roles of Facilitator:.....	6
The Participants.....	8
The Main Programme Elements	9
Welcome Evening	9
Introduction and Welcome.....	9
Group Building	9
Reflection Groups.....	10
Identity	10
Human Rights.....	10
Conflict Transformation.....	12
Dialogue	13
Violence	15
Intercultural Learning.....	16
No Hate Speech Movement.....	17
Follow-Up.....	18
Evaluation and Closure.....	19
Participants Evaluation	20
Team Evaluation	23
Participants	23
Preparation.....	23
Programme and Methodology.....	24
The Main Results.....	24
Highlights and Lowlights	25
Trainer/Facilitator Team.....	25
Recommendations.....	26
Feelings.....	27
Results and Outcomes	28



The Aim and Objectives

Aim

Youth Peace Camp aims to engage with young people and youth organisations from conflict stricken regions, while providing them with a positive experience in living and learning together, allowing for dialogue and conflict transformation activities based on human rights education and intercultural learning to materialise during and after the project.

Objectives

- To develop the conceptual and practical meanings of conflict, peace, and conflict transformation through dialogue.
- To share among participants their personal experiences of conflict and violence and their coping strategies, identifying what is common and specific between them.
- To develop the competences, (knowledge, skills and attitude) of participants in conflict transformation, intercultural learning and dialogue, including a critical understanding of personal and collective identities and their role in conflicts.
- To learn about human rights and human rights education as frameworks for conflict transformation and dialogue in participants' realities.
- To learn from existing youth work practices and experiences of young people within working on dialogue and conflict transformation coming from different conflict stricken regions.
- To motivate and support participants in their role as multipliers and peer leaders in peace building activities with young people from their organisations and communities.
- To increase the expertise of the Council of Europe, in particular its youth sector, in working with conflict transformation as part of its mission in relation to intercultural dialogue and address online expressions of Hate Speech, specifically by facilitating the participants contribution to the No Hate Speech Movement.



Youth Peace Camp 2013

The Programme

Thu 20	Fri 21	Sat 22 Day 1	Sun 23 Day 2	Mon 24 Day 3	Tue 25 Day 4	Wed 26 Day 5	Thu 27 Day 6	Fri 28 Day 7	Sat 29 Day 8	Sun 30		
Team Arrival	Participants Arrival	Intro Welcome	Identity	Human Rights	Dialogue	Conflict Trans	ICL	NHSM	Follow-Up	Departure		
		Coffee										
		Intro Welcome	Identity	Conflict Trans	Dialogue	Conflict Trans	ICL	NHSM	Follow-Up			
		Lunch										
		Group Building	Human Rights	Conflict Trans	Dialogue	Free	ICL	CoE Speech	Evaluation			
		Coffee					Coffee					
		Group Building	Human Rights	Conflict Trans	Dialogue		Follow-Up	Follow-Up	Closure			
		Reflection Groups				Reflection Groups						
		Dinner				Boat Trip	Dinner	Packed	Dinner			
		Welcome Evening	Social Night	Free	Boat Trip	Social Night	Free	NGO	Social Night		Farewell Party	



Youth Peace Camp 2013

The Team

Trainers:

Menno Ettema – Council of Europe Education Advisor of the Youth Department

Nik Paddison – Freelance Trainer, Consultant and Writer

Facilitators:

Alban Kryeziu – Kosovo (Albanian)

Edo Sadikovic – Kosovo (Serb)

Mohammad Wari – Palestine

Ma'ayan Weizman – Israel

Giorgi Stepnadze – Georgia

Lana Parastaeva – South Ossetia

Due to a car accident Lana was unable to attend in the last moment, as a result Olja Sholderer stepped in and took her place

Varsik Nerkararyan – Armenia

Afag Nadirli – Azerbaijan

Admin and Logistics:

Peter

Reporter and Photographer:

Edouard Portefaix – CEMEA

Roles of Facilitator:

- Roles of facilitator is to understand the program and to be aware about Human Rights Values and values that promotes Council of Europe in General
- Facilitator is not COE representative but is contracted to support participants and program overall
- Political and overall problems that are raised is not issue that should be discussed or raised by facilitator
- Facilitator can support local participants before coming only if this is requested by Peter
- Facilitator should be present during all activities of YPC because during reflection group he has to discuss about all activities with his group
- Facilitator is not a facilitator of one group but is facilitator of all participants
- Facilitator should try to be available for everyone
- Facilitator should speak English all the time (only some exceptions are regarding this when is really needed to support participants and explain things in his/her language)



Youth Peace Camp 2013

- Facilitator support of implementation of some sessions with co-ordination with senior trainers (he/she can ask for leading not more than one session alone if this is accepted by senior trainers)
- Facilitators work in small groups during the group activities between sessions
- Facilitators support national groups and coordinate the process in relation of them with full participation
- Facilitator facilitate reflection groups
- Facilitator should give more space to participants not speak anytime he/she should ask can I add something
- Facilitator should support participants for follow up activities during and after YPC
- Dates of travel for participants are Arrival in EYCB 21 June Departure 30 June
- Dates of travel for facilitators are Arrival in EYCB 20 June Departure 30 June (if possible evening)
- Menno and Nik should be notified for all problems regarding any issue that is raised and needs to be addressed
- Menno is representative of Council of Europe and is responsible for all issues: finance, logistics and all issues that need to be resolved
- Menno / Peter will prepare welcome pack for participants



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The Participants

Six participants were selected from each conflict region with the exception of Palestine and Israel where only 3 from each were selected.

Svetlana Basariya Female 19 Abkhazia

Khusey Katchiev Male 22 Russia

Amina Enik Female 21 Abkhazia

Meline Magtagyan Female 19 Russian Federation

Dzhavid Ibragimov Male 18 Russian Federation

Inessa Abramyan Female 23 Russian Federation

Teimurazi Shamoian Male 20 Georgia

Zhana Odiashvili Female 19 Georgia

Mariam Malidze Female 18 Georgia

Giorgi Davidovi Male 21 Georgia

Nodar Tsereteli Male 18 Georgia

Karen Ayvazyan Male 22 Republic of Armenia

Laura Hambardzumyan Female 19 Republic of Armenia

Mariam Mazhinyan Female 19 Republic of Armenia

Valya Martirosyan Female 22 Republic of Armenia

Ayk Badalyan Male 19 Republic of Armenia

Nilufar Masimova Female 25 Azerbaijan

Lala Gulamova Female 19 Azerbaijan

Ramiz Aliyev Male 25 Azerbaijan

Javidan Mammadzadeh Male 23 Azerbaijan

Mirhasan Seyidov Male 23 Azerbaijan

Samire Gurgurovci Female 18 Kosova

Veton Kryeziu Male 19 Kosovo

Ideal Hoxha Male 22 Kosovo

Fatlum Gashi Male 20 Kosovo

Flutura Sadiku Female 20 Kosovo

Vukman Manić Male 22 Kosovo - serb

Verka Jovanovic Female 22 Kosovo, Serbia

Magdalena Nikolic Female 21 Serbia (Kosovo)

Ala Ibrahim Male 19 Israel

Thaer Abdallah Male 22 Palestine

Bayan Deheidel Female 24 Palestine



The Main Programme Elements

Welcome Evening

Menno opened the first evening of the Youth Peace Camp in a relaxed, informal but informative way. The first round of names was made and the participants got to hear the different names for the first time. The Welcome Evening was successful, it broke the ice for many of the participants and so they were talking quite freely amongst themselves by the end of the evening. Quite a large group gathered outside and they remained their talking until quite late.

Introduction and Welcome

The Introduction and Welcome session was conducted in a natural and informal way which encouraged the participants to be more active and free although some of them were still tired after a long journey. A warm welcome speech by Menno made the participants feel more relaxed and ready for the beginning of the camp. Each of the team members introduced themselves shortly

The programme of the camp was introduced by Nik and a presentation on Formal, Informal and Non-formal education was made along with the learning methodologies to be used during the camp.

The Welcome Space gave the participants time to explore the concept of the Youth Peace Camp and all its different aspects.

Group Building

Mission Impossible was introduced by Mohammed, the activity was helpful for building a team, intense and funny. Everyone was involved ready to help each other and motivated to complete the task.

Menno conducted the debrief at the end of the activity linking the group work to fears and expectations of the participants and asking the group to think about how they could reach their expectations and minimize their fears. Participants concluded that team work with voluntary involvement was very important meaning that they could not make people do what they did not want to do, to be responsible, listen and respect each other's opinions.

The "Puss in boots" activity was introduced by Giorgi and Afag. As anticipated, the activity passed in a comical, interesting and energizing way. The participants surprised everyone by their creativity. They managed well to work in small groups and distribute all the roles among themselves.

It was concluded that speaking and acting in front of people is not easy. The participants recognised it was going to be easier to talk in smaller groups. The main conclusion from the two activities was that doing some team building activities does not make a unified group. In order to get the most of the week, the group would need to be attentive and listen to each other in order to get a much richer experience.



Youth Peace Camp 2013

Reflection Groups

The reflection groups were a powerful and useful tool during the week and provided that safe space they were intended for. As a side benefit many of the facilitator team also grew stronger in their facilitation competencies because of the opportunity of running these groups.

Identity

Individual Identity: The activity itself was fun creative, and it's recommended to keep it for next year. This year we didn't have enough pictures and magazines, also there were not enough materials like scissors. An emphasis to have a line at the bottom 1/3rd of the flip chart was needed too. For many of the participants this part of the activity was indeed all about "me" as people fought to get the best magazines and hold onto their scissors, only reluctantly sharing.

The connection between the Individual Identity and the Collective Identity was not so clear. The bottom third of the paper where participants were asked to go around and make the connections was already filled by some people in the individual part. The link from me as an individual to me and you sharing a same or similar identity was not strong enough.

Collective Identity: The original plan did not work very well but after an intervention from Menno and the introduction of the music genre as a way to divide the group and get them to start thinking about how they see themselves and the people from the other music genres worked really well. The providing of pens and paper was also useful as they then had time to write down what they think about themselves and about the others. This was then easy to transfer to the flipchart so everyone could see what was said about them. They were also better able to comment about what others have written about them, which made a very logical and clear link with stereotypes. It was also a better and clearer example about collective identities.

As for the personal and collective identities, a clear bold definition should be provided at the end of the sessions, since some participants have mentioned that they didn't get the idea.

Stereotypes: The topic was not fully covered because the previous activity went on longer and deeper than anticipated; however this subject needed more time. The idea and definition of stereotypes to prejudice to discrimination was reached.

Human Rights

Human Rights Flower

Ma'ayan asked all the participants to draw a flower on a piece of paper, in the middle of their flower they should put "ME" (themselves). Each petal is a need, the size doesn't matter. Then she asked the participants to shout out what these needs could be: basic needs, personal security, financial security, health, education, friendship, family, fulfilment...! On the leaves participants should write what is needed for you as a human being in order to live.

~ Everything is connected, like a chain.



Youth Peace Camp 2013

- ~ money has to do with most things and if you have money you can provide yourself with many privileges
- ~ security and education is more important than love
- ~ All needs are related to each other

After participants shared with each other their petals, Menno and Ma'ayan started the debriefing.

- How did you feel at the beginning?

Overwhelmed, too many things. Challenging to prioritize. Interesting to reflect on yourself and connect ideas. "I realized that I missed the most important, love".

- How did it go in the small groups. Was it difficult to find common elements?

Sometimes it was easy as everyone had something in common, even if it had to be rephrased sometimes. Some stuff was too personal to be found on others' flowers.

- What happens if a petal falls or get damaged?

Less happiness, more aggressiveness but it depends on what petal falls. If you leave education, family... you exist physically but not as a human being. It is not satisfactory. It depends on the petal that fall but also on the way it falls (i.e. death of relatives, natural death/conflict).

- What happens to us, to our rights?

We are the most durable creatures on Earth. People will find alternatives, find other goals. The whole flower is affected. Different opinions, it depends on the petal missing: I am still human even if I lack some liberties e.g. if the borders of my countries are closed.

The group continued the discussion, exploring the essential elements needed for life and living and how those things link with identity. The group also discussed what was needed for the flower to blossom and what happens when a petal gets damaged.

Agree Disagree – The Barometer

During this activity two statements regarding Human Rights issues were read out. The participants were required to move to one end of the room or the other depending on whether they agreed with the statement or not, or somewhere in between.

1. If Human Rights can't be guaranteed there is no point having them.
2. Gays and lesbians should have the right to marry..!

For the first question there was not much strong opinion and a low level discussion took place for a few minutes. The second question however was a little explosive with a debate full of tensions between all participants. Because of the sensitive nature of the subject it should have been controlled a little more and when necessary extreme negative comments need to be more strongly challenged. The positive point is that the Team finally managed to get participants out of their comfort zone and bring them to talk about their feelings at least. The feelings of some of the participants were touched but in general the learning approach made all the participants understand to respect the other side.



Youth Peace Camp 2013

Overall the activity needed more time and the choice of questions should be more thought through, this second question on sexuality took a lot of time and was potentially destructive.

Dehumanization

The team re-arranged the whole room with chairs and tables in rows. As the participants arrived they were escorted to a table and told to sit down and keep quiet. Menno and Alban had prepared some application forms which should be filled by all participants as 'request' by finance office regarding reimbursement.

Alban was acting very aggressively and rude with the participants as they arrived and challenged them if they were late, etc. Menno stayed seated at a table at the front with a pen and stamp in front of him. After all participants were seated in chairs Alban, Edo and Afag provided for all of them the finance forms in a language which could not be understood by them. They had two minutes to fill it in. They started to talk to each other but Alban intervened in a hard way, some of the participants started to feel tension and react with frustration. The participants who came late were marked with red on their forms. After the forms were filled and handed to Menno he revised all of them, approving or rejecting them by his wish. Participants felt something unfair is happening because some who did the same did not pass and some others did, this made all the participants to feel bad.

The debriefing was very strong, although the participants quickly understood this was an activity it took people to uncomfortable places in memory and emotion. It brought back experiences that many in the group had of personal memories linked to administrative stuff, especially visa applications and boarder staff encounters. Participants gave a positive feedback on the activity.

Conflict Transformation

Build Your Ideal City

The purpose of the activity was to make sure that participants experience conflict. To this extent, the activity was not fully successful as a significant number of participants did not see any conflict in the activity. During the debriefing they were encouraged to talk about the collaboration process within the groups and to recognize that they actually experienced conflicts. A lot of participants did not understand the underlying point behind the insisting questions on cooperation. The activity could be improved by putting more pressure on participants and involving the facilitators in the debriefing to challenge the participants and bring them to the point talking about conflict.

Key words from participants were: Quick, creative, discrimination, collaboration, teamwork, responsibility, challenge, group responsibility, choices, flexibility, dividing, prioritizing.

Definition of Conflict

The conflict definition brainstorm was interactive with lots of words of what is conflict, the participants learned also the difference between negative and positive conflict, some of them first discovered a term of positive conflict. In general thought the brainstorm was too long.

The Conflict Puzzle



Youth Peace Camp 2013

The Conflict Puzzle was not straightforward enough though it contained a lot of repetition in the explanation. The example of the schoolboy was not very clear to participants but the theory itself was clear and useful. It was clear for many for the need to look at the behaviour, to see behind it the emotion, behind that the issue and behind that the relationship.

Norman McLaren Neighbours Film 1952 & Conflict Escalation

The film Neighbours and conflict escalation got a very positive feedback. Dividing in sub groups was effective and group guessed and discussed the conflict escalation steps fast and with interest. The group was divided into smaller groups and shown the film once, then they were introduced to conflict escalation and watched the film a second time identifying the different steps.

Conflict Approaches

The last activity of Conflict Approaches the scheme of K. Thomas was clear and understandable for participants, the very simple examples proved very successful to explain the different concepts to participants.

The scheme was laid out on the floor and the participants were presented with statements and then had to place themselves on the approach they would have to that particular conflict scenario. The participants got to explore how they would behave and what tactics they would use in different situations. The participants needed more time for the last activity to explore how they would behave in different conflict situations, it was obvious that they wanted to continue responses activity but had a lack of time. The group could also have been divided into 2 or 3 groups so they could have more time to express themselves and see the papers on the ground, it would be even better to prepare the rooms with physical chart drawn on the ground (with tape) which shows the interest relationship chart, this would also be better for debriefing.

Dialogue

The Dialogue session which was the most difficult and intense, covered a whole day.

The day was opened by the Wolf story to help the participants to think about different perspectives, to think about how we judge people and their behaviour. The story went very well, and received very positive feedback from the participants. For some they took a while to understand the story.

The "Who Done It!" was a 5min video where a crime is slowly revealed by a detective, while he is revealing the murderer things change in the scene, though most people have no idea of any of the changes. The video itself then reveals all the changes that took place.

The following questions were explored:

Why don't we see things?

We do not see the things we do not expect.

We only see what we expect to see.



Youth Peace Camp 2013

The trainers showed physically the difference between debate and dialogue. For debate the trainers stood fist to fist and as each one stated their argument they pushed as hard as possible against the other. For dialogue each one explored their topic by pulling and pushing opposite arms at the same time. Participants then experienced it for themselves. This revealed some understanding about the dialogue values and understanding what is the difference between a dialogue and a debate.

After Debate and dialogue activity there was an input on paraphrasing which was not 100% clear for the participants as they later stated. This subject is quite large and requires a lot of time to explore, a short input is not a constructive approach for this.

After the coffee break (Pre-defined mixed small groups of 5 or 6 participants in each with a facilitator per group) shared stories of how conflict has affected them in their personal lives. Each group had different experiences and from feedback it was revealed that most of them were emotional and very open.

The participants were then informed that they should present in their National groups, 'How the conflict has affected them as a young person and other young people they know?' The instruction for this activity has to be very specific and clear, this is not an opportunity to talk about their countries/regions conflict, this is not a political platform to share propaganda and personal opinions about either side. This is purely about sharing how young people are affected by the conflict.

The national presentations were very emotional but in general went clear smoothly. Some maps were presented but mainly to show where do they live geographically and what and where the conflict territory is. Some participants stated that they have learned a lot from these presentations, like what is the conflict between other conflict regions, they noted a lot of differences but at the same time a lot of similarities comparing to how they are affected by the different conflicts.

After each presentations 5 minutes was given to the audience to ask clarifying questions. Questions have been posed not only from the others side participants but also from the other participants coming from other conflict regions.

Here are some highlights:

- Azerbaijan/Armenia: Friendly atmosphere, participants started talking about follow-up project but also questioning each other about rumours and false information. They have talked about having closed borders and armed soldiers on both sides and how it affects their life. The female participants were talking how hard it is to have your brother, boy-friend or father in army and always having the fear that he may never come back because of the risk to be shot by someone from the side of the border. Male participant said that they have to spend two years from their life in army which is obligatory and most of them have to stop their education and join the army.
- Russia/Abkhazia/Georgia: mixed feelings as participants did not want to go deeper. The question on Internally Displaced Persons was not very well received and felt like it was a set up question from the Abkhazia participant. Difficulty of dialogue between Georgians and Abkhazians. Russians felt a bit as spectators and not actors of the discussion.



Youth Peace Camp 2013

- Kosovo/Serbia: very constructive atmosphere, they mentioned follow-up project, common jokes on grim things.
- Israel/Palestine: The Israelis were very embarrassed and unsecured to make their presentation after the Palestinians. They thought everyone was looking at them in a negative way. Palestinians were offended by Stav's statement as they understood it in favour of the army while it was the opposite. They had a lot of things to clarify in the Bi-national group later on.

After the presentations there were the Mono-National Groups were each group met with their facilitator and were able to begin the process of debriefing their experience. Following this was the Bi-National meeting where the opposing sides came together to discuss each others presentations and general impressions.

As always this was a very long and tense day, but at the same time very rewarding. As from previous experiences the greatest difficulty with regards to the day is the questions after the presentations. What constitutes a clarification question in the moment of asking is not very clear. This year sabotage questions were in evidence as one side of a conflict wanted to prove something against the other side. This was not easy to deal with.

With regards to the misunderstanding between the Palestinians and Israeli participant is unavoidable. No matter how well the groups are prepared there is always room for people to hear what they want or fear to hear rather than what is said. However with the use of the Bi-national groups this kind of misunderstanding can be dealt with and actual understanding restored.

The use of the term Mono-national and Bi-national groups needs to be re-thought. For the Georgian/Abkhazian/Russian grouping this terminology is not always appropriate for example.

In general the dialogue sessions were the most expected ones as the participants mentioned that they meet young people from the other side and talk to them. For some of them it was the first time to meet peers from the other side. The danger with this day is trying to fit too much in to too short a space of time. The session where individuals share about a personal conflict was still not long enough.

Violence

Each Mono-National group was presented with the same 17 statements describing a violent setting or act. Each group is required to arrange the acts in order of most to least violent. After 30 minutes, participants gathered in Bi-National groups to discuss each others listings and to make a new single list.

In the debriefing the participants raised:

- It wasn't so hard to rank statement
- Most of the groups agreed that physical violence (punch, to throw a stone on a bus full of people...) should be on the top of the list
- Many statements are related to their background



Youth Peace Camp 2013

- Most of the groups agreed that online violence is least violent
- Some statements aroused arguments inside the Mono-National groups, mostly ones which are concerning army
- All participants came to the same conclusion that violence cannot be justified
- Regarding the Bi-Nationals groups, participants additionally mentioned that:
- Groups had many similarities, especial on the social level
- It became more difficult to find objective definitions for violence they could use in making the ranking
- Personal identification with certain violent act was crucial for raising discussion
- Participants felt comfortable to discuss about violence in Bi-National groups

Participants had common interest, common understanding and felt in safe and comfort zone. It was interesting that a lot of comments were about not seeing those statements as violent acts, except ones that we can see with own eyes or feel on our skin, where sexist joke for example didn't fit in their idea of a violent act. This was nice intro for a short input on Structural, Cultural and Physical Violence.

It was explained that often we do not even perceive that an act of violence was committed as it does not affect us directly. The trainer presented different roles in violent acts: perpetrator, receiver and passive observer. It was explained that on the end, receiver decides of if something is violent act or not.

Intercultural Learning

Building Towers with Labels

The rules and instructions of the activity were presented by Afag. Four groups then were distributed to different rooms with their two facilitators. In each group the facilitators stuck the labels on the foreheads of participants and gave them limited amount of time to build a stable tower at least one meter high treating one another according to their labels in the process of this group work. At first there was a mess in some groups, participants forgot about the labels and focused only on building the tower. But gradually after a few reminders by facilitators they began acting and treating each other by labels. After 7 minutes the participants were interrupted and a second label was given to each one, this time they should read the new label and then hide it. This encouraged the participants to pay even more attention at their acting.

In the end, all the groups completed the task and presented their towers in the joint debrief. According to participants, the activity was interesting, funny, but sometimes aggressive and discriminating. They made parallels between their relations during this activity and communication in their communities as well as Stereotypes session held previously during the camp. The activity proved to be effective and had a considerable influence on participants as it affected their feelings directly giving them enough food for thought.

Pass the Alban / Edouard

This game was introduced by Edo and Afag in two groups. The participants made a circle, each one with a partner on the opposite side of the circle. The first task of the participants was to pass in pairs



Youth Peace Camp 2013

through an imaginary corridor the width of the participants shoulders. In both groups this was completed quickly with success.

An Alban and Edouard were placed on a piece of paper in the middle of the circle and therefore blocking the corridor. The participants were asked to repeat the activity though now there was an Alban or Edouard blocking the corridor. The two groups went in completely different ways in the approach to crossing the circle in their respective corridors. Participants in one group they managed to pass the corridor after one of the participants understood there was a new language and passed the corridor successfully. All the other participants followed their lead. In the other group only a few participants passed, most of the participants did not understand the principle of the game. During the debrief with Menno and Nik participants said they saw Alban/Edouard as a vulnerable child and tried to be on the same level with him keeping an eye contact. They tried to understand why he did not want to move practicing sometimes cheating. They understood that no one actually asked what was Alban/Edouard's need and why he did not want to move. They saw him merely as an obstacle, not a human. Some of the participants also made an effort to use violence, but it did not work. In the process the pairs did not communicate with other people in the circle. Some tried to communicate but with the group but were not heard. Menno stressed out that Intercultural learning is not easy, it is frustrating, it can be annoying. It is about human dignity.

The Bennett Model of Cultural Competency was presented by Menno. Participants actively participated in discussion and brainstorm of every step of the model. It was obvious that the information given was interesting and understandable to them. During the screening of the Pixar animation film 'Day and Night' participants enjoyed the film and guessed the steps correctly without looking at the flip chart for recalling them.

No Hate Speech Movement

The No Hate Speech Movement activity was a key activity and met a lot of success among participants. We started the activity with Menno's presentation on what is hate speech who is Aggressor, Victim, Active Witness, Bystander and Ally. There followed a short video presentation on the No Hate Speech Movement.

After this we split participants in two groups:

- Room B. Menno and Alban and Olga and Varsik and Mohammad
- Room A. Nik and Edo and Ma'ayan and Afag and Giorgi

Each group was shown a series of videos on hate speech. After each presentation participants reflected on what they saw and linked to the different aspects of hate speech. After each video a reflection was made with some debriefing questions such as:

- Who is the video targeted at?
- What is the message?
- What is the video asking you to do?
- Can you relate to any of these directly or indirectly?



Youth Peace Camp 2013

- Are there common experiences from conflict areas, use of jokes, propaganda, specific incidents creating hate speech, online chat, online comments from news or magazine articles regarding once country or another...?

The videos had a positive impact on participants according to them and brought a lot of reflection for their real life and experience. It was suggested that the debriefing could be done in one big group not in two parallel groups because participants need to hear more experiences not only some from one part of group – though having the two smaller groups did enable some people who did not speak in the large plenary to speak.

The second activity was the scenario activity; participants were asked questions about their personal experience and therefore what they would do in real life when they will meet this situation and how they will react. During this activity, they were looking for the soft approach, things could have been deeper and stronger.

The No Hate Speech Movement was very popular with the participants and nearly everyone took part in the publicity side, having their photo taken with the 'No Hate' sign or creating something for the online campaign.

The activity was generally considered with high point of impact on participants learning approach. This effects are also in project intentions forms where most of participants has one of projects promotion No Hate Speech Movement. An additional factor could also be that this allows the participants to do something tangible in a week where everything – no matter how real it is – is all about the words. This activity is all about taking action.

Follow-Up

The follow-up sessions are all about what we can do back home. The follow-up sessions mark the beginning of the end of Youth Peace Camp 2013, and during these sessions the participants were asked to think about activities they may do back home as Youth Peace Camp 2013 Alumni, Youth Leaders and Peace workers, etc.

The first Follow-up session was opened with a 'Soup Spoon' activity to show the power of working in a team. The whole activity went well and at the end the participants could measure the effectiveness of working together and cooperating with other people.

Following this the participants were asked to go into their national groups with their facilitators and create a road map of their future. The guiding questions were:

- Where I'm now and where I want to see myself in the future?
- What are the steps which can be different challenges?
- Where every challenge could be tackled with different stakeholder, for example Non-Governmental Organisation, politicians etc.?
- What can I do as a youth peace worker?



Youth Peace Camp 2013

During this meeting many misunderstanding took place as every participant was trying to put his/her ideas on the map without any consensus with anyone else from their group. The facilitators were very much needed to help create order. After this they went to Bi-National teams to share and see where they could co-operate. Though some misunderstanding took place in bi-national meetings the activity did not suffer that much because of the flexibility of the methodology and the facilitators. There seems to be no obvious or easy way around this desire for each participant to create their own idea, however it is felt that this approach works quite well so long as the team is aware of the inherent dangers.

The Second part of the Follow-up session began with the presentation of the intention form containing 8 questions. The idea was to help the participants focus on a certain idea which would be realized in their own communities. Then Participants had a chance to work in the co-working space with coaches which created very positive and fruitful atmosphere. Participants could work together, but also individually.

The constant presence of the trainer's team and the Member of Advisory Council of Youth (Kyril Ivlev) to help them and to answer to their questions was much appreciated by the participants.

The third part of the follow-up started with an activity to develop the participants listening and writing skills. The activity went very well and reached its goal to show the participants what happens when they do not clearly state what they want to say and how the other side can misunderstand it or not understand at all.

Then team presented the model of KISSing in an elevator. Keep It Short and Simple and the Elevator (2min) speech concepts combined. This was a clear explanation which helped participants to connect organization with their current work, and give them sharper focus on intention forms. Some of the participants went back through what they had written to make sure it is clearly stated. The presentations went well they kept that simple and short, as they had been asked.

Evaluation and Closure

The group completed photographing their No Hate Speech Movement activities and statements. The extra time was much appreciated.

The written evaluation forms were duly filled in. The written evaluation is long, this is something that could potentially be shortened.

The 'Spirits of Evaluation' exercise was an opportunity for the team and the participants to have some fun. The team spent a lot of time decorating the room and themselves. Nik acted as the spirit of time management and met the group outside the working space. The group then entered in their pre-established groups of five and met each of the spirits in turn.

The end of the afternoon and the end of the Youth Peace Camp 2013 was conducted in the Disco room where the certificates were handed out.



Participants Evaluation

The general feeling at the end of the week was one of happiness and excitement and motivation to do something. Clearly many of the participants were also sad to be finishing this experience.

With regards to the Aim and Objectives of the activity more than half were totally or mostly satisfied with only a handful having some doubts about the fulfilment of the Aim and Objectives. The few criticisms that came were in reference to not having enough time to properly or fully discuss some of the topics. Most opinions however echoed more like this "The aims & objectives were fully reached. Now we have a deep appreciation of dialogue, conflict transformation and the way peace can be reached".

Concerning the expectations of the participants. Conflict transformation, intercultural learning and dialogue, learning about others and meeting others from different countries and cultures were the four most popular expectations that were fulfilled. On the other hand the least fulfilled expectations were in relation to gaining more knowledge about individual and collective identities, acquiring new practical methods in the promotion of human rights, learn more about myself and my community, and having the opportunity to share my personal life experiences. Some quotes regarding the participants expectations:

"I met real people facing conflict and we shared our experiences"

"I came out of my own world and discovered new things about people around me"

The most useful and valuable elements of the programme were the session on Human Rights, the No Hate Speech Movement and the Dialogue Day.

"I liked all the activities and the logical connection between each other. There were a lot of practical and theoretical activities which made me think broader and to understand more about conflict and transformation"

"Learning about the 'other side' and how they experience their everyday lives – learning & seeing that we have plenty of similarities made me realise that we are not that different as we first thought"

With regards to the least useful elements of the programme, the participants did not really have anything in common to say. Some elements were already known so they were not considered as useful to some participants but those same participants recognised the importance of them for those who were not so familiar with a particular topic. Some of the games and energisers were not appreciated.

"I don't really think there were any elements that were not useful. I mean, first couple days were relatively easy so first I thought it wasn't too valuable & useful but later I realised that they were necessary & planned ahead and well thought of because they helped us to be better and get the concept of other harder activities better!"



Youth Peace Camp 2013

The majority of the participants rated their level of learning as very high or high. The main learning points highlighted were related to intercultural learning, the No Hate Speech Movement, Human Rights, conflict transformation and dialogue.

“The whole working plan of the camp is a really great scheme which can be used locally in my work”

“To meet & learn from other people who suffer from the conflict”

“How to solve conflicts in small groups of my society. In small communities how to work with youth, how to overcome how to write the project, how to keep my mind and not hurt someone”

Participants evaluated their individual contribution mostly as good, the biggest self-criticism was related to difficulty in language and that creating a barrier. Other than this key words and phrases were; “I listened to everything attentively”, “I was able to share my own knowledge”, “I tried to be active and contributed”, “I was more active in reflection groups” and “I tried to share my experiences from work & my community”.

In terms of how they rated each other's contribution is as always mixed in opinions, the majority though see the experience as very positive, seeing a lot of learning through the sharing, listening and respect for one another that was built in the group by the group. Some however saw things differently and would have liked more openness and sharing from among the participant group.

“They made it real and possible and fun! The greatest thing is that we didn't learn only during the sessions but also after and in between them”

The team of trainers and facilitators were also commented on with regards to the learning of the participants. The comments were almost exclusively positive and kind with words like professional, attentive, supportive, hardworking, and so on... One element that came up several times was that many felt that the team was not only professional but friendly also, it seems the personal element is very important.

“Being from diverse backgrounds, the facilitators added value to the training programme. I enjoyed Menno's theoretical sessions and explanations and Nicks experiences and other facilitators abilities of explaining everything with games & with practical examples”

In terms of what the participants felt they had gained and could do something useful with, they stated that they had got new exercises from and educational materials. They had new contacts and ideas for joint projects. They had become aware of problems and responsibilities and were motivated to contribute, spread tolerance and respect of human rights.

“I have gained a piece of something from every single character in this huge room. It made me realise that distance is a relative thing; we all have something in common”

“I am going to join the No Hate Speech Movement – the camp inspired me to think about new possibilities”



Youth Peace Camp 2013

In reference to transferring what they had learnt to their organisation and / or their reality they made a number of comments. Some were returning home with a different and new perspective, though not sure what to do with it. For others it was a priority to talk with their organisation to do some info sessions and workshops and get them interested in the programme they had gone through. Others wanted to implement their project that they had written.

There was a great deal of satisfaction with the facilities of the European Youth centre Budapest in terms of working rooms, staff support, the accommodation and the food.

Final comments from the participants:

“Best regards to lady cleaner – she was too nice”

“Thanks to the European Youth Centre to help us realise that youth can change the world”



Team Evaluation

Participants

Group was diverse, participants were coming from different backgrounds, some of them were familiar with training processes and some with the topics. This was a first experience for others, with new information and opportunities. The majority were open to the learning process. The fact that most of them work in non-governmental or other organisations is an advantage in that they have stakeholders to use or implement gained knowledge better. There were a number of participants who did not fully engage in the process and were more interested in partying than learning but that is unavoidable.

Participants found links and connections from session to session and also found a link to what is happening in their regions and how this theoretical knowledge can help them and how they will be able to implement this knowledge back at home. The learning process also continued in the informal times.

With several participants arriving late the process was not as smooth as it could have been, this kind of scenario needs to be avoided as much as possible.

The difficulties encountered between the 2 young women from Abkhazia and the Georgian group was initially messy and problematic but as the week went on there were changes where they were not expected and other issues emerged. All in all i think this was a good process and the combinations of participants between the conflicting groups was good

There was a small number of participants who had difficulties mostly related to weak knowledge of English and the topics discussed and could not reveal their potential

Preparation

The preparation meeting was adequate. The actual agenda of the preparation meeting was good and well structured taking the team through a training element and the construction of the aim, objectives and programme. More time to organise and fulfil the session outlines would be useful. Most preparation was completed online after the preparatory meeting. More emphasis was needed for the session outlines and what is actually required in a session outline.

The preparation meeting was very late this year, this was not easy to cope with. One recommendation is that the facilitators take part in the process of selection of the participants as they know the local NGOs better.

Some time to see the different members of the team introducing an activity to get an idea of competency level before the actual Youth Peace Camp itself would also be useful. The process was as strong as it could be under the circumstances but as a result the senior trainer and the Education Adviser overestimated the capabilities of some of the facilitation team.



Youth Peace Camp 2013

Programme and Methodology

The programme was appropriate to the contents and objectives. Overall the team did not feel that the programme should be dramatically altered or changed. Various suggestions include; the Human Rights Sessions are very interesting ones but still not very clear for the participants, much of what is presented is 'intangible' and something global for them, this needs to be worked on, perhaps having more focus on the subject of dignity and dehumanization in the Human Rights Education rather than declarations and conventions.

Intercultural learning could be better if it came earlier in the programme, before the dialogue day rather than after it. In intercultural learning iceberg model is always useful and good for visualization of cultural differences and how people see it. In conflict transformation programme build the ideal city game needs to be changed and replaced with another activity to create more conflict situations in sub groups. Having an extra day gave more space and many of the activities and sessions felt less pressured than 2012 as well as the feeling that we were able to go in more depth and have more clarity for the participants. The inclusion of the No Hate Speech Movement was really important and fits perfectly into this Youth Peace Camp context where most of the conflict that the participants experience is hate speech from their and the other sides politicians and online hate speech of ordinary citizens.

The methodology was on the whole more more interactive than the previous year

The intercultural learning process was strong this year. There were surprising collaborations and friendships between some participants and some conflictual situations between others. The conflict between Abkhazia and Georgian participants was not unexpected, however its dissipation was unexpected. While strong feelings clearly remained about territory, rights and beliefs, it was clear that mutual respect also grew and the desire to communicate overcame the desire to prove everyone else wrong.

Though Youth Peace Camp is not a project management camp some tips about developing an idea, finding partners and how to manage a project, not only how and where to get financed, is required during the 'Follow-up' sessions

Despite the division of the group between those that went out in the evenings and those that stayed at the centre, there was a lot of mixing among the group. The sessions also did their work, as the programme progressed and the understanding of the participants progressed there was more interaction, self understanding and development of the understanding of the others. The very concept of Youth Peace Camp works very easily towards intercultural learning

The Main Results

The main result is the creation of a network of young enthusiastic young people from conflict-stricken regions with a certain store of knowledge on the subject. The establishment of sincere relations between young people from opposite sides of the conflicts with ongoing communication through continuing through Facebook and other mediums. Intercultural learning and the breaking of



Youth Peace Camp 2013

stereotypes by participants and their passion to provide the same transformations in their communities. Desire and action to become involved in the No Hate Speech Movement. Development of understanding of dehumanization. A raising of awareness of Human Rights Education, better understanding of conflict transformation, the differences between debates and dialogue, and more knowledge about the Council of Europe, its youth centres and programmes. Many got inspired by an idea of working on a project on conflict transformation.

The Israeli and Palestinian participants all met up in July 2013, they posted pictures on Facebook. The decrease in hostilities between the Abkhazi and Georgians during the Camp. Participants had the chance to see that almost everybody suffers from war and conflict in the same way, they have learned that they are not the only ones having hard times back at home. They have learned about their conflict and about another's conflict.

Highlights and Lowlights

This year more conflict regions were represented and people were more diverse, most of the participants are not coming from highly political positions, but grass roots realities.

The No Hate Speech Movement was an excellent addition, most of the participants had never heard about it and all of them expressed their interest to join the campaign which Council of Europe is implementing this year and help to say no to hate speech! The dialogue day itself - while not maybe as strong this year during the session it still had a strong impact on the participants. The sharing of personal experiences of conflict had a huge impact with participants being brave enough to express and let go of their feelings, as well to jump over huge barriers and understand the feelings of others.

Friendly atmosphere in the group. The dancing before and between the sessions!

The problems with air conditioning. Involvement of all participants during the sessions was not 100%, some of them weren't fully concentrated in sessions. Participants were acting too polite. Participants arriving after the official arrival date was unhelpful. For future consideration: in the info packs or in the application form it should be clearly mentioned that there are Facilitators from each region and what is their role and responsibility before, during and after the camp.

Too small and isolated area where participants could gather for social nights, poorly organised social nights. Also the ease of access to the city encouraged many who could afford it to spend time in the city during the evenings.

Trainer/Facilitator Team

The team acted well together, there was a good dynamic. The team meetings at the end of each day proved to be very helpful in the review of the day passed and the organization of the next day. The level of communication and friendship in the team was great, this helped the facilitators to back each other up, help each other, and not let the participants feel the changes within the programme.



Youth Peace Camp 2013

The team was diverse in background and experience, including those who had already taken part as facilitators in a Youth Peace Camp, those who were participants in the last Youth Peace Camp and facilitators experiencing their first Youth Peace Camp. Those with experience made an effort to learn lessons from the previous year and not to make the same mistakes and to include the things that helped the participants in their learning and development. Time management was a big issue for many of the team, working out what was physically possible within the given time restraints and what was not. There was an awareness in the team of the importance of communicating with and spending time with the participants socially.

Generally there was a good feeling of cooperation and co-working in the team with team members supporting one another, joint decision making and good levels of support from the senior trainers. Where sessions overlapped the facilitator team needed to be more aware of what they needed to inform one another about. The quality and experience of the facilitators was low, lots of mistakes were made in the first days with an incredibly steep learning curve. The team at the end of the week was very different from the team of the first day. The lack of experience meant that practical elements like session outlines took much more time than they should have done and in general were very poor quality at every stage.

The team lost one member in the last moment and gained a new member, and met for the first time the Rapporteur on the first day, the team took in these changes very smoothly. The senior trainer and Education Advisor spent at least as much time training and coaching the facilitator team during the week as they did in training the participants. From time to time one of the facilitators would interrupt the other facilitator who was running the session and say things that the other was going to say or repeated things that the other had just said.

Virtually the whole team rated themselves at 70% with regards to their performance, each one believing they could have or should have done better. Mostly this was reflected in a desire for more preparation time or to improve in a specific area like facilitating a debriefing. One possibility voiced was the possible need for the team arriving 2 days earlier in order to have more preparation time. However regardless of the self-criticism there was also a recognition that they had done a good job and were pleased with the outcomes and with themselves.

In terms of the teams expectations the most felt it was an incredible experience, they expected to be worked hard and pushed but would have still liked to have got more from themselves. There was an element of disappointment with regards the participants level of participation and commitment, for one member of the team it was that the quality of listening was missing and the participants did not open their feelings to one another. Other opinions liked the fact that it was not a copy paste of the previous year and that this year was from them.

Recommendations

- A number of recommendations and comments from the trainer team:
- Don't include Russian participants, attract more Abkhazian and South Ossetia participants
- More Council of Europe support for regional youth peace camps



Youth Peace Camp 2013

- Facilitators to be involved in participant selection
- Stronger links between the Youth Peace Camp and Youth Peace Ambassadors
- Support and encouragement of the activities developed during the programme
- Strasbourg is a better venue, especially for socialising
- Keep the No Hate Speech Movement sessions – maybe link with 'Violence'
- Team arrival two days before the start of the programme
- Preparation meeting earlier
- Link participants and facilitators between selection and the Camp itself
- Involve the previous year senior trainer in the selection of the facilitator team
- Keep an 8 day programme
- Better balance of facilitator team in different activities
- The facilitators should keep in touch with participants and encourage them to implement their projects
- Facilitators can also arrange meetings once/twice a month after the camp – make it part of the job
- More information about the Council of Europe itself and its youth programmes
- The activity needs to be started in July, most of the participants have exams in June
- Some elements need further development but can't find the solution yet

The European Youth Centre provided everything we needed and were responsive to our needs

The staff were excellent, from security and the front desk reception people to the speaker who is Head of Democracy (though it would have been nice if the participants could have interacted with her for a few minutes at least after her speech)

I think that we covered main directions of youth policy of Council of Europe this year. Intercultural learning, human rights, conflict transformation, No Hate Speech Movement, and encouragement of participants to be peer leaders in their community

Many participants were people with fewer opportunities or inexperienced in this kind of activity

Feelings

There were several moments when I couldn't stop my tears, but the event brought me a lot of joy through friendships I made and a feeling that I am among the like-minded people

This activity gives focus on what I want to do in my career as a professional and activist.

This was a great opportunity to bring together work and passion

Satisfied. Happy. Frustrated a little. Wanting more!

Feeling happy and motivated to work and learn more about peace and conflict transformation

Proud of the learning experience



Youth Peace Camp 2013

Results and Outcomes

Future Projects...

For some reason I do not have the list or details of the future projects!!!!