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YOUTH PEACE WEEK 2021

Supporting learning and action for peacebuilding
and dialogue with young people affected by conflict

Online activity
30th June -8th July 2021

REPORT

E-learning modules, online workshops and follow-ups

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CONTENTS:

Contents

Executive Summary	3
About the Youth Peace Week.....	4
a) Background	4
b) Aim	4
c) Methodology	5
d) Online tools and platforms	5
e) Participants	6
Educational Team.....	7
Structure and Flow	7
Main elements	7
Flow of the programme	8
Day-by-day programme outcomes	9
Evaluation.....	20
Challenges and lessons learnt.....	21
Recommendations.....	23
Appendices	25

EXECUTIVE SUMMARY

Youth Peace Week 2021 was organised as a 7-day-long online activity in close connection to the educational acquis of Youth Peace Camp. The COVID pandemic made it impossible to organise the presential Youth Peace Camp in 2021, however in order to preserve the learning potential and local outreach of the activity, Youth Peace Week - an online learning and dialogue activity - was implemented between 30th June and 8th July 2021.

It was an online event lasting for one week and including participatory workshops, an e-learning course and planning of follow up local actions in the field of peacebuilding.

The aim of Youth Peace Week was to empower young people and youth organisations from conflict affected regions by equipping them with competences and educational resources to enhance young people's role and action for peacebuilding and conflict transformation.

One more time, the Youth Peace Week turned out to be a great opportunity to expand the target group for peacebuilding activities, and participants came from all European regions and from several countries in Africa and Asia, though the number of participants was less than it was expected. It was also an educational space proving that online education can be participatory and interactive - allowing learning in a cooperative way and with bonding among participants which will make their learning outcomes sustainable. There was also a great focus on the planning follow up actions: in the format of Local Peace Camps as well as other activities in line with human rights education.

The main challenges of the activity related to the technicalities of the online format (such as accessibility to everyone due to the challenges with the internet connection). The success of the activity was ensuring values of human rights education, such as cooperative learning, safe space, engagement in the open-ended in-depth conversations, and motivation of participants (the same number of participants were kept from the beginning till the end of the activity).

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 online educational events can be found.

a) Background

The Council of Europe Youth Department has developed the concept of the [Youth Peace Camp](#) as an activity to engage young people and youth organisations from conflict affected regions in dialogue and conflict transformation based on human rights education and intercultural learning. The Peace Camp is traditionally held at the European Youth Centre but, in 2020, the pandemic meant that a camp could not be held in person. Instead, an online learning and dialogue activity – the Youth Peace Week – has been created and has generated a high level of interest and attendance.

In 2021, unfortunately, the Council of Europe could not hold the peace camp as a presential activity due to the COVID-19 pandemic. In order to preserve the learning potential and local outreach of the activity, the 2021 Youth Peace Camp this year is therefore structured in 3 components:

1. A **Youth Peace Week** – an online learning and dialogue activity to be implemented between 1 and 8 July
2. **Local Peace Camps** – local projects for dialogue and peacebuilding to be implemented between 15 July and 31 October
3. A **Peace Camp Conference** – to be organised online on 3 and 4 December¹.

Like in 2020, the Youth Peace Week was fully held online with an educational programme that provided participants with essential understanding of human rights (education), conflict analysis and transformation and peacebuilding.

In 2021 the participants had the possibility to plan and actively take part in presential local or regional peace camps that will be held between August and November 2021 in their local communities or regions. Participants of the Youth Peace Week were encouraged to also be participants or facilitators in local peace camps and, in principle, everyone will be able to take part in the Peace Camp Conference.

b) Aim

The Youth Peace Week aimed to empower young people and youth organisations from conflict affected regions by equipping them with competences and educational resources to enhance young people's role and action for peacebuilding and conflict transformation.

Objectives

The main objectives of the Youth Peace Week were:

- To support awareness and learning for conflict transformation, peacebuilding and dialogue
- To share experiences, projects and challenges among youth peace activists in coping with conflict and violence as multipliers and peer leaders with young people
- To associate young people and youth organisations to the Council of Europe's work for peaceful and inclusive societies
- To stimulate networking and mutual support among young people and youth organisations involved in peacebuilding activities
- To motivate prepare participants to undertake local pilot actions for peacebuilding and conflict transformation, such as the Local Youth Peace Camps
- To enhance the potential and experiences of the participants to learn and take action for peace through online learning and cooperation.

¹ All dates may be subject to adjustments.

c) Methodology

The methodology of the YPW 2021 was entirely based on the participatory approach in non formal education. Based on the evaluation of last year, the chosen educational methods were very much focusing on the engagement of participants in the learning process and learning by doing. The webinars (online presentations by external speakers) were limited to the minimum and often replaced with the online workshops allowing for interactive learning and developing competences in the field of interpersonal dialogue, cooperation and dialogue based on human rights education and conflict transformation.

In comparison to last year, there was a new element introduced to the learning process: reflection groups at the end of each learning day (apart from one day where mid-term evaluation was conducted). Reflection groups were used as a space to not only reflect over the learning processes, but also to create bonding among participants and moments to get to know each other better (which is more challenging during online training). The educational team was carefully planning the parts of the programme involving emotional parts of transforming conflicts, as the online sphere of learning has its limitations when it comes to offering support to emotional challenges.

Similarly to residential peace camps, the methodology was based on the 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](#) - adapted for an online use during the Youth Peace Week.

The programme of the week consisted of the following formats:

Online workshops

Interactive workshops for developing skills and spaces to discuss and share experiences, realities and ideas related to peace and conflict.

Webinars

Online presentations and discussion with experts or trainers with possibility for asking questions through a facilitated chat room (limited to minimum).

E-learning activities

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

The elements of the programme lasted on average **4 hours per day** except on 3 and 4 July which were days off.

d) Online tools and platforms

The Youth Peace Week was organised using several platforms, which were chosen based on the educational purposes of the programme and to ensure participatory approach.

1. Synchronous workshops and webinars:

Bluejeans was used as the main platform for workshops and webinars. During the workshops the following online tools were used: online interactive boards (Jamboard, Ideaboardz, Padlet), presentation tools (Google Slides, Canva, Mirror), online polls (Mentimeter, Poll Everywhere, Slido).

2. Asynchronous learning:

An online learning phase was organised on the e-learning platform for Council of Europe youth activities on Moodle.

3. Youth Peace Week info and networking space was created on Worksup Platform. At this platform the participants could follow the interactive programme of the Youth Peace Week with all necessary access links for the workshops, sign up for the workshops, communicate with each other and share information about their organisations at the Virtual Expo.

4. Communication tools

To maintain constant communication with the participants during the Youth Peace Week, the Facebook closed group was created. The participants also initiated and created a channel at Telegram.

e) Participants

In 2021, the Youth Peace Week was planned to bring together young people with a special focus on groups from the following countries and communities:

- Kosovo* , participants coming from Albanian, Serbian and other communities;
- Both banks of the river Nistru/Dniestr;
- Cyprus (Greek Cypriots and Turkish Cypriots);
- South Caucasus, especially in border regions and with ethnic minorities.

The Youth Peace Week was not restricted only to mentioned above regions but involved also to the participants from other conflict affected regions and communities (e.g., Ukraine, former Yugoslav republics) as well as youth leaders and activists interested or active in peacebuilding and conflict transformation. In total, for the activity there were 58 applications: 34 from the communities in focus during the Youth Peace Camp – and the rest from other parts of Europe, or outside.

Participants who fully attended the online workshops and e-learning on Moodle received a certificate. In this case, the total number of participants attending the course was 32 coming from European countries (27), Cameroon (1), Jordan (1), India (1), South Korea (1) and Nigeria (1). What is important to emphasize is that the number of participants fully engaged in all the activities was stable from the first till the last element of the online learning.

Number of participants:

applied for the YPW: 58

users of e-learning: 34

from YPW communities: 34

from other regions: 24

actively engaged in all elements of online learning: 32

It turned out not to be a challenge to keep the group of participants that would take part in all activities. The same group of participants joined the workshops every day. The participants were not “jumping” in and out of the event, but they were committed to take part in every day of the programme.

The challenge we encountered in 2021 Youth Peace Week was to ensure an equal number of participants from the conflict-stricken regions (the regions of the Youth Peace Camp). As the YPW 2021 was implemented 18 months after the start of the pandemic and in the moment when the restrictions in some countries were being relaxed, it was difficult to engage participants from some of the regions. In some cases the course clashed with university exams which made recruitment of participants difficult.

With this in mind, we needed to design a programme adapting to the various number of participants coming from conflict-stricken regions and from other regions. The daily reflections (in the format of reflection groups) were the moment where participants from the Youth Peace Camp communities could meet, digest their common learnings, and get to know each other to be able to plan together the follow up local initiatives. The participants from other regions were

^{2*} All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.

working in the international groups which also ensured their peer-to-peer learning in the peacebuilding field.

Both online workshops and e-learning were designed for a stable group of participants, ensuring building up on their human rights and peacebuilding competences on everyday basis, as well as adapting educational content to the learning needs expressed by the participants.

Once again, Youth Peace Week in the online format allowed for the possibility to open activities on peacebuilding to groups that would not necessarily be able to attend regular Youth Peace Camps. The activity reached beyond the Council of Europe member states, which was definitely and added value for the learning of all the participants.

EDUCATIONAL TEAM

The educational team was composed of 2 senior trainers, 10 facilitators (out of which one had a leading role), an Educational Advisor and the Head of Education and Training Division from the Youth Department.

All the facilitators were coming from conflict affected communities or regions, and the senior trainers had experience in working in the HRE and peacebuilding field, as well as with peace camps or the peace week.

The role of senior trainers and leading facilitator was to plan the programme of online workshops and its implementation, as well as to manage communication with external speakers and staff members of the Council of Europe. Two senior trainers also designed the e-learning content based on the needs of participants. All the educational team members were involved in running participatory workshops, work in small groups or reflection groups. The educational processes were supervised by the Educational Advisor and Head of Education and Training Division.

STRUCTURE AND FLOW

Main elements

Code of Conduct

In order to ensure safe space and respectful but open communication between participants, and keep links with the Youth Peace Week of the previous year, the team introduced a Code of Conduct that set some guidance in safeguarding a safe space and promoting a culture of peace when acting online. The Code of Conduct was introduced in the beginning of the programme and participants were reminded about it when such a need arose from reflections.

Workshops

Interactive workshops were the main pillar of the entire program of the Youth Peace Week 2021. The programme was planned to be fully interactive and focus more on workshops than webinars. The team intended to transform and adapt all the activities from Compass and Youth Transforming Conflict into the online setting. A majority of the workshops were done in smaller groups and were led either by a team of trainers or by facilitators, which allowed it to keep it as interactive as possible. Many workshops were implemented in parallel, so participants were offered a chance to choose the learning based on their needs.

Webinars

The YPW started with a webinar about the Council of Europe and one day was dedicated for external speakers. The first webinar took part during the official opening on Thursday, 1st July, and it aimed to explain further the role of the Council of Europe in peacebuilding, as well as to familiarise participants with the programme, aims and objectives and code of conduct. Other webinars took part on Wednesday, 7 July under the name "*Inspiration's day and sharing young people's efforts in peacebuilding*". In total, two webinars were organised on this day, with an aim to introduce good practices in peacebuilding as well as to share stories from the local peace efforts and stories from the Youth Peace Camp alumni.

E-learning

E-learning 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 workshops and webinars.

The e-learning modules included exercises, videos, relevant websites and optional readings to get a better understanding of the topic of the week. 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.

Reflection Groups

Every day of the program ended with reflection groups. These groups supported the team in following the learning process of the participants, as well as to check if the programme responded to their needs and expectations. Furthermore, they were used to map feelings, needs and challenges of the participants. It showed to be a good way to track the process, even in the online setting.

Participants were divided into the community or international groups, and the groups were constant through the entire program.

Events initiated by participants

Participants took initiative and organised themselves to get to know each-other, and to explore each other's realities. After the regular program, participants organised online free time together. Furthermore, participants organised an intercultural evening, where they explored further local problems and conflicts in Kosovo* and Georgia.

Flow of the programme

The entire program had seven working days. Each day consisted of the e-learning module, two workshops and a reflection group at the end of the day. Day 1 only had one welcoming session. The entire flow of the program can be found in the following table. The detailed program with the timeline and speakers can be found as an appendix.

DAY	DAY 1 (June 30th)	DAY 2 (July 1st)	DAY 3 (July 2nd)	DAY 4 (July 5th)	DAY 5 (July 6th)	DAY 6 (July 7th)	DAY 7 (July 8th)
Topic of the Day	Introduction and welcome	Human Rights and Peacebuilding	Human Rights Education in conflict prevention and sustaining peace	Human Rights and Peacebuilding in local communities - community mapping	Change-makers Day	Inspirations day and sharing young people efforts in peacebuilding	Preparing Actions for peace
E-Learning	Introduction to the Council of Europe	Human rights and peacebuilding	Human Rights Education and tools of	Meeting with the local communities - tools for	Human Rights and Health	Inspiring Stories of Peacebuilders and YPC	Preparing follow up and actions and

			conflict analysis	dialogue including conflict transformation approaches		alumni network initiatives	activities
Activity 1		Official opening and introduction	Introduction to human rights and human rights education	Mapping challenges to human rights in the local communities of participants	Parallel: Tools for changemakers in preventing HR violations	Guest speakers on challenges to human rights	Preparing Local Peace Camps and similar activities
Break	Break	Break	Break	Break	Break	Break	Break
Activity 2	Welcoming and getting to know each other	Building Common Ground	Parallel: Experiencing COMPASS activities online	Sharing mapped challenges	Parallel: Tools for changemakers in preventing HR violations II	Youth Peace Stories	Further Actions to support Peacebuilding activities
Reflection groups		Reflection Groups	Reflection Group	Midterm Evaluation	Reflection Group	Reflection Group	Evaluation and Closing

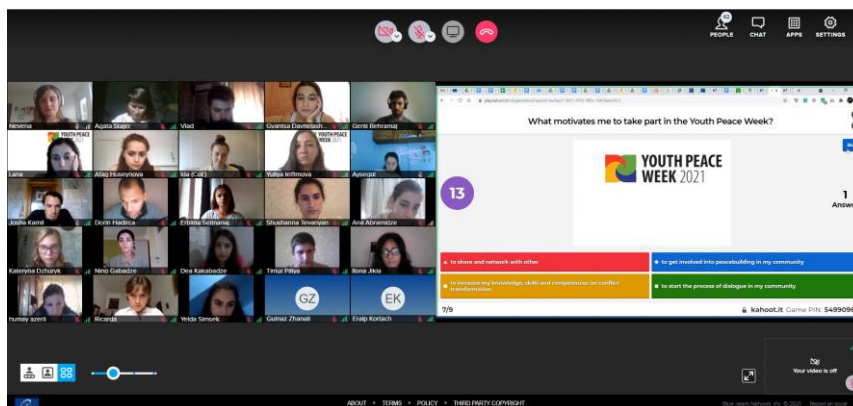
Day-by-day programme outcomes

Every day, facilitators of the YPW have created a social media report that can be found in the appendix of the report.

Besides that, after each session the team has collected main outcomes and learning points presented below.

Wednesday, 30 June: Introduction and welcome

The first activity of the day included an online workshop to introduce the programme, team and getting to know the participants.



After introducing the team, participants were invited to go through the getting-to-know-each-other quiz via which the participants could find out more about the diversity in the group. This activity was followed by work in small groups in

breakout rooms where the participants were asked to create the poster of the group including unique aspects of each person in the group and those aspects that were in common for all members in the group. The conclusions made by the participants from the getting-to-know each other activity:

- "the uniqueness we have make our group unique and appreciate the beauty of diversity"
- "common things unite us and create starting common group"

After the presentation of the group posters the participants were invited to create the group agreement based on three pillars: **safety, communication and co-learning**. Some of the outcomes of the group agreement:

Safety: "What makes me feel safe and comfortable in the online learning environment?"

- seeing other people's faces.
- having a WhatsApp forum for easy communication to improve intimacy
- friendly atmosphere
- the fact that the session is not being recorded
- being able to speak without any interruption
- to sit in almost any position, in a familiar environment
- being able to mute the mic and turn off the camera
- when offer more small breakout room, it is really useful and friendly to know others closely around specific topics
- raise hand option
- by creating a common ground

Communication: "How should we communicate so that everyone in the group can be heard and understood?"

- a) active listening
 - b) "Simply - just turn on the microphone and speak confident about expressing whatever we find right and appropriate towards certain topic"
- raise a hand option
 - being punctual and not running late for the sessions
 - be open-minded, be active and great listener
 - principle of charity
 - we should be patient and understanding during the sessions and take into consideration technological difficulties.
 - be aware of the (limited) time, give space to others as well
 - mutual respect with the members
 - talking in turn (as we do) and listening each other actively
 - we should speak slowly and clearly and also whilst listening appreciate different accents
 - analyse the idea, not the person
 - creating a non-aggressive environment

Co-learning: "How should we behave to have a positive learning experience?"

- stop being judgmental
- respect personal borders of each other
- show reaction through chat room or mics! Because it's not so easy to read facial expressions or noises online.
- stay open-minded, be respectful, tolerant
- raising hand
- empathy and patience
- be open and share our experiences
- do not hesitate to ask questions
- take care of each other - no hate speech
- follow the e-learning process on Moodle regularly.

In the end of the workshop the participants were introduced to some technicalities connected with the work with different online platforms during the Youth Peace Week.

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

On e-learning, the participants went through some materials on the Council of Europe (such as a quiz and visiting the Youth Department website) and Human Rights. The Compass manual 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?*

Thursday, 1 July: Human Rights and Peacebuilding

Session 1: Official opening

The Youth Peace Week programme was opened with the introduction session to the activity which aimed to get general understanding of the rationale of the Youth Peace Week and its connection to the Council of Europe. Participants got to know the team of the YPW, aim and objectives of the YPW, methodology and non-formal education, Code of Conduct as well as the Council of Europe and its work in the field of human rights education and peacebuilding with young people. The outcome of this session was the curiosity of the participants about the work of the CoE and the beginning of creation of the safe space among the participants.



Session 2: "Building common ground"

After getting to know each other, as well as knowing the program of the week, participants finished this day one by setting the common ground – meaning exploring further the main concepts used during the week. Participants had a chance to explore concepts such as peace, violence, conflict, human rights and peacebuilding. After brainstorming about each concept with facilitators, the common work was presented in the plenary. After presentation of every concept, input and further explanations were given from the trainers.

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

The e-learning focused on reflection and getting familiar with the concepts such as peace, conflict, violence, peacebuilding, culture of peace and human rights and understanding how Human Rights and Peace are interconnected.

Friday, 2 July: Human Rights Education in conflict prevention and sustaining peace

Session 1: Introduction to human rights and human rights education

The second day of the Youth Peace Week started with the "Rights Bingo!" activity where the participants could share their ideas about human rights topics. The activity followed with the work in small groups facilitated by the facilitators in breakout rooms where the participants were invited to talk about needs and link them to human rights and to the articles from the Universal



Declaration of Human rights. Some of the outcomes of the activity:

- the participants came up to the conclusion that human rights are based on basic needs;
- a state is responsible to guarantee, defend and not break human rights but people are also responsible for creating the culture of human rights in their communities, fight for human rights, have a say, respect dignity;
- not all needs which we have are reflected in the Universal Declaration of Human Rights, only basic ones and only those which can be guaranteed by a state. The participants did not find the need to love and to be loved;
- education has an important role in creating the culture of human rights, without human rights education it is impossible to create a society where people will enjoy their rights;
- all rights are important; there is no right which is more important than others, they are intertwined and interdependent.

The activity was followed with theoretical input on the concept of human rights and human rights education as the right and the tool to promote the development of the culture of human rights.

Session 2: Experiencing human rights education based on COMPASS activities online

The second session was dedicated to the parallel workshops aimed at experiencing human rights education based on COMPASS activities online and getting equipped with human rights education tools. There were three parallel workshops with focus on various human rights:

f) Workshop on understanding the differences between civil, political, social and economic rights. The workshop was based on the adaptation of the activity from Compass: "Where do you stand?" During the activity the participants made the following conclusions and comments:

- It is difficult to think about civil and political rights if your basic needs are not satisfied. One of the participants made a comment that civil and political rights create the possibility to stand for rights and express that your basic needs are not satisfied. That's why one cannot be without another;

- It's fine to have disagreement on different statements about human rights because it brings the diversity of opinions;
- Human rights in the communities of participants: in their communities' people cannot agree on human rights because they do want to listen to each other; people are ignorant about human rights, in some cases it is dangerous to speak up for rights;
- The next generation of human rights is needed. Especially the situation with COVID showed it: safety in digital space, equal share of medicine, to fight gender-based violence.

They mentioned that they learnt during the session:

- how to listen to each other and not argue about other opinions;
- generations of human rights and their developments;
- examples of human rights issues in the local communities of each other.

g) Workshop on the right to education, right to equality in dignity and right to adequate standard of living. The workshop was based on the adaptation of the activity from the online version of Compass: "*Take a step backwards*". The outcomes of the workshop were listed by the participants as answers to the following question:

What first steps could be taken to address the inequalities in society?

- make sure that when you see inequality - you react and notice it;
- understanding, defending human rights - we play main role in taking action in promoting those rights and react when there is violation of human rights;
- notice and advocate to stop violations of human rights - get involved in the NGOs and local community (be the change at the grass root level, act giving voice to the people who are usually unheard or unnoticed);
- raising awareness and raising voices of people by us youth (now it is the people who makes decision);
- work on hearing the opinions of minorities too, not only majority;
- become socially engaged - get interested in the social challenges around you;
- consider equality and equity in all the spaces we are in (like in urban planning - street lights in some spaces so that it);
- use empathy: ask ourselves what other people may need;
- use imagination: imagine how the others people live and what are their challenges to address them together;
- building diversity and inclusiveness in the society;
- education: to include in the curriculum human rights education, learning about gender inequality.

h) Workshop on freedom from discrimination, the right to life, liberty and personal security. The workshop was based on the adaptation of the activity from Compass: "*Who are I?*" This activity was highly evaluated by participants as it gave them a chance to reflect more on a personal level and explore their identities as well as how some identities do not have the basic human rights respect.

The workshops were conducted by the trainers with the support of the facilitators in three parallel online conferences in Bluejeans.

- *E-learning daily theme: Human Rights Education and tools of conflict*

The e-learning focused on learning about the human rights and how knowing them can allow us to understand which of them are violated in the violent conflicts, exploring tools for conflict

analysis, using the gained tools to analyse conflict at your local level and getting to know each other.

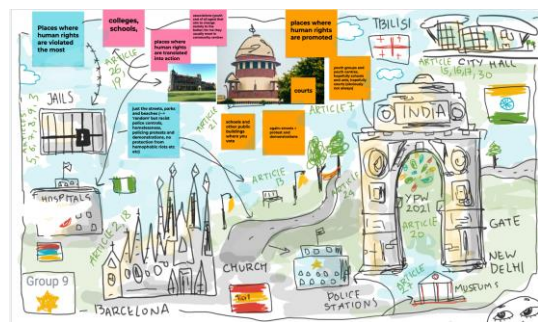
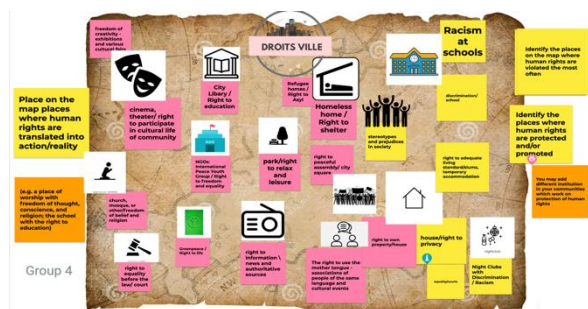
Monday, 5 July: Human Rights and Peacebuilding in local communities - community mapping

Session 1: Mapping challenges to human rights in the local communities of participants

This day was dedicated to mapping challenges to human rights in the local communities of participants and reflecting on the values and competencies of peacebuilders. During the first session of the day the participants worked in their community groups (those who came from one community) and international community groups mapping human rights in their communities: where human rights translate into action/reality, where human rights are violated, where human rights are protected. When they created their community maps, the participants joined the mixed groups where they shared human rights challenges with each other.

The outcomes made by the participants through mapping their own communities:

- the same places which defend human rights are very often those where human rights are violated
- it is difficult to identify human rights in practice in the communities of the participants
- it was very important to connect and map different places and institutions in their communities which have relation to human rights every place in the community is somehow connected with the exercise of a certain rights



The participants learnt new things about their own communities. It was very useful that each community facilitator supported participants in mapping their communities as sometimes it was difficult for them to identify human rights in their communities. The creativity supported the process.

Session 2: Sharing mapped challenges in inter community and international group and exploring values of peacebuilders

This session was the space to share the realities of the communities of participants and to

The “Changemakers Day” was dedicated to concrete tools of transforming conflict and peacebuilding. This day was separated into two time slots, and for each three parallel sessions were run. The sessions were on: nonviolent communication, intercultural learning and conflict transformation, reconciliation, modes to approach conflict and active listening and empathy.

Nonviolent communication (NVC) aimed to build communication skills between people who are longing to create peaceful communities, connect to their needs & feelings and add to the well-being of themselves and others.

As an outcome, participants expressed their willingness to use nvc as a way to communicate with the others being connected to their needs and feelings. They found nvc as a useful tool to communicate with the others, but also to understand them better.

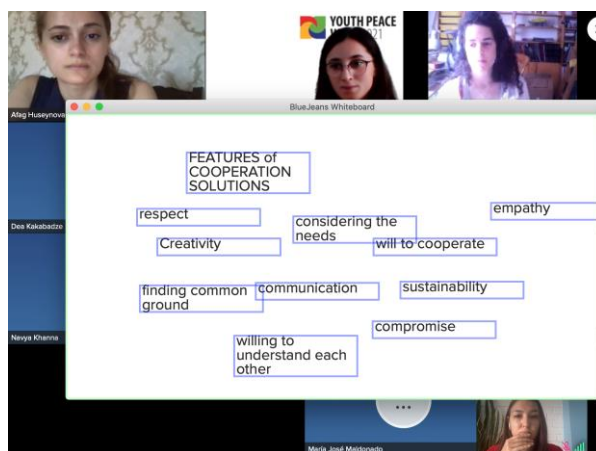
The session on intercultural learning aimed to reflect further on intercultural competences that can support intercultural dialogue.

The session introduced a list of intercultural competences such as *observation, listening, evaluation, analysing, interpreting, the ability to be non-judgemental, reflexivity: ability to step outside one’s own experiences*. After this, participants reflected individually on which cultures or sub-cultures they belong to, and they were encouraged to think outside the box and identify contexts that are not commonly understood as culture: e.g., the culture of a school or the culture of a sports team. After choosing one of their cultural identities, participants paired up and practiced having an open, curious, and non-judgemental dialogue about another person’s cultural identity.

This session gave participants’ a broader understanding of culture, tools to communicate about cultures with other people and a reflection that having cultural identities is part of being human, and something we all share. It’s hence something that can be used to bring people together, rather than to separate people.

The Conflict Transformation session aimed to develop theoretical and practical understanding of conflict transformation while objectives were:

- to encourage participants to think about their approach to conflicts;
- to provide participants with the theory on conflict transformation and apply it in practice;
- to challenge the participants to work on win-win solutions to conflicts;
- to practise approaches that lead to conflict transformation;
- To provide the opportunity to understand both sides of the conflict.



The main outcomes of this session suggested how we can apply cooperative solutions in everyday life:

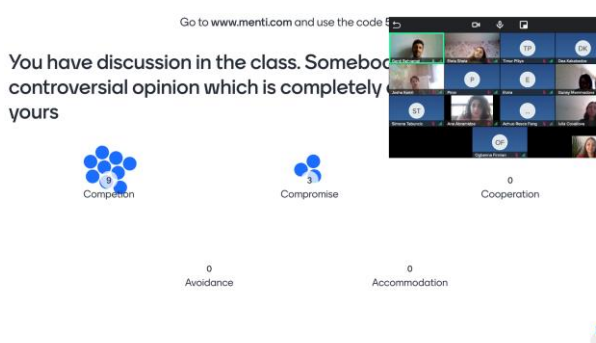
- To understand each other
- To transform the conflict from the very beginning
- To analyse the conflict
- To bring both parties to the same views
- To find solutions where each one will win
- To communicate effectively
- To look at other side and have empathy only then you can find cooperative solution

The Reconciliation session aimed to introduce to the participants the Importance of peaceful coexistence in the communities affected by the conflict and to elaborate four important concepts related to reconciliation (*peace, justice, mercy and truth*), to discuss

the points of confrontation and possibilities of agreement and to make links with role of young people in the reconciliation processes. With this session, participants understood better the complexity of reconciliation as a process. Furthermore, this activity gave them an opportunity to explore how to take part in reconciliation and foster it further, especially from the grassroots level.

Modes to approach conflict aimed to explore different modes to approach conflicts and reflect on participants' conflict strategies.

The participants learnt about different modes to approach conflict. They reflected on their own coping strategies when they were in conflict. They explored their own feelings in conflict situations.



During the conversation in pairs the participants learnt on how they behave and react in conflict situations. Some of them said they were quite aware of how they behave in conflict but for some of them it was a process of exploring themselves.

Some of the participants mentioned that they were surprised how others react in conflict and also one of the participants made the conclusion that knowing the usual strategy of behaviour in the conflict situation will support her in the new conflict she will face in life.

During the analysing of the situations from the perspective of how they will behave and which strategy they will choose there were a diversity of strategies for every case. One of the participants said that he is aware how he would behave in a certain situation because he already had such experience, but it made him think if it was the right strategy for him or if he could opt for another one.

The session on Active Listening and Empathy aimed to build communication skills between people who are longing to create sustainable communities in their neighbourhood and bring them the tools for developing their critical thinking, their civic participation, and their feeling of being part of the community. As learning outcomes participants mentioned they got the tool to hear and be heard in their communities, they learnt how to listen with no distractions and no interruptions, to discover the beautiful stories of the others and ways to support them.

E-learning daily theme: Human rights and health

The objectives of the e-learning were to learn about the notion of health and right to health in the framework of human rights, as well as to reflect on the connection between health and human rights and to explore the nowadays challenges to health.

Wednesday, 7 July: Inspiration's day and sharing young people efforts in peacebuilding

Session 1: Guest Speakers on challenges to human rights with the special focus on youth and practices for peacebuilders to address them

The first session of the day of inspiring stories in the peacebuilding field was opened by **Jorge Aguado Sánchez** - member of the Advisory Council on Youth of the Council of Europe and Board Member of the Youth Peace Ambassadors Network who shared his story on how young people can take part in the decision-making processes in the matters of youth. Jorge also shared how Youth Peace Ambassadors Network as a collective of young peacebuilders can be a space for young people to get engaged at the local and international level in human rights education. **Eliška Jelínková** was the second speaker on this day as a Co-director at United Network of Young Peacebuilders (UNOY) presenting the impact of the UNOY in the field of building peace by young people. This session ensured also the presence of young people involved in academia in the field

of human rights educations: **Katalin Józán, Gloria Moronta Martin, Irina Elena Preotescu** from Columbia University (New York City) who presented their research on the strategic role of human rights education and training in preventing conflict and sustaining peace.

Session 2: Youth Peace Stories - presenting good practices of youth peacebuilding initiatives

The second session of the day was organised in the format of the living library where local peacebuilders and youth peace camp facilitators and alumni shared their personal stories of being involved in peacebuilding. There were 2 rounds of 30 minutes with 4 parallel speakers who shared their stories in 4 parallel breakout rooms. The participants signed up to the speakers they wanted to listen to and talked to beforehand on the Worksup platform. In the first parallel the participants heard the stories of local peacebuilders:

- **Zekeriya Dundar**, member of Youth Peace Ambassadors Network and the head of the NGO "Dinamik Gelisim Dernegi" shared his story called "Eyes of Cultures". It was about the image of the enemy and how people understand the meaning of peace in the conflict area. Eyes of Cultures was a few years programme in the conflicted area between Turkey, Armenia, Azerbaijan, Ukraine, Russia and Georgia.
- **Elena Kuvicko**, NGO "Asarkia" and a facilitator of Youth Peace Camp, shared her story "To fight, or not to fight?" on how she got involved in peacebuilding and what motivates her to continue doing peacebuilding work on the local level.
- **Marigona Shabiu**, executive director Youth Initiative for Human Rights, shared her story "A youth-led NGO working on reconciliation in Kosovo". The story about Youth Initiative for Human Rights which has been working for the past 17 years towards reconciliation and dealing with the past, focused primarily on enabling exchange and dialogue between young people from different communities. Additionally, she shared more on their work with regards to documentation and inclusive memorialisation initiatives.

In the second round the stories of Youth Peace Camp facilitators and alumni representatives as well as experiences of Youth Peace Camp follow up actions were shared:

- **Lana Chkadua**, facilitator of the Youth Peace Week, Youth Peace Camp facilitator and alumnus. She shared her story "Semi recognised peace builder" about the difficulties of being an activist in a partially recognised country.
- **Nevena Radosavljević**, facilitator of the Youth Peace Week, Youth Peace Camp facilitator and alumnus. She shared her story "Every individual counts" about local peacebuilding efforts and the importance of every single individual in the process of peacebuilding and reconciliation.
- **Gentrit Behramaj**, facilitator of the Youth Peace Week. He shared the story "Life in a divided city – can you imagine?" about living in Metrovica - a conflicted ethnically divided city, how the situation encouraged him to work on establishing a culture of peace in the city.
- **Gvantsa Davitelashvili**, facilitator of the Youth Peace Week, Youth Peace Camp facilitator and alumnus. She shared her story "From Backpacking towards the peacebuilding" about how peacebuilding on the grassroots level can be developed and transferred into action, which brings great changes, how youth peace camp changed her life path and turned me into a youth worker, who strives towards making a difference.

Outcomes of the session:

- the participants learnt from the local peacebuilders successful practices on peace action;
- the participants got inspired for planning own peace initiatives in their local reality;
- the participants learnt from the stories of Youth Peace Camp facilitators how important the dialogue process is and the role of each individual in this process.

Some comments from participants after the LIVING LIBRARY:

- "Strange enough that most of the people around the world still are ignorant of the fact that ethnicity doesn't define us and we should perceive each other as human beings primarily! Beating someone just because he/she is speaking in a different language is a very uncivilized act and every time I hear such a thing I become very saddened."
- "You need to continue - there will be someone who will support".
- "Personal stories are extremely important to hear - I am far away from the conflicts."
- "In order to do peacebuilding it is important to focus on common things - they helps to find away to mutual understanding"
- "It was interesting to hear that one is not necessarily born as a peace messenger. It is rather through developing, going steps, meeting people, random circumstances...."
- "Don´t worry so much if it is the right step right now or not. If you have the goal in mind it will eventually guide you there anyways through marching on."
- "I would like to show people that peace work is nothing that can be achieved only by full time workers but rather by little things that we all contribute."

E-learning daily theme: Inspiring stories of peacebuilders and Youth Peace Camp alumni network initiatives

Through the e-learning the participants got a deeper understanding of the Youth Peace Camp Project, as well as its follow-up actions; learnt some inspirational stories about peacebuilding projects in the field. The participants learnt about follow-up initiatives, about other peacebuilding initiatives through Youth Peace Ambassadors Network and UNOY. They were asked to answer on what had inspired them most from peacebuilding stories they heard during the week.

Thursday, 8 July: Preparing Actions for peace

Session 1: Presentation and preparation of Local Peace Camps and similar local initiatives in the peacebuilding field

The last day of the Youth Peace Week was dedicated to planning follow-up initiatives and evaluating activity. The first session started with the inspirational presentation about the local peacebuilding project "Pamela. The conscious art" funded by the European Youth Foundation of the Council of Europe by **José Barrios Sevillano**, NGO, "Libre Pensadores de la Sierra de Madrid". After that the participants were invited to work on their ideas for local projects. Taking into consideration that local peace camps were planned to be organised in some of the communities involved, the participants from those communities worked with the facilitators specifically on the local peace camps. They were invited to reflect on the existing idea for the local peace camp, provide feedback, some ideas for improvement, think on how the participants can contribute to the implementation of the local peace camp and started the development of the programme together for the local peace camp. The participants from the international communities worked on ideas for local initiatives for peacebuilding. In the second session participants shared their ideas of the local initiatives through the elevator pitch. During the session participants developed 14 project ideas:

- 5 local peace camps
- 9 ideas from the participants from the international community groups both individually and in the groups.

The participants appreciated the opportunity to share their ideas in small groups and get some feedback or words of support and readiness to cooperate. The process of pitching the project idea went well and participants were ready to share their ideas on the plenary. However, some of them did not feel comfortable as their ideas were not well developed.

Session 2: Evaluation

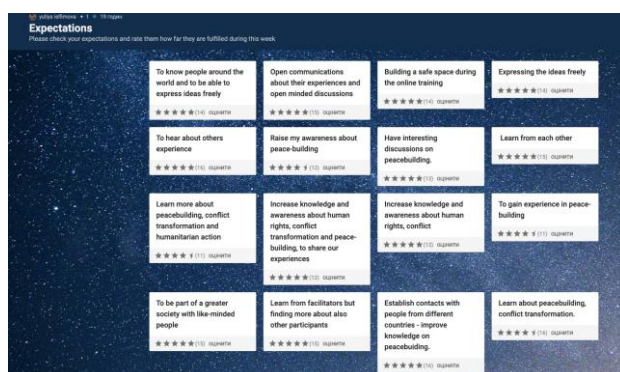
In the last part of the workshop the participants evaluated the Youth Peace Camp. The evaluation part included different methods which made the process dynamic.

E-learning daily theme: Planning actions

This e-learning day was added to the programme of the YPW based on the needs expressed by the participants. It aimed to explore the tips for the local action planning, either individually or as a group. Participants got to know basic steps on how to take action for human rights and peace and were invited to explore the opportunities for funding within the European Youth Foundation.

EVALUATION

Evaluation was conducted by relying on several methods: daily reflection groups, mid-term evaluation, session on evaluation of the YPW on the last day of the programme, evaluation form to assess the overall experience.



During the evaluation session the participants were invited to check their expectations from the Youth Peace Week and mark how far they had achieved.

The most valuable from the Youth Peace Camp for participants was:

- understanding conflicts;
- the peacebuilders and hearing their stories;
- communication, mutual respect;
- the experience that people have shared with the group;
- participants: they all were into the program, full of ideas and experienced;
- getting knowledge on conflict transformation and exchanging experience;
- to know that so many people are willing to be positive change-makers and peace-builders all around the world;
- "experience, information about human rights, peacebuilding and also people I've met";
- "I have learnt so much about human rights and peace ... I got to know people with similar mindset";
- "to listen to successful stories of other people".

Some comments of the participants made in the plenary:

- *"Hard to express my excitement about the great time I had here with you, gaining very necessary knowledge, attitudes and skills to later implement in my community. You organised it perfectly and provided us with a very inspiring environment during the pandemic. Thank You, again!"*
- *"Thank you so much for all this week! It was amazing to learn from all of you, hear many inspiring"*
- *"I didn't expect an online project could be that fruitful . It was a perfect week for me, one of the best experiences so far. I just want to say thank you. You were amazing- all the trainers, facilitators, participants. You made my week unforgettable. I think I received knowledge and experience that might be life changing for me."*
- *"I am so glad that I met so many people and heard their stories. I did not imagine how much peacebuilding affects me. And I'm leaving this project very inspired! Thank you a lot!"*
- *"I would like to say I had a great time and learnt a lot from everyone. You guys are really inspiring. I would love to stay in contact so that we can collaborate in future."*

- The Youth Peace Week was closed with the speech from Rui Gomes, Head of Division Education and Training, Youth Department of the Council of Europe, and Jorge Aguado Sánchez, member of the Advisory Council on Youth of the Council of Europe, Board Member of the Youth Peace Ambassadors Network.

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 interpersonal 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 LEARNT

This section will focus on challenges and lessons learnt while designing this week-long online activity.

1. Facilitator's involvement in all phases of Youth Peace Week implementation.

It is crucial to engage facilitators from the communities involved in the Youth Peace Week from the very beginning of the process of preparation to the activity. In order to have their contribution to the development of the programme and selection of the participants. It supports their personal feeling of belonging and connection with the programme of the activity and prevents the dropping out of participants during the event. As an added value to it, it serves as the learning experience for them and prepares for implementation of the local peace camps.

2. Developing and conducting an online educational activity lasting 2 weeks.

To have participants engaged in the online education activity considering the 2-days break between the online meeting was challenging for the team. The ideas on how to support participation and engagement come quite automatically. First of all the idea was to keep the participatory and experiential approach during all elements of the activity, conduct reflection groups at the end of every day and to involve as much as possible work in small groups constantly mixing them building connections between the participants, their experience and the programme. Also, the engagement of participants was supported by combining e-learning with theoretical input and space for exchanging ideas with online interactive meetings.

3. The restriction of online learning in the process of dialogue.

Taking into consideration that in the online learning process we cannot fully support participants in their learning process especially when it comes for emotionally sensitive topics such as conflict and the participants experience with the conflict, it was decided by the team to integrate the dialogue process between young people from the opposite sites through creating space where participants from opposite sides of the conflict can work together and share their ideas about conflict related topics.

4. Keeping a "Youth Peace Camp" spirit.

Realising that Youth Peace Week cannot be 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 would promote dialogue and understanding between participants, especially when coming from conflict regions.

To react to 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 the online meetings there were sessions dedicated to building common ground and getting-to-know each other where participants can share their uniqueness and search for common things, develop guidelines for working together. Also, during on-line activities, participants were organised in small breakout rooms to allow more in-depth exchange with the support of facilitators. 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.

5. Accessibility for participation in the online meeting.

It can be challenging for some of the participants to fully participate in the online meeting due to various access to the Internet as well as considering the difficulties specifically working on the Blue Jeans platform. As the platform is quite heavy and it requires rather high productive capacity for a computer. A lighter platform than Blue Jeans could have improved the participation, and this was also requested by participants at several times.

6. Safety and security.

The team realised that the issue of safety and security of the participants is the crucial one especially when it comes to participation of young people from conflict-affected areas. 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 stigmatisation of young peacebuilders possible, posing a high level of risk. Therefore. It is the responsibility 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. To ensure that the debriefings are made in small groups facilitated by the facilitators and reflection groups are conducted every day;
- are only made available for those that applied and registered by proving their identity. In order to ensure that the Worksup platform where all links for the online meetings were shared. Access to the platform was possible only through personal invitations made via e-mails;
- are organised by using online platforms and tools that are secure and do not allow any external intrusion at any point of whole activity;
- ensure that the meetings are not recorded and not streamed via social media.

7. Planning follow-up initiatives.

The team faced the challenge with planning follow-up initiatives as half of the initiatives were already developed by the facilitators as local peace camps and during the Youth Peace the participants from their local communities had to contribute to preparation and further development of the initiative. At the same time the group of international participants had to plan the initiatives from scratch. The idea of the team was to have two parallel processes with the development and preparation of follow-up initiatives with sharing the ideas in the buzz group, receiving feedback and having the elevator pitch of the ideas.

As a last comment, the team would like to say that conducting online human rights educational activities can be challenging, especially when it comes to organising long-lasting activities. However, it has been proven that through applying participatory and interactive methodology makes it engaging and keeps the group involved and motivated to stay from the beginning till the very end of the programme. It also opens opportunities to involve participants with diverse backgrounds from different geographical contexts.

8. Ensuring the planned number of participants

The YPW was originally planned to gather 70 participants online, however the final number of the participants was 32. All the participants who started the learning process finished it, thus it

was not a challenge to keep the participants engaged during the YPW. It was a challenge though, to gather a group of 70 people to learn online. The facilitators (who were in direct touch with the possible participants) named several reasons why people were not willing to engage in the online YPW such as: the timing of the YPW organised in the period of exams or summer holidays, the ease of pandemic restrictions which discouraged people from spending time online, the difficulties to ensure the stable internet connection to take part in the online event.

RECOMMENDATIONS

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

1. **Keep participatory and interactive approach:** The 2021 experience with the Youth Peace Week showed that the applying participatory and interactive approach works better for engaging participants and maintaining the stable group of participants during all duration of the educational activities compared with the webinars. At this point the team also wants to highlight the importance of work in small groups in break out rooms, conducting debriefing sessions ensuring the space for all participants to share their feelings, ideas and experience.
2. **Instead of webinars conduct the workshops.** Following the previous point that team recommends maintaining the format of workshops where participants can be involved into different activities and be responsible for the learning space instead of having webinars with the speakers which leads to low interaction and demotivates participants to be present.
3. **Have a maximum of 2 sessions per day with a maximum duration of 4 hours.** This schedule is just enough to ensure attention, focus of participants and their proper involvement in the learning process without being interrupted by other activities. It also saves the energy of the participants and the team. The longer sessions the team considers not productive in the online learning environment.
4. **Ensure reflection groups and feedback of feedback every day.** The experience of conducting reflection groups in the community groups every day helped to build trust, sense of belonging of the participants to the programme and responsibility to participate through the whole programme of the activity. It also supported adjusting the programme to the needs of the participants. Providing feedback on the feedback from the reflection groups in the beginning of everyday created the space where the participants could feel that they are heard, and they influence the learning process and programme.
5. **Keep Youth Peace Week as a regular event separate from Youth Peace Camp.** It has the potential to broaden the audience. 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 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.
6. **Involving facilitators in the selection process and in the preparation process of Youth Peace Week including its programme.** During the evaluation meeting the facilitators expressed their appreciation of having the possibility to be involved in all elements of the programme via conducting separate sessions, facilitating activities and discussions in small groups and facilitating reflection groups. However, we would recommend the team to take this into account the involvement of the facilitators from the onset, when designing the overall structure of the activity. Also, it is important to involve the facilitators in the process of selection of participants, sharing with them the list of applicants to make sure that they can contact them and ensure that they will be involved in the programme. As during the

Youth Peace Week there were cases when the participants were confused with the dates of the meeting, the facilitators did not know who will be from their communities which led that it was not possible to support the participants to ensure their presence. In order to ensure the expected number of participants, it would be an added value to inform facilitators from the very beginning of the planning process that they are also responsible to encourage participants from their respective communities to apply for the YPW.

7. **Social media dissemination strategy.** 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. It is important to ensure that information about the flow and outcomes of the Youth Peace Week is disseminated through different channels to show the importance of the peacebuilding process, human rights education and the work of the Youth Department in peacebuilding in general. For this the social media dissemination strategy should be developed. It should be clear where the information will be shared, which information and there should be dedicated person doing it.

Appendix 1: List of participants

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

First name	Place of residence	Organisation
Achuo Resco Fang	Cameroon	
Ana Abramidze	Tbilisi	Berghof Foundation
Andrii Lynenko	Zaporizhzhia	ZNU
Arpine Hovakimyan	Armenia	
Dalia AL-Rousan	Jordan	United Nation
Darina Kulakova	Pridnestrovie	Shevchnko University Transnistria State
Dea Kakabadze	Tbilisi,	
Dina Kvekveskiri	Abkhazia	IQAN
Dorin Hadirca	Sîngerei	
Eleta Shala	Prishtina	
Elvira Maharramova	Baku	
Erblina Selmanaj	Kosovo	United Youth Task Force
Erion Krasniqi	Kosovo	
Finninan Ogbenna	Nigeria	Standing Committed on Human Rights and Peace
Franziska Chyle	Spain	SJD die Falken

Gulnaz Zhanali	Kostanay	Global Peace Chain
Gunay Mammadova	Baku,	
Iulia Covaliova	Republic of Moldova	Regional Ressources Centre for Youth Falesti
Joshua Kamil	Sumy	Center for Euroinitiatives
Kateryna Dzhuryk	Lviv city	
Ksenija Banović	London	Model European Union Strasbourg
María José Maldonado	Belgium	Institute for Economics and Peace
Navya Khanna	India	Diversity dialogue
Nino Gabadze	Poland	YPAN
Pinar Rahbari Yengeja	Azerbaijani	Azerbaijan University of Languages
Ricarda Haase	Germany	Internation Peace Youth Group
Salome Lobzhanidze	Georgia	Institute for Democratic Changes
Samuel Jun	Korea, Republic of	Internation Peace Youth Group
Simona Tabuncic	Republic of Moldova	
Timur Piliya	Ochamchira	IQAN
Valeria Lakirbaya	Ochanchira	IQAN
Yelda Vedia Şimşek	Madrid	Libres pensadores de la Sierra

Educational team		
Behramaj	Gentrit	Facilitator

Bondarenko	Vladimir	Facilitator
Turcan	Mariana	Facilitator
Chkadua	Lana	Facilitator
Huseynova	Afaq	Facilitator
Sea	Chrisie	Facilitator
Tevanyan	Shushanna	Facilitator
Davitelashvili	Gvantsa	Facilitator
vor Kortach	Eralp	Facilitator
Radosavljević	Nevena	Leading Facilitator
Ielfimova	Julia	Co-trainer
Stajer	Agata	Leading trainer
Kreutzman	Ida	Educational Advisor, Council of Europe
Gomes	Rui	Head of Education and Training Division

External lecturers and trainers		
Barrios Sevillano	José	Libre Pensadores de la Sierra de Madrid, Youth Peace Ambassadors Network
Dundar	Zekeriya	NGO "Dinamik Gelisim Dernegi"
Jelínková	Eliška	United Network of Young Peacebuilders
Shabiu	Marigona	Youth Initiative for Human Rights
Kuvicko	Elena	NGO "Asarkia"

Józán	Katalin	Researcher - Columbia University
Moronta Martin	Gloria	Researcher - Columbia University
Preotescu	Irina Elena	Researcher - Columbia University

Council of Europe		
Aguado Sanchez	Jorge	Advisory Council on Youth
Gomes	Rui	Head of Education and Training Division
Kreutzman	Ida	Educational Advisor
Montevecchi	Claudia	Programme assistant
Ormos	Katalin	Programme assistant

Appendix 2: Youth Peace Week – Daily Social Media Reports

DAY 1:

Official opening

Youth Peace Week 2021 has officially started!

Today more than 40 young people from four different continents have joined the adventure of learning, exchanging and empowering!

Youth Peace Week 2021 is an online learning and dialogue activity that will engage young people and youth organisations from conflict affected regions in dialogue and conflict transformation based on human rights education and intercultural learning. The young people will join diverse webinars, interactive workshops and e-learning activities during July 1-8.

Participants have defined their learning goals, contributions and barriers, code of conduct.

Stay tuned! More amazing moments are coming up!



DAY 2:

Building common ground by exploring main concepts of the Youth Peace Week

Peace, violence, conflict, human rights, peacebuilding - such simple words and we know the meaning, yet such a need to find a common definition and link between them in the context of building peace in our communities!

"Today, especially in the working groups, I heard and resonated with other young people sharing what they understand about peace, human rights, and peacebuilding. As a youth worker, I want to feel empowered to produce changes in my community. I am happy to have met so many young people, coming from different parts of the world, yet, with common goals". Dorin Hadirca, Sîngerei



DAY 3:

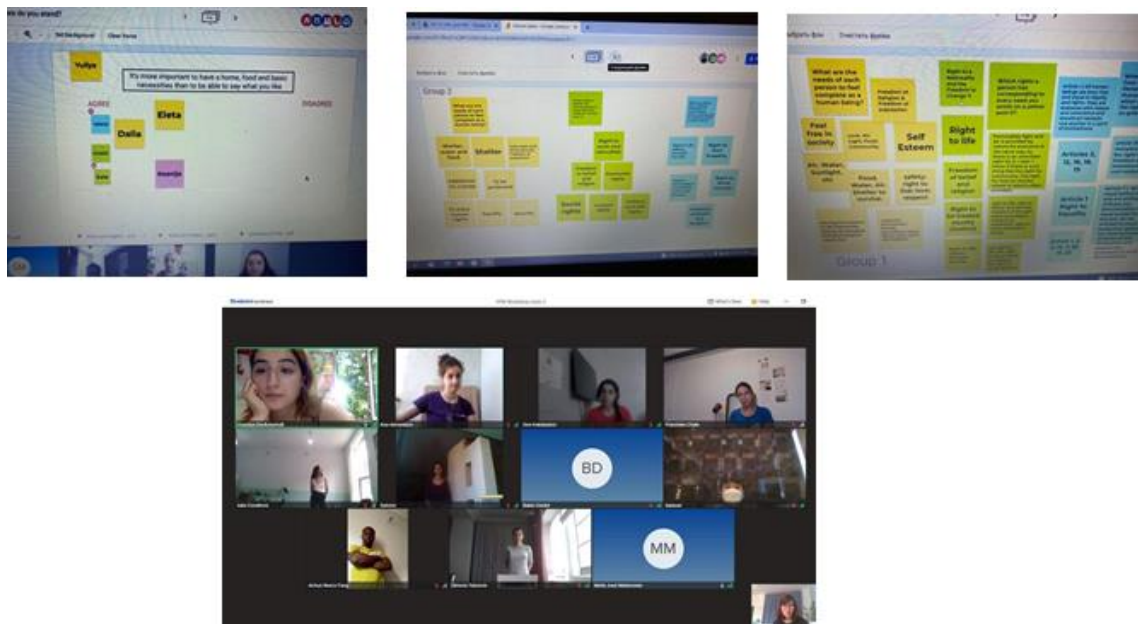
It's all about Human Rights

Day 3 of the Youth Peace Week 2021 was dedicated to Human Rights and Human Rights education. Participants were asked to answer questions about human rights. In addition, young people worked in small groups identifying people's needs and corresponding rights for them.

During the second session participants could choose to attend one of three parallel workshops on HRE activities from Compass:

- Take a step forward
- Where do you stand?
- Who are I?

After the sessions young people were invited to join reflection groups:)



DAY 4:

Mapping Challenges

Today participants mapped human rights challenges in their communities and identified important attributes of peacebuilders, namely knowledge, skills and attitudes. Human rights is a powerful framework for defining the needs of societies and advocating for their fulfillment. Learning to work with this framework requires effort, which participants of Youth Peace Week are willing to make!

"I absolutely love how genuinely concerned some people are and how much motivation they have to change their communities for the better. Today's activities gave us information about how to address different issues in our countries as peacebuilders." Nino Gabadze

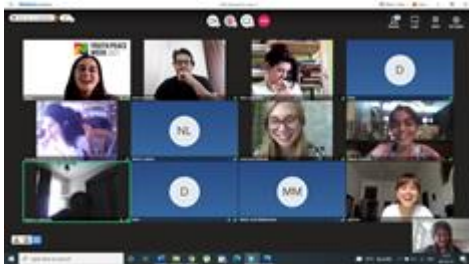


DAY 5:

Changemakers Day

Day 5 is called the "Changemakers Day" and defined by the participants as the most learning day. Participants joined parallel workshops named "Active listening and empathy", "Conflict transformation", "Intercultural learning", "Modes to approach conflicts", "Non-violent communication", and "Reconciliation". Participants were particularly happy to learn about the application of theories into practice. One of them expressed his learning experience as following:

"I feel this event is arranging the information in my head in an interesting structure".



DAY 6:

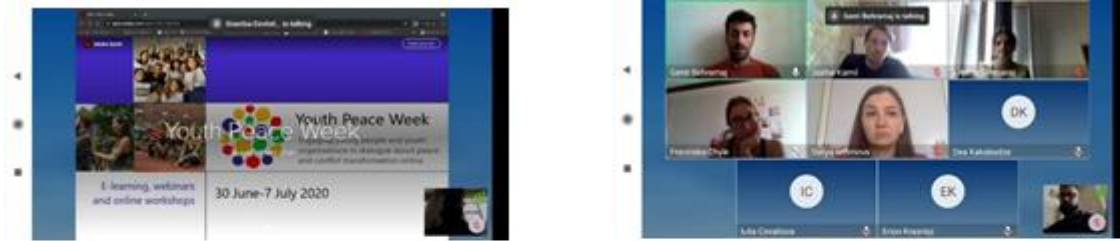
The Day of Inspirations

The 6th day of the Youth Peace Week has come to the end. It was dedicated to inspiration and sharing young people's efforts in peacebuilding.

First session included 3 guest speakers: Eliska Jelinkova delivering a presentation on United Network of Young Peacebuilders (UNOY), Jorge Aguado Sánchez with a presentation on The Advisory Council on Youth of the CoE and Youth peace ambassadors and last but not least Katalin Josan and Gloria Moronta with HRE and training in preventing conflict and sustaining peace.

Later on the Living Library Elena Kuvicko, Marogona Shabiu and Zekeriya Dundar shared in small groups their experience in peacebuilding on different levels and in different communities.

Second session gave the floor to Lana Chkadua, Nevena Radosavljević, Gentrit Behramaj and Gvantsa Davitelashvili (YPC facilitators and alumnus) who presented their stories of building peace in local communities and answered participant's questions.



DAY 7:

Actions for Peace

The Youth Peace Week has officially come to an end. It, yet, marks a new beginning. Today participants shared their ideas for local peace projects and built solid ground for their realization. The Youth Peace Week has become a springboard for creative young people to inspire each other and head to great deeds. Margaret Mead was not wrong to say:

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

PROGRAMME

Before the week

- Introduction and technicalities
- Rules of attendance and 'code of conduct'
- E-learning

Timing: Please note that **e-learning tasks** can be accomplished any time; **webinars** and **workshops** will take place following the schedule below. Participants can therefore take part in all webinars and follow one of the parallel workshops of their choice. How to sign up for parallel workshops will be explained in the first days.

Wednesday, 30 June

Introduction and welcome [17:00-19:00 CEST]

E-learning: Introduction to the Council of Europe

1. Workshop [17:00-19:00 CEST]

Welcoming and getting to know each other.

Thursday, 1 July

Human Rights and Peacebuilding [10:00 - 14:00 CEST]

E-learning daily theme: Human rights and peacebuilding

1. Webinar [10:00 - 11:30 CEST]

Official opening and the role of the Council of Europe in peacebuilding, with **Rui Gomes**,

Head of Division Education and Training, Council of Europe Youth Department

Introduction to the Youth Peace Week, its aim and objectives, programme, methodology and coworking methods in online space.

2. Workshop [12:00 - 13:30 CEST]

"Building common ground" - exploring main concepts of the Youth Peace Week: human rights, peace, conflict, violence, peacebuilding

3. Reflection Groups [13:30 - 14:00 CEST]

Reflections over the learning process of the day

Friday, 2 July

Human Rights Education in conflict prevention and sustaining peace [10:00 - 14:00 CEST]

E-learning daily theme: Human Rights Education and tools of conflict analysis

1. Workshop (general on HR and HRE) [10:00 - 11:30 CEST]

Introduction to human rights and human rights education

2. Workshops [12:00 - 13:30 CEST] – parallel

Experiencing human rights education based on COMPASS activities online (parallel workshops with focus on various human rights. Each participant attends 1 of the following): “*Right to education, right to equality in dignity and rights and the right to an adequate standard of living*” by Gvantsa Davitashvili & Agata Stajer

- a) “*Understanding the differences between civil, political, social and economic rights*” by Lana Chkadua & Yuliya Ielfimova
- b) “*Freedom from discrimination and to the right to life, liberty and personal security*” by Shushanna Tevanyan, Afag Huseynova & Nevena Radosavljević

3. Reflection Groups [13:30 - 14:00 CEST]

Reflections over the learning process of the day.

Saturday 3 July and Sunday 4 July: **Days off – no programme.**

Monday, 5 July

Human Rights and Peacebuilding in local communities - community mapping [10:00 - 14:00 CEST]

E-learning daily theme: Meeting with local communities - tools for dialogue including conflict transformation approaches

1. Workshop [10:00 - 11:30 CEST]

Mapping challenges to human rights in the local communities of participants

2. Workshop [12:00 - 13:30 CEST]

Sharing mapped challenges in inter community and international group and exploring values of peacebuilders

3. Mid term evaluation [13:30 - 14:00 CEST]

Group reflection over the learning process of the day

Tuesday, 6 July

Changemakers Day [10:00 - 14:00 CEST]

E-learning daily theme: Human rights and health

Tools for changemakers in preventing human rights violations, inter alia:

1. Workshops [10:00 - 11:30 CEST] - parallel

- Nonviolent Communication
- Intercultural Learning
- Conflict Transformation

2. Workshops [12:00 - 13:30 CEST] - parallel

- Reconciliation
- Modes to approach conflict
- Active listening and empathy

3. Reflection Groups [13:30 - 14:00 CEST]

Reflections over the learning process of the day.

Wednesday, 7 July

Inspirations day and sharing young people efforts in peacebuilding [10:00 - 14:00 CEST]

E-learning daily theme: Inspiring stories of peacebuilders and Youth Peace Camp alumni network initiatives

1. Webinar 1 [10:00 - 11:30 CEST]

Guest Speakers on challenges to human rights with the special focus on youth and practices for peacebuilders to address them:

- **Jorge Aguado Sánchez** - member of the Advisory Council on Youth of the Council of Europe, Board Member of the Youth Peace Ambassadors Network
- **Eliška Jelínková** - Co-director at United Network of Young Peacebuilders
- **Katalin Józán, Gloria Moronta Martin, Irina Elena Preotescu** - Columbia University, researchers on the strategic role of human rights education and training in preventing conflict and sustaining peace.

2. Webinar 2 [12:00 - 13:30 CEST]

Youth Peace Stories' - presenting good practices of youth peacebuilding initiatives, inter alia:

- stories of Youth Peace Camp facilitators and alumni representatives
 - **Lana Chkadua**
 - **Nevena Radosavljević**
 - **Gentrit Behramaj**
 - **Gvantsa Davitelashvili**
- local peacebuilders stories:
 - **Zekeriya Dundar**, NGO "Dinamik Gelisim Derneği"
 - **Elena Kuvicko**, NGO "Asarkia"
 - **Marigona Shabiu**, NGO "Youth Initiative for Human Rights"

3. Reflection Groups [13:30 - 14:00 CEST]

Reflections over the learning process of the day.

Thursday, 8 July

Preparing Actions for peace [10:00 - 14:00 CEST]

Preparing follow-up actions and activities; reviewing the learning process

1. Workshop: [10:00 - 11:30 CEST]

- **José Barrios Sevillano**, NGO, "Libre Pensadores de la Sierra de Madrid"

Presentation of the concept of Local Peace Camps

Preparation of Local Peace Camps and similar local initiatives in the peacebuilding field

2. Workshop: [12:00 - 13:30 CEST]

Further actions to support peace building with young people in the Council of Europe and the role of the Peace Camp Conference

3. Evaluation and Closing of the Week [13:30 - 14:00 CEST], with

- **Jorge Aguado Sánchez**, member of the Advisory Council on Youth of the Council of Europe
- **Rui Gomes**, Council of Europe

Appendix 4: List of Follow-up projects

Local Peace Camps (6 LPCs were planned)

1. Youth Peace Camp

Initially planned for: October 2021

Location: Leposavic

Aim: To bring together young people from two communities to work on human rights and peacebuilding.

2. Terra Unum – the territory of unity

Initially planned for: August 2021

Location: Ochamchira

Aim: Bringing together young people from different groups for a peace camp with a strong focus on culture.

3. “I see you as myself” Youth Reconciliation Camp

Initially planned for: September 2021

Location: Kapan

Aim: To involve young peacebuilders from the local community in a camp that focuses specifically on the process of reconciliation; what it is and how it can be used.

4. Youth Peace Fest Moldova

Initially planned for: September - October 2021

Location: Cisinou

Aim: A series of events to take place over several weeks, including a camp and multipliers bringing peacebuilding initiatives to their communities. Ending in October with a Youth Peace Fest.

5. Power of Peace

Initially planned for: September 2021

Location: Rustavi

Aim: Bringing together young people with ethnic minority backgrounds and IDPs for a peacebuilding camp.

6. Transform your vision

Initially planned for: August 2021

Location: Baku

Aim: Young people to learn about peacebuilding through a camp focusing on post-war coexistence.

Local initiatives in the peacebuilding field (other than local peace camps)

- **2- day event** including a roundtable and a sports events in Cameroon
- **A comic-book** covering the issues of human rights, democratic values like equality, nonviolent communication, xenophobia and refugee rights to be used in schools in New Delhi
- **Workshops in schools in the topic of human rights** in Lebanon
- **Know your rights!** - offline Workshops for vulnerable people to increase knowledge about Human Rights
- **Conflict Transformation and Positive Peace** - workshops with a focus on conflict transformation and dialogue using methodology of Conflict Transformation and Positive Peace Framework in Western Balkans, September 2021
- **Self Esteem & Empathy Workshop** - to prevent mental health issues such as depression especially because of the post-pandemic influence on youth
- **Networking for dialogue** - to work on youth education, dialogue and activities that bring young people from conflict affected regions to cooperate
- **Dialogue event** - to create dialogue between youth on the right side of the political spectrum and the immigrant youth, Utrecht
- **Human rights and peace building trainings/workshops /events in schools,** online, September-October 2021