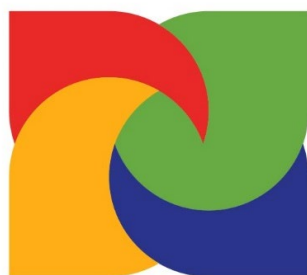




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Strasbourg, 31 July 2024

Youth Peace Camp 2024



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

European Youth Centre, Strasbourg
2–11 July 2024

REPORT

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This report was prepared by Joana AZEITEIRO, in cooperation with the trainers in the Youth Peace Camp 2024 and the secretariat of the Youth Department. It provides an overview of the various aspects of this project and its main outcomes. It includes also some recommendations for future editions of the Youth Peace Camp.

We would like to express our gratitude to all those who contributed to this report, in particular to the facilitators and participants of the Youth Peace Camp 2024, and to colleagues at the Youth Department of the Council of Europe: to Rui GOMES for coordination, to Mila LUKIC for educational support and to Claudia MONTEVECCHI for administrative support.

We have made all possible efforts to trace references of texts and activities to their authors and give them the necessary credits. We apologise for any omissions and will be pleased to correct them if requested.



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EXECUTIVE SUMMARY

The 2024 edition of the Youth Peace Camp took place from July 2 to 11 at the European Youth Centre in Strasbourg, bringing together young people from communities that participated in the previous edition, namely Cyprus (Greek-speaking and Turkish-speaking youth), Kosovo* (focusing on Albanian and Serbian communities), the South Caucasus (particularly from conflict-affected regions and ethnic communities), both banks of the Nistru/Dniestr river, and a new region—Bosnia and Herzegovina.

All camp activities centred on developing skills in peacebuilding and promoting peace through dialogue, sharing, and non-violent communication. The camp also aimed to familiarize participants with human rights education, including its implementation through the European Court of Human Rights and the Council of Europe's fieldwork with its member states to build trust and promote peace.

The Youth Peace Camp program was designed to create an atmosphere of mutual trust and sharing among participants, which was crucial for the program's success. The program can be divided into three main phases:

- **Building a Common Ground:** In this phase, participants had the opportunity to get to know each other through various non-formal education activities, gaining a broader understanding of human rights issues and peace promotion.
- **Dialogue Day:** This marked a turning point in the schedule, as it was the first formal occasion for participants to share their personal experiences with conflict within their communities, in mixed groups, and eventually in bi-community settings.
- **Peace and Conflict Transformation:** Finally, in this phase, the youth were empowered to initiate change in their communities. This change was expected to stem from a foundation of sharing and trust with the other side of the conflict, through common follow-up projects.

As mentioned, sharing was a key element of the Youth Peace Camp, with Dialogue Day being a highlight. The lasting connections formed among participants are crucial for disseminating the initiative's outcomes and implementing the follow-up projects developed by the participants during the final phase of the camp.

The personal nature of the entire program, from start to finish, makes the Youth Peace Camp a transformative experience for many young people. As such, the Council of Europe seeks to involve these youths in other peace promotion initiatives in the future, including participation in other training programs and providing funding for projects they wish to develop within their communities.

Despite their diverse geographical and academic backgrounds, participants shared a strong sensitivity to the topics discussed. Many had already participated in other peace promotion initiatives, making their involvement essential to the project's success and motivating less experienced participants. The synergy among them, along with the facilitators' efforts to foster connections, ensures that the Youth Peace Camp is an initiative with tangible results and a direct positive impact on the communities these young people belong to.

ABOUT THE YOUTH PEACE CAMP

Background

The [Youth Peace Camp](#) is the flagship activity of the Council of Europe youth sector on promotion of peaceful and inclusive societies. The Youth Peace Camp project was born in 2003 in the framework the programme of the Council of Europe's confidence-building measures and has been providing a unique opportunity for young people from conflict-stricken regions to meet and understand the process of transforming conflicts.

During the camp the participants follow an experiential learning process and acquired competences in the fields of peacebuilding, intercultural learning, dialogue and conflict transformation, within a human rights framework.

The Youth Peace Camp unique approach is the possibility for young people to better understand conflicts and their transformation by listening to and living together with young people affected by other conflicts elsewhere. The European Youth Centre provides an adequate and safe environment 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.

In 2022, the Youth Peace Camp was replaced by the Youth Peace Camp Conference, held in the framework of the Youth Action Week – Democracy Now!. The [Call for Action](#) prepared by the participants of the Week has a chapter with various expectations, including that, "the Council of Europe and its member States must commit firmly to and advocate for action to address all conflicts through peacebuilding and non-violent conflict transformation". The participants also underlined the close interconnection between democracy and non-violent resolution of conflicts.

In 2023, the Youth Peace Camp was again organised as a standalone activity and brought participants from 9 communities who increased their competences in the role of multipliers and peer leaders in implementing peace-building activities with young people in their communities.

Rationale of the Youth peace camp

Young people growing up in regions affected by armed conflicts, exposed to and/or enduring the consequences of physical, cultural, and structural violence, were often confronted with dramatic, life-forming experiences, emotions, and challenges. Such experiences strongly influenced their views and behavior towards their own and other communities, their relation to conflict and peace, and their identity. Many young people chose to engage in constructive initiatives and dialogue instead of becoming multipliers of hatred, violence, and discrimination. When supported and recognized in their roles, these young people became peer leaders and educators, raising awareness and involving other young people in dialogue, mediation, conflict transformation, and peace work projects.

In their role as peer leaders and in learning about conflict and peace, it was important for them to relate to and be confronted with the life stories, experiences, and aspirations of young people from other conflict regions. The Youth Peace Camp built on these experiences and applied them to its participants.

Learning about peace, violence, and its root causes at the Youth Peace Camp was organized in line with the approaches of human rights education and intercultural learning. Intercultural learning became understood as representing the essence of the Youth Department's educational approach: recognizing and addressing prejudice, combating aggressive and exclusive forms of nationalism, and identifying the

competencies necessary for youth workers active in inter/multi-cultural environments. Intercultural learning was understood to be a natural part of the educational approach towards intercultural dialogue and, together with human rights education, provided useful approaches to some of the dilemmas resulting from violent, structural, and cultural conflicts.

Attention to peace, intercultural dialogue, violence prevention, and conflict transformation was deeply rooted in the history of the youth sector and remained a top priority due to the persistence of several “frozen” and active conflicts. The ongoing aggression of the Russian Federation against Ukraine and recent events in Israel and Palestine were brutal reminders of the devastating impact of war and conflict on the culture of human rights that supports peaceful and inclusive societies.

The adoption by the Parliamentary Assembly of the Council of Europe of the Resolution on Strengthening the role of young people in the prevention and resolution of conflicts ([Resolution 2378 \(2021\)](#)) confirmed the political relevance of these approaches, adding to their proven educational suitability. The Resolution called for regarding young people and youth organizations as indispensable partners in any peace or political processes, fostering continuous intercommunity dialogue and cooperation among young people from different communities, and introducing democratic citizenship and peace education into the formal school curriculum from an early age.

The attention placed on young people and youth organizations also reflected the orientations of the UN Security Council Resolution 2250 on Youth, Peace, and Security regarding Participation, Protection, Prevention, Partnerships, Disengagement, and Reintegration.

The Youth Peace Camp enabled the youth sector of the Council of Europe to identify and document challenges faced by young people in conflict regions and to improve its ability to support youth projects in those regions.

The activity was organized in cooperation with the Directorate of Political Affairs and External Relations (DPAER) of the Council of Europe in the framework of its Confidence Building Measures.

Aims and objectives

The Youth Peace Camp engaged young people and youth organisations from conflict-affected regions in dialogue and peacebuilding activities based on human rights education and intercultural learning during and after the camp.

The objectives of the 2024 Youth Peace Camp were:

- To develop awareness and basic competences (knowledge, skills, and attitude) of participants in human rights education, peacebuilding, and intercultural learning to enable them to engage in dialogue and confidence-building initiatives with other young people affected by conflict;
- To support mutual learning from experiences of conflict and coping strategies;
- To foster relationship building as a foundation for peacebuilding and dialogue;
- To introduce and share existing youth work practices and experiences of young people working on dialogue and conflict transformation in their home communities;
- To motivate and support participants in their role as multipliers and peer leaders in peacebuilding activities with young people, encouraging them to implement follow-up initiatives;
- To strengthen the role of the Council of Europe, particularly through its Youth for Democracy programme, in peacebuilding and intercultural dialogue with young people, and to support the approaches of the UN Security Council Resolution 2250 on Youth, Peace and Security and the Sustainable Development Goals.

Methodology

The programme of the peace camp was based on mutual learning situations among participants, making use of a variety of working methods. The participants were able to share personal experiences with conflict and violence and share the coping strategies they had developed. The programme also allowed time for participants to explore the relationship between identity and the conflict in their region, both for young people and for themselves. Personal reflections and sharing within community groups were alternated with sharing, learning, and reflecting between youth from the different conflict regions.

Central to the concept of the Youth Peace Camp was the motivation and the possibility for living, learning, and discussing together with other young people with whom it might otherwise have been very difficult to have contact or cooperation.

A team of experienced trainers and facilitators prepared and facilitated the programme. They had direct experience of the regions from where participants came and were able to communicate with participants in their mother tongue.

The participants were invited to implement their initiatives for peacebuilding, with the support and guidance of the facilitators, to share their experiences with their peers and promote the values and approaches of the Youth Peace Camp.

A series of educational resources and manuals of the Council of Europe formed the basis of programme design and implementation in the field of peace education, dialogue, and conflict transformation activities, including:

- [Compass](#) and *Compasito*, the manuals for human rights education with young people and with children;
- [Youth Transforming Conflict](#) – a training kit published by the youth partnership between the European Commission and the Council of Europe;
- The [Education Pack All Different-All Equal](#).

Towards the end of the camp, participants were expected to develop initiatives as peer leaders and multipliers with other young people in the field of dialogue and conflict transformation in their home communities. The Council of Europe was committed to motivating and encouraging such initiatives and also offered institutional, educational, and, where possible, financial support for the follow-up initiatives of participants after the camp in 2024-2025. Therefore, the preparation of meaningful and realistic follow-up plans by the participants had utmost importance that year.

The Youth Peace Camp started as a camp with participants living in tents and engaging in outdoor activities. Nowadays, the activity was mostly held indoors at the European Youth Centre, where the participants were also accommodated. The spirit of a camp remained present in the activity through the extensive use of non-formal education methods, the experience of living and learning together, and, to the extent possible, the inclusion of outdoor activities.

Working language

The working language of the programme was English. Participants had to have a sufficient understanding of English to comprehend and complete the application form without assistance from another person or digital assistance tools, and to fully and actively take part in the programme.

YOUTH PEACE CAMP 2024

The educational team



The Youth Peace Camp 2024 was facilitated by the team of 11 facilitators (one from each participating community), one trainer and an Educational advisor from the Council of Europe. The Head of Division Education and Training of the Council of Europe Youth Department supervised and supported the work of the team throughout the process.

The facilitators and trainers were selected through an open call in the Trainers Pool of the Youth Department of the Council of Europe and the network of previous Youth Peace Camp participants. As a result, among facilitators there were those who had experience either as facilitators or as participants of the Youth Peace Camp in previous years. Some of the facilitators had experience in organising regional and local peace camps.

Ultimately, the educational team was diverse in experiences, competences and ideas they brought to the activity programme. At the same time, the team was also balanced and complementary, which enabled team work to be productive, supportive and cooperative. The atmosphere in the team throughout the activity (and during its preparation) was respectful and empathetic, and the communication both on individual level and on a group-level was well-managed. While each member in the team had an understanding of YPC and the topics tackled throughout the programme, at the same time, each team member had a unique background, which strengthened the general team dynamics and teamwork.

In 2024, additional communities (Bosniaks, Serbs and Croats from Bosnia and Herzegovina) were involved in the Camp, which required additional facilitator(s). After consultations, a suitable candidate for this role was identified and it was decided to have only one facilitator with extensive experience in working with all communities in Bosnia and Herzegovina. There were several uncertainties connected to this novelty. Namely, how to provide realistic and relevant connection of local challenges in Bosnia and Herzegovina to the Camp priorities and objectives, how to support a new facilitator become an equal member of the educational team without any prior Camp related experience, and how to ensure that this facilitator adequately supports their group and its integration in the activity. Despite initial fears and challenges, in the end, it was noted that the selected facilitator managed to adequately contribute and support participants' personal processes and challenges, and to support the respective group. Their contribution to the educational teamwork was also well-noted by other team members

and evaluated as collegial, introspective and supportive with a 'fresh set of eyes of an outsider to the Camp'.

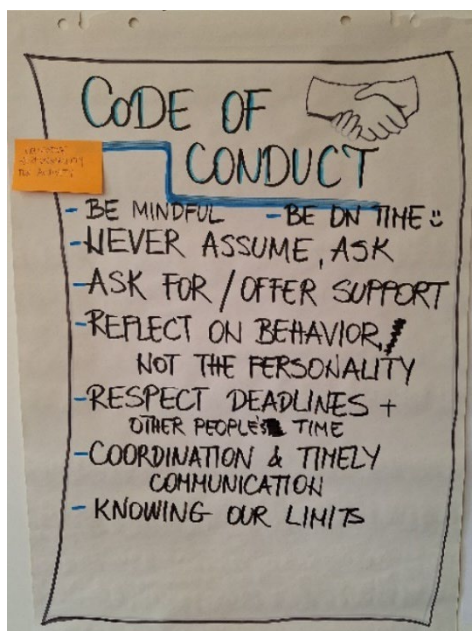
Another important feature related to the team work, which made the Camp a success, was trustful and friendly relationships and attitudes between the facilitators from the confronted communities. Such behaviour showed a positive example to the participants of the dialogue and cooperation, especially when it was relevant to the communities which overcame recent hostilities and conflict escalations (Kosovo, Armenia and Azerbaijan).

The facilitators mentioned that experience of the Youth Peace Camp 2024 was highly rewarding in various aspects:

- Programme Involvement: engaging in designing and co-drafting session outlines, researching key camp topics, and exploring non-formal education.
- Facilitation skills: leading or assisting sessions with larger participant groups, developing the skills of facilitator, adapting to the needs of the participants.
- Team Collaboration: working within a diverse team of individuals from different backgrounds.
- Increasing the knowledge on the topics of the Youth Peace Camp.
- Challenging own perspectives towards conflict.

The main challenge faced by the team was caused by the uncertainty from the very beginning of how many communities will be involved in the Youth Peace Camp 2024. During the preparatory meeting in March in Budapest it was not clear if the communities from both sides of the river Dniestr/Nistru, and the Abkhaz community will take part in the Camp. Despite this initial doubt, the facilitators from the respective communities were selected and attended the preparatory meeting in March, which also helped in coordinating efforts to bring participants from respective communities to the Camp. However, not having the senior trainer in the preparatory meeting required additional work to bring them on board. Luckily, the senior trainer has already partaken in the Camp as part of the educational team, so onboarding them was not difficult nor time-consuming, and their contribution to the online preparation period was well-noticed and helpful.

The preparation process included two in-person preparatory meetings in the European Youth Centres in Budapest (25-27 March 2024) and Strasbourg (30 June-1 July 2024).



During the first meeting, the team exchanged their expectations of their role, the programme, the group of participants and of working together. Some of these involved open and constant communication in the team, acknowledgement of personal barriers in the process of preparation, taking care of own and each other's wellbeing as well as timely preparation and communication of task completion and updates (see picture on the left). These conclusions and insights were taken to the Camp and led the educational team's work through the activity.

On one hand, the majority of the educational team members already knew each other from past Camps (which helped in understanding the role of a facilitator), and only the facilitator from Bosnia and Herzegovina was new. This required some team-building and getting to know each other, resulting in pleasant and trusting atmosphere in the team.

The 2.5-day preparatory meeting in Budapest was finalised with the draft of the programme, elements of the programme and tasks division on the preparation to the camp.

Between January and July there were organised two online preparatory meetings with all team members, including the senior trainer brought on board after the meeting in Budapest. Additionally, separate meetings between facilitators in small groups were self-organised to focus on developing specific elements of the programme. Throughout this phase, the senior trainer and the Educational Advisor supported facilitators by ensuring the programme logic and cohesion.

The second in person preparatory meeting in Strasbourg helped the team to finalise the programme elements and prepare a welcoming space and atmosphere for participants.

The group of participants

The Youth Peace Camp 2024 brought together 66 participants from 11 different communities, namely:

- Cyprus (Greek-speaking and Turkish-speaking young people)
- Kosovo*, with a focus on Albanian and Serbian communities
- South Caucasus, particularly from conflict-affected regions and ethnic communities
- Both banks of the river Nistru/Dniestr
- Bosnia and Herzegovina

They were selected from among 974 eligible applications.

ELIGIBILITY CRITERIA:

- Aged between 18 and 25 years (with possible exceptions up to 30 years old);
- Able to work in English;
- Available and fully committed to take part in the Youth Peace Camp;
- Curious, open-minded, appreciate diversity and ready to learn about each other's realities;
- Motivated to learn and to apply the values and approaches of the Peace Camp, notably human rights, democracy and peacebuilding;
- Motivated to implement youth initiatives for peacebuilding following the camp;
- Possess a sense of responsibility for one's own actions, a commitment to personal and community development and continue the engagement with other participants;
- Preferably be involved in an organisation or network, institution, formal and/or informal group that is ready to support them throughout the project duration and afterwards when implementing youth initiatives for peace building.

The number of applications from different communities was unbalanced but this is a general trend for the Youth Peace Camp. One of the reasons of such imbalance is the some of the communities are relatively small. At the end we received the following among of applications from different regions: Kosovo – 66 applications (54 from Albanian speaking and 12 from Serbian speaking communities), from both sides of the rive Dniestr/Nistru – 53 applications (8 applications from Tiraspol and 45 application from the right bank of the river Dniestr/Nistru), Cyprus – 46 applications (23 from Turkish speaking community and 23 from Greek speaking community), Azerbaijan – 180 applications, Abkhazia – 36 applications, South Ossetia – 2 applications, Armenia – 141 applications, Georgia – 479 applications.

SELECTION CRITERIA:

- Core criteria in the call (age, country/region, language, availability, motivation...);
- Priority to youth affected/displaced by conflict;
- Priority given to youth with no international experience;
- Balance the participants with less experience in the field and those having the experience;
- Balance the participants with diverse experiences in relation to conflict;
- Preference to youth coming from NGOs, but also accepting individuals who local youth leaders;
- With clear and SPECIFIC ideas regarding follow-up.

The applications were first reviewed by the Educational Advisor and the Head of the Education, Training and Cooperation Division, who pre-selected eligible candidates based on the criteria of the expected profile of the participants. From each community there were 10-15 applicants preselected. The short list was shared with the facilitator from the respective community. Each facilitator provided their comments based on the local context. Based on the recommendations from the facilitators the final list of 5 participants from each community was selected. The rest of the candidates from the pre-selected list were located to the waiting list. The final list was sent to the Youth Department for confirmation or any suggestions on adjustments.

During the preparations, groups from Abkhaz community and Tiraspol had challenges in organising their visas and travelling to Strasbourg, but in the end, with great support of the Administrative assistant in the European Youth Centre Strasbourg and colleagues in the Directorate of Political Affairs and External Relations of the Council of Europe, both groups managed to attend the activity in full.

Regarding the participants from Bosnia and Herzegovina, taking into consideration that the youth peacebuilding and regional youth cooperation measures are quite advanced in the country (and the Western Balkans region) in comparison to other communities, it was strange for the participants to be put into smaller ethnic groups during the Camp, so they insisted on remaining in one large group most of the time. This reflects the reality in the country where young people interact on a daily basis despite their ethnicity and religion, but the need to address past events that are passed on from older generations onto younger population remains relevant and of interest for the Youth Peace Camp. The facilitator's support in managing the group dynamics, especially during the Dialogue day was therefore of utmost importance. This also brings a question of the way this group should be addressed in the Youth peace camp 2025.

There was balance of experience in the group overall and all participants showed their readiness to the dialogue process, as well as interest to interact in the informal times (e.g. during the evenings and the free day). As the outcome the group produced 20+ bilateral and multilateral follow-up initiatives.

Institutional context

Taking into consideration that the Youth Peace Camp 2024 took place in Strasbourg, it benefited from high-level official visits including:

- Matjaž GRUDEN, Director, Directorate for Democracy;
- Tobias FLESENKEMPER, Head of the Youth Department;
- Frank POWER, Head of Division for Policy Planning and Confidence-Building Measures, Directorate of Political Affairs and External Relations;
- Heike THIELE, Permanent Representative of Germany to the Council of Europe.

During the Camp we also had a visit from a Member of the Advisory Council on Youth, Anja Jokić, who joined the group on the seventh day of the Camp and shared with participants the Advisory Council's activities and intentions around peacebuilding and conflict transformation.

The participants also had the visit to the European Court of Human Rights where they had the discussion with Emily SOTIRIOU, Registrar of the Court.

These visits and exchanges supported participants in understanding the role of the Youth Peace Camp in the framework of confidence-building activities of the Council of Europe as well as the importance of young people in peacebuilding processes. The participants could also raise the awareness about the role of the Council Europe in in peace, confidence-building, and dialogue.

Outreach and visibility

To support the visibility of the Camp, the secretariat of the Youth Department prepared and posted everyday pictures and stories on the Instagram page of the Youth Department. The hashtag #youthpeacecamp24 was used for all posts.

Collaboration with the Directorate of Communication of the Council of Europe was also established to further promote the activity as part of the Organisation's work on youth perspective and confidence-building programme. At the end of the activity, two joint reels (short videos) were posted on the Instagram page of the Youth Department and the Council of Europe official channel:

- [What is Youth Peace Camp?](#)
- [Before/After Youth Peace Camp](#)

For this endeavour, Camp participants were invited to answer a set of recorded questions to share their experiences on the social media channels of the Youth Department of the Council of Europe. The questions and their respective answers were as follows:

Before Youth Peace Camp

- What are your expectations regarding Youth Peace Camp?
- What do you hope to gain from your participation?

During Youth Peace Camp

- Was there any topic that stood out for you? If so, which one and why?
- What does "peacebuilding" mean to you?

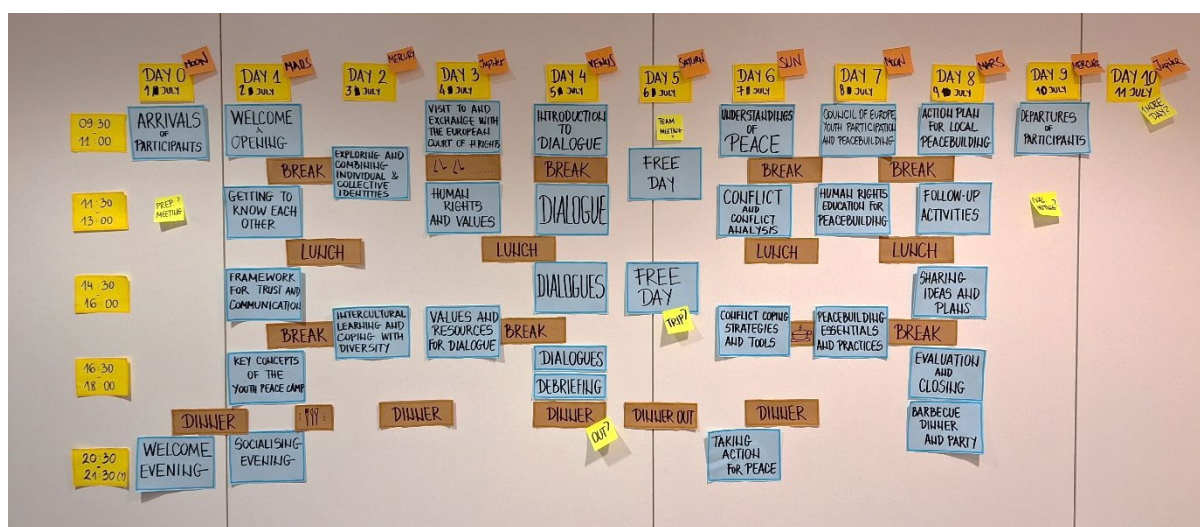
After Youth Peace Camp

- Could you highlight some positive aspects of Youth Peace Camp?
- Do you feel that your participation will have lasting impact in your life and in your community?
- How did this activity help you cope with the topic of peacebuilding?
- If you had to describe your experience in one word, which one would it be and why?



PROGRAMME

The programme of the Youth Peace Camp 2024 followed the same logic and structure as the previous editions of the Camp. The first three days of the programme were dedicated to building common ground and understandings in the group regarding the group and key concepts of the Camp. The participants were invited to the activities focused on getting-to-know each other, team-building and trust-building, exploring the diversity in the group from the perspectives of identities and interculturality, exploring key notions of the Camp, the place of human rights, and acquiring tools for effective communication and dialogue. All these prepared the participants to the core element of the programme – the Dialogue Day, which was focused on creating space for sharing personal stories in relation to the conflict focusing on getting involved into conversations with “the other side”. The Day was very emotional and demanding, so it is ended with the unwinding practices and the next was completely free for the participants. The second half of the Camp focused on providing participants with the specific tools to prepare them for the role of multipliers when they are back to their communities. The last day was dedicated to development of the follow-up initiatives.



Day 0 (1 July) – Arrival day

On the arrival day, an **informal welcome evening** for participants was organised. They were introduced to the European Youth Centre and the educational team. Several getting-to-know and ice-breaking activities were facilitated by the team, and to further set up the mood of the event the participants were invited not to ask and say during the introduction from which community they are coming, instead they were invited to say, where they feel local. This approach introduced the key philosophy of the camp of seeing the human being first. During the informal evening the participants were offered some snacks and light refreshments to continue mingling together.

Day 1 (2 July) – Building a Common Ground

The first day of the Youth Peace Camp started with the welcoming words from **Rui GOMES**, Head of the Education, Training and Cooperation Division in the Youth Department of the Council of Europe, who gave a brief introduction about the context of the Youth Peace Camp, including its past, present, and future, and told participants about the importance of their role in promoting positive changes in their communities. He also highlighted the Camp’s focus on intercultural and experiential learning, making each participant’s personal experiences a learning tool during the activity.

The opening was followed by the **Welcome Space**, where, in smaller groups, participants could explore key aspects of the Youth Peace Camp through six thematic corners: programme of the camp, aims and objectives, methodology, share own expectations, fears and contributions for the camp, develop common principles and agreements for 'working and living together' during the days of the camp, and get-to-know each other through the "Knowing me-knowing you" activity that encouraged them to create their own identity hands.

In terms of their **expectations**, participants expressed hope to learn more about their conflict and the conflicts of other participants; they also showed curiosity about the CoE's work focussed on human rights. Regarding contributions, participants expressed their willingness to share their personal and professional experiences in the field of peacebuilding. Finally, regarding fears, participants were mainly afraid of causing conflicts among themselves, considering their different backgrounds when it comes to various conflicts, and not having enough time to get to know all participants.



expressing themselves, being active and voicing your ideas freely, being inclusive, tolerant, empathetic and understanding; respecting each other's beings and boundaries, being aware of cultural sensitivities, asking before assuming.

The second session of the day welcomed **Tobias FLESSENKEMPER**, Head of the Youth Department who provided further context for the Camp speaking about the origins of the Council of Europe and its fundamental role in maintaining and promoting peace, while also connecting it to young people's role in peacebuilding efforts around Europe. According to him, the "young people are peacebuilders", but they are not born as such, so it is necessary to develop mechanisms among these young people to build bridges between themselves instead of destroying them. He underlined that the Youth Department operates in this area, working with youth and empowering them to play an active role in peacebuilding at the local and regional level. Participants also had a chance to exchange with Mr. FLESSENKEMPER their views about the role of the Council of Europe in peacebuilding and dialogue, and ask questions.



Just before the lunch break, the group had a **team building moment**, having done a mission impossible exercise, that brought the participants closer together through fun, cooperation and co-

creation. The afternoon sessions focused on further **trust-building activity** with participants, and created a framework for trust and communication in the group. By the end of the activity, participants developed a stronger sense of trust and cohesion among themselves. Consequently, this session proved to be quite intriguing and facilitated enhanced communication and performance within group dynamics.

Participants were introduced to **key concepts of the Youth Peace Camp** in the last session of the day. Split in six smaller groups, participants did "world café" rounds to explore violence, conflict, peace, conflict transformation, intercultural dialogue and human rights. This session helped to get participants to the same page of comprehending notions that were heavily repeated and more deeply explored during the Camp. Hence, it was extremely important to create a common understanding around these terms. For example, the discussion about "conflict" brought up also positive concepts such as "forgive," "love," and "empathy", and was not seen only negatively. Another example involved making sure that participants understand the difference between "conflict transformation" and "conflict resolution". This session allowed participants to not only share their personal views, but also tools and examples that reflect key concepts of the Camp. Overall, these discussions helped participants gain a deeper understanding of these critical concepts and their interconnections, fostering a comprehensive perspective on peacebuilding and conflict.

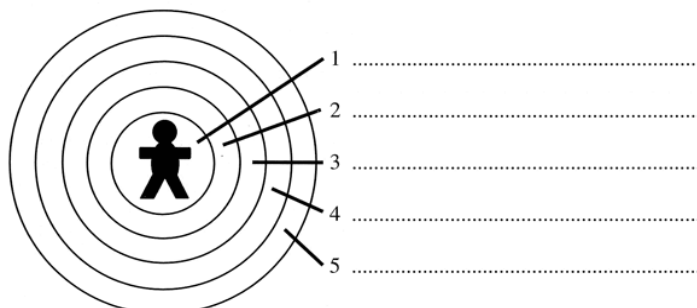


Day 2 (3 July) – Exploring Identities

*"We are the same people who grew up on the same books and movies"
(quote from a participant)*

The second day of the programme was dedicated to **exploring and combining individual and collective identities**, how they are developed, how they influence on self-perception and perception of other as well as interaction with others who are different from us.

The morning started with a meditation session focused on reflecting on the bridge between their answers and their values, aiming to help the young people get closer to the person they want to become. This session aimed to help participants understand what influences their self-perception—ranging from people to events, and more. This was an introduction to individual reflection of participants about their own identity. They were invited to reflect on important aspects of themselves in different layers, mentioning key points in the construction of their identity—such as "being a student" or "being



a guitarist"—and placing these characteristics closer to or farther from the centre of the image below, depending on their importance in the construction of their identity (see picture on the left).

After each participant completed their reflection, there was a moment of exchange and sharing in the group. During the debriefing, participants

highlighted identity points they had in common with others (which they did not consider part of their identity at first). The group concluded that what each person considers different from one participant

to another is often influenced by the people around them and not just their own self. Participants also reflected on how identities are dynamic and can change, especially if they are chosen and not given.

The morning continued with building awareness of participants about the influence of different perceptions on the depicting of reality through an exercise with pictures depicting two sides of the same reality. In smaller groups they analysed the given parts of the common photo, after which they debriefed in the larger group underlining that “fast jumping to conclusions, without digging deeper into the problem” leads to nowhere. Participants also mentioned the importance of different perspectives on a political level, mentioning issues such as “clickbait” and “fake news”. They also reflected on conflicts in their regions, recognising the role of the media in imposing a particular perspective of the conflict on their audiences. The discussion extended to how these different perceptions can escalate to extreme levels of hate, including hate crimes and, at the extreme, genocide. When asked how they could reduce such risks, solutions mentioned included getting to know people on the other side of the conflict—being curious—and stepping back, asking questions, and considering perspectives other than their own.



The afternoon focused on **exploring collective identities** through activity “Labels” (from [Education pack “All Different All Equal” of the Council of Europe](#)). When discussing the learnings, participants reflected on how they behaved automatically without much thought process and excluded their peers based on an imposed identity, and they were satisfied with their collective identities. Until the debriefing moment, participants felt they had completed the assignment ‘correctly’ because they were told to group themselves, without realising they were



searching for perceived similarities or differences with those they were excluding. When challenged about this, participants engaged in discussions on how certain characteristics might be taken for granted in others, depriving them of their true selves. Moreover, the group also reflected on how people can have many identities and belong to many social groups, while often collective identities can bring stereotypes and discrimination to different social identities. These insights highlight the need for greater awareness and critical thinking in group dynamics and identity formation.

The last session welcomed back Rui GOMES, who introduced **human rights as a framework for dialogue and intercultural learning** by asking participants what are ‘identity’ and ‘culture’. He emphasised the concept of ‘identity’ as something more focused on individual uniqueness and ‘culture’ as what we have in common with others, including stereotypes and prejudices. Through his presentation about the principles of intercultural learning, participants learned about human rights and fundamental freedoms, as well as the Council of Europe’s human rights framework. Mr Gomes’ presentation also prepared participants for the visit to the European Court of Human Rights, as it provided the basic knowledge about the European Convention on Human Rights.

The second part of the session further explored action related to human rights violation through activity “Confronting human rights violations” (based on the activity “Confronting cyberbullying” from the [Bookmarks manual](#)) which provided additional insights into real-life situations of violations of human

rights. It provoked participants' to think about a suitable course of action in protecting human rights for everyone, regardless of their identity. It was interesting to also see (less expected) reactions such as "if the bully does not stop bullying this person, I would bully them, so they can experience what it feels like", which were taken with curiosity and intrigue.

Day 3 (4 July) – Human Rights and Values for Dialogue



The day started with an early walk to the **European Court on Human Rights**, where the group was met by Emily SOTIRIOU, Registrar of the Court. She presented to the participants the work of the Court as well as explain how cases re handled by the Court staff and judges. The introduction to the Court was

followed by the questions from the participants. Majority of the questions concerned protection of human rights on the disputed territories.

After the visit, the participants returned to the European Youth Centre, where they collectively reflected on the earlier discussion focusing on their impressions of the human rights protection system of the Council of Europe. The participants generally found the visit interesting, appreciating not only the opportunity to learn about the Court, but also to gain firsthand insights from someone working there. On the other hand, a need for further discussions about the human rights state of play in their own countries and regions was raised. This exchange led to the conclusion that being a member state of the Council of Europe involves more than just respecting human rights. Besides the Court, there are other mechanisms that monitor and support countries in developing various initiatives. For instance, the work of the Commissioner for Human Rights of the Council of Europe was briefly explained, and participants were invited to learn more about this human rights protection mechanism and how it can be leveraged in youth work and peacebuilding.

The afternoon sessions equipped participants with **tools for dialogue**. Through a role-play scenario, participants explored conflict/violence scenarios, firstly from their own understanding of the given scenario, and then by rethinking the scenario elements (such as roles, behaviours, flow of the role-play and its final outcome). The participants were deeply moved by the exercise, which highlighted the importance of communication and how its absence can negatively impact relationships when people are unable to express their needs and listen to others. The exercise brought significant insights about learned patterns of emotional response, as well as the behaviour that follows that response. The participants were able to realise how they themselves create conflict situations, and how they co-create them together (act-react model). The exercise also gave insight into the need to consciously and continuously practise new, more functional behavioural reactions, as well as the regulation of emotional impulses, in order to give a chance to some new models of conflict resolution. The participants also looked back at the points in the contact that were especially frustrating for them and recognised them as triggers that are directly related to some previous conflict experiences. They also reflected on methods of self-care in conflict situations and emphasised the importance of separating actions from the person and intention from impact. Some of them shared with each other techniques and tools to constructively deal with conflict. Others mentioned the value of continually asking why one thinks or acts in a particular way, repeating the question at least five times to uncover deeper layers of needs.

Last activity of the day prompted more emotional reflection on personal conflicts, fostered empathy for others in conflict, offered a third-person perspective on their own conflicts, provided a space for sharing personal stories and building connections, and encouraged reflection on the values of dialogue. Participants were taken through an “inner dialogue” exercise in which they had to imagine a conversation with a friend, colleague, family member, that did not go very well, and analyse their feelings and reactions. They were asked to imagine three chairs in this scenario. They started by sitting in the first chair, speaking as themselves to the other person, who was imagined to be sitting in the third chair, while the middle chair remained empty. They had to consider their relationship with this other person and how they felt during the disagreement. Next, they impersonated the other person and their feelings. Finally, they assumed the role of an observer sitting in the middle chair, reflecting on the event, the feelings, and the needs of the people involved in the conflict. This exercise helped in directing participants towards themselves and the experiences that marked their “conflict”, and increased participants’ awareness of the patterns of their behaviour and reactions. The participants then shared experiences and feelings in small groups, reflecting on which dialogue values could be helpful in conflict situations. While the exercise was transformational, at the same time some of the participants reported having trouble processing their emotions during the exercise as they remembered deeply traumatic and troubling memories, which undoubtedly necessitates a closer attention to the mental well-being of participants during and after the exercise.

Towards the end of the day, the group identified the values and practices to use in conflict situations by marking them on papers (not to forget them), and noted that activities thus far had been preparing them for the “Dialogue day” to follow on the next day.

Day 4 (5 July) – Dialogues

*“We are not responsible for action of older generation,
but we are responsible not to pass this conflict to next generations”
(a quote from participant after Dialogues)*

The **dialogue day** is the core element of the programme of the Youth Peace Camp. This is the day where participants from both sides of the conflict are invited to meet and share their personal story/ies of the conflict. The day was very emotional, it was the hardest day of the programme both for the team and for the participants, but it was valued by the participants the most and it had the biggest impact. The dialogue day made a positive impact on the willingness of both sides to implement joint projects.

Being the highlight of the program, this day required an introduction that equipped participants with better understanding of differences between the dialogue and debate, focusing on active listening. Facilitators demonstrated this by having a conversation with each other, first debating and then dialoguing on the same topic. This exercise allowed participants to observe and analyse the differences between the two approaches. Then the flow of the day was introduced. Dialogues were conducted in mono-, mixed and bi-community groups.¹ The design of the day was the same for all communities (except for the group from Bosnia and Herzegovina), and facilitators agreed to have time flexibility for every stage of the process referring to the needs of each group. The rationale behind the flow of firstly meeting in mono- groups, then in mixed, then again in mono- groups and finally in bi-communal groups was designed to best support emotional and physical well-being of participants throughout the day, and to have control over the sensitivity of topics brought up by conflict-related sharing (especially in bi-communal groups). This structure aimed to facilitate constructive conversations and ensure that participants felt supported and understood throughout the process. Each group was always accompanied by the facilitator from their respective community. Their supportive and steering role throughout the whole day was crucial in successfully facilitating all dialogues.

¹ Participants met in mono community groups (the facilitator with participants from a single community), mixed community groups (with members of all communities presents in the Camp) and bi-community groups (directly with members of “the other side”).

Meetings in mono- groups provided participants with a safe space to share their stories, without fear of being judged or attacked by anyone “external” to their group. Participants met in mono- groups twice during the day, and had a possibility to meet one last time at the end of the day.

- In the *first* mono- group meeting participants talked about their expectations for the day and prepare for the Dialogues. While some groups reported being prepared to hear personal stories from others and anticipated that the traumas and consequences from conflict would be similar (reflecting a shared human experience of suffering), others expressed fear of hearing blames or enhancing traumas. On one hand, this witnessed to participants’ readiness to engage in a meaningful dialogue and to see each other beyond the conflict, while on the other hand, it recognised their humane side.
- The *second* mono- group meeting was held after the mixed dialogues, to allow participants to express their impressions, emotions and questions for the upcoming bi-communal dialogue.
- The *third* mono- group served as final preparation moment for the bi-communal exchange, discussing remaining questions or remarks.

By meeting in mixed groups, participants had the opportunity to share personal stories related to conflict situations, to learn more about conflicts in other regions and to build empathy and understanding towards others with realisation that conflict brings sadness, loss (of some kind) and anger regardless of its location. Some participants actively contributed with their deeply personal and emotional stories, highlighting the severe impact of conflict on their lives. Others reflected on general challenges faced by young people in their communities because of the conflict. The mixed groups were very interactive, with participants also actively asking questions, and engaging in conversations. They highlighted that hearing other people’s stories was revealing as those cannot be heard on media or read online about, so it was extremely important to have space to meet and share them openly without fear. Participants noted their evolved perceptions of the other community after mixed groups. Mixed groups witnessed to participants showing kindness, mutual consideration and deeper bonds among participants. The groups demonstrated that sharing personal pain in a safe and supportive environment fosters empathy, dialogue and sense of unity among participants.

The bi-community dialogue was the most emotional part of the dialogue day. Overall, most of the participants had showed how they mastered active listening, empathy, and envisioning a future where they could be changemakers from the previous Camp days. This part of the day was a challenging moment, especially for some groups such as the participants from Armenia and Azerbaijan, since the group included participants from conflict zones, former internally displaced persons (IDPs) and one person who had served in the army during the 2020 war.

Furthermore, the group from both banks of the river Nistru/Dniestr reported having a language barrier (some participants did not speak English, others Romanian or Russian), that influenced participants from fully identifying and experiencing emotions brought up by the shared stories. However, support in translation was provided by other participants and the facilitators, which was a sign of solidarity among participants.

In certain groups, bi-communal discussion was harder to initiate (as participants were reluctant to “start first”), so facilitators stepped in by sharing their stories, to encourage others to do so as well. There were also some areas where participants (particularly those from Cyprus) did not always agree, particularly regarding terminology used to describe different sides of the conflict (for example ‘occupiers’) and aspects of its history and current politics. The bi-communal group from Kosovo* did not connect as deeply as others, and focused their sharing on more rational aspects (daily life, coexistence, living together without fear and judgment), rather than exploring the emotional side of the conflict.

Regardless of the challenges, participants engaged deeply with one another, sharing personal stories about how the conflict has impacted them and showing trust, respect and empathy to one another.

They listened attentively to each other's stories without interruption and offered emotional support when needed. This exchange allowed for an understanding of the personal experience of the conflict. They emphasised focusing on commonalities rather than disagreements, which often related more to political aspects of the conflict rather than its direct impact on the population.

Following the sharing of experiences, groups discussed and identified ways to prevent future conflicts between young people. Many participants expressed their exhaustion from conflict and their desire for peace, stating they no longer wanted anyone else to suffer or die as a result of ongoing conflicts. Participants also underlined that despite the narrative in their communities they cannot measure who suffered more as pain cannot be measured and it is individual. All groups underlined the importance of remembrance and sharing as tools for contributing to the peacebuilding and trust-building process between peoples, aiming for a future where past mistakes are not repeated, and the involved parties focus on shared values and points of commonality. This idea, however, faces challenges locally due to expected loyalty to regions and families, which often fosters resistance to opening up to the other side of the conflict.

Dialogue day for the group from **Bosnia and Herzegovina** went slightly differently. Instead of having mono- groups, participants insisted on working within mixed group from the very start. They see their reality as life together and dividing them into mono groups based on their ethnicity would create artificial division and underline it. However, when mixed groups were organised, they joined them, too. Participants from Bosnia and Herzegovina mainly shared personal family stories about the impact of the war in the country during the 1990s, highlighting its enduring presence in their daily lives. Many described traumatic experiences such as family displacement, untreated PTSD in parents, and restrictive family rules meant to shield them from future harm. Fear, sadness and anger were identified as dominant emotions, yet most participants noted that their parents did not teach them hate but rather caution and self-protection. The participants recognised that their families' silence about the war served as a protective mechanism but contributed to the intergenerational transmission of trauma. Participants reflected on how war-related divisions are perpetuated by the education system, which often presents biased narratives and fosters societal division, such as through "two schools under one roof." They described challenges in building trust across ethnic groups due to societal and familial pressures that discourage interaction and exploration of others' histories. Despite these obstacles, many participants had engaged in peacebuilding programs, gaining empathy and understanding. They expressed concern about memorial practices, particularly the politicisation of events like Srebrenica, and questioned the goals of current remembrance efforts. However, they showed a commitment to shaping their own values, separate from familial and societal expectations, while respecting their families' suffering. A recurring theme was the "toxic loyalty" expected by families, which participants identified as a significant barrier to personal freedom and peacebuilding efforts. The dialogue emphasized participants' readiness to move beyond inherited narratives, invest in trust-building, and envision a future free of fear and division.

Dialogue day ended emotionally, with participants exhausted yet still needing more time together, so the recommendation from the educational team is to provide more time for bi-communal discussions. In summary, there was a willingness to share experiences and actively contribute to creating a calm

and constructive atmosphere. Participants also showed a keen interest in hearing the other side's version of the story during the bi-communal meetings. Additionally, there was an expressed interest in learning more about conflicts they were not directly involved in, to better understand the contexts of other participants who also shared parts of their history.

At the end of the Dialogue day, the trainers prepared an 'unwinding' space for all participants (and facilitators) with mandalas and colouring pens, yoga mats, Haikus, a Peace tree for peace messages, big banner for painting, which offered participants creative ways to reflect on the day, alone or with other participants.

Before closing the day, trainers invited everyone for a reconnecting moment through activity Dominoes (from Educational pack All Different All Equal) that enable everyone to find at least one thing in common that unites them - and that it is on these points that they should focus during the rest of the Youth Peace Camp (picture on the right).



Day 5 (6 July) – Free Day

This was a free day for the participants which they could spend on their own or with other participants to reveal and relax after the Dialogue day.

Day 6 (7 July) – Peace and Conflict Transformation

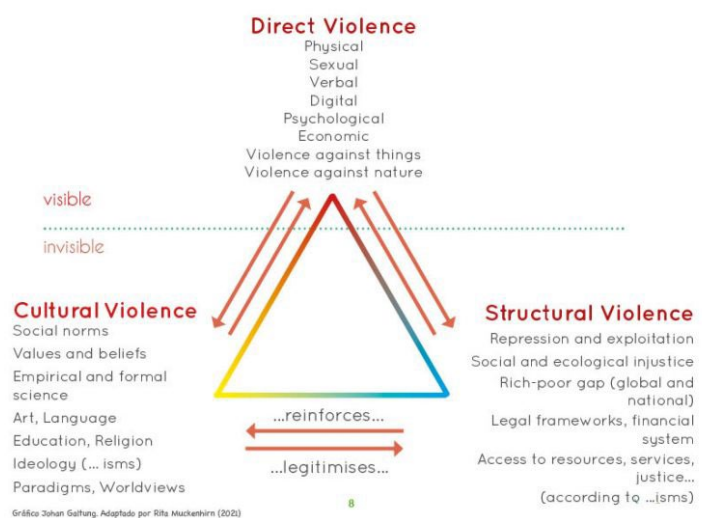
This day was dedicated to understanding the concept of **peace**. Following the previous days' activities, participants had already shared their thoughts on the subject, which largely focused on the absence of conflict and the necessity of making compromises. The first session of the day invited participants for an image theatre activity in which they had to create museum-like statues which reflected the absence of peace (in the first round) and then transform them into the presence of peace (second round). In the first round, participants discussed about concepts related to the absence of peace such as fear, hunger, darkness, lack of trust, anger, neglect, loneliness, violence, exclusion and discrimination. They also discussed the interconnectedness of these concepts in scenarios where peace is absent, concluding that absence of peace is generally characterised by sadness. In the second round, the group that evaluated the first statue had the opportunity to modify it to create a final representation of the presence of peace. These changes involved altering the participants' body language and facial expressions, with directives like "stand up", "smile" and "hug each other". This time, participants identified aspects of the presence of peace such as love, togetherness, collaboration, positivity, friendship, connections, human rights, equality, satisfaction, stability and confidence. Participants expressed a sense of fulfilment when transforming the absence of peace into its presence.



They noted that it was easier to create statues representing the presence of peace and more challenging to depict its absence, although in reality, the opposite is often true. They sought to address the traumas depicted in the initial statue with the second version, acknowledging that the real-life process of "healing trauma" is much more time-consuming.

A key takeaway from this activity is that "peace comes from collaboration." The statues conveyed that without cooperation, peace cannot be achieved. Participants expressed how they liked the agency they were given to transform the statue from something negative to something positive. It was also noted that the transformation from one state to another often requires external intervention, reflecting the role of mediation in real-world conflicts between nations. They further discussed and learned about the importance of mediation in the process of **conflict transformation** as the "audience" that was transforming the statute to something positive was perceived as a third party trying to help. It was mentioned how important it is that mediators understand the conflict (its causes and consequences) so that they can better support transformation process. Concepts such as "forgiveness" and the idea of "no taboo topics" were introduced to facilitate communication and empathy, stressing that the transformation process heavily relies on trust. Participants reflected on the process of "grieving" and the need for time, acceptance and processing trauma when moving from the absence to the presence of peace, concluding with the thought that "everything will get better, but it takes time". Lastly, participants appreciated learning about concepts of *negative* and *positive* peace, and commented on how peace is a process and there should be a spectrum with many points between absolute negative and absolute positive peace.

Finally, the *triangle of violence* was presented, which led the participants to reflect on 'structure experiences', debating issues ranging from gender differences to physical disabilities. This triangle can be common in certain contexts - such as the concentration camps of the Nazi era - since violence can cut across the different vertices of this triangle.



In the second session of the morning, participants had an opportunity to explore various **conflict analysis tools**. This activity introduced participants to various tools for analysing conflict situations, where in smaller groups they examined the same scenario, but observed and then applied one of the following tools:

- **Conflict tree:** participants found this tool useful because it made them more aware about the roots and consequences of the conflict they were analysing, and they expressed their increased skills of being able to distinguish between these two, especially when they are sometimes very similar (i.e. a root can be perceived as a consequence, and vice versa).
- **ABC triangle (Attitude, Behaviour, Context):** participants expressed that this tool helped them see the complexity of the conflict and recognise that both 'conflict parties' had valid concerns and viewpoints that needed to be considered, and how this tool helps them move past initial biases.
- **Fears vs. needs:** participants stated that this tool was very useful as it helps them map the needs, interests and fears of the actors involved in the conflict, which in return builds a mutual understanding and empathy, and thus leads to a resolving outcome.
- **Stakeholders mapping:** participants appreciated this tool because it gave them a graphic display of existing connections, their nature and stakeholders' positions on specific conflict issues, and it revealed (often) overlooked or unknown relationships, offering sharper insights into the conflict.

In plenary, all participants briefly presented their tools to others and expressed motivation and readiness to use the explored conflict analysis tools in their personal and professional lives to navigate conflicts better. They underlined that using these tools helps them see how conflicts are perceived by different sides of the conflict, ultimately leading to more empathy, understanding and willingness to have a dialogue. Some of them highlighted the role of culture and cultural context in dealing with conflict, and invited others for such consideration. They also noted that challenges in analysing a conflict often arise during the process, particularly in intergenerational contexts, where older generations may be less receptive to these approaches.

Finally, the “Iceberg of conflict” was presented to the participants, some of whom already knew about this approach. They shared their agreement in saying this tool is also useful for analysing conflict, as it gives us insights into the unseen, hidden things that depict the conflict, too. Understanding these deeper aspects can reveal alternative solutions that might not have been apparent otherwise.

In the afternoon, participants explored and learned about **conflict coping strategies and tools**.

Through an exercise of non-verbal communication, participants learned to observe more closely the body language and eye contact, emphasising their importance in conveying messages. However, the main part of the afternoon focused on learning about non-violent communication (NVC), highlighting its usefulness in conflict resolution and fostering empathy.

At first participants were presented with the main elements of NVC (observation, feeling, need, and request). Then the space was provided for participants to practice making an NVC request based on the ‘jackal’ and ‘giraffe’ language. They practiced these elements through active listening exercises, where they took turns playing the roles of talker, listener, and observer, allowing everyone to experience each role. Some of them have realised that they were already using some of these methods without being aware of it. The exercise shifted participants’ focus on observing actions that affect well-being, rather than their own interpretations or assumptions of the other people’s needs and emotions. This exercise made participants more aware of their own communication and observation skills, and drew attention to the importance of open expression of needs and related feelings of parties involved in communication in a way that does not imply judgement, criticism, or blame/punishment. Participants expressed they felt more connected and empathetic in conversation after applying the ‘giraffe’ language.



Participants were also introduced to the “Wheel of emotions”, which helps individuals identify and articulate their emotions. This tool was evaluated positively as helpful in expressing one’s needs by connecting them to relatable emotions.

Day 7 (8 July) – Peacebuilding Programmes and Practices

The morning session was dedicated to the **role of young people in peace and peacebuilding from the perspective of the Council of Europe**, as well as the opportunities for young people to participate. There were two invited speakers to contribute to the session:

- Frank POWER, Head of Division for Policy Planning and Confidence-Building Measures, Directorate of Political Affairs and External Relations
- Anja JOKIĆ, member of the Advisory Council on Youth of the Council of Europe

This session provided participants with a deeper understanding of the Council of Europe's work in promoting and building peace, particularly through youth and political perspectives.



The first presentation was given by Frank POWER. He began by discussing the Council of Europe's international and local efforts related to youth engagement, emphasizing the importance of listening to young people and understanding how they can contribute to the peacebuilding process. He described the action plans based on the Council's fieldwork, which result in reports that help countries address

identified gaps. Power also highlighted the critical role of civil society in implementing necessary initiatives at the local level. Additionally, he stressed the need for confidence-building measures, which enable the Council to work towards improving public perception, a crucial factor given that the success of the Council of Europe's missions heavily relies on donors. Next, Anja JOKIĆ, introduced participants to the Advisory Council on Youth as one of the main mechanisms that support young people's participation in creating inclusive and peaceful societies in Europe. She highlighted the Youth sector strategy 2030 and the priority given to youth, peace, and security in project approvals by the European Youth Foundation. Anja also mentioned the Advisory Council's current work on a recommendation on peace education in non-formal learning and youth work, a policy document aiming to enhance the role of young people in peacebuilding, confidence-building measures and conflict transformation. After both presentations, participants asked a diverse array of questions, voicing their concerns about the ongoing challenges for young people's engagement in peacebuilding and confidence-building activities in local and regional realities, as well as the motivation needed for participants to remain engaged in peace efforts, even in local contexts that may not be particularly receptive to these approaches.

In the following session, participants were introduced to the granting opportunities of the **European Youth Foundation** by Margit BARNA, Project Officer in the EYF. The large number of their follow up questions witnessed to their high interest in submitting projects in the future.

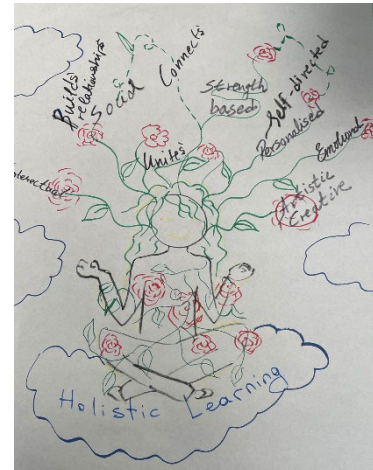
Next, Rui GOMES, Head of the Education, Training, and Cooperation Division, joined the group once more to introduce **peacebuilding opportunities** offered by the Youth Department, including the upcoming work on the recommendation on peace education in non-formal learning and youth work, and the training course on peacebuilding and conflict transformation, set to take place in Strasbourg in December 2024, encouraging participants to stay engaged and apply. Additionally, he mentioned the possibility of supporting local peace camps, reiterating a past initiative that fosters the creation of projects and activities by current participants to promote dialogue and peacebuilding within their communities.

Just before the lunch, Mila LUKIĆ, the Educational Advisor, introduced the participants to the **human rights education** (HRE) as the main concept of the Youth Department of the Council of Europe applied in working with young people and youth organisations. Participants embraced the principles of learning about, through and for human rights, and understood that HRE is participatory process focused on the knowledge, skills and values associated with human rights, as well as experiences of access to rights. This understanding helped them recognise when their own rights and the rights of others are violated and how to advocate for greater awareness of these rights. They were also introduced to the Charter on Education for Democratic Citizenship and



Human Rights Education, providing them with context to advocate for more activities focused on this topic at the local level, as well as the Compass manual as support material for HRE with and for young people. Participants expressed great desire to have a physical copy of Compass of their own, and appreciated additional publications provided to them during this session (such as T-Kit 12 on Youth transforming conflict, Mirrors, Gender matters and Right to Remember)

Afterwards, in smaller groups, they explored the pedagogical basis for HRE: holistic learning, open-ended learning, values clarification, participation, cooperative learning, experiential learning and learner-centredness. Each group had a task to develop an illustration (meme, GIF, other) of their understanding of these concepts. Some examples are in the pictures below and on the right.



learning about HR in schools

going to the VPC and having experiential learning

In the afternoon, it was time for participants to take the lead. They were invited to sign up for a time slot in which they presented an example (activity, project, organisation, tool, methodology, other) from their local community that had connections to youth peacebuilding and conflict transformation. The afternoon gave open space for participants to share their experiences in peacebuilding through a 'World café' format, promoting peer learning. A total of 15 people (including mainly participants but also some of the facilitators) who presented their work in 30-min shifts. Visitors of the World café could attend a total of four different stories during the entire afternoon.



This was highlighted by the number and quality of questions raised, which showed a broad curiosity about the topics discussed. Participants expressed a desire to use similar storytelling methods in their communities to promote peacebuilding and challenge stereotypes. The session highlighted the power of personal stories in bridging divides and fostering understanding between conflicting groups. Many mentioned that listening to each other helped them learn about different conflicts and peacebuilding approaches.

This was one of the most popular sessions of YPC among the participants. In summary, the volunteers for this activity presented various perspectives on peacebuilding, ranging from informal idea exchanges to personal stories and descriptions of projects they are involved in at local, national and international levels. The wide variety of approaches and the informal nature of the presentations allowed participants to connect with the content and feel encouraged to organise and implement similar initiatives in their own

contexts. This was highlighted by the number and quality of questions raised, which showed a broad curiosity about the topics discussed. Participants expressed a desire to use similar storytelling methods in their communities to promote peacebuilding and challenge stereotypes. The session highlighted the power of personal stories in bridging divides and fostering understanding between conflicting groups. Many mentioned that listening to each other helped them learn about different conflicts and peacebuilding approaches.



Day 8 (9 July) – Follow-up, Evaluation and Closing

This day was dedicated to developing follow-up initiatives to be implemented after the young participants' involvement in the Youth Peace Camp 2024. The process of developing the follow-up initiatives was focused on searching joined solutions for peacebuilding of the participants. The goal was to continue the cooperation among them and provide proper support as they spread the project's impact. At the start of the day, participants were invited to individually reflect on their future project ideas, considering what changes they would like to see at the local level and how they can actively contribute to those changes. After this reflection period, participants gathered in their mono-communities to share their ideas with their peers, looking for synergies to make these ideas happen



collectively. With this foundation, they moved on to their bi-communities, where each mono-community shared their joint and complementary ideas, identifying the stakeholders to be involved. These ideas were then prepared for presentation in a competition that would take place that afternoon, where all proposals would be heard and voted on. Each idea was submitted through an online form, resulting in 21 highly diverse submissions. To learn more about the follow-up initiatives developed by the participants check the Appendix 3 of the Report. Instead of standard presentations, ideas were presented in elevator pitches by participants and evaluated/awarded by a jury comprised of all facilitators. After anonymous voting by all participants, three teams



were awarded the first place in categories: best presentation/elevator pitch, most impactful idea and most sustainable idea. The activity was very well received by the participants; the competition format engaged everyone's attention, and the voting dynamic, facilitated by the organizers, created a fun and symbolic moment to conclude the Youth Peace Camp program.

Final session of the Camp quickly arrived and as a way to conclude the program and gauge participants' satisfaction, this session was designed to assess the success of the proposed activities. Initially, a review of the program was conducted, allowing participants to reflect on what they had learned and experienced during the Youth Peace Camp. They were then guided to the garden of the EYC Strasbourg, where they spread out across zones numbered 1 to 5, in response to the following statements:

- I increased my knowledge and awareness about conflict in my own and other regions.
- Now I know more about instruments for promoting and protecting human rights
- I learned more about tools for non-violent communication that I intend to use.
- I increased my knowledge about the Council of Europe's work on peacebuilding.
- I feel prepared to have a difficult conversation with people who don't think like me.
- I developed more empathy for other people's personal experiences.
- I feel empowered to disseminate my new knowledge and skills.
- I intend to continue my engagement in peacebuilding and conflict transformation
- I connected with others and created some long lasting moments.
- Youth peace camp has a special place in my heart now.

Majority of the participants showed their readiness to continue the efforts of the Camp, as well as that they learned a lot more about human rights, conflicts in their own and other regions, empathy, mutual understanding and tolerance. They also reflected on learning insights about human rights education, conflict analysis tools, conflict coping methods and peacebuilding initiatives they shared the day before.



Participants also reported that they feel ready to have difficult conversations with their families, peers, and others. There was less agreement within the group with the statement on learning about the Council of Europe’s work on peacebuilding in conflict-affected regions. In response to question "What am I taking with me from YPC?" they wrote their answers on paper flowers, closed the petals and placed them in a water pot, watching flowers slowly open with diverse learnings and emotions.

The program concluded with closing remarks featuring Matjaž GRUDEN, Director of the Directorate for Democracy of the Council of Europe, Heike THIELE, the Permanent Representative of Germany to the Council of Europe and Anja JOKIĆ, representative of the Advisory Council on Youth of the Council of Europe. In their final remarks, the speakers encouraged the young participants to organise and work within their communities, advocating with decision-makers to be heard and playing an active role in promoting peace. The Council of Europe also reiterated its commitment to continue supporting these young people, recognising the importance of the youth perspective in its initiatives. Thus, the Youth Peace Camp 2024 concluded, with hopes that its impact will resonate over time and across different regions.



In the evening, participants self-organised a farewell party, and invited the whole educational team to join, which was a nice way to conclude the activity in a celebratory mode.



Day 9 (10 July) – Departure of Participants

REFLECTION GROUPS

At the end of each day, with exceptions to Dialogue day, free day and the last day, reflection groups were organised as a method to debrief and discuss about the participants' learning points throughout a particular day, and to hear their feedback to the programme, flow, group dynamics and other relevant matters. During the reflection process the participants could evaluate the day's content, the learning process which the participants followed during the day on the emotional and mental levels.

The educational team made a decision to organise mixed reflection groups to support intercultural learning also during these times. Each mixed group had their designated facilitator from the educational team (except for the trainer and the Educational Advisor) and met at the same time, in the same place every day. The reflection groups which were consistent throughout the Camp, were highly valued by participants.

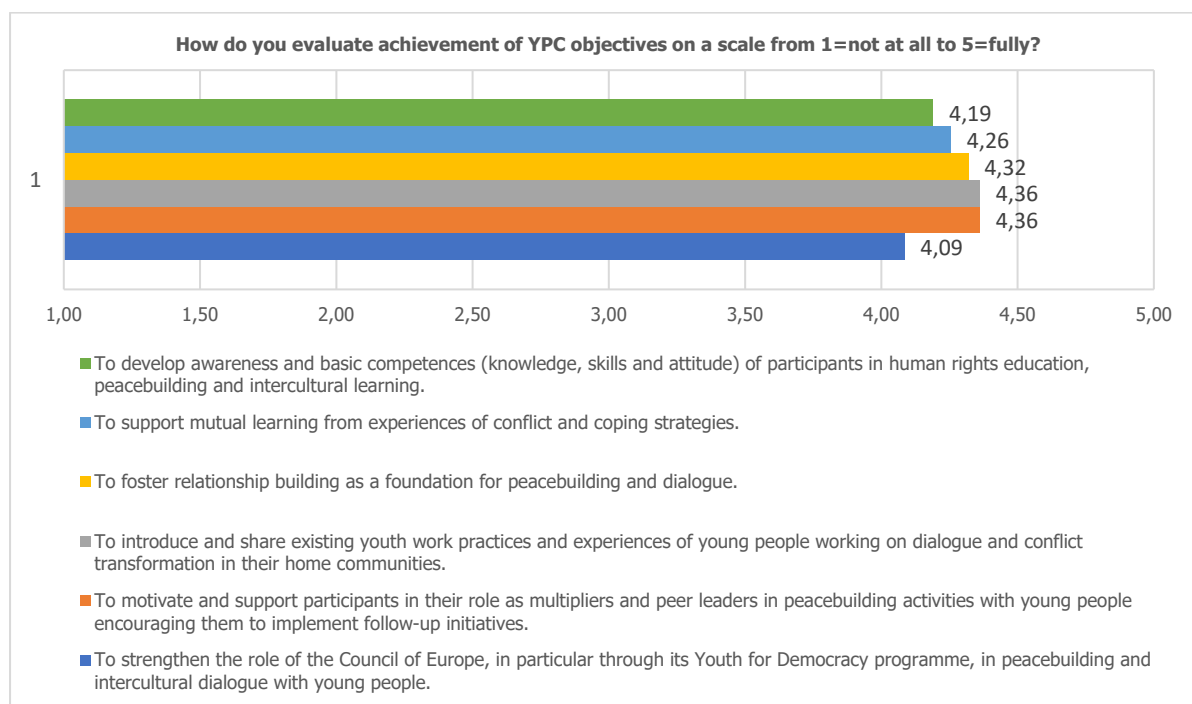
Different methods and tools were used to support reflection process:

- Blob tree
- Dixit
- Mandala
- 5-fingers
- Sandwich

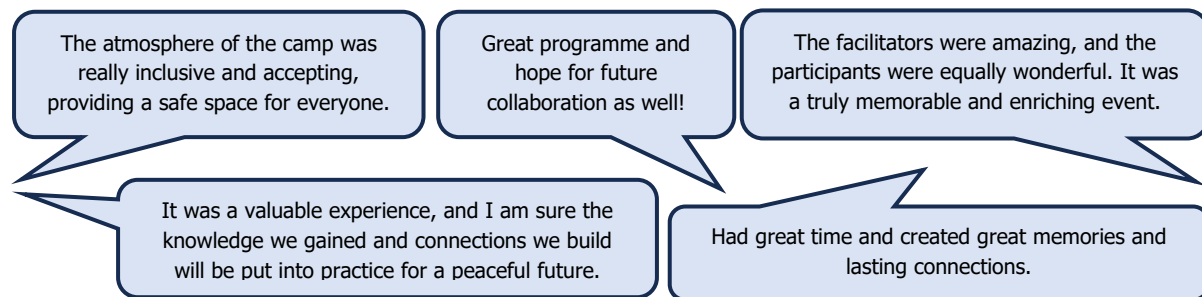
PARTICIPANTS' EVALUATION

At the end of the Camp, participants filled in an online evaluation form, reflecting on various aspects of the programme and its methodology, learnings, group of participants, educational team, youth centre, as well as providing their feedback for improvements.

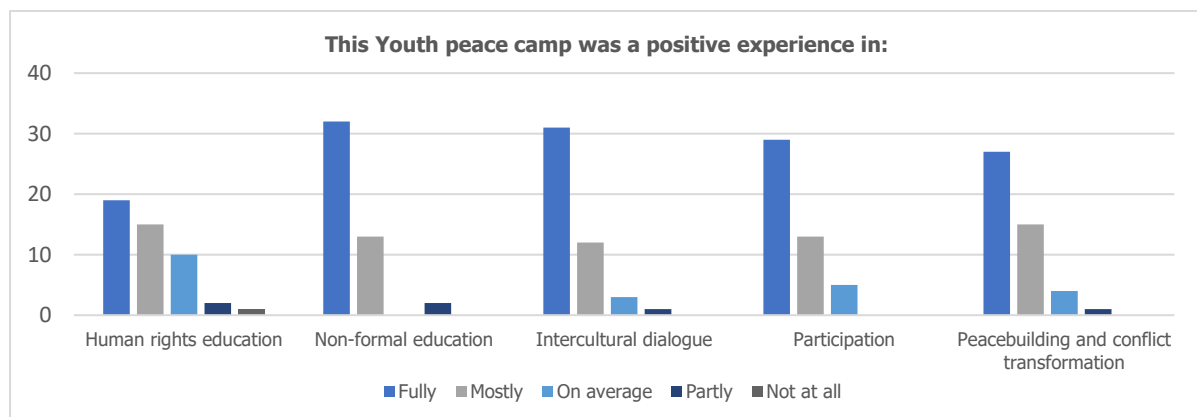
In terms of reaching the Camp objectives, participants evaluated the activity quite positively (see chart below).



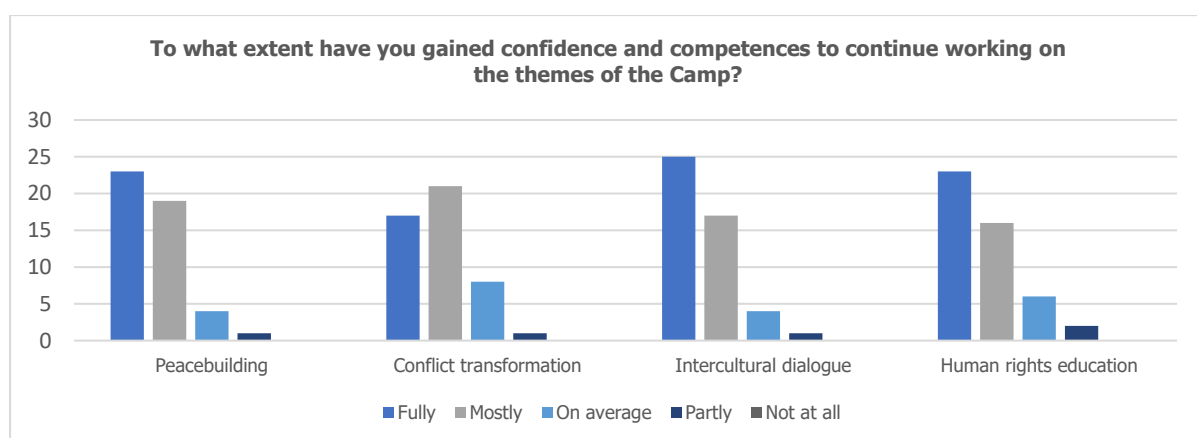
Some of the participants overall impressions of the Camp include:



In terms of their experiences, participants agreed that the Youth peace camp was a positive experience mainly in non-formal education, intercultural dialogue and participation. Peacebuilding and conflict transformation was also highly evaluated, with comments that “there was not enough dialogue on conflict resolution between the two parties” and “I would give more time on the dialogue day. With this way all the participants would be able to get a deeper understanding of the situation and the problems that each community faces”.



When asked to evaluate their own extent of learning and gaining confidence in specific thematic areas of the Camp, the majority of participants reported developing their new competences in all four areas of the Camp. One participant reflected on things that they would have liked to see more in the programme by saying that “the programme only lacked a more attentive approach towards the conflicts’ peculiarities” as there is still “some vital problems that hurdle the dialogue” between conflicted communities.



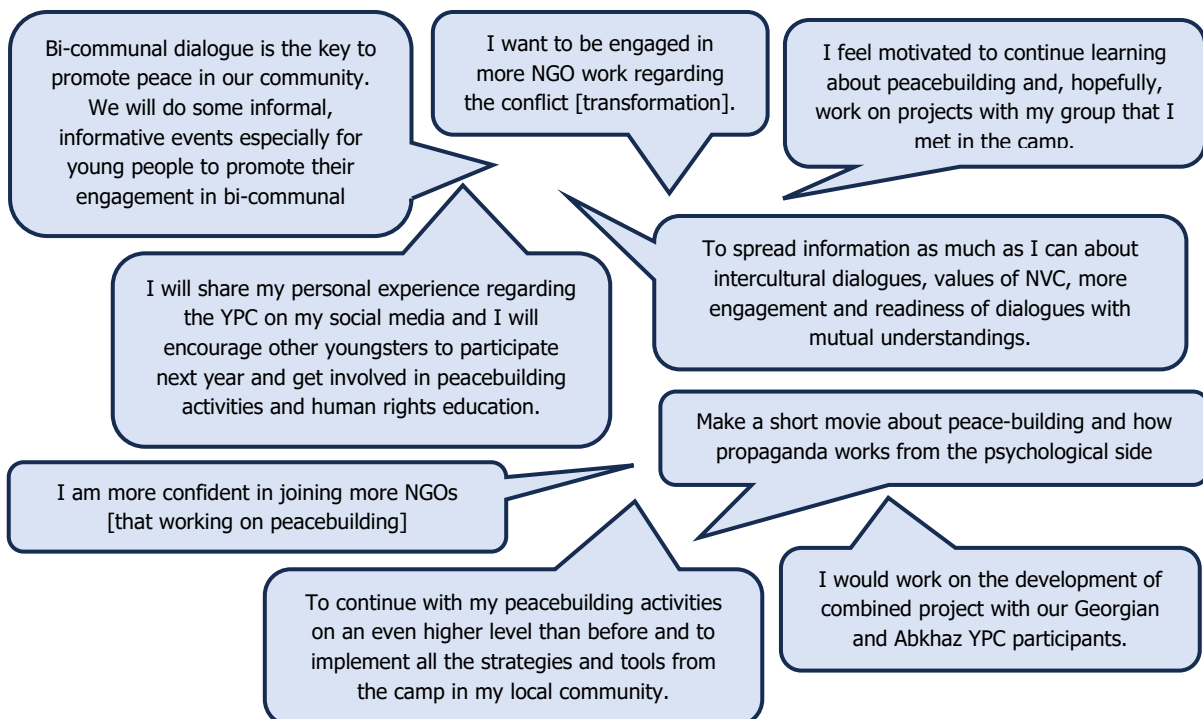
Another question about the competences developed in the Camp, asked participants to evaluate their personal development in applying specific competences. Empathy, open-mindedness and mutual respect were three specific competences reported by the majority of participants, followed by dialogue

and tolerance. The last in the row was the competence about understanding conflict from different points of view, which might be due to participants' needs to have longer dialogue day(s) and more discussions around the specificities of their own conflict.

On another note, the group altogether evaluated the learning environment as respectful, engaging, positive, constructive and well-facilitated, which supports their claims about learning outcomes. One of participants said "I really enjoyed that the energy and mutual understanding were on high level".

When asked to provide feedback to potential improvements of the Camp, participants stated "more dialogue on with opposite side of the conflict" and "speakers from conflict-affected areas", more discussions on "identifying human rights violations" in times of conflict and war, more time for reflection groups and networking opportunities. Also, a general lack of time for more in-depth discussions and longer exchanges among participants was noted. A need for "prevention regarding some sensitive topics like slurs" was raised, followed by a suggestion of having a session about cultural differences and how they lead to "miscommunication, misinterpretation and misunderstandings".

Reflecting on their follow up initiatives and next steps after the Camp, participants said:



Overall, the Camp was positively evaluated as a unique opportunity for **living and learning together** with young people from 'the other side' of the conflict, emphasising the fact that they spent quality time together and learned a lot from one another. Participants also expressed their gratitude to the Youth Department for the opportunity and to the educational team for leading them through this memorable experience. They also expressed their readiness and motivation to be involved in future activities of the Youth Department in relation to peacebuilding, conflict transformation and intercultural dialogue.

CONCLUSIONS AND RECOMMENDATIONS

Based on the evaluation of both facilitators and participants of the Youth peace camp 2024, there are several conclusions and recommendations to be taken into account for the Youth peace camp 2025. They are clustered into several thematic areas.

The educational team:

- Considering the level of emotional disturbance especially among participants who have experienced war and collective violence directly, the Youth peace camp can benefit from facilitators with experience in working directly with young people affected by conflict, with conflict sensitive approaches. Their true intentions should be checked, perhaps through a more critical interview, during which their own conflict analysis and objectivity could have been measured.
- Establishing cooperative and pleasant atmosphere in the educational team is crucial for the success of activity, especially the facilitators coming from communities in direct conflict. Therefore, organising team and trust building activities, as well as establishing common working rules (incl. how we deal with conflict, both in daily life and with youth groups, how we talk about the conflict in terms of terminology and stories we tell) during the preparatory meeting is important.

Group of participants:

- To better meet the needs of young people from conflict-affected regions, the Youth Peace Camp could ensure a balanced representation of participants from various conflict-affected areas, including different ethnic and socio-economic backgrounds, to foster a more inclusive environment. This includes reaching out to minority groups in conflict areas (e.g. Roma youth). It is noted that these participants can provide an additional dimension of awareness during the activity witnessing that minorities are equally affected by conflict and endure human rights violations.
- Concerning specific communities, it is noted that inviting group from Bosnia and Herzegovina was a positive experience, although putting in place specific measures for same-language communities should be introduced and better managed. Additionally, it was noted that the activity would benefit from young people living in South Ossetia, as they bring an additional dimension to experiencing conflict and could be beneficial for the Dialogues.
- In terms of selection of participants, asking for social media links could prove useful to provide a better understanding of applicants' backgrounds. Additionally, interviews should be organised with pre-selected applicants (with facilitators and perhaps the Educational Advisor) to gain deeper insights into their experience, learning needs and language skills.
- Organising online meetings with communities and their facilitators should be a kept practice for future editions. It helped create connections between the group and their facilitator early on, which allowed for trust building and feeling of reliability.
- An e-learning phase for participants could be re-introduced in 2025 to cover essential topics of the institutional contexts as well as peacebuilding essentials for youth work and non-formal education. The lack of it this year did not majorly influence the learning process, though.

Camp programme and methodology:

- The generational trauma experienced by young people is a widespread issue. There is a strong desire to empower them to deal with this concept, enabling them to respect and remember past events without carrying all the negative aspects forward. Therefore, a suggestion is to

include the topic of understanding trauma and transgenerational trauma as a challenge in peace education programs.

- An increased number of peer learning and sharing sessions where participants can exchange their experiences and strategies for peacebuilding, and share their personal peacebuilding stories was suggested.
- The facilitators and trainers should provide more context for certain activities by introducing methodologies such as the Pedagogy of the Oppressed and Theatre of the Oppressed (particularly during the NVC activity with acting). Engaging participants in discussions during debriefings and emphasizing that their contributions can be academically validated or debated from various schools of thought can boost their confidence and make the methods more acceptable and credible.
- All theoretical parts and dialogue-related tools (such as non-violent communication, active listening, empathy, coping with conflict) should come before the Dialogues, to provide participants with specific tools to use during this emotional and intensive day. This will enable them to learn more about and work on applying tools for peacebuilding at the beginning of the Camp, and prepare for the Dialogues towards the second half of the week.
- Eliminate the visit to the European Court on Human Rights (or perhaps do it on another day) and other sessions that interfere with the program's flow. If it stays, the visit would need to be revisited and adapted to participants' profiles and backgrounds. Technical terms were sometimes too specific, leading to a lack of attention. Sharing case law related to their countries should be encouraged, rather than focusing too much on the pathway of a single hypothetical case. The post-visit session should be properly structured to provide a more enriching educational purpose. If the visit is eliminated, this additional time would allow participants to come together again, answer the questions "so what?" and "what now?", and reimagine a future together. These sessions could occur in both bicomunal and mixed groups, where they could reflect on their learnings and feelings.
- Revise the conflict analysis tools session, making it at least twice as long and using a comprehensive case study (such as the Carana case developed by the UN). This would help participants explore these tools more thoroughly and learn how to apply them when analysing state conflicts (both inter-state and intrastate), not just personal conflicts. The goal should be to equip them with critical tools to understand the conflicts their communities face.
- In terms of external speakers, the future editions could consider less speakers or plan better their interventions in the programme (to answer particular needs and be relevant for participants). Avoid having too many guest speakers on the last day, so participants can focus on their own process. Review the methodology for guest speakers - perhaps instead of upfront presentations, it could be foreseen in a world café format. If speakers do not respond to participants' needs, this time should be used differently, for more dialogue-related or follow-up planning sessions.

Dialogue Day:

- The work that it's done during Dialogue Day could be reinforced, in several ways:
 - Firstly, it was proposed to extend it by one day, to allow participants more time to discuss the conflict and share personal stories. Currently, the dialogue day is very intensive and emotionally charged, leaving participants in a state of heightened emotions and memories of traumatic events, whether from direct violence or intergenerational trauma. The transition to "normal" activities after this, first with the free day and then with the plenary sessions, makes its complete effectiveness questionable. After the dialogue day, when trust is established and participants are more curious about "what next?", they should be given time and space to discuss the issues that matter to them. It is practically impossible to do this on the same day, as

groups tend to use all the dedicated time during the Dialogues. Therefore, the days immediately after the Dialogues should allow participants to think together and imagine the future, not only in terms of action planning but also through further discussions in bi-communal groups on the questions of "what next?". Some participants asked why they were together with their 'other side' for discussions only about the conflict but not about the peace. Others questioned what happens after the dialogue day and the point of it, as it takes a lot from them to relive these memories. While the action planning day addresses this gap somewhat, it feels rushed and does not provide space for critical discussions.

- Secondly, the work in dialogue, empathy and sharing narratives that takes place during Dialogue Day could be deepened by tackling issues such as intergenerational trauma, learning more from other communities perspectives in their conflicts or building joint narratives of the conflict based on human rights and non-violent communication.
- Given the high emotions on dialogue day, having a reflection group on Dialogue day, is essential to close the day and bring up any unresolved emotions or questions, also because most reflections were either lost or only surfaced after the free day.
- Including a group closing moment at the end of this day should be maintained in future editions, as it symbolically reunites the group (the Domino activity was particularly successful in this regard). Reflection groups at the end of this day are necessary.
- Mono-community meetings after the mixed groups should be eliminated. Instead, this time should be allocated to mixed community dialogues, to allow them more time to explore similarities and differences between conflicts.

Follow up phase:

- What happens after the Youth peace camp is crucial for success of the planned follow up initiatives. Having more motivational input, connecting participants for continued friendship, already during the Camp presents an opportunity to increase the chances for the post-Camp implementation of joint activities. Establishing a structured follow-up plan with clear timelines and milestones will help ensure participants remain engaged and supported after the camp.
- Facilitators could be invited to organise regular check-ins, either virtually or in person, with their group(s) to allow for monitoring progress, providing feedback, and addressing any challenges participants may face.

APPENDICES

APPENDIX 1 – FINAL PROGRAMME

Monday, 1 July

Arrival of participants

16:00 Registration and administrative formalities

19:00 Dinner

20:30 Informal welcome evening

Tuesday, 2 July – Building a common ground

08:15 Registration and administrative formalities

09:15 Introductions to the European Youth Centre and to the people of the Youth Peace Camp
Review of the programme, institutional framework and methodology of the camp

11:00 Break

11:30 Opening of Youth Peace Camp, with TOBIAS FLESSENKEMPER, Head of the Youth Department of the Council of Europe
Getting to know (more) of each other

13:00 Lunch

14:30 Creating a framework for communication

16:00 Break

16:30 Personal understandings and meanings of key concepts of the camp

18:00 Introduction to Reflection groups

19:00 Dinner

20:30 Socialising evening

Wednesday, 3 July 2023 – Exploring Identities

09:15 Opening of the day

09:30 Exploring and combining individual and collective identities

11:00 Break

11:30 Combining collective and individual identities (cont.d)

13:00 Lunch

14:30 Intercultural learning and coping with diversity

16:00 Break

16:30 Introduction to human rights as a framework for dialogue and intercultural learning

18:00 Reflection groups

19:00 Dinner

Thursday, 4 July – Human Rights and Values for Dialogue

09:00 Walk to the European Court on Human Rights

- 09:30 Screening of a film about the Court
- 09:45 The role and functioning of the Court, dialogue with EMILY SOTIRIOU, Registrar of the Court
- 10:30 Walk back to the European Youth Centre
- 11:00 Break
- 11:15 Debriefing of the session at the Court
- 11:45 Reviewing the human rights framework of the Council of Europe
- 13:00 Lunch
- 14:30 Values and resources for dialogue
- 16:00 Break
- 16:30 Values and resources for dialogue (cont.d)
- 18:00 Reflection groups
- 19:00 Dinner

Friday, 5 July – Dialogues

- 09:15 Opening of the day
- 09:30 Introduction to dialogue
- 11:00 Break
- 11:30 Dialogues
- 13:00 Lunch
- 14:30 Dialogues (cont.d)
- 15:15 Short break
- 15:30 Dialogues (cont.d)
- 16:00 Break
- 16:30 Dialogues (conclusion)
- 18:00 Debriefing of Dialogues sessions
- 19:00 Dinner

Saturday, 6 July – Free Time

FREE TIME

Sunday, 7 July – Peace and Conflict Transformation

- 09:15 Opening of the day
- 09:30 Understandings of peace
- 11:00 Break
- 11:30 Conflict and conflict analysis
- 13:00 Lunch
- 14.30 Conflict coping strategies and tools
- 16:00 Break
- 16:30 Conflict coping strategies and tools (cont.d)
- 18:00 Reflection groups

- 19:00 Dinner
20:30 Evening programme – Taking action for peace

Monday, 8 July – Peacebuilding Programmes and Practices

- 09:15 Opening of the day
09:30 The role of the Council of Europe in peace and confidence-building, with:
- FRANK POWER, Directorate of Political Affairs and External Relations
 - ANJA JOKIC, Advisory Council on Youth
- 11:00 Break
11:30 Peacebuilding activities and projects in the Youth Department's programme, including the role of the European Youth Foundation
12:00 The role of human rights education for peacebuilding
13:00 Lunch
14:30 Peacebuilding essentials and practices
16:00 Break
17:00 Peacebuilding essentials and practices (cont.d)
18:00 Reflection groups
19:00 Dinner

Tuesday, 9 July – Follow-up, Evaluation and Closing

- 09:15 Presentation of the day's programme
09:30 Action plans for local peacebuilding
11:00 Break
11:30 Planning and development of follow-up activities
13:00 Lunch
14:30 Sharing ideas and plans for follow-up activities
16:00 Break
16:30 Evaluation and closing of the camp
18:00 Reception to mark the end of the camp with MATJAZŽ GRUDEN, Director for Democracy, Council of Europe and HEIKE THIELE, Representative of the Permanent Representation of Germany
19:30 Barbecue Dinner and farewell party

Wednesday, 10 July

Departure of participants

APPENDIX 2 – FINAL LIST OF PARTICIPANTS

| PARTICIPANTS | |
|------------------------|------------------|
| Name | Place |
| Alba DEMIRI | Prishtina |
| Aleksandar NEDELJKOVIĆ | Gračanica |
| Amalia GREGORIADOU | Nicosia |
| Anastasia BURCOVSCAIA | Tiraspol |
| Andrei MATVIENCO | Tiraspol |
| Anna CHARAEVA | Gori |
| Argjenda GASHI | Lipjan |
| Arina ȚUGULEA | Chisinau |
| Arlinda SEJDI | Ferizaj |
| Ashot AVETISYAN | Nor Hachn |
| Asu BOLAT | Nicosia |
| Avetik ABGARYAN | Zuygaghbyur |
| Aykhana ZAYIDZADA | Baku |
| Berke ONURAY | Kyrenia |
| Bertuğ MANAVOĞLU | Nicosia |
| Bogdan NICOLAEV | Telenesti |
| Cristina GALATONOVA | Tiraspol |
| Dağlar ÖZZAĞLI | Nicosia |
| Dana HEFEL | Chisinau |
| Daniil KHODZHAVA | Sukhum |
| Daria PUSHKAREVA | Dubossary |
| Daut ARSALIYA | Gudauta |
| Dejan VUKAJLOVIĆ | Istočno Sarajevo |
| Diana KHACHATRYAN | Proshyan |
| Djordje MARKOVIĆ | Gračanica |
| Doga Kayra AVSEVEN | Nicosia |
| Dženana KABULOVIĆ | Pazarić |
| Elena DIULGHER | Cazaclia |
| Elene TUZBAIA | Tbilisi |
| Eleni KISOURI | Paphos |
| Ena HAJDAREVIĆ | Sarajevo |
| Fatima HIDAYATOVA | Baku |
| Fatima IDRIZOVIĆ | Gornji Vakuf |
| Gabriel BUYUKLYU | Valeni |
| Gayane GHUKASYAN | Yerevan |
| Grigol KERESLIDZE | Tbilisi |
| Ioanna KAROTSAKI | Geri |
| Ismet DILAVER | Zenica |
| Ivan KRSTIĆ | Gračanica |

PARTICIPANTS

| Name | Place |
|--------------------------|--------------|
| Ivana ANIĆ | Kiseljak |
| Javid SHAHMAMMADLI | Baku |
| Jelena BULATOVIĆ | Gračanica |
| Kama KOBAKHIIA | Sukhum |
| Kërkesë ZOGJANI | Prishtina |
| Lada KARIKLIĆ | Sokolac |
| Liza TSISHBA | Gudauta |
| Mariam GEVORGYAN | Yerevan |
| Mariami TALAKVADZE | Rustavi |
| Marios Alexandros PETROU | Nicosia |
| Merjem MURATOVIĆ | Sarajevo |
| Narmin BAGHIROVA | Baku |
| Nikoloz ESEBUA | Zugdidi |
| Olt KASTRATI | Prizren |
| Olt VRELLA | Pejë |
| Orkhan ABDULLAYEV | Baku |
| Raim BUTIC | Prishtina |
| Roman EFODIEV | Dubossary |
| Rusudan ALBORISHVILI | Gori |
| Said TUNA | Gönyeli |
| Sergey GHAZARYAN | Yerevan |
| Silvia LUNGU | Causeni/Zaim |
| Stylios PAPPAYIANNIS | Geri |
| Valentina STAVRINIDOU | Limassol |
| Viktorii RATSBA | Sukhum |
| Vitalii KOKOSKERIIA | Gagra |
| Zuleykha AZIZADE | Baku |

EDUCATIONAL TEAM

| | |
|---------------------|-------------|
| Alexandrina GARUTA | Facilitator |
| Anush PETROSYAN | Facilitator |
| Azra FRLJ | Facilitator |
| Dila CHAVUSHOGLU | Facilitator |
| Erblin AJDINI | Facilitator |
| Giorgi MAMULASHVILI | Facilitator |
| Lala SAFARLI | Facilitator |
| Lambros ASVESTAS | Facilitator |
| Lana CHKADUA | Facilitator |
| Miloš SAVIĆ | Facilitator |
| Ramon TENA PERA | Trainer |

Vladimir BONDARENKO
Mila LUKIĆ
Rui GOMES

Facilitator
Educational Advisor
Supervisor

COUNCIL OF EUROPE

Advisory Council on Youth

Anja JOKIĆ Member of the Bureau

Permanent Representation of Germany

Heike THIELE Permanent Representative

European Court of Human Rights

Emily SOTIRIOU Registrar of the Court

Secretariat

| | |
|----------------------|--|
| Frank POWER | Head of Division for Policy Planning and Confidence-Building Measures, Directorate of Political Affairs and External Relations |
| Matjaž GRUDEN | Director, Directorate for Democracy |
| Tobias FLESSENKEMPER | Head of the Youth Department |
| Rui GOMES | Head of Division, Education, Training and Cooperation |
| Mila LUKIĆ | Educational Advisor |
| Margit BARNA | Project Officer |
| Claudia MONTEVECCHI | Project Assistant |
| Joana AZEITEIRO | Trainee / Rapporteur |

APPENDIX 3 – PARTICIPANTS' FOLLOW UP INITIATIVES

Path for Peace Camp Cyprus

We are planning a bicomunal peace camp with a capacity of 10-15 people. The target group is within the ages of 18-25. The camp will take place in various parts of the island, both northern and southern. There will be activities which promote solidarity; fun games and music from both communities to promote experiential learning. There will be dialogue sessions to promote empathy and understanding among the participants.

YOUth are Art

Connecting youth through art. Throughout art, young people can Express themselves in different ways. To connect young people with different ethnic national backgrounds.

Peace Builders Student Club

As a teacher working in a public school, I would like to establish a Peace Builders Club where I would Like to gather students from 6-9 grade, and through weekly sessions work on strengthening dialogue and creating a Safe space for them to express themselves through activities and themes suggested in Compass and Compasito as well. Through these weekly workshops, the students will be encouraged to create a positive mindset and a Generation of people who will not have to transmit their generational trauma. These Children will also be more in a position to gain experiences in an earlier stage of their life and make use of them while working and communicating with people;

Earthkeepers

The aim of the Earthkeepers initiative is to foster cooperation and build confidence between Bosnian, Serbian, and Albanian youth groups through joint environmental efforts. The project seeks to clean up trashed areas and rivers in Bosnia and Kosovo, promoting ecological sustainability and peacebuilding. The initiative targets youth from Bosnian, Serbian, and Albanian communities, encouraging dialogue and cooperation as they work together towards a common goal. By focusing on environmental issues, the project helps to bridge cultural and social divides, fostering mutual respect and understanding.

Living Library

Our activity is a living library project in Bosnia and Herzegovina, aiming to foster intercommunal confidence-building and peacebuilding. We intend to strengthen dialogue and cooperation among young people from different ethnic communities. Given the ongoing challenges stemming from past conflicts, we believe young leaders can unite their peers by sharing personal stories and experiences. This will enhance mutual understanding, reduce prejudices, and promote a culture of dialogue, contributing to a more cohesive and peaceful society.

I be You, You be Me (CLUB) - IBU YBM

The aim is to promote intercommunal peacebuilding through artistic expression. By leveraging the universal language of art, this initiative wants to foster understanding, empathy, and dialogue among students from diverse backgrounds at IBU.

Youth Network

To unite young people throughout targeted audience, strength cooperation and dialogue between divided nationalities in the conflict and post conflict space and atmosphere that was created after the conflict. Education of the youth is also focal point through different workshops and lectures but also providing support to young people with their transition into adulthood and challenges with finding work and their decisions about moving forward after finishing university.

Colourful Bus

This activity is going to take one bus and take people from all around Bosnia. The bus will ride around through Bosnia and Visiting Different places in different cities with different people and cultures. During the rides, people will share their experiences in that city. There also will be local "tourist guide" who tell a little history and fun facts and important facts of that city.

Non-violent Communication Workshop

The aim of our activity is to educate young people from orphanages on the topic of NVC. The target group is teenagers, so, this activity would contribute to peacebuilding because it would create a more friendly community among the underprivileged teenagers. The skills they would gain will be useful for their integration in the society and efficient communication through life regarding of context.

Brussels Study Visit

The Brussels Study Visit aims to introduce participants to diverse forms of education through practical learning experiences. It focuses on building trust, fostering safe spaces for difficult discussions, and ensuring participants enjoy the process.

Youth for NVC

This initiative aims to train young adults from Georgia and Abkhazia locally in NVC so that they will be able to utilize gained knowledge in their daily life and in potential international and/or inter-communal activities.

Peace by Piece

The aim of this workshop is to simulate the various stages of conflict and peacebuilding, from armed conflict to resilient peace, through engaging participants in role-playing exercises. This interactive experience is designed to provide participants with a deeper understanding of conflict dynamics, the complexities of mediation, and the processes involved in achieving sustainable peace. Participants will assume roles such as community representatives, mediator organisations, donors, and eventually government representatives in a newly established multi-communal government. The workshop begins with the context of armed conflict, where the initial objective is to achieve a ceasefire, leading to negative peace. This stage focuses on conflict prevention through negotiations and mediation.

Once negative peace is achieved, the workshop transitions into the conflict resolution phase, aiming to move from negative peace to positive peace. During this phase, new actors are introduced, and mediation efforts deepen to address underlying issues. The final stage focuses on conflict transformation, with the objective of achieving resilient peace. Participants work towards establishing and stabilising a multi-communal government, ensuring long-term conflict transformation.

EmpowerPeace: Transformative Conflict Resolution Training

Our aim is to create a safe space where people of different ages and background will be able to participate in different interactive trainings aimed at conflict transformation, helping them to transform the usual and inefficient way of coping with conflicts in every day life. As a result of our trainings our target group will learn and practice efficient strategies to build and maintain confidence in conflict situations, overcome a lack of confidence in handling disputes, develop and enhance their conflict resolution skills.

Gem Z

Our aim is to increase contact and interaction between all ethnic communities living in Kosovo through the art of handmade jewellery. This activity is designed to bring together young people aged 15-19 in a relaxing natural environment, providing a safe space for open communication and mutual understanding. The primary objective of this project is to normalize, foster, and encourage cross-ethnic relations among the youth. Handmade jewellery making is known for its therapeutic benefits and positive impact on mental health. By engaging in this creative process, participants can experience a sense of accomplishment and relaxation, which facilitates the building of bridges between diverse communities. The activity not only serves as a medium for artistic expression but also as a tool for peacebuilding and conflict transformation. Through this initiative, we aim to create lasting bonds and a sense of unity among the youth from different ethnic backgrounds, promoting a more inclusive and harmonious society in Kosovo.

Children for Unity

Our aim is to bring together children and families from both communities through collaborative activities that promote peace building;

Silenced Truth

Main goal of our project is to show the other reality that people have experienced while collaborating with each other (Azerbaijan and Armenia). As we know after the last war people have developed more anger and hate towards each other. In our podcast project we will invite people, especially younger generation, who have experienced collaboration and have changed their mindset to propose alternative narratives to the widespread antagonistic discourses in both societies.

Human Rights Day

Human Rights Day serves as a reminder that all people are entitled to dignity, freedom, and equality. Our goal is to educate young people about the fundamental human rights and freedoms that should be accessible to everyone without exception, regardless of race, gender, nationality, language, religion, or any other status.

PMUN (Peace Model UN)

Our goal is to promote discussion and collaboration among young people from diverse conflict-affected communities. The Peace Model UN program replicates a Model United Nations meeting in which participants discuss and address global peace challenges. By doing so, we want to enhance intercommunal confidence and peacebuilding.

Media Ambassadors

We will have 7-day informative seminars on media literacy in Armenia and Azerbaijan. They will be informed about critical thinking, research, EQ, integration. Participants will meet in Georgia and work on creating a toolkit on media literacy. Target group- 20 youngsters 18-30 aged from each country Azerbaijan, Armenia

PeaceBridge Camp

The PeaceBridge Camp aims to foster understanding, empathy, and peace between Serbian and Albanian youth through practical conflict resolution training and cultural exchanges. Participants will form lasting friendships and networks built on trust and respect while gaining skills for open and productive dialogue. The program emphasizes community engagement, encouraging collaborative peace initiatives and joint projects. Basic language learning in Serbian and Albanian will enhance communication and cultural appreciation. Follow-up projects supported by the Council of Europe will ensure sustainable impact.



YOUTH PEACE CAMP



European Youth Centre, Strasbourg, 2-9 July 2024

www.coe.int/youth

