



DDP-YD/ETD (2021) 77

XII International Youth Camp "Dialogue"

RENEWING THE AGENDA FOR DIALOGUE

Ethnographic educational and cultural centre "Ethnomir"
(Kaluga Region, Russian Federation)

22-28 August 2021

DRAFT REPORT

General information about Camp

The Dialogue camp took place from 22-28 August 2021 in "Ethnomir" Russia and gathered almost 100 participants, 60 participants were from Russia, and 40 participants from countries signed Cultural Convention and CIS (Italy, Azerbaijan; Armenia, Lithuania, North Macedonia, Serbia, Ireland, Croatia, Belarus, Germany, Uzbekistan, Kyrgyzstan, Kazakhstan, Tadzhikistan, Madagascar). During the camp, participants had an opportunity to explore such topics as Intercultural learning and Intercultural Dialogue, Sustainable Development Goals, with a special focus on Goals 10 "Reduce inequality within and among countries" and 16 "Promote just, peaceful and inclusive societies", see what young people and youth organisations can contribute to them.

The 2021 camp **aims** were to strengthen the quality and relevance of the work of youth organisations for intercultural dialogue and peace, as well as counteracting discrimination and violence in society, by reviewing and renewing the purpose of intercultural dialogue in a global context marked by the Covid-19 pandemic and the climate crisis.

Objectives

- to explore the principles and approaches of intercultural learning and its role in the projects and activities of youth organisations
- to increase intercultural competencies and motivation for leading youth projects in the field of intercultural dialogue
- to discuss and share the impacts of the Covid-19 pandemic on young people and on intercultural dialogue
- to explore the impact of the climate and environmental crisis on global peace and dialogue and incorporate them in future dialogue activities as a contribution to the UN 2030 Agenda for Sustainable Development
- to analyse the current challenges of promoting intercultural dialogue and countering discrimination in society and to develop possible responses through youth projects
- to expand the community of practice of youth activists promoting advocating for intercultural dialogue, peace and human dignity.

The activity was co-organised by the Ministry of Science and Higher Education of the Russian Federation, the National Youth Council of Russia and the Youth Department of the Council of Europe with the support of the Federal State Budgetary Educational Institution of Higher Education "MIREA - Russian Technological University".

Every year, the camp brings together young leaders and activists, representatives of youth organisations, youth centres and informal groups - those who are already engaged in projects in the field of intercultural dialogue and would like to raise their competencies in this area, as well as those who are still planning to launch activities on this topic.

The methodology and programme of the activity was based on a unique atmosphere where participants have the opportunity to raise their awareness about intercultural dialogue and "live" intercultural dialogue by engaging with participants from a wide variety of backgrounds and nationalities.

Taking into consideration situation with pandemic due to COVID-19 organisers team include special preventive measures: obligatory testing of all participants before the camp, 2 a day it was a temperature measure of all the participants, also disinfection and some sanitary rules (wearing masks inside, using sanitising gel before touching materials etc..).

Programme

The Programme of the camp were developed and run by the educational team, that included representatives of the NYCR trainers from the pools of the Youth Department of Council of Europe and National Youth Council of Russia. Programme were based on the principles and approaches of the NFE and was adapted to 100 participants by using participative methods, small group work, digital tools, simulations and discussions. It is important to mention that this year was first time when Camp was officially bilingual, meas we had 2 oficial working languages, with simultaneous interpretation during all the Plenary sessions. For the reflection and small group works we were also creating russin speaking and englsh speaking groups, and it has very positive impact for Russian participants who decided to try themselves in english speaking groups and was empowered to use it more and start international youth work. Team evaluated positively biliguality of the camp, as it provide an opportunity for more foreign participants join the camp and be included during the whole duration of it, also to make it more language inclusive team was rotating Russian and English for presentations, group taks and inputs. You can find programme in the Attachement 1.

Results day by day

Day 0. Ice-Breaking.

From the 90 minutes meeting, participants could have their first orientation, break the ice and get to know some people from the group as well as see the location and get first instructions at the start of the Camp. Some technical announcements and sanitary protocol were important to present on the first evening. Some part of the group was not yet present.

Day 1. Welcome and dive into the topics.

The welcoming session was evaluated very highly by everyone and even participants mentioned that such a session definitely set up the level of the event from its beginning and caused the success of the Camp. The invited speaker-experts were to the point with their speeches. Two of the invited speakers were greeting the participants via zoom-call and with video.

In the part of the questions from participants, there were the following questions asked:

- What ways do you see and offer for solving the legislative collisions and contradictions and what is the role of youth organisations in that?

The reactions included the idea that is there at all a place for collisions when talking about fundamental Human Rights? Another - was about the dialogic ways and negotiations, the inclusion of youth and their contribution at the international events; at the same time - active citizens,

including youth and organised youth, can be the engine and claim their states to implement and respect human rights.

The expectations of the participants in the order according to the most mentioned:

- Expectations around Networking;
- Expectations to share own projects and create partnerships for new projects;
- To get inspiration, in general, and for new projects; to get new ideas for youth work;
- To learn the cultures of the others and share own culture; to get to know Russian culture;
- To meet new people, make new friends, make new acquaintances not only for work;
- Develop competencies in the area of ICD and Human Rights;
- New experience (of all kinds);
- Learn/taste methods of NFE, energisers, methods of HRE and ICD;
- Develop trainers' competencies;
- Role of youth in ICD;
- Practice foreign languages;
- Have a productive week, much teamwork, working in smaller groups;
- Collect great pictures and videos;
- To survive and not get sick;
- Find love;
- Finish the article and collect materials for the dissertation about lullabies.

Also, in order to set up safe learning space participants created agreement on how they would like to proceed while work together.

Further on, participants get familiar with the Council of Europe, as an inter-governmental organisation, its structure and programmes. The National Youth Council of Russia was presented as well as the history of the Dialogue Camp as part of the cooperation between Coe and the Russian Federation in the field of Youth work. The Quiz allowed participants to learn in an interactive manner and actually participants could once again revise and apply the information from the opening session.

The session on Intercultural Dialogue: "What is it and what is it for me? " went very dynamically and participants were involved 100%. Group work continued the process of participants getting to know each other better, but now focusing on sharing their experience in ICD, creating the group metaphor about the ICD and drawing a picture of the key elements and values. In spite it was the last session of the full day, it felt like participants were full of energy to work in smaller linguistic groups. The personal stories helped participants to speak with each other, to deeply reflect on their experience and create the common metaphor of their meaning of the ICD and then, see the result of the other groups and enjoy and compare them.

Some conclusions/reflections from debriefing after the group work:

- I enjoyed listening and expressing myself, - it served as well as team-building because the stories were very emotional.
- The idea of such activity is great: getting to know each other through stories. As it was emotional it created friendships.
- Nobody cried. But all the stories from all over the World were beautiful.
- It was very interesting and working in smaller groups allowed me to share very personal stories. Intercultural Dialogue means different things for all of us. The creativity process helped us to visualise that.
- It was difficult to embrace all the new faces in the group. In our smaller group, we could listen to all the interesting personal stories carefully, have fun and get to know each other.
- I could notice many similarities in the understanding of ICD between us as well as differences. This understanding is of value for me.
- These stories are OUR experiences, we all faced barriers and could overcome them. Now I am thinking about how to transfer such experience to others. And this is a great start for the first day of the Camp.

The presentation included the understanding of the ICD from the White Paper on ICD. In the interactive talk, participants were asked what consequences are there because of misunderstanding/rejection of cultural differences (separation, conflicts, xenophobia, hate speech, isolation). Then some of the key definitions were provided by the facilitator about stereotypes/prejudices, discrimination, intolerance, xenophobia, ethnocentrism, hate speech.

The day ended with the first Daily group. There were 7 groups in total: 4 in Russian and 3 in the English language. The groups were to be the same for all the coming days' daily analyses.

After the dinner, the team proposed to participants the following activity: "Intercultural Library", which was supporting the networking between participants and a continuation of building a group. As a result of this, each participant made their front covers of their personal Book, which after the camp they could take with them back home, and during the Camp will be available for other participants to read and discover a person behind. Some of the obligatory information had to be present in the Book: the Title, contacts of the "author", related to organisation, references to cultural background etc.

The feedback of participants after this session was that thanks to this activity, they could think about their mission in life and their values, although it was a simple exercise.

Day 2. Culture, ICL and Agenda 2030.

The first half-day was holistic and included diverse activities such as working with the concepts, personal and group reflection, simulation exercises, presentations and creativity.

The sessions went very well, and this part of the Camp was one of the most appreciated by participants, thanks to simulation, but also Iceberg theory became a red line through all the camp. Participants were active in exploring the culture of their own community, and then as well by getting to know other cultures. During the debriefing, many people mentioned how difficult it is

to be open to values, ways of life etc that are different from yours and not to judge it, but try to understand. Also, it was important to see what we understand by intercultural and that is not a way of showing "patriotism" and try to convince others that your culture is the best, but opposite, be curious about cultures different from your own, that at the same time the base for the intercultural dialogue. And last, but not least thing pronounced by participants was the importance of knowing one's self in order to be ready to explore others and their cultures.

In several groups also was raised up topics of gender equality and traditions and cultures, and that is not always going inline with human rights, but also the importance of remembering that all cultures are developing in their own tempo and if we just come and say, that the way they treat a woman is wrong can totally make a society or community against you. So it is also important to know how to build dialogue on equals.

Some reflections from the debriefing of participants after the simulation:

- We got to know the right description of the Albatros culture, but we still didn't believe in the information we were given and stayed with the same perception. That makes me think.
- We may resist every new experience and information. Unknown we explain to ourselves anyway through the prism of known to us. We need to develop the skill of perception of the new differently, understanding that.
- Developing an interest in new things, including new cultures, is an important competency for intercultural communication. We were not familiar with the context and faced a misunderstanding of the values (of Albatros), but not understanding does not exclude the necessity of the exploration.

The following session, focusing on Agenda 2030 also went interactively and included both theory, simulation and group work.

The conclusions were different for different reflection groups. What was often mentioned is that during the simulation (adaptation of the "take a step"), some participants were very compassionate for their roles/characters and others, on the contrary, felt antipathic towards them. This raised the question of how society as an "outsider" may support diverse social groups and if there is any sense to help. The discussion appeared as well about the difference of challenges that are natural disasters and catastrophes versus socio-economic challenges; and how the reaction of people to diverse challenges, depending on the sphere of SDGs.

Another issue that appeared was in regards to the narratives and perceptions we have about people: why we may have feelings of antipathy towards representatives of some particular groups, and how the number of the steps done (as a particular character) is reflected through that perception(s).

For instance, there were two cards with the same role: a person using a wheelchair. The progress of the participants who had these cards was very different: one moved much further than the other. The discussion related to that was around how much we really know about the life of those social groups and how much we interpret based on our wrong perceptions.

Day 3. Challenges to ICD. Workshops on competencies.

The day started by working around problematic issues around ICD. This was the first programme element (session 1) allowing the group to bridge to the problem field in the area of Intercultural Dialogue. This work was a great contribution to the further process of the planning of the initiatives/projects. The factors that participants investigated and formulated as challenges indicate their ability to connect diverse (and not always evident) phenomenons in the society and build ICD. The results of the first session are:

- Based on the experiences and vision of participants, was created the list of Challenges to ICD;
- Participants expanded their vision and understanding of the factors affecting the development of the ICD, based on the reality of the other participants (through sharing);
- Participants collaborated in the creative task;
- The virtual board was created, which shows the summary of all the challenges to ICD mentioned in the group (as a result of the common brainstorming).

The summary of the Padlet (in Russian):
https://drive.google.com/file/d/1GQSnPUhawPztpH5HYupKGgnMVO0I_K0Q/view?usp=sharing
The Challenges identified by participants:

| | |
|--|--|
| 1. ICD in general | 17. Internal migration |
| 2. Agenda 2030 in general | 18. Gender inequality |
| 3. How COVID-19 pandemic influenced young people | 19. Consumption and production |
| 4. Human rights education | 20. Violation of Women rights |
| 5. Domestic violence | 21. Intensive migration |
| 6. Rights to learn and speak mother tongue | 22. Gender stereotypes |
| 7. Access to education and training | 23. Cybersecurity |
| 8. Global warming | 24. Reintegration of refugees |
| 9. Ban on expression of one's identity | 25. Work migration |
| 10. Sexism | 26. Garbage disposal |
| 11. Terrorism | 27. Freedom of speech |
| 12. Human rights violation (migrants, refugees) | 28. Fires |
| 13. populism | 29. Inclusive education |
| 14. Journalists security | 30. Interstate conflicts |
| 15. Access to education (individual approach) | 31. Violation of Human Rights of ethnic and religious minorities |
| 16. Social inequality | 32. Pandemic and Youth mobility |

The participants appreciated the creativity component of the session, as they enjoyed the group process of co-creation and having fun when presenting the results.

At the session dedicated to SDG 10, participants were surprised with the diversity of the answers in regards to each card - this allowed the discussion about the diversity of vision of the World, experience, perception and every phenomenon in life. There were very different answers on the question if it is relevant at all to use this kind of phrasing with "BUT" in relation to fundamental Human Rights. In general, the participants showed much interest during the exercise. More discussion went around the following issue: how discrimination in rights causes inequality in many ways. One of the conclusions was: in order to achieve SDG 10 it is necessary to ensure equality in human rights for every human.

At the session dedicated to SDG 16, the emphasis was made on efficient dialogue with the institutions. When creating statues of the people/social groups, who are discriminated against, participants expressed, that they would feel deep emotions like rage, offence, helplessness, when at the same time, the ones on the other side realised, that they are like "cannot see that" or "don't know what is going on"; and to change the situation they would simply need to turn towards people, open up their hands etc.

Such process brought to the main conclusion: the institutions for their good work must develop competencies of inefficient communication. Through working with cases, participants came up with few examples of how such communication could be a solution: the creation of the youth consultative body for identification of the priorities for institutions working for/with youth; the research with very clear results, reasoning every "for" and "against" of all measures proposed and transparency of its results to civil society; a collection of best practices with the proof materials etc. At the debriefing, the group suggested that for the efficient collaboration between youth and institutions the relationship between them should base on ideas of equal partnership (not antagonism = taking extreme sides), always present clear reasoning and argumentation, without breaking the laws and become themselves a part of the decision-making.

In the afternoon we had 2 rounds of workshops, the workshops were repeated twice: the first round was in English and then the same but in Russian.

The following workshops took place on day 3:

- Human Rights and Human Dignity;
- Identity and Stereotypes;
- "What are you trying to change?" - on conflict transformation;
- Critical thinking;
- Hate Speech;
- ICD and online youth work;
- Discrimination.

The Workshops were one of the highlights of participants at the Camp's programme, according to the final evaluation. The only disadvantage of the workshops was that participants couldn't attend all of the wanted ones and could choose only two of them.

The team noticed that the dynamics in the groups, deepening on if it was run in Russian or English, was different. In general, all the workshops went successfully and reached the set-up objectives.

The day actually was not over here and after dinner participants were impressed by the Russian traditional dance/song evening at the bonfire and the Shaman's performance.

Day 4. Standard criteria of the ICD in youth work. Case solutions.

The first session was dedicated to defining what is a successful project from the point of view of ICD and then the work was focused on the quality criteria for youth projects on ICD.

The session went successful, participants have understood what is the social impact of the project, what are the indicators when we prepare an intercultural project. Participants appreciated a lot an opportunity to get to know projects implemented before by others, as they told this also helped them to understand that many of the projects they implemented were rather ethnocentric than intercultural. This session also inspired them to start to develop new project ideas at the next session and understand how to do it in a better way.

The session where participants brainstormed on what could be the solutions to the challenges they identified on day 3, went intensely. Using the voting system, participants chose the 18 most relevant challenges/problems for them - these were the challenges to work in detail later on. The group was really proactive during all the processes: brainstorming, choosing the challenges, voting, case group work etc. As a result of the session, participants found themselves in case groups of a small size of 2-4 people, where they started the process of elaboration of the detailed actions/solution/project to address the challenges they chose. The solutions, of course, would be looked at from the youth and youth work perspective.

See at this Padlet the final ideas, that participants worked out: [Padlet: work on challenges - defining solutions.pdf](#)

The day ended up with the creative workshops in Etnomir, which was very appreciated by the participants and provided a space for integration of the learning and process happening at the Camp's programme.

Some participants chose to have a football game that evening instead of the workshops and it was great fun as well.

Day 5. Resources and follow-ups. Closing the Camp.

At the beginning of the day, it was solved the important issue: the participants who needed a test for Covid in order to return to their home countries went to pass the procedure of the test.

In spite of that, not all the participants were present at the beginning, their colleagues could successfully present the work of their groups - which is a fact of the active involvement of all team members in the solution-case work.

During the presentation process, the teams could get asked from other teams for clarification on their idea, get constructive feedback, see the strengths of the ideas as well as get advice on what to strengthen. Some of the teams could focus on general project management questions and experience sharing.

The teams shared their readiness to implement their solution ideas after the Dialogue Camp. This session as well contributed to the start of the community-building among participants.

The group evaluation of the Camp went in a positive atmosphere.

Here there are some evaluation results of the general components of the Dialogue Camp 2021: (1-10 points, where 10 is the highest)

- Living conditions: 8-10 (with few 5-7);
- Cultural Programme: 7-10 (with the few of 5-6);
- Educational programme: 6-10 (with the few of 4-5);
- Individual contributions of the participants: 6-10 (with the few of 3-4);
- The general group of participants: 8-10 (with a few of 5-7).

Among the most educationally relevant programme elements most of all were mentioned the following:

- NFE methods;
- Everything about ICD and SDGs;
- Quality Criteria of the ICD youth activities;
- Concrete exercises and activities: "Albatros", "Who are I?", "Cats and mice", "Book about me", "triangle of the conflicts", "hate speech".

Among the relevant elements, for which there was not enough time to deepen into, was mentioned:

- Financial support for the ICD projects;
- Triangle of the conflicts;
- Human Rights;
- SDGs.

In the closing reflection-daily groups participants shared their impressions and insights, thoughts and conclusions from the Camp; some feedback on the success and growth areas for the further Dialogue editions.

The official programme was finalised with the massive "Maaazinger" raising the energy in the group, closing shout and tuning in for the Cultural evening.

The cultural evening was a big celebration facilitated by the participants themselves and with their active contributions.

Results of the written evaluation by participants

Written evaluation was made as a follow-up after the Camp, and made by participants online, anonymously and voluntarily based. The evaluation form consisted of 11 questions about different aspects of the Camp. The participants needed to mark from 1 to 5 (sometimes from 1 to 4) or leave a comment, depending on the question. In total, 44 participants filled the form.

Question 1: General impressions about the Dialogue camp (mark 1 to 5 and leave a comment (optional)). From 44 marks – 40 participants marked "5" (perfect) (91%), 3 marked "4" (7%), 1 marked "3" (2%), nobody marked "2" and "1" (bad). Average score is 4,9.

Most of the comments were positive, with participants noting that it was a great event. It was useful and informative. One participant commented that it was his second time participating, and in doing so, the event was again useful. It was important for participants to see other people who work or are interested in the topic of intercultural dialogue. Through working together, it was possible to learn more about other people's cultures.

Two comments were more critical:

- the constant interpretation was draining at times and I feel there were too many people for quality work;
- were moments of poor organization - where to go, where is the place.

Question 2: To which extent this Camp fulfilled your expectations? (mark 1 to 5 and leave a comment (optional)).

From 44 marks – 33 marked "5" (fulfilled completely; 75%), 10 marked "4" (23%), 1 marked "3" (2%), nobody marked "2" and "1" (not at all). Average score is 4,7.

Most of the comments are positive. Participants indicated that the camp exceeded or fully met initial expectations. A few participants indicated that expectations were different, but the results achieved did not affect their level of total satisfaction. One participant noted that the process was different from similar programs he or she had previously participated in. At this camp, the program fostered expression and discovery of potential, which was lacking at other events. Some comments included recommendations: one wanted more small group work; one wanted more discussion of cross-national stereotypes; one wanted more action and less frontal work formats. At the same time, most participants, on the contrary, noted the multi-format nature of the camp program.

Question 3: Please, evaluate to which extent the objectives of the seminar were achieved? (mark 1 to 4 and leave a comment (optional)).

Average score for all objectives is 3,4 out of 4.

Participants noted the diversity of topics and formats of work, their timeliness. Participants also note the value of working on initiatives, familiarity with the UN Sustainable Development Goals. They also noted the usefulness of meeting experts from the Council of Europe and the UN. Some noted that the camp allowed them to discover new horizons and challenges in the topic of intercultural dialogue. One participant said there was too much information for the time allotted.

Question 4: Please, evaluate how useful the program has been for your learning (mark 1 to 5 and leave a comment (optional)).

From 44 marks – 27 marked "5" (totally useful; 61%), 14 marked "4" (32%), 3 marked "3" (7%), nobody marked "2" and "1" (useless). Average score is 4,5.

Participants noted several positive points. First, the usefulness and timeliness of the theoretical information. For many, it was a moment of theoretical reinforcement and awareness of what they were already doing. One participant noted that he already knew much of the information, but the repetition and re-immersion allowed him to look again and from a different angle. However, for others, this was a downgrading factor in the effectiveness of the camp. Second, several participants noted that the information and practices of the camp had guided them to work with new topics and projects. They noted that they would use the approaches and techniques they realized at the program. One participant noted that there was not enough time to "digest" the new experience.

Question 5: Which three programme`s sessions did you find the most useful and resourceful for you?

Overall, most of the sessions were identified by participants as the most resourceful for them. There are a few comments that all sessions were resourceful. All of the participants interviewed were able to choose one or the other session in the comments (minimum 1).

The biggest number of "likes" received session on Project Development,

Question 6: What did you learn during the camp? (leave a comment).

The generalized answers can be grouped in the following way:

Values and attitudes for ICD:

- Listen to opinions from all over the world. So many people, so many opinions. Thanks to the camp, I learned to hear all the options and suggestions for solutions, something I agreed with, something that went strongly against my opinion, but I did not show it. After all, we can not fully know why a person has this particular opinion and what it is based on;
- I have definitely become freer in my views: I have reminded myself more often that it is important to remain non-judgmental. I have learned to discuss completely different topics, even those in which I have no experience, due to the fact that at camp we had time to discuss a wide range of issues;
- Respect everyone's opinion and look at the problem from different angles;
- To accept and understand others! I realized that white is not always white and black is not always black. There are no critical moments;
- During the 5 days of workshops I kept thinking about the familiar and trivial thought of how difficult (and sometimes it seems impossible) it is to create conditions under which all parties will be satisfied. During the camp, I realized once again that the most effective way is to build dialogue
- Being more empathetic, multicultural;
- Learned to monitor my emotions, became more attentive to other people's feelings and experiences;

Specific knowledge and skills, personal development for ICD:

- How ICD is connected with my personal culture. Why we sometimes do not value others;
- Interaction with different cultures. Different aspects of understanding cultures;

- Some more understanding of the White Paper and the importance of interculturality, as well as my role in it;
- Learned to participate more confidently in intercultural processes, navigate resources for working with ICD topic;
- Attention was mostly focused on the Sustainable Development Goals. I liked that we didn't just study them, but tried to solve them and did;
- Learned how to navigate the SDGs and ICD challenges;
- Tolerance, communication skills;
- Communicate across language and mental barriers;
- Critical thinking;
- Conflict transformation;

Project experience for ICD:

- I learned about a lot of useful resources for creating my own project; I learned how to determine whether a project is intercultural or not;
- Learned to open up more quickly and get involved in group work with strangers, to formulate a small but effective solution to a problem within a global challenge;
- It's okay to say and admit you don't know something, others can help you and ask in return what you're good at;
- Analyze, correctly find a solution to a problem;
- To compose new projects, to give new ideas, to show leadership qualities;
- Formats and methods of organizing intercultural dialogue;

Networking, Other:

- How conveniently you can share your knowledge and experience with others in the same field;
- Learned to communicate better with people;
- Accepting, asking, making dream catcher, dancing several new dances, saying new words in new languages, working in the new normal environment;
- Better interaction with people and less fear of speaking another language;
- Giving up first place to other people;
- Stand up for your point of view;
- A lot of new words and improve English;
- I learned to draw Van Gogh style;

One participant mentioned that they learned not much that they didn't already know.

Question 7: How do you evaluate your own contribution to the camp? (mark 1 to 5 and leave a comment (optional)).

From 44 marks – 19 marked "5" (very well; 43%), 18 marked "4" (41%), 7 marked "3" (16%), nobody marked "2" or "1" (no contribution). The average score is 4,3.

In comments the most participants mentioned that they were fully in the programme: haven't missed any of the sessions, willingly shared their own experience and ideas on the topics discussed, tried their

best to communicate with as many participants as possible. A couple of participants pointed out that there is no limit to perfection, and you can always see the potential for your larger contribution. One participant noted that she has not always worked up the courage to speak up in general sessions, but in group work, she tries to be as involved and helpful as possible

Question 8: Which kind of sessions or activities would you suggest to add to the program of the future similar camps? Which kind of changes would you suggest to make in general? (leave a comment (optional)).

Participants leave 33 comments. The most answers was regarding the bilingual approach and simultaneous interpretation, that for people it was hard to concentrate and follow fully the tasks.

Methodology:

- Add more networking and team building, especially in the reflection groups, so that trust is formed faster;
- More workshops in smaller groups;
- A day of physical activity, a free day, more teamwork;
- More interactive formats especially in official/theoretical parts;
- Use debates;
- To hold by participants their own training, workshops;

Content:

- A station game aimed at exploring the area of the Ethnomir by participants in mixed teams;
- A little more introductory theoretical information for a deeper dive into further practice;
- Pay more attention to personality and personal culture;
- Speak more about human rights and different conventions
- Intercultural dialogue and media. Populism;
- More cultural evenings to explore the cultures of the countries represented at the event;
- Explore exchange programs;
- Other SDGs might be worth considering;

Many participants commented that it was an optimal and balanced program between theory and practice, immersion and relaxation. There was no fatigue and overload from the sessions. Participants also noted that the format of the reflection groups should continue to be used

Question 9: How do you evaluate the contribution of the team of trainers to your learning process (mark 1 to 5 and leave a comment (optional)).

From 44 marks – 37 marked "5" (great; 84%), 7 marked "4" (16%), nobody marked "3", "2", or "1" (not satisfying). The average score is 4,7.

Participants note that not all sessions were similar, so the trainers individually had different contributions to the dynamics, but as a team, they worked well. Note that the trainers paid attention to dynamics and demand and adapted the program. It was noticeable and very valuable. They also noted that it was nice

to talk to the trainers as equals, and it was easy to come up with a question you are interested in. Most noted the professionalism of the team. There was not a single negative comment.

Question 10: How do you intend to follow up the camp with ideas you developed? (leave a comment).
The comments are encouraging. Participants from the three initiative groups noted that they have already agreed to general calls or meetings to discuss the project and distribute areas of responsibility. Most participants noted that the list of contacts has expanded greatly since the camp, and it will make it possible to find a partner for their project. Some participants mentioned areas of application of the acquired knowledge and skills: in working with foreign volunteers, talking about the SDGs in school classes, working in student groups. Several participants indicated that they intended to invite other campers for internships/exchanges in their organizations. Several comments were related to the multiplication of non-formal education and the SDG, Council of Europe approaches, programs and projects.

Question 11: Additional comments or suggestions (leave a comment (optional)).
From 19 comments most of them is thankful mentions to organizers, trainers and other participants for attention, common work, comfortable atmosphere and different view on topic of the camp. Many participants say that it is necessary to increase the number of days of camp to 10. This will have a positive effect on the networking of participants and project work. Several respondents noted that there were some participants who could be called "tourists" and wished the camp and the organizers fewer such participants.

Annex 1. Programme of the Camp

August 22, Sunday

Before 18:00 Arrival of participants in "ETNOMIR" and check-in

18:00 *Dinner*

20:00 Informal opening. Getting to know each other and team building

August 23, Monday

08:00 *Breakfast*

09:30 Health check-in

09:45 Intro to the day "Cheerful morning"

10:00 Opening of the Camp with the participation of the following experts:

☐ **Ivan SOLTANOVSKY**, *Permanent Representative of the Russian Federation to the Council of Europe (online)*

☐ **Antje ROTHEMUND**, *Head of the Youth Department of the Council of Europe (online)*

☐ **Denis ASHIROV**, *Director of the Department of State Youth Policy and Educational Activities of the Ministry of Science and Higher Education of the Russian Federation*

☐ **Grigory PETUSHKOV**, *Chairperson of the National Youth Council of Russia*

☐ **Ekaterina GORBATOVA**, *Head of the Section-Secretariat of the Interdepartmental Commission of the Russian Federation for Council of Europe Affairs of the Department of Pan-European Cooperation of the Ministry of Foreign Affairs of the Russian Federation*

☐ **Vladimir KUZNETSOV**, *Director of the UN Information Center in Moscow*

☐ **Ruslan BAYRAMOV**, *President of the Foundation "Dialogue of Cultures - United World"*

11:30 *Coffee break*

12:00 Presentation of the program and the basic concept of the Camp, discussion of the tasks and expectations

13:30 *Lunch*

15:00 *Acquaintance with the Council of Europe and the activities of the Youth Sector of the Council of Europe. Russian Federation and Council of Europe: Framework Program for Cooperation in the Field of Youth Policy*

16:30 Coffee break

17:00 Group work "Intercultural Dialogue and me. White Paper on ICD"

18:30 Day reflection

19:00 *Dinner*

20:00 Intercultural networking

August 24, Tuesday

08:30 Breakfast

09:30 *Health check-in*

09:45 Intro to the day "Cheerful morning"

10:00 Intercultural Dialogue and Principles and approaches of intercultural learning. Intercultural competence (part 1: theory)

11:30 Coffee break

12:00 Intercultural Dialogue and Principles and approaches of intercultural learning. Intercultural Competence (Part 2: Practice)

13:30 Lunch

15:00 Transforming Our World: The 2030 Agenda for Sustainable Development

16:30 *Coffee break*

17:00 Youth Contribution to the 2030 Agenda for Sustainable Development

18:00 Excursion to the Ethnographic Park-Museum "ETNOMIR"

19:30 Dinner

20:30 Free time/ TiK ToK evening

August 25, Wednesday

08:30 Breakfast

09:30 *Health check-in*

09:45 Intro to the day "Cheerful morning"

10:00 Modern challenges in promoting of intercultural dialogue

11:30 Coffee break

12:00 Human rights education and its link to SDG 10 (reduce inequalities within and among countries) and SDG 16 (promote peaceful and inclusive societies)

13:30 Lunch

15:00 Workshops on the development of skills and approaches in the field of intercultural dialogue:

Human rights and human dignity

Inequality and discrimination

Conflict transformation

NO HATE: counteracting hate speech offline and online

Working online in the context of COVID-19: features of working on the topic of intercultural dialogue

Critical thinking

Identity and stereotypes

16:30 Coffee break

17:00 Workshops (second round)

18:30 Day reflection

19:00 Dinner

20:00 Animation program "Peoples' Friendship" bonfire, concert and master class "Music and dances of the Siberian people"

August 26, Thursday

08:30 Breakfast

09:30 Health check-in

09:45 Intro to the day "Cheerful morning"

10:00 How to develop an intercultural project: planning and quality criteria

11:30 Coffee break

12:00 Turning Challenges Into Project Solutions (Part 1: Defining challenges)

13:30 Lunch

15:00 Turning Challenges Into Project Solutions (Part 1: Project Solutions)

16:30 Coffee break

17:00 Creative ethnic workshops:

➤ Master class "Creation of bread"

➤ Master class "Dreamcatcher"

➤ Master-class "Painting on wood"

➤ Master class "Herbalist"

➤ Master-class "Mandala"

18:30 Day reflection

19:00 Dinner

20:00 Free time /Sport and games

August 27, Friday

08:30 Breakfast

09:30 Health check-in

09:45 Intro to the day "Cheerful morning"

10:00 Resources to support youth projects in the field of intercultural dialogue

11:30 Coffee break

12:00 Presentation of further initiatives and joint projects

13:30 Lunch

15:00 Next steps. Personal plan. Formation of a community of youth activists promoting the ideas of intercultural dialogue, peace and human dignity

16:30 Coffee break

17:00 Evaluation of the Camp

19:00 Dinner

21:00 Closing of the Camp. Intercultural evening

August 28, Saturday

07:00 Breakfast

08:00 Departure of participants from "Ethnomir" to Moscow