



## **Training Course**

# **“Youth in Conflicts – Training Course on Conflict Management”**

**April 11-19, 2010**

**Brejlov Mill, Czech Republic**



Education and Culture DG

‘Youth in Action’ Programme



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## **Background**

The Western Balkans, known as South Eastern Europe (SEE), and the Post-Sovjet Union countries (with the exception of the Baltic states) are significant examples of disintegration during the 1990's, at a time when all other parts of Europe were experiencing increasing levels of integration. A key element in both regions was the status of new minorities which appeared in these countries – while in other parts of Europe minorities were seen to have a positive influence on the integration process (empowering minority groups was and still is one of the main objectives of both European Union and NATO enlargement procedures). In the case of SEE and Eastern Europe and Caucasus (EECA), minority groups were accused of contributing to the disintegration of the states of the Yugoslav Federation and the Soviet Union. The declaration of independence proclaimed by Kosovo in February 2008 and the August war in Georgia 2008 further damaged relations between different national and ethnic groups in the regions.

As SEE and EECA countries not only neighbor the EU, but also seek further integration with the European Union, there is a need for positive action to accommodate existing intra-state and international tensions in and among these countries. Furthermore, democratic development and stability, both major criteria for integration into EU structures, can be threatened by cultural fragmentation and ongoing ethnic or territorial tensions which are based on ideas of revenge and feelings of pain.

That is why the project partners decided to dedicate the proposed training activity to peace-building and confidence-building among young people from conflicting communities.

However, it is not only people from conflicting communities whom the training focuses on. Young people from EU countries who do not have similar personal experience can deepen their understanding of the problem both on a theoretical and practical level by sharing the experience of people who do.

Consequently, the training aims to provide youth workers with tools to empower young people both in the EU and Neighboring Partner Regions (SEE, EECA) to take an active role in resolving conflicts and tensions between each other at the local but also the international level, particularly among young people affected by the frozen conflicts in SEE and EECA region. Therefore, the training deals with conflict and conflict management in general terms to provide basic education on the roots of conflicts and conflict management strategies. A second major element of the training will be the role of young people in conflict resolution and the function of grass-root initiatives led by young people.

Sessions on conflict management and active participation of young people will be organized with the aim of creating local youth initiatives or projects that are inter-linked at the European level.

A variety of informal educational tools such as role playing, simulation, workshops, exercises and theatrical approaches were used.

### **Aims**

- To provide youth workers with tools to empower young people to take an active role in resolving conflicts

### **Objectives**

- To study conflict transformation and resolution
- To share our experiences of conflict management
- To stress the importance of youth participation in conflict resolution and reconciliation
- To work on future plans for European cooperation in the frames of Youth in Action Program and with SEE and EECA

### **Content:**

- Conflict and conflict management
- Youth participation
- Youth in Action Program (Action 2 and 3.1)
- Developing project ideas for youth initiatives on conflict resolution

### Participants list & Team

	Country	Partner Organization	Participant
1	Armenia	Youth Cooperation Center of Dilijan	Ghazaryan Artur
2	Azerbaijan	Azerbaijan Youth Euro-Atlantic Organization	Orujova Samaya
3	Croatia	Raplektion	Grgat Dijana
4	Czech Republic	Forum 2000 Foundation	Germanová Elena
5	Czech Republic	Forum 2000 Foundation	Biksadský David
6	Czech Republic	Forum 2000 Foundation	Dunajová Alžběta
7	Denmark	Support Initiative for Liberty and Democracy (SILBA)	Hjortshoej Thomas P.F.
8	Estonia	Estonian Academy of Young Scientists (ENTA)	Marcenkiene Regina
9	Germany	European Intercultural Forum	Scheku Nadja
10	Georgia	Academy for Peace and Development	Bugianishvili Mariam
11	Greece	Youthnet Hellas	Laloumi Stamatia
12	Kosovo	Let's shine together	Mustafa Fatos
13	Lithuania	In Actio	Vaicikonyte Dovile
14	Macedonia/FYROM	Association for Progress, Education and Lobbying (PEL)	Steriova Adrijana
15	Macedonia/FYROM	Center for Intercultural Dialogue	Memedi Deniz
16	Moldova	Child Rights Information Center (CRIC)	Vasile Ana Ciurac
17	Portugal	Associacao Nacional Ex-Voluntários Europeu (ANEVE)	Branko Sara
18	Romania	HAIR - Youth Foundation Buzau	Postovei Tolea
19	Russia	UFA Falcon	Tikhonova Nadezhda
20	Serbia	Youth Club X/O Boljevci	Zacero Dražen
21	Spain	Gantalcalá	González Moreno Silvia
22	Turkey	Adalya Youth Club	Yavuz Halil
23	Ukraine	Institute of Ukrainian Studies	Pustelnyk Nataliya
24	United Kingdom	BEET	Gallacher Andy
	<b>Team</b>		
	Czech Republic	Forum 2000 Foundation	Blahutová Zuzana
	Czech Republic	Forum 2000 Foundation	Syslová Kristýna
	Czech Republic	Forum 2000 Foundation	Novotná Alena
	Germany	European Intercultural Forum	Schweitzer Sebastian
	Georgia	Academy for Peace and Development	Kakulia Giorgi

### Daily Programme

April 11		April 12	April 13	April 14	April 15	April 16	April 17	April 18	April 19
Welcoming		Team Building	Conflict	Conflict	Youth Participation	NGO Market	Project Planning	Project Planning	Departure
8:00-9:15	Arrival	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
10:00-12:00		Ice Breaking	Conflict Escalation	Conflict Analyses	Youth Participation - RMSOS	Travel to Prague	Youth in Action Program	Project Planning	Departure
12:00-12:30		Coffee break	Coffee break	Coffee break	Coffee break		Coffee break	Coffee break	
12:30-14:00		Fears and expectations	Conflict Dynamics	Conflict Management Strategies	Ladder of Participation	NGO Market	Youth in Action Program	Project Presentation	
14:00-15:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15:30-17:00		Team Building	Conflict Analyses	Communication in Conflicts	Youth Participation in Conflicts	Free Time	Project Planning	Evaluation	
17:00-17:30		Coffee break	Coffee break	Coffee break	Coffee break		Coffee break	Coffee break	
17:30-19:00		Definitions of conflict	Conflict Analyses	Youth in Conflicts	Youth Participation in Conflicts		Project Planning	Free Time/ Preparation of party	
19:00-19:30		Daily Reflection	Daily Reflection	Daily Reflection	Daily Reflection	Departure to Brehlov Mill	Daily Reflection		
20:00 – 21:00		Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
21:30	Welcome party	Cultural Night EU	Cultural Night SEE & EECA	Free evening	Birthday Party	Free Evening	Free Evening		

## Day-by Day Program

1<sup>st</sup> Day, April 11, 2010

### Welcome

The participants were welcomed to the training course, and a small “getting to know you” party was arranged.



## **Session I - Ice Breaking, Program and Methodology**

### **Session objectives:**

- To provide participants with an overview about the training course and its goals
- To show the red line and the sub-steps of the training course
- To break the ice between the participants
- To contribute to group cohesion
- To create an atmosphere of trust and understanding

### **Methodology:**

- Balls & names
- Sherlock Holmes
- Drawing portraits
- Presentation of training course objectives and the daily program
- Presentation of methodology: "The knot"

### **Content:**

#### *Balls & names*

The participants had to stand in a circle and pass a ball to one another saying loudly the name of the person they are throwing the ball to. The exercise was repeated several times and more balls (up to three) were added during the repetitions.

#### *Sherlock Holmes*

Each participant received an A4 paper and had to divide it into four segments. In each segment the participants had to write something about themselves, ensuring that three pieces of information were true and one was a lie. Afterwards, the participants had to talk to each other and identify the lie of the other person just like Sherlock Holmes.

#### *Drawing portraits*

The participants stood in a circle and placed in front of them an A4 paper with their name written on the bottom of the paper. The trainers informed them that they would need to draw the faces of each other step by step. Therefore, they would walk around the circle until the music stopped, and then find out which person belong to the A4 they were standing in front of in order to draw one part of the person's face. After finishing this task the music would start again so that the participants could swap one person's A4 paper to another and to draw another part of somebody's face.



#### *Presentation of training course objectives and the daily program*

The trainers introduced the aims and objectives of the training course and the daily program in the form of a simplified overview highlighting the core aspects of each day.

#### *Presentation of methodology: "The knot"*

In two separate groups the participants were asked to stand in a circle and to close their eyes before walking slowly with their hands up into the middle of the circle and to grab two different hands. Then they could open their eyes and try to form a circle without letting go of the hands. Based on this exercise, "the knot", the trainers explained the methodology of the training which is based on a "learning by doing" approach and the extensive use of exercises followed by debriefings and theoretical input.

#### **Outcome:**

The participants got to know some names of their colleagues and the group atmosphere started to develop.

### **Fears and Expectations**

#### **Session objectives:**

- To check fears, expectations and resources of the group
- To break the ice between the participants
- To contribute to group cohesion
- To create an atmosphere of trust and understanding

#### **Methodology:**

- Check-up of competences
- Fears, expectations and contributions (group work)
- Ground rules

#### **Content:**

##### *Check-up of competences*

The trainers asked the participants to stand in a circle and to listen to some statements, and whenever they agreed they had to take a step forward. The trainers asked several questions about the background and the experiences of the participants with youth work at local and international level, with conflict management and active participation of young people.

##### *Fears, expectations and contributions (group work)*

The participants were divided into four small groups and had to reflect on their fears, expectations and contributions to the training course. Each group presented their results and the trainers addressed several outcomes and linked them to the program and the methodology of the training.

##### *Ground rules*

In order to set up common accepted rules for the working days, the trainers facilitated a brainstorm with the participants and democratically agreed on several ground rules.

#### **Outcome:**

##### *Check-up of competences*

Half of the group had experiences with youth work at both local and international level. Only a few participants had previous experience with conflict management either theoretically or practically.

##### *Fears, expectations and contributions (group work)*

Expectations: meet new people, learn about cultures and traditions, networking, find solutions to different conflicts, learn about specific exercises/tools for resolving conflicts, be able to identify whether conflict actually exists, decide on the project to work on during the course, learn about new rules within 3.1 YIA, clarify the role of youth in conflict management, Council of Europe standards for participation, enjoy participation in the NGO Market, be able to share experiences and perspectives, learn about conflict management, get new ideas,

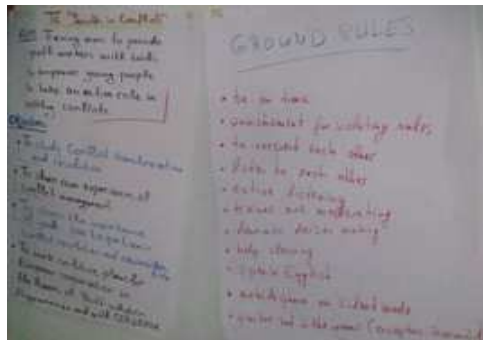


tools and absorb the intercultural aspects, have fun, taste Czech food and beer, conflict management in EECA and SEE, fun, partnerships, new knowledge, learning how to deal with conflict without violence, learn practical tools and skills of the conflict management, getting to know Czech culture.

Fears: lack of training experience lack of interpersonal skills, lack of supplies, is the training effective in the long term in real-life situations, language barrier, bad time keeping, cold weather, lack of empathy, respect and group cohesion, miscommunication between participants, illness, not having a chance to shop, boredom, and nation conflicts

Contributions: fun, reaction, dynamic, active, marvelous, natural, participation, life experiences, good mood, sharing experience of conflict management, SWOT analysis, share experiences (project management, conflict management, games, jokes, cultures)

### Ground rules



- be on time
- punishment for violation of rules (Punishment Box)
- respect each other
- listen to each other
- active listening
- trainers are moderators and ensure equal right for all of us to talk
- democratic decision-making
- help clean the common space
- speak English
- mobile phones on silent mode
- parties not in the rooms

## **Session III - Team Building**

### **Session objectives:**

- To contribute to group cohesion
- To create an atmosphere of trust and understanding

### **Methodology:**

- Egg-exercise

### **Content:**

#### **Egg-exercise**

The participants were split into four groups and were given the following tasks:

- build a protective construction for your raw egg
- ensure that the construction protects the egg from getting broken when falling from the first floor of the building to the ground
- give your construction a name, a meaning (sense) and a slogan
- use only the given materials and do not manipulate the egg



### **Outcome:**

The participants presented their constructions and a jury of two “eggs-perts” judge the constructions and the creativity of the participants on a scale from one (bad) to five (perfect).

## **Session IV – Definitions of Conflict**

### **Session objectives:**

- To understand and define the term “conflict”
- To identify positive and negative aspects of conflicts
- To reach a common understanding of what a conflict is and what a conflict includes

### **Methodology:**

- Group work
- Presentation on definitions of conflict

### **Content:**

#### *Group work*

The participants were split into four groups and received the following tasks:

- Define the term conflict
- Name types of conflicts
- Indicate negative aspects of conflicts
- Indicate positive aspects of conflicts



Each group was working on one task, and after a certain time the groups swapped tasks. This was repeated until each group returned to their initial task and had to summarize the input from each working group to prepare a presentation on the outcomes of the common group work.

#### *Presentation on definitions of conflict*

The trainers briefly presented several definitions of the term conflict. (Please see the main definition in the summary presentation of the training course in annex 1.)

### **Outcome:**

The participants presented their results in the form of a letter to an alien explaining what a conflict is about:

#### **1. Definition of conflict:**

A conflict is a situation of misunderstanding between two or more parties about an issue. It arises when the parties do not share common values and views, the agreement is necessary.



#### **2. Types of conflicts:**

violent, non-violent, depends on geographical outreach, including intrapersonal, interpersonal, national, international. Conflicts are based on socio-cultural, ethnic and politico-economical background.

#### **3. Negative aspects:**

Conflict usually leads to ruined relationships due to lack of trust, which create narrow-minded attitudes, and they often result in physical and mental injuries.

#### **4. Positive aspects:**

Each conflict has the potential to and can lead to progress, development, improvement, knowledge, pressure to find a solution, building on experiences with conflict solutions etc. makes one stronger!



After the presentation a short discussion followed focusing mainly on the positive and negative aspects of conflicts. The session finished with a short presentation by the trainers about several definitions of the term conflict.

### **Daily Reflection**

#### *Comments on the program*

The participants highlighted that the trainers, the methods, the group composition was very well done, and that the training was going well. The team building exercises, the mix of methods and the permanently changing working groups were particularly satisfactory.

#### *Logistical remarks*

Too hot inside the hotel; problems with hot water; good to have internet in the rooms; less salad; need for instructions on reaching shops, too much food.

## Session I - Conflict Escalation

### **Session objectives:**

- To understand the process of conflict escalation
- To introduce stages of conflict escalation

### **Methodology:**

- Presentation of "tornado model" of conflict escalation
- Short Movie "Neighbors"

### **Content:**

*Presentation of tornado model of conflict escalation*

The trainers presented the "tornado model" of conflict escalation.



### *Short Movie "Neighbors"*

A short movie was shown displaying a conflict situation between two men about a flower. The conflict escalates throughout the movie. The participants first watched the movie and then during a second viewing had to indicate the steps of escalation and match it with the scenes in the movie.

### **Outcome:**

During the discussion about the movie, the participants identified all the steps of conflict escalation. In the final debate other aspects were also discussed e. g. misunderstanding as a source of conflict, usage of power, hidden conflicts, human nature, and conflict escalation and its effects on the probability of conflict resolution.

## Session II - Conflict Dynamics

### **Session objectives:**

- To experience dynamics in a conflict
- To understand that conflicts have their own dynamics

### **Methodology:**

- Exercise "Gains as much as you can"

### **Content:**

*Exercise "Gain as much as you can"*

The participants were divided into four groups. The participants were told that they would play a game competing with each other. Therefore, it was essential that the groups did not communicate with each other.

Each group received the rules of the game on an A4 paper, and had time to read and clarify the rules of the game. (Please see annex 2 for the rules of the game.)

The trainers announced each round of the game and collected the votes of each team, and announced the results of each round before the next one started. After the fourth round and after the 7<sup>th</sup> round, the groups could nominate a representative to negotiate with the other groups about the moves in the next rounds, while the points to receive in round 5 were doubled and in round 8 multiplied by 10.

**Outcome:**

During the debriefing the actions/ decisions of each group in each round were analyzed to indicate that the decisions made in the exercise depended on the assumptions in each group concerning the expected behavior of the other groups.

The final discussions focused on aspects of reputation, trust and the measurement of the given and present situation. The trainers highlighted that decisions in conflicts should not depend on preferences for certain strategies (competition and cooperation), but on an analysis of the current situation.

At the end, the exercise was put into a broader context revealing its background based on the “prisoner dilemma” and the relationship to the Cold War and the nuclear arms race.

**Sessions III & IV - Conflict Analyses – 3 h****Session objectives:**

- To introduce tools of conflict analysis
- To apply the analytical tools in practical work

**Methodology:**

- Case Study
- Presentations of analytical tools

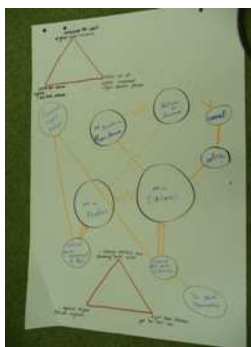
**Content:***Case Study & Presentation of tools*

The participants were introduced to the fictional case “Mars Community” (see annex 3). After they were split into four groups, the participants were given more time to understand the situation in the given case. This preparation phase was followed by a short presentation on phases of conflicts (see annex 1). Afterwards, the participants were asked to identify in which phase of a conflict cycle the situation in the Mars community could be placed.

A presentation of the conflict mapping tool (see annex 1) followed, and the participants returned to their working groups to map the given conflict situation. After completing their conflict map, the participants gathered again in the plenary to present them.

**Outcome:**

All four groups managed to come up with a map of the conflict situation. Although the maps differed from each other, the core element of the conflict and the main parties involved in the conflict were identified by all groups. All groups considered the exercise very difficult.

**Daily Reflection***Comments on the program*

The participants expressed their satisfaction with the day. They particularly liked the session on conflict escalation. Most of the participants said that the conflict analysis session on conflict mapping was very difficult and that the case was too abstract and complex. The trainers were asked to provide more hand-outs.

*Logistical remarks*

Problems with locks solved; problems with hot water; good food, participants should keep the plenary room clean.

## **Session I - Conflict Analyses**

### **Session objectives:**

- To introduce tools of conflict analysis
- To apply the analytical tools in practical work

### **Methodology:**

- Case study
- Presentations of analytical tools
- Simulation exercise "Plots Case"

### **Content:**

#### *Case Study & Presentation of tools*

Following on from the previous day, the participants continued to work on the case study. Initially, the trainers presented the ABC-Triangle of conflict parties, and asked the participants to use the tool to analyze the case study. After a period of group work, the groups returned and presented their results.

#### *Simulation exercise "Plots Case"*

The participants were divided into four groups. They were told that they would each play a role of a certain department of a city administration. Each group would have to achieve a certain goal within the exercise. The groups each received a hand-out describing their role and tasks. After 20 minutes preparation time for all groups, the exercise started. (Please see description of the tasks of each group in annex 4.)

### **Outcome:**

#### *Case Study & Presentation of tools*

All four groups managed to analyze at least two actors in terms of attitude, behavior and context/ contradiction towards and in the conflict. Some groups found it difficult to separate the three aspects clearly from each other.

#### *Simulation Exercise "Plots Case"*

The simulation exercise, as part of the method, was interrupted at a given point to support the identification of a mutually acceptable solution for all groups. The debriefing and introduction of the related analytical tool was done in the next session.



## **Session II - Conflict Management Strategies**

### **Session objectives:**

- To introduce tools of conflict analysis
- To introduce 5 different strategies for conflict management
- To show the difference between these 5 strategies and their use according to the situation

### **Methodology:**

- Debriefing of the simulation exercise "Plots Case"
- Presentation of iceberg model of conflicts
- Exercise "Pull"
- Presentation of conflict management strategies

**Content:***Debriefing of the simulation exercise "Plots Case" & presentation of iceberg model of conflicts*

The trainers facilitated the identification of a solution to satisfy all groups. The debriefing was combined with the presentation of the final analytical tool: , the iceberg model of conflicts (see annex 1). The entire block on conflict analysis finished with a summarizing presentation (see annex 5).

*Exercise "Pull"*

Eight participants volunteered for the exercise while the other participants acted as observers. The eight volunteers were asked to stand in pairs in front of each other divided by a line between them. They were told that the task of each pair was to get the other person on their side.

*Presentation of conflict management strategies*

After the exercise the trainers presented briefly a model of five conflict management strategies. (See annex 1.)

**Outcome:**

With the support of the trainers the four groups identified a mutually acceptable solution for all groups. Some participants did not like the intervention by the trainers, and assumed that they would have found a similar solution to satisfy the needs of the whole group.

*Exercise "Pull"*

During the exercise, the pairs explored all possible approaches to the conflict situation based on the five conflict management strategies. In the discussion after the presentation, the conflict management strategies were clarified with examples from daily life situations.

**Session III - Communication in Conflicts****Session objectives:**

- To simulate a communication process and to illustrate problems of communication
- To highlight the importance of communication in conflict escalation and de-escalation

**Methodology:**

- Exercise "Gossip"

**Content:***Exercise "Gossip"*

The trainers asked for three volunteers to observe the next exercise. The other participants were asked to leave the room. One by one each was invited to join the room, and to listen to a story told by the previous person who had entered the room. The first person was told the story by the trainer. (Please find the story in annex 6.)

Each participant listening to the story could not ask any clarifying question, and then had to re-tell the story based on what s/he remembered to the next person entering the room.

**Outcome:**

In the debriefing and final discussions, the participants identified what caused changes in the story and led to its shortening: difficulties remembering details, the importance of motivation, laughing and pronunciation, trying to make sense of what was heard, language barriers, memory function, structure of the story, interpretation, misunderstanding, the inability to ask clarifying questions. How the listener would receive the message was also discussed.

## **Session IV - Youth in Conflicts**

### **Session objectives:**

- To understand the role of young people in conflict situations
- To stress the importance of young people in conflict resolution

### **Methodology:**

- Workshop "Youth in conflicts"
- Presentation on the role of young people in conflict resolution

### **Content:**

#### *Workshop "Youth in conflicts"*

The participants were divided into four groups and received the following tasks:

- Think about conflict situations in your community and indicate how it is affected by the conflicts, and how you are involved in the problem.
- Prepare a short presentation of your group work results.

#### *Presentation on the role of young people in conflict resolution*

A short presentation on the role of civil society as a key to conflict resolution and the role of youth in conflicts was presented. (Please find the presentation in annex 7.)

### **Outcome:**

The presentations of the participants gave examples of conflicts at community level such as Roma minority in Kosovo, bullying in schools and among peers and riots after elections in Moldova. In all cases youth was identified as the victim but also the perpetrators and bystanders.



## **Daily Reflection**

### *Comments on the program*

For some of the participants the day was the best so far, as it had involved a variety of methods combining theory and the chance to move in a very interactive way. Some indicated that the debriefing in the two morning sessions could have been better, and that maybe the chance to share different cases of conflicts could be an asset to the program.

### *Logistical remarks*

Too much but good food; big advantage to stay in the same place

## **Session I - Youth Participation – RMSOS**

### **Session objectives:**

- To understand what youth participation is
- To understand which pre-conditions positively influence youth participation
- To introduce the RMSOS model of youth participation

### **Methodology:**

- Presentation of RMSOS model
- RMSOS Charade

### **Content:**

#### *Presentation of RMSOS model*

The trainers presented the RMSOS model of youth participation of the Council of Europe. (See annex 1.)

#### *RMSOS Charade*

Based on the presentation the participants were split into five working groups and received each one of the elements of the RMSOS model. They were asked to develop a short sketch (not longer than 3 minutes) showing their element to the other participants in a youth context.

### **Outcome:**

All groups presented their sketches and the other groups had to ask with element of the RMSOS model was presented to them.



## **Session II - Ladder of Participation**

### **Session objectives:**

- To illustrate different levels of participation and degrees of youth involvement
- To recognize different stages of involvement of young people according to a given situation and aim
- To understand advantages and disadvantages of the stages of participation
- To analyze levels of participation in own youth projects

### **Methodology:**

- Presentation of ladder of youth participation
- Group work

**Content:***Presentation of ladder of participation*

The trainers presented the ladder of youth participation of Roger Hart. (See annex 1.)

*Group work*

The participants were asked to take a position at the ladder of youth participation based on the average level of youth participation in their projects or in their community. Based on their position the participants were split into four working groups representing different levels of youth participation. Their tasks for the group work were to discuss and to exchange their experiences in youth participation and the challenges in their communities.

**Outcome:**

All groups briefly presented their group work highlighting major obstacles for youth inclusion as lack of opportunity, motivation of young people and lack of resources for youth projects.

**Session III & IV - Youth Participation in Conflicts****Session objectives:**

- To identify measures of conflict resolution
- To develop a coherent proposal for conflict resolution including young people in the resolution process

**Methodology:**

- Group work

**Content:**

The participants were divided into four groups, and had to develop a strategic approach containing concrete measures to address the conflict situation in the fictional community “Mars” (see the sessions on conflict analysis). Each group was asked to present their results indicating the target group, the issue to address, how to involve young people and the methods.

**Outcome:**Group I Galactic Rights

Target Group: Plutonians in Marstown

Issue: To change the attitude of both parties

Method: Education (training courses for youth leaders, peer education, language courses for Plutonians, language courses for Martians) & organized interactions (intercultural evenings, joint meeting, common youth organization, job-shadowing)

Youth involvement: Youth as the direct target of the activity, peer education

Group II “Let’s make radicals sentimental – Hug your neighbor”

Target Group: Radical groups of Martians and Plutonians

Issue: To change the attitude and feeling of superiority

Method: Inter-alien encounter & sport as a tool for youth work

Youth involvement: Youth as the participants of the youth encounter

Group III

Target group: Martians in Marstown

Issue: To change behavior; reduce violence and overcome separation of the groups

Method: Contact making and education (meetings, festivals, language lessons), safety measures and institutionalized communication (neighbors, guards, council for problems), youth activities against violence (sports, arts)

Youth involvement: Youth as the direct target of the activity



#### Group IV

Target group: Extreme Plutians in Phobos

Issue: Attitude, education of disadvantaged minority group

Method: Non-formal education programs

Youth involvement: Volunteering programs, participation in cultural events and sporting activities



#### Daily Reflection

##### *Comments on the program*

In general, the participants expressed their high satisfaction not only with the day but also with the previous days saying that the trainers, the group and the applied methods were good. Important for the participants were that the methods used were diverse and that theory could be put into practice.

##### *Logistical remarks*

Too much but very good food; big advantage to stay in the same place; accommodation, coffee breaks, food, punishments and energizers are good.

6<sup>th</sup> Day, April 16, 2010

### Excursion to Prague and Participation in the NGO Market

The participants travelled by bus to Prague and participated in the NGO Market of Czech non-governmental organizations. In the frame of the NGO market the participants presented their own organizations to each other.

After the presentations, the participants had free time, and were free to choose whether to stay at the market and to attend some workshops or to have free time in the city. Both options were taken up by the participants.

In the late afternoon, the participants travelled back to Bregjov Mill



### **Session I - Youth in Action Program**

#### **Session objectives:**

- To introduce a funding tool for youth projects
- To introduce the basic principles and regulations of the YiA Program, particularly Action 2 and 3.1

#### **Methodology:**

- Summary of lessons learnt in the previous days
- Input Presentation about the YiA Program

#### **Content:**

##### *Summary of lessons learnt in the previous days*

The trainers shortly summarized the main elements of the previous working days. (See annex 1 for the presentation.)

##### *Input Presentation about the YiA Program*

The trainers presented a presentation about the YiA Program. (Please find the presentation in annex 8.)

#### **Outcome:**

During and after the presentation participants asked questions for clarification and added additional information based on their practical experiences.

### **Session II - Youth in Action Program: Finances**

#### **Session objectives:**

- To introduce the financial regulations of the YiA Programme

#### **Methodology:**

- Input Presentation about financial regulation within the YiA Program
- Practical Exercise: "Budget calculation"

#### **Content:**

##### *Input Presentation about financial regulation within the YiA Program*

The trainers presented a brief presentation about the financial regulations within the YiA Program. (Please find the presentation in annex 9.)

##### *Practical Exercise "Budget calculation"*

The participants were split into six groups and each received a fictional project example (EVS, youth exchange, training course) and had to calculate the budget for a YiA Program grant.

#### **Outcome:**

The participants calculated the budget for their fictional projects and the trainers presented at the end the final budget calculation to compare the results and to answer the participants' questions regarding certain aspects of the budget within the YiA Program.

### **Session III - Project Planning**

#### **Session objectives:**

- To introduce a simple project planning tool
- To identify common areas of interest
- To create working groups for project development
- To develop future projects for common implementation

**Methodology:**

- Brainstorming project ideas & group matching
- Input presentation on project planning
- Free group work

**Content:***Brainstorming project ideas & group matching*

The participants were asked to split up into four groups and to each develop two to three project ideas for future implementation. The project ideas were gathered in the plenary and further ideas were added. Afterwards, each participant was able to distribute three votes to her/ his preferred ideas in order to create a short list for projects. Based on this short list, the participants chose their working group according to their interests.

*Input presentation on project planning*

The trainers provided a brief introduction to a project planning method based on the “W-Questions:”

- Who? For whom?
- When?
- Where?
- What?
- How?
- Why?

*Free group work*

The participants started to work on their project ideas developing the project outline.

**Outcome:**

Twelve project ideas were developed in the working groups and during the brainstorm. At the end the participants divided into six working groups to work on their project ideas.

**Session IV - Project Planning****Session objectives:**

- To develop future projects for common implementation

**Methodology:**

- Free group work

**Content:**

The participants continued to work on their project ideas, focusing on needs analysis, setting aims and objectives, target group, partners, and resources in the group as well as identifying further resources required for implementation.

**Outcome:**

The participants further developed their project ideas.

**Daily Reflection***Comments on the program*

Concerning day 5, the participants highlighted their satisfaction with the excursion to Prague and expressed that they really enjoyed the city. Some indicated that the NGO market could have been better organized in terms of integration of the group.

Most of the participants found the Youth in Action Program presentation very useful, except those already familiar with the program. The budget exercise was highlighted as well as the project planning.

*Logistical remarks*

Weather is good; free time good; some problems with food, separation from other groups from the other activities; not nice to have people with laptops in plenary

### **Session I - Project Planning**

**Session objectives:**

- To develop future projects for common implementation

**Methodology:**

- Free group work

**Content:**

The participants further worked on their project ideas developing a daily work program of their activities, budget, and conducted a risk analysis of their projects.

**Outcome:**

The participants finalized their project ideas.

### **Session II - Project Presentation**

**Session objectives:**

- To give each working group and participant the chance to present their project ideas
- To give feedback and suggestions for the planned project ideas
- To give an overview about the outcomes of the project planning phase
- To encourage the participants to realise their ideas in near future

**Methodology:**

- Free group work
- Plenary presentation

**Content:**

*The participants received the following task:*

Prepare a short presentation of your project idea including the following aspects of your project:

- Title
- Type of activity
- Date/duration
- Target group
- Parties/countries
- Venue
- Aims/objectives
- Outcomes

**Outcome:**

The participants presented the following project ideas:

#### **Project 1**

- Title: Safebook on Facebook
- Type of activity: against violence
- Date/duration: 7 days
- Target group: social workers, youth, educators
- Parties/countries: 1 participant from each country involved in Youth in Action program
- Venue: in Estonia
- Aims/objectives: prevent social and electronic violence, develop internet competencies through games, workshops
- Outcomes: to prevent social and e-violence

### Project 2

- Title: Stereo or typical?
- Type of activity: target stereotypes, exchange experiences, games concerned with stereotypes, to find out that stereotypes are wrong, cook together, produce small movies
- Date/duration: December, for a week
- Target group: teenagers, 13-18
- Parties/countries: Turkey, Scotland, Moldova, Spain
- Aims/objectives: breaking the stereotypes

### Project 3

- Title: Exchange experience on youth participation
- Type of activity: study visit
- Date/duration: June next year
- Target group: youth workers, leaders
- Parties/countries: program countries, 1 person per country
- Venue: Tallinn, Estonia
- Aims/objectives: more active young people in the target countries, to rise the importance of active participants, to share experiences in different countries
- Outcomes: transfer of experience from the visit to the home groups – debates, brochures

### Project 4

- Title: Make your future by your hands
- Type of activity: non-formal education, sharing knowledge, how to represent yourself in business, media
- Date/duration: September, this year, 9 days; or next year
- Target group: youth workers, no age limitation
- Parties/countries: 3 countries from EU, 3 from EECA, 3 from SEE
- Venue: Macedonia, Ohrid
- Outcomes: sharing experiences among the participants

### Project 5

- Title: Youth participation in Kosovo towards Europe
- Type of activity: study visit
- Date/duration: 7 days, May 11
- Target group: youths, students, sociologists, youth leaders, 20 participants (5 from each country)
- Venue: Kosovo, Mitrovica
- Aims/objectives: to learn how a transitional country moves towards Europe
- Outcomes: 20 persons informed about youth involvement in Kosovo, youth more interested in decision making, networking

### Project 6

- Type of activity: youth exchange, usage of photography
- Date/duration: early October 2010, 7 days
- Target group: young people 18 – 25, 2-3 people from each country
- Parties/countries: Azerbaijan, Armenia, EU countries
- Aims/objectives: increase awareness and participation of young people in their environmental life
- Outcomes: local impact for local groups

After each presentation the trainers and the audience made comments and suggestions. . The advice focused mainly on group composition, a realistic time frame and funding possibilities.

### **Session III – Final Evaluation**

#### **Session objectives:**

- To receive final feedback from the participants on all aspects of the training
- To give participants the chance to share their impressions with each other
- To give participants time to reflect on their learning process

#### **Methodology:**

- Review/ reminder of the past working days
- Reflection on fears and expectations (group work)
- Oral evaluation “four corners”
- Written evaluation with exit questionnaire
- Last statement

#### **Content:**

##### *Review/ reminder of the past working days*

The trainers reminded the participants about the past working days by re-telling what happened in each session and indicating the flow of the training course.

##### *Reflection on fears and expectations (group work)*

The participants were asked to group again in the same working groups in which they reflected on their fears, expectations and contributions towards the training course at the very beginning of the project. Their task was to indicate which of the fears and expectations had been realized and if they were able to contribute what they had initially planned to the training.

##### *Oral evaluation “four corners”*

The trainers asked the participants to evaluate the following aspects of the training and to measure them with very bad, bad, good, very good:

- Facilities
- Food
- Structure of the program
- Intensity of the program
- Methodology
- Own participation in the course
- Team
- Overall satisfaction

##### *Written evaluation with exit questionnaire*

The participants received an evaluation form to evaluate anonymously the entire project. (Please find the evaluation form attached in annex 10.)

##### *Last statement*

The training course finished with the possibility for each participant and team member to give a final statement about her/ his impression, satisfaction and to give suggestions and comments to the other participants, the program and the team.

#### **Outcome:**

All participants expressed their high satisfaction with the entire project and stressed the level of professionalism of the organisers from Forum 2000 Foundation for their preparatory work, the chosen venue, all logistical arrangements, and their attentive and supportive attitude.

Concerning the daily programme, the participants highlighted particularly the applied methods and the structure of the training course which from their point of view allowed an easy to follow and smooth learning process even though plenty of new theoretical models and challenging exercises were introduced.

All in all, the participants liked the working atmosphere in the group and among the project team which made it easy for them to concentrate and discuss aspects of conflict management without getting distracted by any tensions, misunderstandings or even conflicts within the group.

## **Conclusion**

Based on the conducted final evaluation which indicates an overall satisfaction of all participants scoring the training with 9 to 10 on a scale from 1 (very bad) to 10 (very good), we consider the objectives set for the training course were achieved.

The specific objectives reached were:

- To study conflict transformation and resolution: concretely 1) a deepened understanding of the key concepts of conflict management and 2) an enhanced understanding of concepts and approaches to peace-building activities
- To share own experience of conflict management: concretely a provided space for participants to share experience and expertise
- To stress the importance of youth participation in conflict resolution and reconciliation: concretely the illustration of the role of young people in conflicts and in post-conflict situations and the review and enhancement of participants' competences (knowledge, skills, attitudes) in empowerment and involvement of young people as active European citizens
- To work on future plans for European cooperation on youth projects in conflict management: concretely a facilitated process for future planning
- To promote youth projects in EECA and SEE region
- To inform about the Youth in Action Program

Looking at the above-mentioned objectives achieved and in accordance with the priorities of the YiA Program, the project at hand 1) promoted young people's active citizenship by highlighting the role and importance of peace-building activities by young individuals and youth organizations, 2) developed solidarity and promoted tolerance among young people, in particular in order to foster social cohesion in the European Union by addressing different social and political topics during the training course such as gender equality, social cohesion, daily discrimination, and violence (structural, and direct), 3) fostered mutual understanding between young people in different countries by providing space and time for interaction, debates and exchange of ideas and opinions during the training course, and 4) promoted European cooperation in the youth field by facilitating planning of future common projects within the YiA frame and beyond based on the articulated needs of the partners and their target groups.

Concluding with the personal level of the participants, their social and personal development can only be measured within a certain time frame, analyzing individual evaluations, the organizing team is very optimistic that the newly-gained competences in conflict management and non-violent action will soon be transformed into social and personal development which creates a visible impact on the closest environment (family, organization, beneficiaries) of our participants.

## Annexes

### Annex 1

#### SUMMARY OF THE MAIN CONTENT

Training Course "Youth in Conflicts - Training on Conflict Management and Youth Participation"  
Bregjov Mill, April 17, 2010

#### DEFINITION

##### What is a conflict?

Conflict is a form of competitive behaviour between people or groups. It occurs when two or more parties compete over perceived or actual incompatible goals, and/ or over limited resources (Boulding 1962).

#### SIX STEPS OF ESCALATION

- ✖ Triggering comment or action
- ✖ Proliferation of issues
- ✖ Formation of alliances
- ✖ Distortion of communication
- ✖ Rigid and extreme positions
- ✖ Focus on hurting each other



#### CONFLICT ANALYSIS

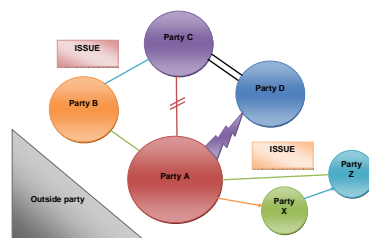
Why do we analyse conflicts?

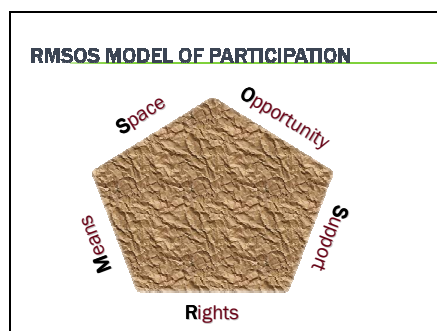
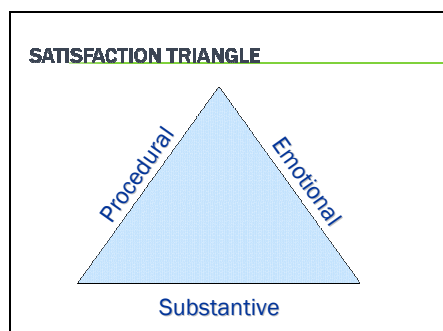
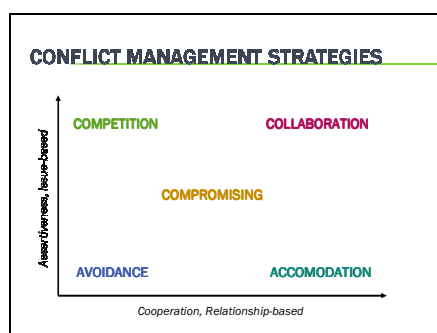
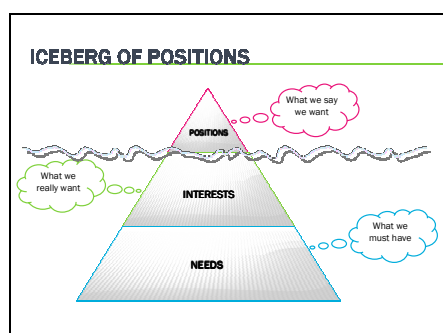
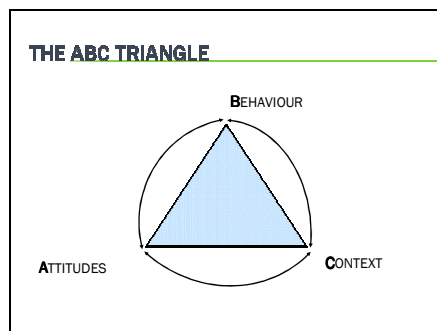
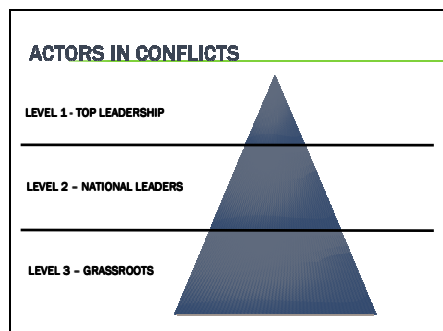
- ✖ To understand the conflict as a whole
- ✖ To identify its actors, the relations between them, and their intentions as well as their underlying needs
- ✖ To see the dynamics of the conflicts
- ✖ To be able to design appropriate actions, programmes or activities for conflict resolution

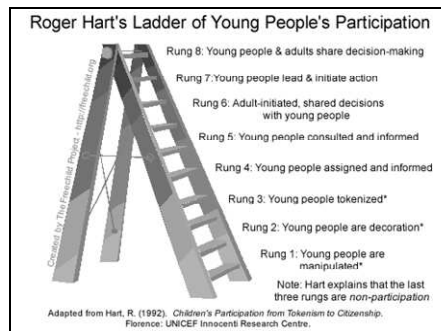
#### CONFLICT CYCLE/PHASES



#### CONFLICT MAPPING







## HOW TO STOP CONFLICT ESCALATION

Three main principals are:

- ✖ Take a deal of **responsibility**
- ✖ Try **not** to be reactive, **manipulated**
- ✖ Think about the **interests** of your opponent

## HOW TO STOP CONFLICT ESCALATION

Seven additional principles for conflict de-escalation:

- ✖ Do not do anything to spite somebody
- ✖ Do not extend the issue, discuss the concrete topic
- ✖ Do not invite additional parties
- ✖ Do not use the words "always", "never" etc.
- ✖ Do not label the other party
- ✖ Do not insist on making immediate decisions
- ✖ Communicate emotions without blaming

## SUMMARY OF THE MAIN CONTENT

Questions? Comments?

## SUMMARY OF THE MAIN CONTENT

Thank you 😊

## Annex 2

### "X-Y" GAME

---

#### **RULES OF THE GAME**

- a.) The goal of the participants of the exercise is: **"Gain as much as you can!"**
- b.) You work in four groups and the exercise consists of approximately 8 rounds.
- c.) Each group in each round - independent of each other - makes a decision, writes it on a piece of paper and hands it over to the leader of the exercise.
- d.) The decision is a choice between two options:  
one is: **X**  
the other is: **Y**
- e.) The groups may make profit or "register" loss in each round.
- f.) The extent of profit or loss depends on the sub total of the decisions (messages) made by the groups. They are calculated in every round.
- g.) Table of profit

SUBTOTAL	PROFIT/LOSS	
	X	Y
<b>4X</b>	<b>-10</b>	
<b>3X + 1Y</b>	<b>+10</b>	<b>-30</b>
<b>2X + 2Y</b>	<b>+20</b>	<b>-20</b>
<b>1X + 3Y</b>	<b>+30</b>	<b>-10</b>
<b>4Y</b>		<b>+10</b>

- h.) Between the rounds new pieces of information may be given. They will not change the structure of the above table of profit, can only change the extent of profit/loss.
- i.) During the exercise each group should take notes of their decisions and the subtotal of the group decisions.

### **Annex 3**

#### **General background:**

In the community Mars are living two different ethnic groups – Marsians and Plutians - which speak different languages. The language of the group Marsians is the official language of the country while the language of group Plutians is not considered as an official language. Marsians is the native population of the country while the Plutians are the biggest minority group in the community, and migrated to the city in the last 20 years.

The Marsians hold better positions in economics, culture and politics, and have general a higher socio-economic status, while the Plutians are less privileged in comparison to the Marsians.

Overview:

Community Mars

2 groups: Marsians (native) Plutians (migrants)

3 districts: Phobos (Plutian), Deimos (Marsian), Marstown (mixed)

#### **The community situation:**

The community Mars is basically divided into three districts – Phobos, Deimos, Marstown: Phobos is mainly populated by the Plutians and faces a high unemployment rate and is rather poor. Deimos is mainly populated by the Marsians, has a high employment rate and is rather rich. In the Marstown both groups are almost equally represented and the economic situation is on an average level compared to the two other districts.

People living in district Phobos and Deimos usually do not interact much with each other. And if a person from one district enters the other one he should usually expect trouble as a lot of stereotypes and prejudices are existing about each other:

People in Phobos think about people in Deimos: That this is place where all privileged people live and they do not want to see Plutian people in their district. Plutians think that Marsians are making everything to keep Phobos underdeveloped and to keep all benefits of the community's economy only for Marsians, giving no chance to Plutians to develop and to get higher positions on political and economical level.

People in Phobos think about people in Marstown: That this is the place and context which shows how they country could be structured, that it's a model of possibility for both groups to live together with equal opportunities for everyone. But some radical Plutians considers the situation in Marstown just as another form of discrimination as they perceive the Marsians in Marstown as not willing to see more Plutians to live in their district and seek for more tight connections with Deimos.

People in Deimos think about people in Phobos: That Plutians represent the lower class of their community because they are not willing to learn (even after 20 years they do not speak Marsian), lazy, and are not able to develop more than to a certain point. The Marsians thinks that Plutians living in Phobos are mostly criminals and trouble makers and that they – the Marsians - have to pay high taxes because of the Plutians. Moreover, Marsians do not want to see Plutians to come to their district as they want Deimos to stay a calm and safe place for them and their children.

People in Deimos think about people in Marstown: That the mixed population in there is a risk for the development of the country, and interaction with Plutians or Marsians from Marstown have to be considered only very carefully. The Marsians living in Marstown are considered to fraternise with the Plutians, and to be weaker and less educated than "normal" Marsians living in Deimos.

People in Marstown think about people in Deimos: That Marsians in Deimos are well educated and generally good partners to work. The only problem is the attitude of superiority and the discrimination particularly against Plutians which is creating obstacles for integration and co-operate on equal level. Moreover, people in Deimos think that Marsians in Deimos are doing everything to protect the status-quo which privileges them.

People in Marstown think about people in Phobos: That Plutians from Phobos facing heavy social problems which are reflected in lower education and lower chances on the labour market than others in the community. It would be good to support them, but the possibilities therefore are limited. Looking at the crime rate in Phobos, they think it is better to avoid going to there.

#### **The current situation:**

During the last weeks several incidents between radical groups of young Marsians and Plutians occurred. There was a street fight between two groups of young people aged between 15 and 17. A 16 years old girl from Deimos was caught by Plutian youngsters in Phobos and her hairs were cut. A group of young people from Phobos was arrested by the police without any reasons just because they have been at night in district Deimos. Several cars burned downed in district Marstown, and the general opinion is that groups from the two other districts have been responsible.

Now the annual city celebration in the city centre, but belonging to district Deimos is starting. People from all districts are intending to come to the party. When a large group of young Plutians enters the celebration demonstrating in their native language for the release of their arrested friends, the situation gets very tense. A heavy fight happens, and when the police finally decide to intervene more than 20 people are already injured. The police consisting mainly of Marsians arrests 50 young people of which 45 are Plutian and only 5 Marsian youngsters.

In the next weeks, the tensions are very visible in the districts. Hardly any Plutian enters Deimos and no Marsian was seen in Phobos. In Marstown more and more verbal and physical incidents between Marsians and Plutians occur.

Human right groups call for equal treatments of the young people which face a court case about the violence during the city celebration. Minority groups claim equal rights for the Plutians, and indicate that the social-economic division within the city is an expression of a general discriminatory policy starting with the status of the two languages and the unequal chances on the labour market. The discrimination culminates in an unequal treatment of the police and is expected to be seen also at the court.

A radical political party of the Marsians demands the removal of all illegal Plutian migrants. The youth organisation of this political party is gaining more and more members and becomes very active on the streets and raises their voice openly to support the demands of their political leaders.

Equally, a radical youth movement of the Plutians is formed and accuses the Marsians for a general nationalistic and discriminatory policy against them.

Both radical youth groups often provoke clashes in the border between the districts which culminate in heavy street fights.

#### Annex 4

##### **"PLOT CASE"**

#### **Department for Housing**

You are member of the Department for Housing. You have the plots, A1, C4, D1, D2 and D4.

Your department wants to have four plots which in a rectangular form would enable the construction of a modern housing estate. Your department does not have the necessary financial means to construct the estate therefore you intend to sell one of your plots.

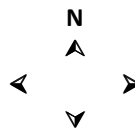
If obtaining the four plots in a rectangular form proves to be impossible you should consider the possibility of having the plots in L shape. It would make the application of the original plans more expensive and you should also convince your director to agree to the modifications.

The price of the plots in general is about EUR 50 million but you may get higher price.

#### Further departments of the city council affected:

Department for Economy  
Department for Infrastructure & Traffic  
Department for Education

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4



##### **"PLOT CASE"**

#### **Department for Education**

You are member of the Department for Education. Keeping the long term development plans in mind your department has recently acquired the plots A2, A4 and B1.

Since the university leadership is urging the centralization of the university buildings you have to support them in implementing this plan. Consequently, your plan is to obtain three plots that constitute a rectangle.

If you cannot achieve that the plots constitute a rectangle you have to modify the construction plans for an L shape. To change the original plans you need minimal energy, time and money.

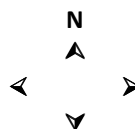
Since you have no separate budget to buy any plots, want to make up this disadvantage by effective negotiation.

The price of the plots in general is EUR 50 million but might be even higher if two buyers are bidding or a development increases the value of the area. You, by chance, hear about the plans for constructing a motorway and a big shopping centre.

#### Further departments of the city council affected:

Department for Economy  
Department for Infrastructure & Traffic  
Department for Housing

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4



## "PLOT CASE"

### Department for Infrastructure & Traffic

You are member of the Department for Infrastructure & Traffic. You have the plots, A3, B3, B4 and C2. Your plan is to build a motorway in the city to improve the traffic situation.

Your department tries to obtain plots A4, B4, C4 and D4 because the motorway is supposed to be in the middle of these plots.

The news about the motorway is not official yet. If it is made public it might lead to the increase of the price of plots.

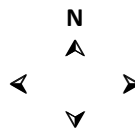
The price of the plots is about EUR 50 million.

You have EUR 100 million for the investment.

#### Further departments of the city council affected:

Department for Economy  
Department for Education  
Department for Housing

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4



## "PLOT CASE"

### Department for Economy

You are member of the Department for Economy. Your department possesses plots B2, C1, C3 and D3.

Your department wants to obtain plots B2, B3, C2 and C3 or C2, C3, D2 and D3. You need these plots to create space for a future shopping center. The shopping center itself will be build by a foreign investor.

You would prefer a rectangular shaped area with the department store in the middle and parking lot around.

You - through good relations - get to know that somewhere on this area the construction of a motorway is planned but you do not know the exact location.

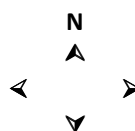
You have altogether EUR 100 million for the investment.

The price of the plots is in general about EUR 50 million.

#### Further departments of the city council affected:

Department for Infrastructure & Traffic  
Department for Education  
Department for Housing

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4



## Annex 5

### Conflict Analysis

Brejlov Mill, April 2010

### Conflict Analysis

Why do we analyse conflicts?

- To understand the conflict as a whole
- To identify its actors, the relations between them, and their intensions as well as their underlying needs
- To see the dynamics of the conflicts
- To be able to design appropriate actions, programmes or activities for conflict resolution

### Conflict Analysis

Analytical Tools

- Conflict Cycle (phases/ stages of conflict)
- Conflict Mapping (actors, relations)
- Pyramid of Actors (position/ level of actors in a society/ context)
- ABC-Triangle (attitude, behavior, context/ contradiction of parties/ actors in a conflict)
- Iceberg model (position, interest, needs of parties)

### Conflict Analysis

Additional Analytical Tools

- Conflict Calendar (history of the conflict, events)
- Conflict Tree (roots and causes, core problem, effects)
- Sources of Conflict (roots)

### Conflict Analysis

Obstacles

- Complexity of conflicts
- Lack of information about the conflict
- Fast conflict dynamics
- Subjectivity and involvement of the analyser

Questions? Comments?

## **Annex 6**

### **Description of a crime**

#### **Information:**

Listen carefully because I have to run to the hospital immediately. I have just called the police from that telephone booth - they will be here soon. Wait for them and tell them exactly how the robbery took place.

Well, I entered the grocery shop when a man suddenly appeared in the street. He was running and almost knocked me over. He had a white bag on his shoulder and he seemed to hold a pistol in his left hand. He wore denim jacket without sleeves, blue and green checked shirt and jeans with a hole on its right knee. The robber had very thin legs and big stomach. He wore glasses in metal frames and had red sneakers. He had thinning, dark hair. He was about one meter and ninety centimeters and might have been thirty-five years old.

## Annex 7



### Peace-constituency Approach (Lederach)

- Three basic principles for building peace which puts major parts of the resolution process by structure into the hands of the society:
  - indigenous empowerment
  - cultural relevance
  - long term commitment

### Peace-constituency Approach

- Indigenous empowerment means to understand that human and cultural resources within the conflict have the potential to build peace, and are not only seen as a problem or the source of the conflict.
- Cultural relevance on the other hand targets at a rediscovery and creative usage of traditional or culture-based ways of conflict resolution.
- Long term commitment refers to the development and transformation of relationships which is a time consuming enterprise.

### Roles of Youth in Conflicts (Kemper)

Illustration B: Roles of Youth in Post-Conflict Situations

### Rights-based Approach

- Focus:
  - Protection from consequences and affects of conflicts
  - Social actors with clear set of rights

### Economic Approach

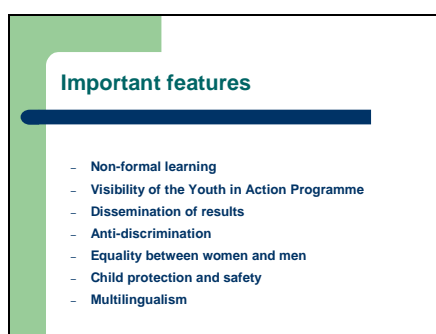
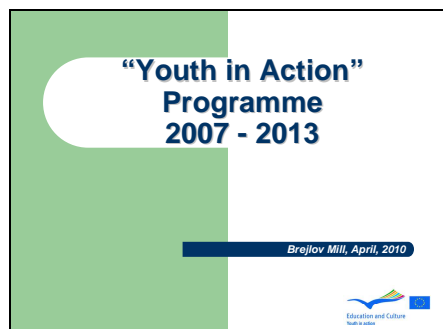
- Focus:
  - Youth as decision-makers on the market
  - Youth as a resource

### Socio-Political Approach

- Focus:
  - youth's self-perception and their relationship to civil society
  - youth's voices and support youth in implementing their ideas
  - rebuild conflict societies through and by youth
  - youth's socio-political involvement

Thanks 😊

## Annex 8



## For whom?

- Young people from 13 till 30 years old
- Youth workers / youth leaders
- Youth organizations
- Coordinators of projects in the field of youth and non-formal learning
- Other non-profit organizations and institutions

## Programme countries

- 27 countries of European Union
- 3 European Free Trade Association (EFTA/EEA) members – Island, Norway, Liechtenstein
- Turkey – candidate for accession to the EU

## Partner countries

- *Eastern Europe and Caucasus*
- *South East Europe*
- *Mediterranean partner countries*
- *other Partner Countries of the world*

## Main activities

- *Youth Exchanges*
- *Youth Initiatives*
- *Youth Democracy projects*
- *European Voluntary Service*
- *Training and Networking*

## Youth in Action 2007-2013

- Action 1 – Youth for Europe
- Action 2 – European Voluntary Service
- Action 3 – Youth in the World
- Action 4 – Youth Support Systems
- Action 5 – Support for European co-operation in the youth field

## European Voluntary Service Action 2

- *(EVS) supports transnational voluntary service of young people.*
- *It aspires to develop solidarity and promote tolerance among young people.*
- *It promotes active citizenship and enhances mutual understanding among young people.*

### Youth Exchanges Action 3.1

A Youth Exchange is a project which brings together groups of young people from two or more countries, providing them with an opportunity to discuss and confront various themes, whilst learning about each other's countries and cultures. A Youth Exchange is based on a trans-national *partnership* between two or more promoters from different countries.

According to the number of countries involved, a Youth Exchange can be bilateral, trilateral or multilateral.

### Trainings and Networking Action 3.1

Cooperation and partnerships, training measures and exchange of good practice are the key terms for the development of youth organisations, civil society and those involved in youth work.

- Promoting exchanges, cooperation and training in European youth work
- Supporting development of projects under the Youth in Action Programme

### Trainings and Networking Action 3.1

- Job Shadowing (Practical learning experience)
- Feasibility Visit
- Evaluation Meeting
- Study Visit
- Partnership-Building Activity
- Seminar
- Training Course
- Networking


### Particularities in NPC Cooperation

- Partner composition has to be balanced between programme and partner countries
- Cooperation with other partner countries (SEE, EECA or EuroMed) can be problematic due to different regulations of certain National Agencies
- Visa regulations have to be considered
- Travel costs and travel duration are much higher compared to cooperation among programme countries

Questions?



Thanks 😊

## **Annex 9**




### Youth in Action Programme - Budget

February 24 2010, Kobuleti, Georgia



### General Financial Condition

- Projects should be co-financed (from other sources or supported in-kind).
- Most of a grant is calculated on the basis of lump sums (accommodation, lodging, realization) as well as real expenditures (70% of travel costs, visa costs etc.)
- Projects realised in partner countries have common financial rates, for activities in Programme Countries each country has own regulations.



### European Voluntary Service


- Host activity costs – 360 EUR per month/ volunteer
- Sending activity costs – 480 EUR per volunteer
- Volunteer allowance – depending on country
- Volunteer Travel costs – 90 % of real expenses
- Visa costs - 100 % of real expenses
- Support Trainings  
Pre-Departure, Mid-Term and Final evaluation: up to 500 EUR each  
On-Arrival Training: up to 900 EUR



### European Voluntary Service

Optional:



- Advanced Planning Visit
- Reinforced mentorship
- Dissemination & exploitation of results
- Coordination costs



### Youth Exchange


Advanced planning visit

- Travel costs 100 %
- Accommodation, food and other costs of the visit 48 EUR per day per person, max 2 days




### Youth Exchange

- Travel costs – 70% of actual ticket costs
- Preparation costs for each partner – 480 EUR per partner
- Activity costs: 360
- Activity Costs per promoter: 200
- Accommodation, food: 15 EUR per night per participant
- Exceptional costs (Visa, Youth with fewer opportunities) – 100%
- Costs for additional dissemination and exploitation of the results – 500 EUR per partner, maximum 2500 EUR




Education and Culture  
Youth is active




### Training & Networking

- Travel costs – 70% of actual tickets costs
- Accommodation, food: 35 EUR per night per participant
- Activity costs: (Study visit , Evaluation meeting, Seminar, Partnership-building Activity, Training) - 960 EUR + 40 EUR per participant/ staff member
- Training tools (Training courses) – 280 EUR per day
- Exceptional costs (Visa, Youth with fewer opportunities) – 100%




Education and Culture  
Youth is active



### Questions? Comments?

### Thank You!



## **Annex 10**

*“Youth in Conflicts – Training on Conflict Management and Active Participation”  
Brejlov Mill, Czech Republic  
11 – 19 April, 2010*

### **Evaluation form**

Please provide accurate and measurable answers to all the questions. This will allow us to evaluate this training course and make sure we improve our performance!

#### **I. Practical side of the training course**

Please evaluate the following aspects of the logistical organisation of the training course.

<b>LOGISTICS</b>	Very poor!	Not bad	good	Great!
General Organisation (information, transport, support, communication)				
Food				
Rooms				

#### **II. Programme Elements**

Please rate all programme elements using the following quantitative rating system:

1      2      3      4      5      6      7      8      9      10  
(poor/not at all)                      (average)                                      (good/fully)

<b>Programme Elements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Day 1 – Apr 11</b>										
Welcoming Party										
<b>Day 2 – Apr 12</b>										
Ice-breaking & Programme & Methodology & Expectations										
Team Building - Eggexercise										
Definition of Conflict										
Intercultural Evening EU + Turkey										
<b>Day 3 – Apr 13</b>										
Conflict Escalation (movie)										
Conflict Dynamics (x-y)										
Conflict Analyses (phases, mapping mars)										
Conflict Analyses (levels of actors)										
Intercultural Evening SEE & EECA										
<b>Day 4 – Apr 14</b>										
Conflict Analyses (ABC triangle, plots case)										
Conflict Analyses & Strategies (plots case, iceberg, line)										
Communication in Conflicts (gossip, satisfaction triangle)										
Youth in Conflicts										
<b>Day 5 – Apr 15</b>										
Youth Participation – RMSOS (sketches)										
Ladder of Participation										
Youth Participation in Conflicts (solving mars conflict)										
<b>Day 6 – Apr 16</b>										
NGO Market										
Free time in Prague										

<b>Day 7 – Apr 17</b>										
Youth in Action Programme (general input)										
Youth in Action Programme (budget)										
Project Planning (dividing into groups)										
Project Planning										
<b>Day 8 – Apr 18</b>										
Project Planning										
Project Presentation										
Final Evaluation										

### III. Learning Audit

Please reflect on your expectations and new competences acquired during this training course.

1. Did the training course meet your personal expectations? Please explain why or why not.
2. What did you learn on personal level about yourself, other people, or other cultures etc?
3. Which new competences did you gain related to conflict management?
4. How will you use these newly aquired competences in your organisation and your future work?
5. If you would be able to change/improve 3 things in the training course, what would they be?

Please, measure your general personal satisfaction with the training course on a scale from 1 (very negative) to 10 (very positive).

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments and suggestions

**THANK YOU!**