



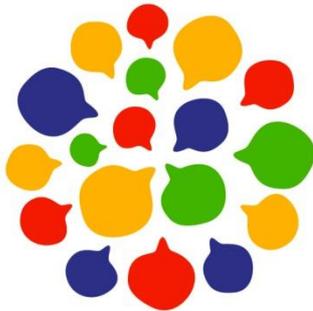
COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

DDCP-YP/TC YPC (2015) 6

Budapest 7 December 2015



Youth Peace Camp

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

FINAL REPORT

16 - 25 SEPTEMBER 2015

EUROPEAN YOUTH CENTRE BUDAPEST
HUNGARY

This report gives an account of various aspects of Youth Peace Camp 2015. It has been produced by and is the responsibility of the educational team. It does not represent the official point of view of the Council of Europe

Table of Contents

Introduction to the Youth Peace Camp.....	1
Background.....	1
Rationale for the Youth Peace Camp	1
Aim and objectives	2
Profile of Participants	3
Programme.....	3
The approach	3
Summary of the Programme outputs.....	4
Evaluation.....	9
Conclusions	10
Annex	12
Daily Programme of Youth Peace Camp 2015	12
Participants list	17

Introduction to the Youth Peace Camp

Background

The Youth Peace Camps were initiated by the Council of Europe in 2004, in cooperation with Europa Park in Rust, Germany, to bring together young people from conflict regions and to support them in initiating dialogue and cooperation.

In the past years the peace camp project brought together young people (of ages 18-25) from Armenia, Azerbaijan, Georgia (including Abkhazia and South Ossetia), Israel, Kosovo¹, the Palestinian Authority, the Russian Federation and Serbia. During the week long Youth Peace Camp, the participants followed an experiential learning process and acquired competences in the fields of intercultural learning, dialogue and conflict transformation within a human rights framework.

Rationale for the Youth Peace Camp

Young people growing up in regions affected by armed conflicts, being exposed to and/or enduring the consequences of extreme forms of physical and structural violence, are often confronted with dramatic life forming experiences, emotions and challenges. Such experiences may strongly influence their views and behaviour towards their own and other communities, their relation to conflict and peace and to their identity. Many young people

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

choose to engage in constructive initiatives and dialogue instead of becoming themselves the multipliers of hatred, rejection and discrimination. When supported and recognised in their role, these young people may become peer leaders and educators and, in turn, raise awareness of and involve other young people in dialogue, mediation, intercultural communication, conflict transformation and peace work projects.

In their role as peer leaders and in learning about conflict and peace, it is important for them to be able to relate to, and to be confronted with, the life stories, experiences and aspirations of other young people from other conflict regions. The Youth Peace Camp special characteristic has been the possibility for young people to better understand conflicts and their transformation by listening to and living with young people affected by other conflicts elsewhere.

Intercultural learning is understood to be a natural part of the educational approach towards intercultural dialogue and, together with human rights education, may provide answers to some of the dilemmas resulting from violent, structural and cultural conflicts. The adoption by the Committee of Ministers of the Council of Europe, of the White Paper on Intercultural Dialogue², confirmed the political relevance of these approaches, adding to their proven educational suitability.

The Youth Peace Camp builds on these experiences and provides Education in Human Rights and Conflict transformation to its participants, through Dialogue and intercultural learning . It provides a safe space for the young people from different conflict stricken regions to learn together about conflict, to share their experiences in approaching them with other young people and to build their capacity to engage and/or develop future conflict transformation projects and initiatives. The projects promote and support the role of young people in peace-building activities that contribute to living together in dignity and dialogue and bring in the perspective that youth work and youth policy can lead to peace-building processes in Europe, especially through its preventive and educational nature.

Aim and objectives

The aim of the Youth Peace Camp is to engage the young people and youth organizations from conflict affected regions, in dialogue and conflict transformation activities based on human rights education and intercultural learning during and after the camp.

The objectives of the Youth Peace Camp are

- To develop awareness and competences (knowledge, skills and attitude) of participants in human rights education, conflict transformation, intercultural learning and dialogue, including a critical understanding of personal and collective identities and their role in conflicts.
- To share among participants their personal experiences of conflict and violence and their coping strategies in a positive and safe atmosphere of living and learning together.
- To learn from existing youth work practices and experiences of young people working on dialogue and conflict transformation in their home communities.

²Link to the Council of Europe White paper on Intercultural Dialogue:
http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf

- To motivate and support participants in their role as multipliers and peer leaders in peace building activities with young people encouraging them to implement follow-up initiatives.
- To introduce the Council of Europe, in particular its youth sector and its efforts supporting youth work in the field of conflict transformation and intercultural dialogue.

Profile of Participants

Youth Peace Camp 2015 was attended by 48 youth (25 Male/23 Female) coming from conflict affected communities from Armenia, Azerbaijan, Kosovo³, participants coming from both Albanian, Serbian and other backgrounds, Ukraine, including the regions of Donbas and Crimea, Georgia, and the Russian Federation, especially young people directly affected by the crisis Ukraine.

The Secretariat had invited an additional 5 Abkhazian youth to attend the camp, however for unclear reasons they have all cancelled shortly before the start of the camp and therefore no new applications could be invited from the waiting list. Their sudden cancellation was a disappointment for the other participants, particularly those traveling from Georgia.

Programme

The approach

The programme of the Youth Peace Camp gives young people, coming from regions recently affected by armed conflicts, the opportunity to share, explore, and reflect upon their work in the field of dialogue, conflict transformation and peace work.

The Programme is organized in a way that, through Non-Formal Education, it provides a safe space and adequate time in order to allow young people from communities in conflict to meet, better understand conflicts and together think about a possible transformation. While participating and learning, first as individuals and afterwards in community groups, the programme aims to strengthen the understanding and knowledge among participants in order to motivate them for further initiatives and follow-up in their home communities.

In order to do so, the programme starts with group building activities and sessions related to individual identity to better know each other, before starting categorizing themselves by communities. After doing this, the programme moves forward to collective identity, and intercultural learning, where participants start a conscious process of learning about misunderstanding, frustration and difficulties in intercultural communication. During this initial part of the programme the topic regarding stereotypes has major importance.

The second part of the Youth Peace Camp is focused on conflict and conflict transformation, aiming to show participants that conflicts have a constructive side. Once this is

³ All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.

comprehended the group moves into the topic of dialogue, with the very final objective of gathering young people in a positive dialogue.

A key aspect of the camp is the process of dialogue happening between young people coming from opposite side of a conflict. This is a process that starts after a few days and continues throughout the week.

1. It starts with participants sharing with young people from other conflict regions. their personal experiences with conflict
2. Participants meet with the youth from their own community and explore together how the conflict affects them as young people.
3. Participants meet the Youth from the other side of the conflict to share and listen what they have learned so far.

Through the week participants repeatedly meet in their own community groups and then in bi-community groups to listen, share and learn from each other.

This dialogue process is continued during the third part of the programme where participants are invited and motivated to propose initiatives and follow-up for their home communities.

The programme is developed by a team of experienced trainers and facilitators (one per each community or region from where the Camp participants come).

Summary of the Programme outputs

This section is a summary and does not cover the entire Youth Peace Camp 2015 Programme in detail but provides a description of the key parts in general.

GROUP BUILDING ACTIVITY

Participants meet each other for the very first time during a welcome evening where various name games break the ice. At no point are participants asked to state a country they come from or form groups according to such criteria. During the initial day participants get acquainted with the programme, aims and objectives of Youth Peace Camp and the work of the Council of Europe. Besides this, they start to get familiar with the methodology of Non-Formal Education which is used through the whole programme.

During these sessions participants are given the needed space to express and share their fears, contributions and expectations which is fundamental to carry out the learning process. They expressed their desire of dialoguing, learning about conflicts and Human Rights and creating an International Network. Among the fears they mentioned being misunderstood while sharing their stories and they expressed some fears related to talk about touching topics.

The group building during this first day is done through several activities which core is the Mission Impossible game. Through this activity, participants are encouraged to take initiatives and responsibilities in the fulfilment of common tasks. It helps stimulate and build the group cohesion, dynamics and willingness for cooperation. It is interesting to point out that at the beginning of mission impossible activity participants were confused and

misunderstood some of the tasks. It was difficult for them to properly divide the work, and be involved in a participative decision making process. For this reasons the strategy was not clearly defined and they worked as smaller independent groups without reviewing the results together. IN the group debriefing participants came to the conclusion that splitting in groups is practical, but has disadvantages such as losing the big picture, not being able to participate in other tasks, getting less involved in the decision making process, losing contact with the others and missing others' opinions and contributions. They also mentioned they understand the importance of the following elements for team work: access to information, communication in the group, democratic and participative decision making process which involves initiatives and responsibilities.

Participants were also made aware by the facilitators of the relevance of listening to each other during the process, challenging themselves; looking after themselves and their colleagues and coordinate each other in order to be efficient. Besides this it has been mentioned the necessity of visual and language support, and sharing information and responsibility.

INDIVIDUAL & COLLECTIVE IDENTITY

After gaining the understanding what is important to ensure good group dynamics and the possibility of sharing some personal information; the second day is intended to expand the sense of personal and collective identity beyond national or regional borders. In order to do this, this session is divided in two parts. During the first participants are challenged to explore and share their individual identity, and in the second their collective Identities.

The Individual identity session is very important for young people from conflict communities. It helps them to get to know each other as individual persons, and it is helps avoid categorizations and challenge stereotypes. All these aspects help them to be more open in the learning and sharing process.

In order to make the participants self-aware and self-confident about their personal identities, participants were asked to write things which are important for them as individuals, and share in couples the ones they are comfortable with. This activity make them discover themselves, get to know each other better, and make them realize about the progress they made in their lives. Participants expressed that it is emotional, touching and it demands bravery to share personal stories and to define priorities. Although the sharing is easy with regards to good things, it turns into challenging when coming to profound and conflictive issues. While going through the activity they find they have things in common, to identify with each other and at the same time they realised they are unique.

After this first session the group moves towards the exploration of collective Identities. Participants group themselves according to a music preference they have. Each sub group is asked to write down their opinions about the other music subgroups and how they think others would see them. The subgroups shared there notes and soon realised they all held stereotypes about the listeners of various other music styles. In the debriefing participants shared their understanding that stereotypes are thoughts about specific groups or persons not necessarily based on reality. Being conscious about the fact stereotyping can lead to prejudices and if not addressed, ends up in discrimination of the other. In other words, our

initial thoughts about the other needs to be verified, as they can easily turn into opinions, and if negative could convert into actions against a group or a person.

ACTIVE LISTENING & DIALOGUE

Before starting the actual dialogue process, participants need to acquire information and techniques regarding active listening. In a listening exercise participants are given several instructions that need to be followed up with their eyes closed. At the end when comparing the results they realised that even though they received the same instructions, they arrive to different results. The exercise illustrated that every individual can interpret and act on information differently, we do not have the same base, our diverse personalities and the alternative ways in which we see the world make us think, act and communicate differently. To understand the way we interpret information the 'Four sides model' by Schulz von Thun is introduced to the group, showing how differently the same statement can be interpreted.

In a second exercise participants are split in subgroups, given a picture and asked to describe what they think is happening. Then the subgroups were paired up and their pictures united, being two halves of the same 'bigger' picture. While not all groups had the same result, it was found that the interpretation of a picture can change if more information is provided. Following this exercise and after watching a video regarding perceptions; participants realise that given our diverse perspectives, we need to see a bigger picture in order to arrive to a conclusion. This is done by exploring multiple realities through dialogue.

Preparing participants further for the dialogue process, participants firstly have to understand the difference between debates and dialogue. A short exercise was run that aims to amplifying the win-lose competitive nature of debate and the sharing in order to understand the others perspective approach of Dialogue. Completing these steps the actual dialogue process was started.

The group was first split and subgroups consisting of one young person from each community participating in the camp. The youth participants were asked to share from personal experience how the conflict has affected them. The experiences shared were personal, varied widely and created a strong bond of understanding of a shared suffering.

After this powerful experience participants met with the youth from their own community to debrief the subgroup meetings and reflect on the specificities of the effect of the conflict in their region on young people.

The last step is an encounter between 'opposite sides of the conflict; through Bi-community Dialogue. Participants from the two communities shared in their group the impressions they have gathered during the day from the subgroup meeting and their community group meeting. Most participants spoke for their own perspective and those of their friend and family when describing the impact of the conflict on their community. In the bi-community group meeting participants found many comparisons between them and realised the impact of the conflict can be seen at many levels, Social, Political, Cultural, Economical and Environmental. The participants sharing from personal experiences came to understand that the conflicts in their regions have a profound impact on their daily realities. The fear of violence suddenly fairing up, limitations of movement, loss of academic and job

opportunities, continues economic strain and lack of trust in the political establishment. The state propaganda, biased media, and hate speech encountered on the internet, equally contributes to the mistrust of the political establishment and misinformation about the lives of those on the other side.

CONFLICT AND CONFLICT TRANSFORMATION

After an important day of introducing the basic concept of conflict and sharing their experiences in positive dialogues, the program of days four and five smoothly continues the process of dealing with the conflict and explore it deeper.

The main aim of these sessions is the understanding of Intercultural dialogue and its importance in managing conflict in a positive sense. In order to do so, some activities are run.

'Limit 20', a practical activity that involves three competitive groups, judges and several tasks that need to be fulfilled. Although participants work hard in order to complete them, the jury is already told which group must win. Through the experience of unfairness and discrimination, this game makes participants reflect about their role in society in addressing social justice.

Secondly, the 'Passing the person' activity is run with the participants. In this activity participants form a circle with one individual opposite to them. They are given the assignment to change places while passing each other in a narrow corridor. But in the centre of the circle there is a person, standing over a piece of paper. The objective of the game is achieving effective communication with the person in the middle in order to be able to pass over the paper, representing his or her territory.

The inputs given during these sessions cover the Bennett Model, which help participants to identify steps of intercultural sensitivity (denial, defence, minimization, acceptance, adaptation and integration) and the Iceberg model, useful to understand their own positions, interests and needs in relation to the conflict they experience.

Through Limit 20 and in connection with the inputs received, the participants reflect on injustice and discrimination, and are able to see their social roles and own positions in society. As a conclusion they understand they are not the worst positioned in their societies, and comprehend the necessity of taking action against injustice.

While carrying out the 'passing the person' activity the group of participants were not able and partly not willing to communicate with the person standing in the middle. There were several responses observed that dehumanised the person in the middle as a objective to be removed, if needed violently. The debriefing was an intense process in which participants were able to reflect about their own reactions and manners when confronted with a conflict of positions and interests. They are also able, to identify the different steps from Bennett Model they portrayed in the situation of conflict, and to understand where they stand.

They recognise that the lack of communication and compromise, and treating a person as an object are ways of violence, even though they do not represent physical confrontation.

Having already experienced the importance of intercultural dialogue to manage the conflict; participants later in the programme participated yet again in an activity that aims to create a situation of potential conflict. Participants divided in three subgroups each were given a separate task to complete, which actually cannot be fulfilled without the cooperation of the entire group of participants. During most of the game the groups contest against each other,

fighting for the arrangement of a group of chairs, not understanding that it was a cooperation game until with the support of guiding questions participants started to communicate better on the separate tasks that were given and see the need for cooperation for all groups to fully succeed in their task.

Building on the personal realisation of participants that they resort to competitive and often violent response to a perceived conflict the trainers provided various models for analyses of a situation of conflict. The trainers explored with the participants the cycle of conflict, responses to conflict and the model of John Galtung on Physical, Cultural and Structural violence.

The series of activities in this programme block allowed participants to reflect on how they normally react to a situation of conflict and how certain reactions prevent dialogue from taking place. They also realised how they see their realities and the differences between them, the importance of communication and the immense consequences of misunderstanding. Through the various activities participants got a deeper comprehension of what violence means, what it involves and the ways in which it can be performed. They recognized the importance of being aware of indirect, cultural and structural violence and how they can legitimize ways of direct violence.

REFUGEE CRISIS & NO HATE SPEECH MOVEMENT

The team of trainers invited volunteers to share their first-hand experiences of being active during the refugee crises in Hungary for two reasons. The first objective is for participants to learn how small actions of many volunteers can make a difference, inviting the participants to reflect on their own role in their community to make a change towards peace. The second objective is raise awareness of effect of Hate Speech in social media; by analysing hate speech against refugees in the present crisis, to understand the effect of Hate Speech in reinforcing conflict and violence. The guest speakers have shared their personal experience on how they have been involved during the refugee crises as well as providing in-depth information and context about the refugee crises. Inputs were very welcomed by participants and the stories very touching. As a result the whole group is motivated and receives with anxiety a call for action, noticing how we all can dedicate time and skills to volunteer and show solidarity with others.

The session on the Refugee crisis was followed by two sessions on “Understanding hate speech” and “No Hate Speech Movement”. A short video about anti-refugees Facebook-commenters meeting refugees is presented was shown; followed by inputs and practical activities. Divided in groups, participants analyse real cases identifying victims, and consequences not only for the communities but for the society in general. The No Hate Speech Movement was presented, and participants are invited to join it.

ME TAKING THE INITIATIVE

The last sessions of Youth Peace Camp aims to make participants clarify how they can integrate their learning from YPA in project initiatives for their home communities. Participants were asked to reflect at what level they believe they can intervene in the cycle of conflict, in order to ensure prevention, resolution, transformation or reconciliation of conflict.

Participants were asked to explore different tactics to engage in conflict transformation processes such as education, public action, political action, legal action, research and monitoring. Following the inputs participants defined potential project initiatives they could start or existing initiatives in their community that they could join.

The sessions on project initiatives development were followed by a concluding personal session for the participants. They were asked to prepare a personal action plan. In their plan covered three areas, family, peers and their overall community.

Most participants explained that they commit to learning more about Human rights and dialogue on a personal level, speaking about their experiences with family and friends and addressing 'wrong jokes'. It should be highlighted that for some of the youth, mentioning they met with people from the other side can be potentially dangerous step to take. On the community level participants identified initiatives they feel they could support. In addition to the personal action plans a few idea's for a training course at national level or regional level were developed, such as running a living library, and an online tool for communication after the camp was established.

Evaluation

The Youth Peace Camp has overall been a success. Participants found YPA a valuable experience to discovered new people and their stories, see their conflict situations in details, and practice assessing and seeing different perceptions on the conflicts in their communities. Participants reported that they got to understand that they are not alone and that the world has opened for them. The camp motivated them and made them believe in a possible reconciliation observing how they integrated as a group, and the common things that unit them. Exploring stereotypes and the judgment behind them made they become more interested in a joint conflict resolution process. The camp gave them new ideas for follow-up initiatives and participants were inspired to try to be facilitators someday.

When being asked about the Programme Structure and Dynamic most of the people said it was useful and interesting. They found a good balance between work and social activities, energizers, team building and learning through games. They also added that simulations, discussions and dialogue between communities were valuable and made everything clearer.

When asked which sessions were the most valuable and why, participants named various session but those related to the dialogue process were especially highly appreciated. The Bi-community Sharing was mentioned by most, 16 participants, because it was a space to express, and build active listening and communication skills. This session also helped to learning about the conflicts & Understanding the problems from people from the other side. As a few mentioned this session helped build better relationships, changed our opinion and Share possible solutions. Mentioned as the second most valuable session, was the Mixed-Community Sharing sessions due to the fact they could learn and gain an insight view about conflicts, and how they affect youth in different countries. They agreed that during this sessions they understood vulnerability made them closer to each other.

Sessions regarding Mono-Community Sharing and Human Rights were also highly appreciated, between six and eight participants saw them as primarily important. At least nine

participants found Refugees in Hungary a really important session owing to the fact that they had the opportunity to speak with volunteers directly involved in the conflict, and this allowed them to go deeper in the topic and learn from their experiences.

There were also areas for improvement identified. Participants found sessions long and the wrap up and transition to the next section of the programme should be better. It was suggested to make the daily programme shorter but the camp itself longer. There was also a call for more social activities and better preparations of them, involving the participants in a timely manner. Participants also asked for more opportunities to learn more about each others cultures and background through the social programme. Finally the sessions on human rights were very well received and they asked that its sessions would be longer and go deeper into the theory and practice of their protection.

According to the facilitators and participants, the participants learned what a dialogue process entails. They understand the universality of human rights, that all people are born equal, and that for that reason they must have equally respected rights. Participants after the camp understood the importance and role of team work, cooperation, active listening and understanding the needs of others. They also comprehended the importance of intercultural dialogue in conflict transformation, and they discovered that there are many possible ways to solve conflicts. This was directly experienced by themselves as a whole group according to several respondents in their evaluation. Before coming they thought about potentials fights and conflicts that would erupt, but they have been surprised by the fact that they built a very united group, that was not divided. They overcame their language barriers and felt confident in English, which helped create a trustful atmosphere. The participants pointed out the importance of the reflection groups to create this sharing space and for their learning process. It helped them to measure what they learned, understand other points of view and reconsider own opinions.

Conclusions

The final conclusion of the event is very positive. The Youth Peace Camp 2015 provided a first time opportunity for many of the participants to encounter “the other” side and this has been identified as a positive and live lasting experience for all.

The group of participants was diverse in many aspects and the profile corresponded to the expected one. Despite major differences in opinions, the group managed to engage in dialogue without offending the other side. Unfortunately, the Georgian group missed the opportunity to sit with youth coming from South Ossetia and Abkhazia regions.

Its biggest achievement has been the capacity to bring together young people “from the other side” communities affected by the same conflict, to be able to meet, to live together during a weeklong camp and to explore how conflict is affecting both communities.

The training programme of the camp increased the awareness of different perceptions and allowed for sharing different opinions and compare narratives. This process supported challenging own perspectives and hopefully should contribute in the path towards an improved intercultural sensitivity.

Activities were directed towards increasing the capacity of listening to the other side, and the methods to develop empathy and analyse the needs of these communities.

The Camp conveyed the message that reconciliation is not only needed, but as well possible.

Participants became more interested in the conflict transformation process and were motivated and inspired to engage through the use on non-formal education methodologies to use back in their youth work practice.

The concept of the Youth Peace Camp remains very necessary in the youth field and especially among those youth people from conflict affected communities.

One of the aspects to consider is the direction the YPC should take in the next editions. From one side, keeping the same target group, it may be considered to increase the “Camp” experience with some practical group cohesion activities, for instance organising a common action. To return to a more “Camp” and less “Training” approach.

On the other hand, if the priority moves to ensure a direct translation of the Camp's impact in youth work, a new target group needs to be considered. It remains unclear how the participants that have few experience can become active actors of change in their communities. In this case a more experienced profile could be promoting the step towards conscious activism. Another opportunity could be to bring in the practice of the Youth Peace Ambassadors.

Annex

Daily Programme of Youth Peace Camp 2015

Arrival Day

Wednesday 16 September 2015

Arrival of participants

16.00 Registration of participants

19.00 Dinner

20.30 Welcome evening

Day 1

Thursday 17 September 2015

Welcome - 'From you, you and me to us'

8.30 Registration of participants

9.30 Opening of Youth Peace Camp 2015

Antje Rothmund, Head of the Youth Department of the Council of Europe
Introduction of the participants and team of facilitators.

Getting to know each other.

11.00 Coffee break

11.30 Introduction to the course
Welcome Space

13.00 Lunch

14.30 Mission Impossible
Group building. Coming together, becoming 'us'

16.00 Coffee break

16.30 Mission Impossible continues

18.00 Reflection groups Introduction

19.00 Dinner

21.00 Social evening

Day 2

Friday 18 September 2015

Identity and communicating – 'me and us'

9.30 Individual Identity – Who is Me?

11.00 Coffee Break

- 11.30 Collective Identity – Do two people like ‘me’ make ‘us’?
Are we music?
- 13.00 Lunch
- 14.30 Active listening – Do ‘you’ hear ‘me’?
Speaking with 4 mouth, Listening with 4 ears
- 16.00 Coffee break
- 16.30 Different Perspectives of reality – Do ‘you’ have the same perspectives?
- 18.00 Reflection groups
- 18.30 Picnic dinner on Margret Island

Day 3

Saturday 19 September 2015

Dialogue - Sharing with ‘you’

- 9.30 Preparing for Dialogue
Energizer
Summary of Previous Day
Explanation of day programme flow
Debate and Dialogue
- 11.00 Coffee break
- 11.30 Practising dialogue – Sharing my experiences
Mono-community level
Sharing personal experiences
Individual reflection (the key Q: How the Conflict affects Me personally)
- 12:30 Lunch
- 13: 30 Practising dialogue – Sharing my experiences of conflict with ‘you’.
Mixed community sharing
Perspectives on different conflicts
1. Equal time,
2. Space for questions,
3. Guided reflection,
4. Summary (using the table schedule)
- 15:00 Break (Facilitators share Table Summaries with each other)
- 15:15 Mono-community Reflection Groups
- 16:00 Break
- 16:30 Bi-community Dialogue

18:00 Reflection Groups
19.00 Dinner
21.00 Social evening: Walk together to the castle

Day 4

Sunday 20 September 2015

Dealing with Conflict – Dealing with 'you'

9.30 Energizer

09.45 Conflict Transformation
Simulation exercise Limit 20'

12:30 Lunch

13:30 Intercultural Sensitivity
Concept introduction

15:00 Free Time in Budapest

19.00 Dinner

21.00 Cinema evening

Day 5

Monday 21 September

Exploring the Conflict

9.30 Exploring Conflict

11.00 Coffee break

11.30 Concepts on conflict

13.00 Lunch

14.00 Free time in Budapest

19.00 Dinner in Town

Day 6

Tuesday 22 September

Dealing with Conflict

9.30 Conflict Introduction and Management

11.00 Coffee break

11.30 Violence Situations

- 13.00 Lunch
- 14.30 Conflict cases and sharing in bilateral groups
- 16.30 Coffee break
- 17.00 Conflict cycle and conflict intervention cases
- 18.00 Reflection groups
- 19.30 Dinner on the Danube

Day 7

Wednesday 23 September

Youth Peace Initiatives - engaging with 'you'

- 9.30 Refugee Crises: Initiatives within Budapest
Activist presentations
- 11.00 Coffee break
- 11.30 Hate Speech
Understanding Hate Speech activity
- 13.00 Lunch
- 14.30 No Hate Speech Movement
- 15.00 Human Rights
Where do you stand? Exercise
Input on Human Rights
- 16.00 Coffee break
- 16.30 Me taking Initiative
- 18.00 Reflection groups
- 19.00 Dinner
- 21.00 Social evening

Day 8

Thursday 24 September

Follow-up and closing – 'you' and 'me' together forward

- 9.30 Networking for Youth Peace Initiatives
- 11.00 Coffee break
- 11.30 Presentation of the Youth Peace Initiatives developed – 'you' and 'me' on stage

Presentation of the European Youth Foundation and other Youth Department programmes for Human Rights, Intercultural dialogue and peaceful societies.

13.00 Lunch

14.30 Closing Space – what did we achieve, what do I take home?

16.00 Coffee break

16.30 Final reflection groups – Individual evaluations
Group closing and celebration

19.00 Dinner

21.00 See 'you' next time Party

Departure Day
Friday 25 September

Departure of Participants

Participants list

Namiq Abdullayev namiq.abdullayev@yahoo.com	Paradigm Team
Agahuseyn Akhmedov aga.ahmadov@gmail.com	AIESEC in Azerbaijan www.aiesec.az
Yevhenii Bosiuk yevhenii.bosiuk@gmail.com	NGO 'Stella'
Abesalom Chagunava besochagunava@gmail.com	Youth for Society (Y4S) https://www.facebook.com/pages/Youth-for-Society-Y-4-S/359698200822477?fref=ts
Gvantsa Chinchaladze gvantsa.chinchaladze@gmail.com	Youth Civil Centre if Akhaltsikhe
Gvantsa Davitelashvili Gvantsadavitelashvili@yahoo.com	Youthspace http://www.youthspace.ge/
Suzana Đelić suzana92esn@gmail.com	
Kristina Eretikova kris.eretikova@yandex.ru	
Hamidakhanim Giyasbayli h.giyasbayli@gmail.com	Society for Humanitarian Research www.shr-az.com
Javad Gurbanov javadgurbanov@yahoo.com	'Intelligent Citizen' Enlightenment Center Public Union http://www.kamilv.az/
Burim Hasku burim.2009@hotmail.com	SHL-Kosova www.shlkosova.org
Galya Hovhannisyan rebeccahovhannisyan@yahoo.com	Gyumri 'Youth Initiative Centre' NGO www.yic.am
Mirjeta Kajtazi mirjeta_kajtazi@live.com	PEN http://www.ngo-pen.org/

Giorgi Kakniashvili
kakhniashvili1995@gmail.com

Koda Community Education Center
<http://kodacec.ge/>

Liliia Khasanova
lilya-khasanova@rambler.ru

Academy of Youth Diplomacy
<https://www.facebook.com/academyYD>

Arabella Kordzakhia
arabella.kordzakhia@gmail.com

Iris Group Managing Diversity
irisgroup.org.ge

Savo Kostić
savokostic@gmail.com

Veton Kryeziu
kryeziu.veton@gmail.com

The Ideas Partnership
theideaspartnership.org

Ekaterina Kuznetsova
e.kuznetsova@youthpress.org

European Youth Press www.youthpress.org

Raul Labadze
r_labadze@cu.edu.ge

Georgian Youth Development Association
<https://www.facebook.com/GYDAssociation>

Andrii Lytvynenko
drLitvinenko@gmail.com

Peace Revolution, Ukrainian Debates Federation,
Association of young blood donors of Ukraine

Knarik Manukyan
nar.manoukyan@gmail.com

Northern Branch of Eurasia Partnership
Foundation

Mariam Markarova
mari.markarova@gmail.com

ICPI - International Center for Peace and
Integration
<https://www.facebook.com/pages/International-Center-for-Peace-and-Integration-ICPI/214033901985831>

Meriton Morina
m.morina15@gmail.com

'Change'
<https://www.facebook.com/Nismaperndryshime?pnref=lhc>

Nemanja Nedeljkovic
nemanjanedeljkovic26@gmail.com

Volodymyr Nizov
vnizov12@gmail.com

AEGEE-Moskva
<https://www.facebook.com/aegeemoskva>
http://vk.com/aegee_moskva

Illia Pohorielov
illya1993pogorelov@gmail.com

Lirika Raça
lirika._@hotmail.com

Tijana Radomirović
tijanar97@gmail.com

Davit Sahakyan
davosahakyan@gmail.com

Hayk Smbatyan
hayk.smbatyan@gmail.com

Marko Stojanovic
mirjanastoj@gmail.com

Goharik Tigranyan
goharik.tigranyan@gmail.com

Iuliia Tkachenko
ytkachen@yandex.ru

Otari Ubilava
otari.ubilava.1@iliauni.edu.ge

Zariema Umierova
zara-17-ua@mail.ru

Kristina Zaplatina
zaplatina@gmail.com

Kosovo Leadership Academy

Youth Cooperation Center of Dilijan(YCCD)
www.yccd.am

Student Scientific Society of Yerevan State
University
<http://ysu.am/sss/>

Youth Council Gracanica

ArmActive-Youth Center

NGO DEVELOPMENT CENTRE "DIALOGUE"
<https://www.facebook.com/pages/MEDIA-DEVELOPMENT-CENTRE-DIALOGUE/244510432225809?ref=hl>

Youth Space
www.youthspace.ge

Alternative-V
www.alternative-v.com.ua

Krasnoyarsk Regional Non-governmental Youth
Organization "Interra"

Team of Trainers

Inessa Abramyan

Xavier Baro

Yuliya Ielfimova

Vahan Kostanyan

Afaq Nadirli

Ron Salaj

Nino Tsulaia

Anna Zhukova
Vladimir Zivkovic

Documentation

Edouard Portefaix

Video

Thomas Champion

Council of Europe

Menno Ettema
Zsuzsanna Molnár
Péter Zelenka