# Youth Peace Week

Engaging young people and youth organisations in dialogue about peace and conflict transformation online

**Online activity**

**30 June-7 July 2020**

# REPORT

E-learning modules, webinars, online workshops and follow-up

This report was prepared by Ramon Tena, senior trainer, in cooperation with Agata Stajer, senior trainer, and Laszlo Milutinovits, Educational Advisor at the Council of Europe's Youth Department. It provides an overview of the various aspects of this project and its main outcomes. It also includes recommendations for Human Rights Education activities to be hold on-line and for the Youth Peace Camp and related events. The information on this report includes the participants' evaluations.

The views expressed in this manual do not necessarily reflect the opinions of the Council of Europe.

# CONTENTS

# EXECUTIVE SUMMARY

As with many other Youth Department activities, Youth Peace Camp was affected by the COVID pandemic. Fully aware on the importance of this activity on peacebuilding, the Council of Europe decided to organise the Youth Peace Week online.

This was an on-line event lasting for one week and including webinars, workshops and an e-learning course. As an innovation, it also included a Code of Conduct for online communication.

The aim of Youth Peace Week was to support young people and youth organisations active in conflict transformation and peacebuilding by sharing educational resources, capacity-building networking possibilities to enhance young people's role in peace and security processes.

The Youth Peace Week was a good opportunity to expand the target group for peace-building activities, and participants came from all European regions and from several countries from Africa, America and Asia. It was also a testing ground for the organisation of non-formal activities in a fully on-line format. In addition, the event served for testing the implementation of activities from Youth Department educational materials.

Not surprisingly, the main challenges had to do with the on-line format and how this would impact participants' dialogue, engagement and motivation. Also, the team was aware of the challenge it was to keep human rights education values (especially in terms of ensuring a safe-space, participation and engaging in in-depth conversations) online. Finally, the team had in mind the need to link e-learning with the parallel online webinars and online workshops.

In this report, information on the Youth Peace Week implementation as well as some recommendations for future editions of Youth Peace Week and for the organisation of on-line educational events can be found. For further information, it is worth visiting the [Youth Peace Week website](#), where the recordings of some webinars, power point presentations and relevant links to educational materials are available.

# ABOUT THE YOUTH PEACE WEEK

**Background**

The Youth Peace Camp was initiated by the Council of Europe in 2003, to bring together young people from conflict regions and to support them in initiating dialogue and cooperation.

This confidence-building project has brought together young people from the Middle East, Southeast and Eastern Europe since then. During the camp, participants follow an experiential learning process and acquire competences in the fields of intercultural learning, dialogue and conflict transformation, within a human rights framework. The Camp also creates a space for youth to share their experience within their conflicts. Since 2010, it is held at the European Youth Centres in Budapest and Strasbourg.

Youth Peace Camp is nowadays one of the main activities of the Youth for Democracy programme for the promotion of peaceful and inclusive societies and involves groups of young people from Cyprus (Greek Cypriots and Turkish Cypriots); Kosovo,* participants coming from Albanian, Serbian and other communities; from both banks of the river Nistru/Dniestr and from the South Caucasus, in particular from conflict affected regions and ethnic minorities. It belongs to the youth sector priority aimed at engaging young people in building peaceful and inclusive societies and in combating discrimination and exclusion.

Similarly to other Youth Department activities, Youth Peace Camp was affected by the COVID-19 pandemic. The 2020 edition was postponed to 2021. As an alternative, the Council of Europe decided to offer an online learning opportunity to bring together former participants of the Youth Peace Camps and other young people active as promoters of peace and intercultural dialogue in their communities and youth organisations: the Youth Peace Week.

**Aim**

The Youth Peace Week supported young people and youth organisations active in conflict transformation and peacebuilding by sharing educational resources, capacity-building networking possibilities to enhance young people's role in peace and security processes.

**Objectives**

The main objectives of the Youth Peace Week were:

- To support awareness and learning for conflict transformation, peacebuilding and dialogue;
- To facilitate the online usage and adaptation of educational resources of the Council of Europe such as COMPASS and the T-Kit on Conflict Transformation.

- To share experiences, projects and challenges among Youth Peace Camps alumni and other youth peace activists in coping with conflict and violence as multipliers and peer leaders with young people on regional/local level;
- To associate young people and youth organisations to the Council of Europe's work for peaceful and inclusive societies, through its Youth for Democracy programme;
- To stimulate networking and mutual support among young people and youth organisations involved in peacebuilding activities.

## Methodology

One of the main challenges of Youth Peace Week was to adapt a human rights education event, based on non-formal education to an on-line format. Fully aware of the limitations, the trainers team still wanted to keep the pedagogical values on non-formal education such as participation, interaction, value clarification and holistic learning.

Likewise residential Youth Peace Camps, the programme was structured and planned to emphasise interpersonal dialogue and cooperation based on human rights education and conflict transformation. The methodology and activities presented in Council of Europe publications such as the COMPASS: Manual for human rights education with young people and the Training Kit (T-Kit) 12 Youth Transforming Conflict was adapted for an online use during the Youth Peace Week.

The programme took place in the following formats:

**Webinars:** Online presentations and discussion with experts with possibility for asking questions through a facilitated chat room.

**Online workshops:** Interactive workshops for a limited number of participants for developing skills and spaces to discuss and share about different experiences, realities and ideas related to peace and conflict.

**E-learning activities:** Moodle based online exercises and tasks that can be accomplished by learners individually or occasionally in cooperation with other participants throughout the whole week.

A particular attention was paid to gather feedback from participants both through daily reflections and final evaluation, enabling to the Council of Europe to take stock of the results and to further develop not only its work on youth, peace and security but also its efforts to introduce online learning opportunities for young people in general.
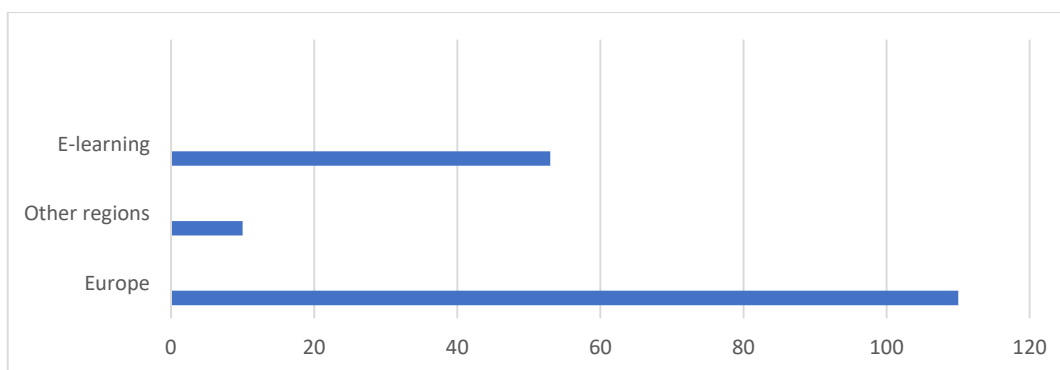
# PARTICIPANTS

The Youth Peace Week was open for young people, youth leaders and activists interested in dialogue and conflict transformation. Young people from conflict-stricken communities, such as former participants and candidates of future Youth Peace Camps (including those who expressed interest in participating the Youth Peace Camp 2020) were especially encouraged to join the event.

One of the main differences with Youth Peace Camp regarding participants was that the activity was not restricted to invited only conflict-stricken regions. In total, the activity had 120 participants from European countries (110) and other world regions (10), namely Africa, Asia and South America. Even if the activity was open to all European countries, most of them came from conflict-stricken regions (67).

Participants who fully attended the e-learning on Moodle received a certificate. In this case, the total number of participants attending the course was 53, coming from European countries (50), Colombia (1), India (1) and Liberia (1).

Number of participants that 1, Took part in e-learning 2, From Europe and other regions



One of the challenges we encountered was to adapt the programme for on-line space and to fit participants' profile. Since the beginning, it was clear that it would be hard to keep a group of participants that would take part in all activities as it would happen in an off-line event. We were expecting (as it finally happened) that participants would be "jumping" in and out of the event.

With this in mind, we designed a programme that participants could follow at their own pace, but following a logical flow: *e-learning*, with modules following the theme of the day, was designed for a stable group of participants, while *on-line face to face* activities were open for less stable groups, although workshops had a limited number of spaces.

Two of the main challenges and opportunities of Youth Peace Week had to do with participants (see the relevant section): on the one hand, sometimes it was difficult to work with groups of participants that changed from activity to activity and with very varying degrees of participation. On the positive side, an on-line activity allows for the possibility to open activities on peacebuilding to groups that would not necessarily be

able to attend regular Youth Peace Camps. In this sense, the outreach of Youth Department activities beyond the Council of Europe is an opportunity not to miss.

# EDUCATIONAL TEAM

The educational team was formed by two senior trainers, a team of eleven facilitators and an Educational Advisor from the Youth Department.

The role of senior trainers and the Educational Advisor was to plan the basic structure and content of the event, as well as managing communication with external speakers and staff members of the Council of Europe. Youth Peace Week aimed at keeping in as much as possible links with the Youth Peace Camp. Therefore facilitators who were to implement the camp, were encouraged to support the implementation of the online programme – they contributed by facilitating some activities (namely fora) at the e-learning course, implementing some on-line workshops and facilitating break-out rooms during webinars.

# STRUCTURE AND FLOW

## 1. Main elements

### a) Code of Conduct

Even if Youth Peace Week was a fully on-line activity, the team of trainers wanted to ensure a certain Youth Peace Camp spirit in creating a safe-space and advocating for communication, empathy and understanding between participants, albeit coming from communities immersed in conflict.

For this reason, the team developed a Code of Conduct that set some guidance in safeguarding a safe space and promoting a culture of peace when acting on-line. The Code was introduced in the beginning of the programme and participants were reminded about it at the beginning of sessions. This proved extremely useful specially for small group discussions in breakout rooms as a reference point. The document can be found in the Appendix to this report.

### b) Webinars

Webinars were one of the main elements in the programme. They took place every "working" day and were targeted to a big group of participants. Webinars consisted in presentations and a dialogue with experts. During week, nine webinars were organised to introduce the programme, understand the work of the Council of Europe in the field of conflict transformation, deepen knowledge about the UN Resolution 2250 and its follow-up and analyse growing challenges to Human Rights, especially in light of the COVID situation and urging environmental challenges.

### c) Workshops

Workshops were intended for a smaller public with the objective of deepening on certain issues and doing a more experiential and transformational work. For this first edition of Youth Peace Week, workshops were organised to enhance group work and cooperation, to discuss on human rights and non-violence, and reflect on new challenges to human rights. Also, workshops were useful to promote the educational tools of the Youth Department, namely COMPASS, and the T-Kits 12 and 13 on Youth transforming conflict and Youth work and Sustainability.

Finally, workshops were very useful in experimenting adaptation to the on-line sphere of tools that were originally intended for experiential, face-to-face work.

**In order to keep Youth Peace Week as a safe space, only main webinars were recorded, but not break-out rooms and workshops**

In order to balance the need of keeping Youth Peace Week as a safe space and providing for a larger audience, webinars were recorded and posted in the website, while side events and workshops were kept confidential.

### d) E-learning

This was the last pillar of Youth Peace Week, organised on the Moodle-based e-learning platform of the Council of Europe. It was intended to run in parallel to the work we were doing with webinars and workshops. It was planned to be accomplished parallel to the ongoing programme – however, even if every day a new module of the day was opened, participants at the end were allowed to complete the tasks at their own pace until 12 July.

The e-learning modules included exercises, visits to relevant websites and optional readings to get a better understanding of the topic of the week. Every day we also included a "question of the day", to promote interaction between participants and with trainers.

Lastly, the e-learning also included exercises to promote participants self-reflection and development in terms of their competencies as peacebuilders and their ideas for action.

### e) Side events

At the beginning the intention was to organise several informal side events, although finally, only one was organised. It was an informal 'Peace café' online where participants shared their experience in conflict and peace work.

## 2. Flow of the programme

Youth Peace Week took place during one-week time and included formal and more informal programme elements. In total, there were activities proposed in a period of 6 working days, with adequate free time included while also taking the time-zone differences into consideration.

As we introduce the flow, it is important to take note of some specific challenges that the team faced in structuring the programme: On the one hand, unlike a residential activity the group of participants was partly different every day and came with a variety of expectations and participated with fluctuating intensity. Some of them attended all sessions, while others preferred to focus on e-learning or specific seminars. Adding to that, the preparation took place in the first months of the pandemic and therefore it was one of the first educational activities of the Youth Department on human rights education to be organised and implemented online, with fewer examples to get inspiration from.

Finally, it was decided that on-line face to face programmes (webinars and workshops) and the e-learning, being interrelated and interdependent, would follow the same flow and pace.

With this in mind, a programme that would keep to a maximum the values of non-formal education was organised: the first day was devoted to introducing the team, participants, and the topic. The second day focused on introducing Human Rights and Human Rights Education. The third and fourth day evolved around more specific issues: the third day showcased youth involvement on conflict transformation activities and the fourth day promoted a reflection on how the COVID pandemic and environmental issues were affecting Human Rights. The sixth day highlighted the experience of Youth Peace Camp Alumni and, finally, on the last day activities to promote follow-up were organised and conclusions were drawn.

### a) Day-by-day programme

**Tuesday, 30 June: Introduction and welcome**

The first activity of the day included a webinar to introduce the programme, team and getting to know each other with participants. After introducing the team, participants were organised in small rooms where they were invited to answer questions. This activity was followed by a workshop to share participants' expectations, motivations and needs. As with the previous one, participants worked in small groups and reported afterwards to plenary.

> 🖥 *E-learning for newcomers:* Introduction to the Council of Europe and human rights
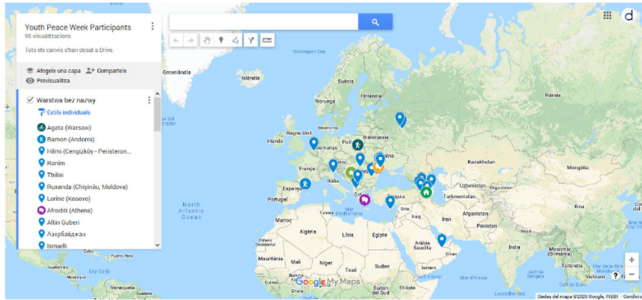
On the e-learning, participants were invited to introduce themselves by answering some personal questions and put their picture on a map of the world.

They also went through some materials on the Council of Europe (such as a quiz and visiting the Youth Department website) and Human Rights. Compass was offered to learn more about Human Rights and Human Rights Education.

The question of the day was: *What do you want to know about the Council of Europe?*

## Wednesday, 1 July: Learning about Human Rights and conflict transformation

The first activity of the day was a webinar to officially open and present Youth Peace Week. The Code of Conduct was introduced, as well as information about the Council of Europe and Youth Peace Camp. This was followed by a presentation and open discussion on human rights and peacebuilding with MATJAZ GRUDEN, Council of Europe, Director of Democratic Participation.

Continuing with inputs about the Council of Europe and its role on conflict transformation, the next activity was a roundtable discussion about the role of the Council of Europe in conflict-stricken areas. ALBINA OVCEARENCO, from the Directorate of Political Affairs and Confidence Building Measures introduced the role of his Department in programmes promoting confidence-building measures in conflict-stricken regions such as in South Caucasus. GRAZIANO TULLIO, from the North-South Centre presented its Youth Cooperation programme, focusing specifically on networking and partnership, confidence building measures and capacity building programmes. Finally, RUI GOMES, Head of Education and Training, Youth Department, introduced Youth Department programmes on living and learning together for peace and dialogue. Specifically, he highlighted the Youth for Democracy programme and activities implemented for building inclusive and peaceful societies.

Youth Peace Week 2020, 2 July, 16:00 The implementation and impact of UN 2250
6 visualitzacions · 9 de jul. 2020

European Youth Centre Budapest

In the afternoon two parallel workshops took place: one on non-violent communication in peacebuilding, and another on developing and running COMPASS activities on-line. Both workshops were intended to take it may take more time than in non-formal activities to the on-line space. As it will be further highlighted in the section on challenges and lessons learned, the activity showed that the on-line allows many opportunities as a scenario for experiential activities. At the same time, more care needs to be taken in facilitating interaction between participants, as it may take more time than in face to face activities.

*E-learning daily theme:* Human rights and peacebuilding

Following path with face to face activities, e-learning focused on the role of young people in peacebuilding. We proposed participants to reflect and interact on the meaning of peace. This was reinforced by readings on basic concepts on peace, violence and conflict.

As support material, participants were introduced to the T-Kit 12 on Youth Transforming Conflict and a video on the power of Human Rights Education: A path to dignity.

Participants were also asked to do two activities: on the one hand, analysing a conflict following the "needs" and "fears" model (adapted from T-kit 12), and answering the question of the day on the relationship between peace and human rights.



DAY 2: Human rights and peacebuilding
Hey! Welcome back for another e-learning day.
Human Rights and peace are two concepts that go hand by hand, as reinforcing one of them impacts necessarily in the reinforcement of the other. The objectives for today learning will be to:
• to reflect and get familiar with the concepts such as peace, conflict, violence, peacebuilding, culture of peace and human rights;
• to understand how Human Rights and Peace are interconnected.

Activities for today will be the following:

1. Self-reflection on peace: *what does Peace mean to me?*
2. Read aboout the concepts of conflict, violence, peace, peacebuilding and culture of peace;
3. Explore the connection between Human Rights and Peace *by:*

• watching the video "Path to Dignity";
• checking the flipchart on the connection between Peace and Human Rights;

**Thursday, 2 July: Youth involvement in institutional efforts in the field of youth, peace and     security**

This day two webinars were organised around advocacy and contribution of young people to institutional efforts in the field of peace and security. In the morning webinar, participants learned about the important role of youth organisation for initiating and advocating for Security Council Resolution 2250 on the role of youth in peace and

security efforts. The event also reflected on the role of the Advisory Council in implementing the "Inclusive and Peaceful Societies" priority.

The webinar included presentations and a further dialogue with *ROMERAL ORTIZ QUINTILLA*, former Member of the Youth Advocacy Team of United Network of Young Peacebuilders (UNOY) and with *SARAH-ANNA AWAD*, from the Advisory Council on Youth, Council of Europe.

In the afternoon, the webinar focused more on the role of young people to implement SC Resolution 2250. More specifically, participants learned about the *Missing Peace* Report, that followed the Resolution. Its objectives were to map youth efforts in the field and propose further areas of development. In the webinar, a dialogue was facilitated with *PEGAH MAYSA MOULANA*, from the Advisory Council on Youth, *ELISKA JELINKOVA*, Board member of the Youth Peace Ambassadors Network (YPAN) and *ROMERAL ORTIZ QUINTILLA,* international consultant in the field of youth and peacebuilding.

*E-learning daily theme:* The UN Security Council Resolution UN 2250 on youth, peace and security

E-learning was organised to learn and reflect more about Resolution 2250. Participants were given basic information on the Resolution and directed to read the guide to the Resolution by [by the United Network of Young Peacebuiders](#) (UNOY).

On this day, participants reflected on their role as peacebuilders, specifically on the competences they already had and the ones they would like to reinforce or acquire in the following months. The question of the day was a reflection on the competences that a peacebuilder needs.

**Friday, 3 July: Peacebuilding today: COVID and other emerging issues related to human rights and youth, peace and security**

The day started with a series of parallel workshops reflecting on Human Rights from different perspectives. This was also the opportunity to use Youth Department materials and test Partnership's training kit 13 on sustainability and youth work. Parallel workshops focused on adapting COMPASS activities on-line (with Mariana Turcan), experiencing conflict resolution on-line with T-Kit 12 (with Nadine Lyamouri-Bajja), and sustainability and youth work using T-kit 13 (with Agi Berecz).

The afternoon added an experts' view on the topic and a webinar was organised on emerging Human Rights challenges and, more specifically, on how COVID crisis is affecting Human Rights.

The webinar promoted a conversation between participants and *GREGG WALKER,* professor from Oregon State University, and former Director of Peace Studies, *AGI BERECZ,* from

Pandora Association, co-author of the Training Kit 13 'Sustainability and Youth Work', and *RORY NEWBERY* and *PEGAH MAYSA MOULANA*, from the Advisory Council on Youth.

As a conclusion, it was interesting to see how COVID and climate change are threats to Human Rights, but at the same time the situation also opens up opportunities such as greater awareness on climate change and on the need for stronger international institutions.

Finally, at the end of the day a side event was proposed to participants: it was an informal "on-line Peace Café" where participants shared their experiences with conflict and conflict transformation.

### *E-learning daily theme:* Human rights and health (based on COMPASS online)

As an innovative aspect we wanted to create, on this day e-learning reflected on health from a Human Rights perspective. Some of the activities included understanding more about health in a human rights framework, creating a mind-map around the word "health" (Always having Human Rights in mind) and answering the question of the day on how Human Rights, Peace and Health were interconnected.



## Saturday, 4 July: Alumni day and sharing good examples

Saturday focused on recognising the role and achievements of Youth Peace Camp alumni. A webinar was organised to portray good practices carried by former participants of Youth Peace Camps. Knowing youth peace stories was preluded by a presentation by *Jorge AGUADO SÁNCHEZ*, Board member of Youth Peace Ambassadors network.

### *E-learning daily theme: Learning about the Youth Peace Camp*

On e-learning there was further information on Youth Peace Camp, and participants were asked to answer on what had inspired them most from peace-building stories they heard during the week.

The last day of Youth Peace Week aimed at promoting follow-up actions. The first activity of the morning was a webinar with *SYLVIA IVANOVA*, Deputy Head of the European Youth Foundation, who introduced opportunities offered by EYF. She also answered questions on how participants, their NGOs and youth organisations based in non-recognised entities can benefit from the grants of the foundation.

This was followed by a dialogue with *ANTJE ROTHEMUND*, Head of the Youth Department and *RORY NEWBERY,* Advisory Council on Youth, Council of Europe. They highlighted the possibilities opened up by on-line events and draw conclusions with a focus on young people's role in building peaceful and inclusive societies.

The session ended with an evaluation exercise using Mentimeter, visualizing the feedback of participants about their experience at the Youth Peace Week.

*E-learning daily theme:* Taking action online and Youth Peace Camp alumni network initiatives

Planning follow-up further continued in the e-learning platform. To facilitate the process, participants were proposed to look at Action Days organised in the framework of the No Hate Speech Movement. Then they received information from Bookmarks on basic steps to take action, and they filled a template with their own ideas for action. These were shared in the forum, as they were reminded that 18 July (Nelson Mandela day) was a good opportunity to think on specific actions.

# EVALUATION

Evaluation was conducted by relying on several methods: on the one hand, participants were invited to evaluate given sessions right after the end of each webinar and workshop. On the other hand, participants in the e-learning completed a form to evaluate the overall experience.

In general, participants found Youth Peace Week to be a positive experience. From a total of 213 answers, the experience with workshops and webinars was considered to be very positive (151) and positive (58) in the majority of cases.

**OVERALL EXPERIENCE OF PARTICIPANTS WITH THE YOUTH PEACE WEEK**
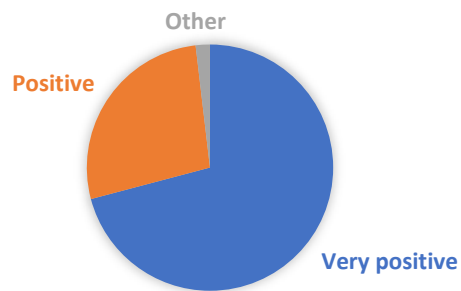
Participants highlighted as <u>positive aspects</u> the diversity of the group and speakers, adaptability of the team to on-line challenges and the general structure of events. Two elements deserve special attention as they receive a lot of comments: first of all, participants liked the interaction with Council of Europe officials and the opportunity to know more about the institution and the work of the Youth Department. Second, participants appreciated the opportunity to discuss in small groups, both in workshops and in several webinars.

Closely related to that, participants often pointed out that break out rooms worked better when there was someone facilitating than in self-facilitated rooms. On the other hand, there were some comments on technical difficulties during some events.

Concerning the final evaluation, the overarching feeling was that the activity was useful and reached its objectives. Out of 61 answers, 40 participants considered that Youth Peace Week was a very positive experience, while 19 evaluate it as positive. For the questions asking participants if objectives were reached, the average mark was 4,5 out of 5, with the

- To stimulate networking and mutual support among young people and youth organisations involved in peacebuilding activities. (4,53).
- To facilitate the online usage and adaptation of educational resources of the Council of Europe such as COMPASS and the T-Kit on Conflict Transformation (4,52).
- To support awareness and learning for conflict transformation, peacebuilding and dialogue (4,51).
- To give space for learning about the implementation and the approaches of the UN Security Council Resolution 2250 (2015) on Youth, Peace and Security (4,51)
- To associate young people and youth organisations to the Council of Europe's work for peaceful and inclusive societies, through its Youth for Democracy programme. (4,46)
- To share experiences, projects and challenges among Youth Peace Camps alumni and other youth peace activists in coping with conflict and violence as multipliers and peer leaders with young people on regional/local level. (4,44)

## ACHIEVEMENT OF YOUTH PEACE WEEK OBJECTIVES

To share experiences, projects and challenges among Youth Peace Camps alumni and other youth peace…

To associate young people and youth organisations to the Council of Europe's work for peaceful and inclusive…

To give space for learning about the implementation and the approaches of the UN Security Council…

To support awareness and learning for conflict transformation, peacebuilding and dialogue

To facilitate the online usage and adaptation of educational resources of the Council of Europe such as…

To stimulate networking and mutual support among young people and youth organisations involved in…

4,38    4,4    4,42    4,44    4,46    4,48    4,5    4,52    4,54

In general, expectations of participants were met at 84,43 %

General comments referred to the need to allow more time for interactions (specially in smaller groups) and to create more space for interaction between participants. At the same time, they appreciated efforts by the Youth Department and the educational team to adapt to the specific needs of participants and to present them with a meaningful activity despite challenges imposed by the COVID pandemic.

Continuing with on-line space, most participants considered that the on-line methods were fully (28) and mostly (28) appropriate to facilitate their learning. Similarly, most participants thought that the technical background (Moodle, Blue Jeans) was fully (29) and mostly (23) appropriate to support their learning.

In line with day-by-day evaluation, where participants highly valued the webinars with Council of Europe officials, they considered that their image on the role of the Council of Europe was much clearer.

In this sense, it appears in evaluations that one of the most valued elements that participants would take from Youth Peace Week was the opportunity to know and have practised educational materials like COMPASS and the T-kits. They also highly valued diversity in participants and the first-hand experience of some speakers like Romeral Ortiz Quintilla and the positivity and rich knowledge of Professor Gregg Walker.

Participants thought that support in preparing and implementing Youth Peace Week was fully (34) and mostly (21) adequate to their needs.

Finally, there were many comments on the educational team. Special compliments were expressed for inter-personal communication skills, and their efforts to adapt to the needs of participants, motivation and adaptability to the challenges of on-line work.

# CHALLENGES AND LESSONS LEARNED

One of the most motivating aspects of Youth Peace Week was to answer the challenge of organising an online activity based on non-formal education. This section will focus on challenges and lessons learned while designing this week-long online activity.

1. **Creating an online activity lasting one week**: Ideas on how to keep participants fully engaged, promoting connection between them and having a logical flow come quite automatically for a residential activity. Yet, answering these same challenges on-line was something totally new for the team. One of the ideas was to work at two levels: participants in e-learning would be regarded as a more stable group, while more flexibility was foreseen for webinars and workshops (allowing for participants to take part in the activities they were more interested in).

   The result was that the e-learning group ended up taking part in most of the other activities. Therefore, a recommendation would be that for any on-line event that needs the engagement of participants for more than a day it is very useful to accompany it with an e-learning component that would help the group stick together and give space for a more in-depth learning.

2. **Keeping a "Youth Peace Camp" spirit**: Even if from the onset it was clear that Youth Peace Week cannot be simply the on-line version of Youth Peace Camp the team still wanted to keep some of the founding principles and values. Youth Peace Week was intended to be an activity that to the extent of the possible would promote dialogue and understanding between participants, especially when coming from conflict regions.

   To answer this challenge, a *Code of Conduct* was prepared by the team that would help participants to reflect on their feelings, behaviour and attitudes during debates on contradictory issues, where listening and empathy must be the key for a peaceful and constructive dialogue. Also, during on-line activities (webinars and especially workshops), participants were organised in small breakout rooms to allow more in-depth exchange with the support of facilitators. Finally, the team also created other, rather informal opportunities for sharing, such as the 'Peace café' evening and the *Alumni day*. Besides being involved in some session's facilitation, in the Alumni day the facilitators of the Youth Peace Camp also shared their stories on why they keep on being involved in peacebuilding, thus playing an important role as role-models.

3. **Safeguarding values of non-formal education**: Directly related to the previous point, one of the worries in the team was to keeping values and methods of non-formal education, for example creating a safe space for participants and build an activity that would promote a holistic learning.

   When planning the flow of the programme it was important for the team to ensure that sessions including presentations by lecturers are complemented by workshops based on non-formal methods and allowing learning by doing and participatory approaches. One of the methods appreciated by the participants was the use of breakout rooms that allowed more direct communication and peer to peer learning.
   Some of the answers were to record only webinar presentations, but to keep confidentiality in small on-line rooms and workshops. Also, e-learning included activities on personal reflection, such as an exercise where participants had to reflect on competences of peace-builder and think on the ones they had and those they wanted to develop in the following months.
   Finally, e-learning was organised as a space where participants would share their reflections and ideas, although more work could have been done on facilitating interaction between participants in the e-learning space.

4. **Adapting training activities to online space**: The team wanted to profit from the opportunity to use existing educational manuals of the Council of Europe, adapt activities and test how they would be working on-line. During workshops and in e-learning, we used activities from COMPASS, and the T-Kit 12 Youth transforming conflict and T-Kit 13 Sustainability and Youth work.

   Workshops were intended to take usually around 90 minutes. The general feeling shared by the team was that it's possible to conduct human rights education-specific activities on-line without losing the main elements and risking learning outcomes of the activity. It was also a shared impression that longer workshops (180 minutes, or two interrelated 90 minutes activities) can also be adapted from the manuals for online use.

   In this sense, it is also important to consider participants' reactions during workshops. Though not always experienced by all members in the team, one of the concerns identified was that for participants it took longer to get properly engaged in the activity (for example contributing, talking to each other…) than in a residential activity. Therefore, there is probably a need for planning icebreakers, team and trust building activities beforehand or extending the time appearing in manuals' activities to allow for extra 15 – 20 minutes for each session, or to shorten/simplify some elements.

5. **Organising follow-up**: Organising a meaningful and effective follow-up is always a challenge in residential activities. In case of online activities, the lack of daily

face to face contact between participants and facilitators may add up to this challenge. The recommendation is that some extra attention is paid to this element and that in designing the activity, the team foresees support and follow-up for resulting (online or offline) activities.

6. **Trust building and team spirit:** In any learning environment trust and feeling of belonging to the group are added values allowing participants to learn more and to contribute to the learning processes of the others with their personal stories. However, in an online setting, when there is no space for informal ways of getting to know each other, participants may find it way more challenging to get to know their co-learners and establish safe space. It is crucial to allocate time both in e-learning and online sessions to get to know each other.


7. **Safety and security:** These aspects are just as important, if not more, then in case of a residential activity – especially in case of an activity focusing on the topic of peace, conflict with participants that come from communities carrying the burden of past traumas and experiencing hate-speech on a daily level.  First, participants in an online space may remain more unseen, and facilitators may not notice if some of them are finding it difficult to *share* or *hear* others traumatic experiences – the impact of what they hear can remain hidden. If not properly debriefed or discussed in a safe setting (reflection groups) the impact can be limited or may even be harmful. Secondly, it is essential to ensure privacy and security of all attending and contributing to such an activity – an online activity is far more exposed to potential external intrusion. It can be easily tracked, followed or recorded with potentially malicious intentions, that can make labelling and stigmatization of young peacebuilders possible, posting a high level or risk. Therefore. it is the responsibly of organisers and teams to make sure that such activities:

   - offer programme sessions that are debriefed properly, and participants can and are encouraged to share their feelings, concerns and experiences in a safe space;
   - are only made available for those that applied and registered by proving their identity;
   - offer space for awareness building about risks of online activism and participation and coping strategies;
   - are organised by using online platforms and tools that are secure and do not allow any external intrusion at any point of whole activity.


As a last comment, the team would like to make very clear the message that going online is an immense challenge for human rights education, especially when it comes to organising longer and larger-scale activities. However, it has been also proven that it opens up great opportunities, both in terms of number of participants that can be reached out and geographical outreach.

# RECOMMENDATIONS

This section will outline some recommendations based on our work during Youth Peace Week, as well as team and participants' evaluations. They will focus specifically on ideas to organise on-line activities or take to the on-line space trainings that were meant to be residential.

1. **Keep a Code of Conduct**: As it happens with Youth Peace Camp, it was foreseen that in an activity like Youth Peace Week difficult conversations would arise. In addition, managing these moments may be more difficult in on-line spaces than face to face. Having a Code of Conduct proved to be useful to give participants and the team a sense of the task ahead and an idea on the behaviour to be respected during meetings.

   In addition, it would be highly advisable to include participants at some stage in the drafting of the Code. For example, a first version could be uploaded and give some time for specific comments from participants.

   Finally, it may prove also useful to draft a Code of Conduct for residential activities, visualising the desired behaviours and outlining procedures and methods to manage conflicts.

2. **Keep the mix between e-learning, workshops (open to a smaller group) and webinars (open to a larger audience)**: Another element that proved to be useful was the complementarity between e-learning and face to face on-line meetings. E-learning helped participants be focused and have a sense of programme flow, while meetings were useful in meeting each other and creating a sense of team.

   With this in mind, one of the challenges is to have two groups with different levels of participation. However, we don't think it is a problem (in terms of security space, motivation or team dynamics) to plan a training with a stable group of participants (in e-learning and workshops) but at the same time allowing for a larger audience to attend more "content-oriented" or official webinars.

   For these open events, special care may be taken in planning dynamics that wouldn't allow potential spoilers to boycott the activity, specifically in issues that might be sensitive (as it might happen with conflict transformation).

3. **Promote more interaction and start preparation earlier with participants**: Closely related to the previous point, one element that would have improved this on-line activity was to start preparing with participants before. At Youth Peace Week e-learning and webinars started almost at the same time. For future activities it would be helpful to start at least one or two weeks before opening in

order to strengthen the team/trust building element with participants wishing to complete e-learning.

For example, one or two face to face meetings could be foreseen to organise trust-building activities, know each other personal experience and reflect on motivation and possible follow-up. In this sense, further interaction between participants could also be facilitated. For example, trainers were replying to individual "questions of the day", but we could also have facilitated more interaction on these between participants in the forum and organised exercises that participants could do in small groups and not only individually.

4. **Ensure spaces for team and trust building.** It seems important to make sure that participants know each other, their names, backgrounds, organisations they cooperate with and fields of interests, so that they can not only network with each other, but also safely share their stories during e-learning and online sessions. It would be highly recommended to allocated time for only team building activities.

5. **Keep the 2-3 online workshops per day** (one in the morning, the other in the afternoon). Presence online and webinars may be more challenging than the presence at four-five workshops per day at the residential trainings. Having less space for workshops means also allowing a space for participants to follow the e-learning phase of the training, and at the same time allows to keep the daily connection.

6. **Keep the online Youth Peace Week open for the participants from all over the world**. The Youth Peace Week welcomed participants from all the Council of Europe member states and beyond which was highly appreciated by the participants from the countries which would usually do not have a chance to take part in peacebuilding activities. Variety of backgrounds and wider geographical scope allowed also to get to know more perspectives on existing peace-related challenges.

7. **Ensure adequate space for the active contribution of facilitators**: A reflection during team meetings was the need to find a space for facilitators, as it happens during residential Youth Peace Camps. The different challenges around organising an on-line activity probably distracted the team from finding those spaces. However, for similar activities we would recommend the team to take this into account from the onset, when designing the overall structure of the activity. During Youth Peace Week, facilitators were present facilitating small groups during on-line workshops and explaining their experience in peace work during side events.

Yet, as reflected during evaluation, there would be more spaces for them in facilitating e-learning activities, as well as in promoting this on-line activity in social networks.

8. **Design a strategy for using social media**: Activities need to find a balance between, on the one hand, confidentiality and safety, and -on the other- promoting the work of the youth department. This is a reflection that happens in many educational teams. However, Youth Peace Week (and probably many future activities by the Youth Department) have two specific characteristics: they're fully on-line and they might be open for larger audiences than a residential training. Therefore, it might be useful to spend some time designing strategies to promote learning outcomes through social media: e.g. find meaningful hashtags, take pictures, introduce social networks/blogs as tools for specific activities. In some residential activities, participants are invited to go to the street and interact with people they find; why not doing the same within a specific social network?

# APPENDICES

## 1. List of participants

Complete list of participants that received a certificate for the online programme of e-learning, webinars and online workshops

| Participants | | | | |
|---|---|---|---|---|
| **Council of Europe member states** | | | | |
| | **Surname** | **Name** | **Organisation** | **City** |
| 1. | Akbarli | Farida | Young European Ambassador- EU Neighbours East | Baku |
| 2. | Al-Haj-Mohamed | Ranim-Madina | Global Peace Chain | Bucharest |
| 3. | Arica | Hilmi | | Cyprus |
| 4. | Azimov | Mazahim | | Baku |
| 5. | Bakhshiyev | Murad | | Baku |
| 6. | Balaur | Cristina | | Chisinau |
| 7. | Bogdan | Irina | | Chisinau |
| 8. | Bokhari | Sabrine | | Paris |
| 9. | Bokshi | Egzona | United Nations Development Programme - UNDP, Kosovo* | Pristina |
| 10. | Brągiel | Krystyna | | Warsaw |
| 11. | Bulutbeyaz | Özden | | Cyprus |
| 12. | Can | İlayda | | Lisbon |
| 13. | Chachanidze | Soso | Institute for Democratic Changes | Tbilisi |
| 14. | Davitelashvili | Gvantsa | | Tbilisi |
| 15. | Eradze | Mariami | Vilnius University | Tbilisi |

| | | | | |
|---|---|---|---|---|
| 17. | Gotsiridze | Elene | Student Self Government Member | Tbilisi |
| 18. | Guberi | Altin | LDA BALKAN | Tirana |
| 19. | Hakobyan | Anahit | Women for Development NGO | Yerevan |
| 20. | Janković | Ivana | Ženska udruga IZVOR | Zagreb |
| 21. | Kulakova | Daryna | Pridnistrovien State University | Tiraspol |
| 22. | Kursenko | Ilya | Academy of Youth Diplomacy | Moscow |
| 23. | Loka | Klelia | | Tirana |
| 24. | Lyons | Franklyn | Academy of Young Diplomats at the European Academy of Diplomacy | Warsaw |
| 25. | Macarenco | Iulia | | Chisinau |
| 26. | Mamajanyan | Nane | | Yerevan |
| 27. | Marsheva | Anastasiia | | Moscow |
| 28. | Mehdiyeva | Zulfiyya | Institute for Citizen Rights | Baku |
| 29. | Melikyan | Naira | | Yerevan |

| | Surname | Name | Organisation | Country |
|---|---|---|---|---|
| 30. | Mirzakhanyan | Igor | | Yerevan |
| 31. | Mukhina | Marina | Culture and Diplomacy of the Countries of the World | Kyev |
| 32. | Nizharadze | Tamari | The Ministry of Foreign Affairs of Georgia | Tbilisi |
| 33. | Pérez Lema | Júlia | Coordinating Committee for International Voluntary Service | Budapest |
| 34. | Pintilie | Georgeta | | Hague |
| 35. | Sahoglu | Ozer | | Cyprus |
| 36. | Samson | Julia | Love Foundation | Hague |
| 37. | Shailos | Raphaella | | Cyprus |
| 38. | Simonyan | Mariam | Progress of Gyumri NGO | Yerevan |
| 39. | Skaredina | Olga | AEGEE-Moskva | Moscow |
| 40. | Skhulukhia | Mariam | | Tbilisi |
| 41. | Şoşdean | Ana-Maria | | Bucharest |
| 42. | Tabuncic | Ruxandra | Creative Development Association (CDA) | Chisinau |
| 43. | Topalli | Fisnik | Youth Initiative for Human Rights | Pristina |
| 44. | Tunduc | Anamaria | | Bucharest |
| 45. | Ustelemov | Vladislav | All-Russian Youth Public Organization "MIR"; National Council of Youth Associations of Russia | Moscow |
| 46. | Vasileva | Anastasiia | | Moscow |
| 47. | Yesayan | Gayane | | Yerevan |
| 48. | Zakaryan | Maria | | Yerevan |
| 49. | Zharova | Daria | Academy of Youth Diplomacy | Moscow |
| 50. | Živić | Milica | Play2EDUCATE | Belgrade |

**Other regions**

| | Surname | Name | Organisation | Country |
|---|---|---|---|---|
| 51. | Henao Castaño | Monica Andrea | Sociedad Española de Investigación de Perfiles Criminológicos SEIPC | Columbia |
| 52. | Bharat | Ashish | | India |
| 53. | Tiah | Leo E. | Youth Network for Positive Change | Liberia |

**Educational team**

| | | | |
|---|---|---|---|
| Behramaj | Gentrit | Facilitator | |
| Bondarenko | Vladimir | Facilitator/social media | |
| Bozkurt | Bugche | Facilitator/social media | |
| Chkadua | Lana | Facilitator | |
| Huseynova | Afaq | Facilitator | |
| Kelekhsaeva | Inga | Facilitator | |

| Petroshjan | Anush | Facilitator |
|---|---|---|
| Sea | Chrisie | Facilitator |
| Stajer | Agata | Senior trainer |
| Tena | Ramon | Senior trainer |
| Milutinovits | László | Educational Advisor, Council of Europe |

| **External lecturers and trainers** | | |
|---|---|---|
| Aguado Sanchez | Jorge | Youth Peace Ambassadors Network |
| Berecz | Agi | Pandora Association |
| Jelinkova | Eliska | Youth Peace Ambassadors Network |
| Lyamouri-Bajja | Nadine | trainer |
| Ortiz Quintilla | Romeral | International Consultant in Youth and Peacebuilding |
| Walker | Gregg | Oregon State University |

| **Council of Europe** | | |
|---|---|---|
| Awad | Sarah-Anna | Advisory Council on Youth |
| Moulana | Pegah Maysa | Advisory Council on Youth |
| Newbery | Rory | Advisory Council on Youth |
| Gruden | Matjaz | Director of Democratic Participation |
| Rothemund | Antje | Head of Youth Department |
| Gomes | Rui | Head of Education and Training Division |
| Ivanova | Sylvia | European Youth Foundation |
| Ovcearenco | Albina | Directorate of Political Affairs |
| Tullio | Graziano | North-South Centre |
| László | Milutinovits | Educational Advisor |
| Molnár | Zsuzsanna | Programme assistant |
| Cooijmans | Floris | Trainee, European Youth Centre Budapest |
| Shirinli | Elnur | Trainee, Partnership between the European Union and the Council of Europe |

## 2. Programme

*Before the activity*

*Introduction and technicalities*

- *Technical information about the Youth Peace Week: Opening the webpage*
- *Registrations*
- *Rules of attendance and 'code of conduct'*
- *Social media promotion of the event*

**Tuesday, 30 June: Introduction and welcome**

*E-learning for newcomers:* Introduction to the Council of Europe and human rights

*Welcome to participants – recalling the programme and 'Code of conduct' on the webpage*

**16:00 -17.00** Webinar: Welcome and meet the team and participants

*Short break*

**17:00 – 18:00** Workshops: Open discussion on participants' motivation to participate in the Youth Peace Week and on the realities of young people in conflict affected communities

**Wednesday, 1 July: Learning about Human Rights and conflict transformation**

*E-learning daily theme:* Human rights and peacebuilding

**10:00-11:00** Webinar: Official opening and welcome by the team

- Reminder: Rules of attendance and code of conduct
- The Council of Europe - a brief introduction
- Discussion on human rights and peacebuilding with MATJAZ GRUDEN, Council of Europe, Director of Democratic Participation

**13:00 – 14:30** Webinar: Roundtable discussion about the role of the Council of Europe in conflict-stricken areas and institutional support for peacebuilding actions with staff members:

- ALBINA OVCEARENCO, Directorate of Political Affairs and Confidence Building Measures
- GRAZIANO TULLIO, Youth Cooperation Programme, North-South Centre
- RUI GOMES, Head of Education and Training, Youth Department

**16:00-17:30** Workshops (parallel):

a) Experiencing COMPASS activities online with RAMON TENA PERA
b) Non-violent communication in peacebuilding perspective with AGATA STAJER

**Thursday, 2 July: Youth involvement in institutional efforts in the field of youth, peace and security**

*E-learning daily theme:* The UN Security Council Resolution UN 2250 on youth, peace and security

**10:00-11:30** Webinar: Youth Advocacy on the example of the UN 2250 with *ROMERAL ORTIZ QUINTILLA*, International Consultant in Youth and Peacebuilding with the UN and former Member of the Youth Advocacy Team of United Network of Young Peacebuilders (UNOY) and with *SARAH-ANNA AWAD*, Advisory Council on Youth, Council of Europe

- story on the role of young people involved in advocating for the Resolution

**16:00-17:30** Webinar: The implementation and impact of the UN 2250 – learning about the ['The Missing Peace: Independent Progress Study on Youth, Peace and Security'](#) - with:

- *PEGAH MAYSA MOULANA*, Advisory Council on Youth, Council of Europe
- *ELISKA JELINKOVA*, Board member of the Youth Peace Ambassadors Network (YPAN)
- *ROMERAL ORTIZ QUINTILLA,* International Consultant in Youth and Peacebuilding

**Friday, 3 July: Peacebuilding today: COVID and other emerging issues related to human rights and youth, peace and security**

*E-learning daily theme:* Human rights and health (based on COMPASS online)

**10:00 -11:30** Workshops (parallel):

a) Experiencing COMPASS activities online on human rights with *MARIANA TURCAN*
b) Experiencing conflict transformation online based on the Training Kit 12: Youth Transforming conflict with *NADINE LYAMOURI-BAJJA*
c) Experiencing T-Kit activities online: T-Kit 13 Sustainability and youth work with *AGI BERECZ,* Pandora Association

**16:00-17:30** Webinar with experts: Emerging human rights challenges in light of the COVID crisis: health, climate crisis and peacebuilding with:

- *GREGG WALKER,* Oregon State University, professor and former Director of Peace Studies
- *AGI BERECZ,* Pandora Association, co-author of the Training Kit 13 'Sustainability and Youth Work'
- *RORY NEWBERY* and *PEGAH MAYSA MOULANA*, Advisory Council on Youth, Council of Europe

**18:00-19:30** Workshop: Informal 'Peace Café' sessions with trainers and facilitators:

- Sharing about own realities of participants in relation to the topics tackled today (challenges, links to peacebuilding, HR violations)

## Saturday, 4 July: Alumni day and sharing good examples

*E-learning daily theme: Learning about the Youth Peace Camp*

**10:00-11:30** Webinar: 'Youth Peace Stories' - Presenting good practices of youth peacebuilding initiatives  with:

- *JORGE AGUADO SANCHEZ,* Board Member of the Youth Peace Ambassadors network
- Experiences of Youth Peace Camp follow up actions with former participants and facilitator of the Youth Peace Camp - *NEVENA RADOSAVLJEVIC,* Association 'Local Peace' and *GVANTSA DAVITELASHVILI,* Institute For Democratic Changes (IDC)
- Sharing stories of youth Peace Camp facilitators and alumni representatives

## Sunday, 5 July: Free day

## Monday, 6 July: Conclusions, available support and the way forward

*E-learning daily theme:* Taking action online and Youth Peace Camp alumni network initiatives

**10:00-11:00** Webinar: Grants for youth activities by the European Youth Foundation of the Council of Europe,  with *SYLVIA IVANOVA*, Deputy Head at European Youth Foundation

**11:30-13:00** Webinar: Dialogue and official closing with:

- *ANTJE ROTHEMUND*, Head of the Youth Department and
- *RORY NEWBERY,* Advisory Council on Youth, Council of Europe

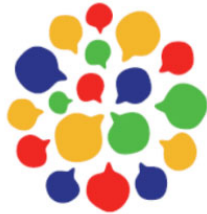*Final online evaluation*

## Tuesday, 7 July: Closing the e-learning process

*Workshops: Informal "Peace Café" (continued): Open opportunity for online workshops about follow up*

*Support for participants in the completion of learning process*

*Reflection and sharing on follow-up actions*

## 3. Code of Conduct



## Our Code of Conduct

**Why these rules?**

Within the Youth Peace Week we are aiming to create a space to exchange ideas respectfully and openly, a space to share stories and to inspire each other, as well as engage in the dialogue towards building a culture of peace and conflict transformation. Therefore, we would like to draw your attention to our Code of Conduct - please read it carefully. We hope that by adhering to this coworking approach the Youth Peace Week participants can have a more fruitful dialogue and contribute to keeping the programme as an inclusive and safe space for everybody.



"A **code of conduct** is a set of rules outlining the norms, rules, and responsibilities or proper practices of an individual party or an organisation." */Wikipedia/*

In the previous Youth Peace Camps, and the current Youth Peace Week, at the beginning of the programme participants have the space to discuss and to agree on a set of rules to follow through the time spent together. The rules are meant to define a *minimum common understanding* of how members of the group should behave and collaborate throughout the week and ensure a safe and motivating space for living and learning together.

**Such an agreement is also needed for an online activity; therefore the present Code of Conduct are offered in order to:**

- create a safe space for cooperation and dialogue, where the dignity of all participants is respected
- ensure that the basic principles of human rights education, with special regard to learning through human rights in a participative space

- encourage a sharing of critical opinions while avoiding fruitless and possibly provocative debates and clashes
- to recall that as a Council of Europe activity, the Youth Peace Week respects values of Human Rights as enshrined in the European Convention on Human Rights and in the Charter on Education on Democratic Citizenship and Human Rights Education.

---

Think about the following quote:

*'Sticks and stones may break my bones, but words can never hurt me'*

**Do you agree?**

*/From Bookmarks - a manual for combating hate speech online through human rights education/*

---

Hereby we propose a list of ten DO's and DON'TS as guidance - it may be that by the end of the Youth Peace Week some of you will come up with suggestions for additions or changes - please feel welcome to share your opinion in your daily and final evaluations, or in the online debates if relevant.

## DO'S and DON'Ts

| DOs | DON'Ts |
|---|---|
| Use your name for interactions (e.g. provide the name you wish to use in the video conference) | Do not attend as a "representative" of a country or community - but as ourselves as human beings |
| Listen respectfully to the contribution of others | Don't stay passive if you have things to share - speak up and take part! |
| Preferably refer to a place (settlement, community) when you want to present yourself instead of mentioning countries. | Don't mention countries when referring to your place of origin - it may lead to fruitless debates already at the beginning and hinder dialogue. |
| Express yourself in a non-hurting, non-judgemental way - do treat others as equal. | Don't be judgemental and do not make assumptions: during the Youth Peace Week the objective is not to prove who is right or wrong. |
| Bring curiosity, empathy, understanding and forgiveness... | ...while getting ready to share honestly and openly, leave behind confrontation, |

| | provocation and judgements. |
|---|---|
| Get ready for a dialogue... | … instead of a heated debate! |
| Look for a deeper and complex understanding of the situation of your communities, share new perspectives with others. | We are not here to seek the truth or to demonstrate that we're right, but to learn from new perspectives and maybe ask ourselves new questions. |
| Bring your enthusiasm and eagerness to learn. | Do not expect that somebody else will contribute and learn instead of you - be active, use this opportunity fully and help others to learn. |
| Keep in mind - we are here to look at the future and build understanding… | ... as past events will stay there. |

**The organisers of the Youth Peace Week will strive to create an environment for working and learning together in an online space in line with these values. We count on your cooperation and look forward to having you OUR activity - a space of shared values and respect for all part**