



## **Training Course**

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

**April 11-19, 2010**

**Brejlov Mill, Czech Republic**



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## Background

Western Balkans, known as South Eastern Europe (SEE), and Post-Sovjet Union countries (with the exception of the Baltic states) are significant example of disintegration processes during the 1990's, exactly when all other parts of Europe were experiencing a growing level of integration processes. A key element combining both was the status of new minorities that appeared in all of the countries – while in the case of other parts of Europe we can speak about positive influence of minorities on the integration processes (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) minorities were labelled with the negative influence over the disintegration processes in the collapsing states of Yugoslavian Federation and Sovjet 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 are both not only neighbouring the EU, but also aim in different degrees at a further integration into European structures, there is a need of positive actions to be taken towards the accommodation of existing intra-state and international tensions in and among these countries. Furthermore, democratic development and stability, major criteria for integration into EU structures, can be threatened by cultural fragmentation and on-going ethnical 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 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 EU and Neighbouring Partner Regions (SEE, EECA) to take an active role in settling conflicts and tensions between each other on local but also on 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 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 lead by young people.

Therefore, sessions on conflict management and active participation of young people will be organised with the aim to create local youth initiatives or projects that are inter-linked on European level.

A variety of non-formal educational tools as role plays, simulations, workshops, exercises and theatrical approaches were used.

### Aims

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

### Objectives

- To study conflict transformation and resolution
- To share our experiences of conflict management
- To stress importance of youth participation on 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 Programme (Action 2 and 3.1)
- Developing project ideas for youth initiatives on conflict resolution

### Participants list & Team

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

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

## Day-by Day Programme

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

### Welcoming

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



## **Session I - Ice Breaking, Programme 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 programme
- Presentation of methodology "The knot"

### **Content:**

#### *Balls & names*

The participants had to stand in a circle and to pass a ball from one to 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 to 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 played music would stop, and then have to find out to which persons belongs to the A4 they stand in front of in order to draw one part of the persons face. After finishing this task the music would start again so that the participants could swap from one person's A4 paper to another and to draw another part of somebody's face.



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

The trainers introduced the aims and objectives of the training course and the daily programme in 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 hands up into the middle of the circle and to grasp two different hands. Then they could open the eyes and had to try to form a circle without stopping to stay in touch with their hands. Based on this exercise "the knot" the trainers explained the methodological approach 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 would agree they had to make a step forward. The trainers asked several questions concerning the background and the experiences of the participants with youth work on local and international level, with conflict management and active participation of young people.

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

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

#### *Ground rules*

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

### **Outcome:**

#### *Check-up of competences*

Half of the group has experiences with youth work on local as well as international level. Only a few participants have previous experiences with conflict management in theoretical or practical concerns.

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

**Expectations:** meet new people, learn about cultures and traditions, networking, find a solution to different conflicts, learn about specific exercises/tools for resolving conflicts, be able to identify whether conflict actually exists, decide on the project during the course to work on, 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 NGO Market, to be able to share experiences and perspectives, learn about conflict management, get new ideas, tools

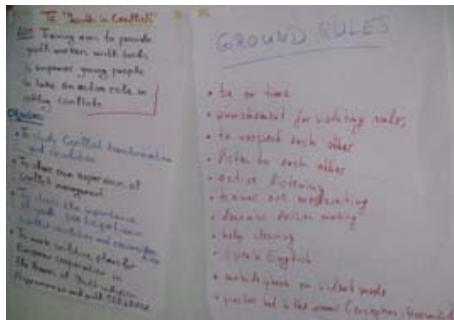


and absorb the intercultural aspects, have fun, taste Czech food and beer, conflict management in EECA and SEE, fun, partnerships, new knowledge, learning how to deal with conflict without violence, learn practical tools and skills of the conflict management, getting to know Czech culture

Fears: lack of experiences on trainings, not enough of warm water, lack of interpersonal communication,, lack of supplies, is the training long term effective in the 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 exp of conflict management, SWOT analysis, share experiences (project management, conflict management, games, jokes, cultures)

*Ground rules*



- to be on time
- punishment for violation of rules (Punishment Box)
- to respect each other
- listen to each other
- active listening
- trainers are moderation to ensure equal right for all of us to talk
- democratic decision making
- help cleaning 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 a atmosphere of trust and understanding

**Methodology:**

- Egg-xercise

**Content:**

Egg-xercise

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

- construct a safety 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 for the tasks, and after a certain time the groups were swapping from one task to another. This was repeated until each group returned to their initial task and had to summarise the input from each working group to prepare a presentation about the outcomes of the common group work.

#### *Presentation on definitions of conflict*

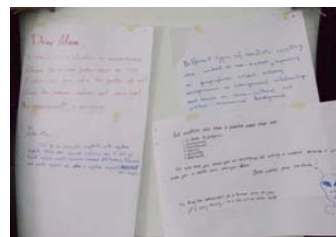
The trainers presented briefly several definitions of the term conflict. Please see the main definition in the summary presentation of the training course in annex 1.

### **Outcome:**

The participants presented their results in 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 comes in force when the parties do not share the common values and views, the agreement is necessary.



#### 2. Types of conflicts:

violent, non-violent depends on geographical outreach, including intrapersonal, interpersonal, national, international, and conflicts are based on socio-cultural, ethical and politico –economical background

#### 3. Negative aspects:

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

#### 4. Positive aspects:

Each conflict has a 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 focussing mainly on 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 to the programme*

The participants highlighted that the trainers, the methods, the group composition is very well done, and that the training goes very well so far. Especially the team building exercises and the mix of methods and the permanently changing working groups are satisfied the participants today.

#### *Logistical remarks*

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

### Session I - Conflict Escalation

**Session objectives:**

- To understand processes of conflict escalation
- To introduce stages of conflict escalation

**Methodology:**

- Presentation of “tornado model” of conflict escalation
- Short Movie “Neighbours”

**Content:**

*Presentation of tornado model of conflict escalation*

The trainers presented the “tornado model” of conflict escalation.



*Short Movie “Neighbours”*

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

**Outcome:**

During the discussion about the movie the participants identified all steps of conflict escalation. In the final debate also other aspects have been discussed e. g. misunderstanding as a source for conflicts, usage of power, hidden conflicts, nature of human beings, 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 “Gains as much as you can”*

The participants have been divided into four groups. The participants were told that they would play a game competing with each other. Therefore, it will be essential that the groups would not communicate with each other. Each group received the rules of the game on an A4 paper, and got 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 was analysed to indicate that the decisions made in the exercise depend on the assumptions in each group concerning the expected behaviour of the other groups.

The final discussions focussed 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 relation to the cold war and the nuclear arm 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

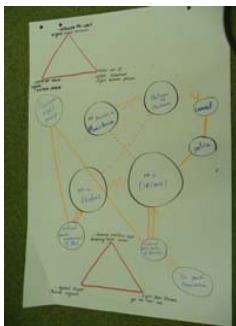
**Content:***Case Study & Presentation of tools*

The participants were introduced to the fictional case “Mars Community” (see annex 3). After they have been split into four groups, the participants received further 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 can be placed.

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

**Outcome:**

All for groups managed to come up with a map of the conflict situation even though the maps differed from each other, the core element of the conflict and the main parties involved in the conflict have been identified by all groups. All groups considered the exercise as very difficult.

**Daily Reflection***Comments to the programme*

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. A general advice to the trainers for more hand-outs was given.

*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 the previous working day, the participants continued to work on the case study. Initially, the trainers presented the ABC-Triangle of conflict parties, and ask the participants to analyse with the help of this tool two conflict parties of the given example. After a group work period, the groups returned and presented their results.

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

The participants have been divided into four groups. They were told that they would each take a role of a certain department of a city administration. Each group would have to reach a certain goal within the exercise. The groups received each a hand-out with the description of 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 for groups managed to analyse at least two actors in terms of attitude, behaviour and context/ contradiction towards and in the conflict. Some groups got difficulties 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 of conflict management
- To show the difference between these 5 strategies and their use in accordance 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 after having interrupted the exercise in the last session now facilitated the identification of a solution that would satisfy all groups. In the debriefing which was combined with the presentation of the last analytical tool presented in the frame of the training course, the trainers introduce the iceberg model of conflicts (see annex 1). The entire block on conflict analysis finished with a summarising presentation (see annex 5).

*Exercise "Pull"*

Eight participants volunteered for the exercise, the other participants acted as observers. The eight volunteers were asked to stand in couples in front of each other divided by a line between them. They were told that in the couples their task was to get the other person on their side in order to win. Then they got some time to reach their goals.

*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 satisfying all group needs.

*Exercise "Pull"*

During the exercise, the couples already showed all possible approach to conflict situation based on the five conflict management strategies. In the discussion after the presentation, the conflict management strategies have been 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. Then one by one was invited to join the room, and to listen to a story told by the previous person that entered the room. The first person got the story told 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 cause the changes in the story and lead to its shortening: difficulties to remember details, importance of motivation, laughing and pronunciation, trying to put sense in what was heard, language barriers, memory function, structure of the story, interpretation, misunderstanding, the prohibition to ask clarifying questions. Moreover, it was discussed how to ensure that the sent message would be received by the listener.

## **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 are affected by the conflicts, and how they 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 on 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 a victim but also as perpetrators and bystanders.



## **Daily Reflection**

### *Comments to the programme*

For some of the participants the day was a best day so far, as it has a diverse use 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 programme.

### *Logistical remarks*

Too much but good food; big advantage to stay at 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 level of participation and degree of youth involvement
- To recognise 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 analyse level of participation in own projects with youth

#### **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 presented briefly 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 a solution for a conflict including young people in the resolution process

**Methodology:**

- Group work

**Content:**

The participants were grouped into four groups, and had to develop a strategical 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 involved parties

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

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



Group II “Let’s make radicals to be sentimental – Hug you neighbour”

Target Group: Radical groups of Marsians and Plutonians

Issue: To change the attitude and feeling of superiority

Method: Interalien encounter & sport as a tool for youth work

Youth involvement: Youth as the participants of the youth encounter



Group III

Target group: Marsians in Marstown

Issue: To change the behaviour; reducing violence and to overcome separation of the groups

Method: Contact making and education (meetings, festivals, language lessons), safety measures and institutionalised communication (neighbours 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 programmes

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



#### **Daily Reflection**

##### *Comments to the programme*

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 are good. Important for the participants were that the used methods are diverse and that theory can be put into practice.

##### *Logistical remarks*

Too much but very good food; big advantage to stay at 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 the NGO Market

The participants travelled by bus to Prague and participated in the NGO Market of Czech non-governmental organisations. In the frame of the NGO market the participants presented their own organisations 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 have been used by the participants.

At the late afternoon, the participants travelled back to Brejlov Mill





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

**Session objectives:**

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

**Methodology:**

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

**Content:**

*Summary of lessons learnt in the previous days*

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

*Input Presentation about the YiA Programme*

The trainers presented a presentation about the YiA Programme. Please find the presentation in annex 8.

**Outcome:**

At the end of the presentation and already during the presentation participants asked questions for clarification and added additional information based on their practical experiences.

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

**Session objectives:**

- To introduce the financial regulations of the YiA Programme

**Methodology:**

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

**Content:**

*Input Presentation about the financial regulation within the YiA Programme*

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

*Practical Exercise "Budget calculation"*

The participants were split into six groups and received each a fictional project example (EVS, youth exchange, training course) and had to calculate the budget for a YiA Programme 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 to concrete question of the participants regarding certain aspects of the budget within the YiA Programme.

### **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 of project ideas & group matching
- Input presentation on project planning
- Free group work

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

The participants were asked to split up in four groups and to develop each 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. Then based on this short list, the participants chose their working group based on 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 have been developed in the working groups and during the brainstorming. 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 focussing on needs analysis, setting aims and objectives, target group, partners, and resources in the group as well as identifying further required resources to implement the projects.

**Outcome:**

The participants concretised their project ideas.

**Daily Reflection***Comments to the programme*

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 organised in terms of integration of your group.

For today, for most of the participants the Youth in Action Programme presentation was very useful, only for those who knew programme already it is nothing special. The budget exercise was highlighted as well as the project planning.

*Logistical remarks*

Weather is good; free time good; some problems with food separation with 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 concretising daily work programme of their activities, budget, and made a risks analysis for their projects.

**Outcome:**

The participants finalised 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 receive 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 of 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 get know the way that a transitional country uses on its way into Europe
- Outcomes: 20 persons informed about youth involvement in Kosovo, youths more interested towards 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 to local groups

After each presentation the trainers and the audience made comments and gave suggestions to the presented group. The advices focussed mainly on group composition, a realistic time frame and funding possibilities.

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

#### **Session objectives:**

- To receive a final feedback from the participants to all aspects of the training
- To give participants the chance to share their impressions among 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 became true and if they were able to contribute what they initially planned to add 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 programme and the team.

#### **Outcome:**

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

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

Concretely the objectives reached have been:

- To study conflict transformation and resolution: concretely 1) a deepened participants' understanding of key concepts of conflict management and 2) an enhanced understanding of concepts and approaches of peace-building activities
- To share own experience of conflict management: concretely a provided space for sharing experiences and expertise among the participants
- 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 situation and an review and enhancement 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 project on 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 Programme

Looking on the above mentioned reached objectives and in accordance with the priorities of the YiA Programme 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 organisations, 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 on the personal level of the participants, their social and personal development can only be measured within a certain time frame, analysing the individual evaluation 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, organisation, 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**

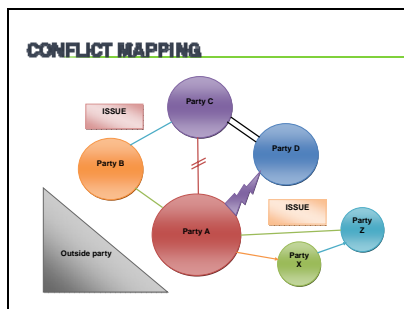
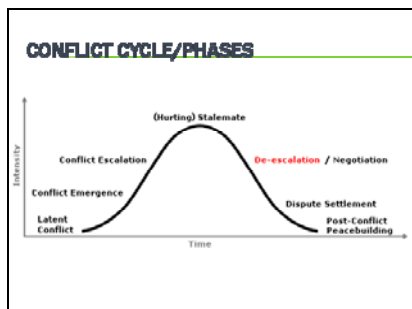
- ✗ Triggering comment or action
- ✗ Proliferation of issues
- ✗ Formation of alliances
- ✗ Distortion of communication
- ✗ Rigid and extreme positions
- ✗ Focus on hurting each other

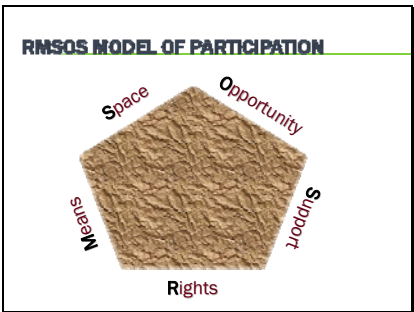
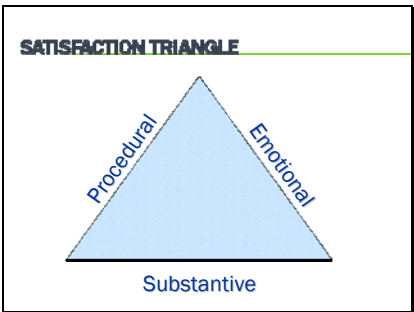
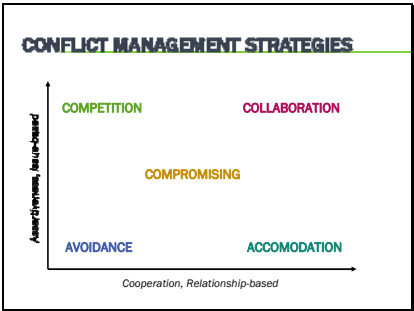
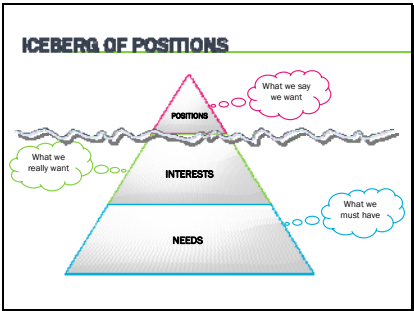
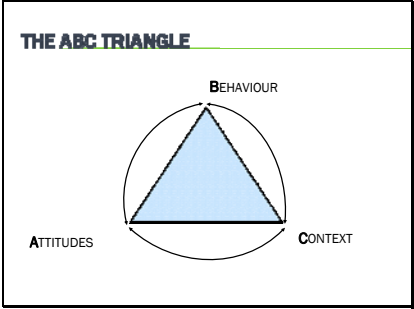
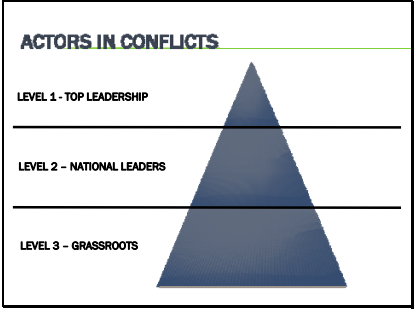


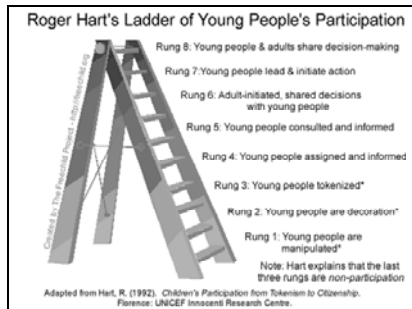
**CONFLICT ANALYSIS**

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







### 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

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#### **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

<b>SUBTOTAL</b>	<b>PROFIT/LOSS</b>	
	<b>X</b>	<b>Y</b>
<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. Demois 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 down 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.

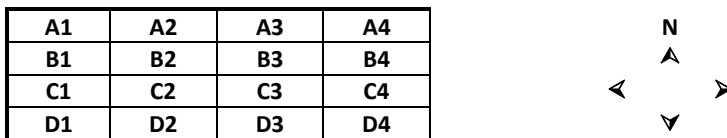
Your department wants to have four plots which in a rectangular form would enable the construction of a modern housing estate. Your department does not have the necessary financial means to construct the estate therefore you intend to sell one of your plots.

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



**“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.

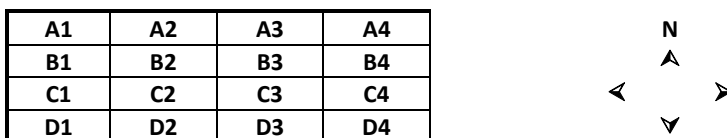
If you cannot achieve that the plots constitute a rectangle you have to modify the construction plans for an L shape. To change the original plans you need minimal energy, time and money.

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



**"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.

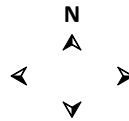
**Further departments of the city council affected:**

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.

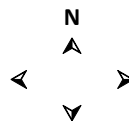
**Further departments of the city council affected:**

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

Brejlöv 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 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 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 8: 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

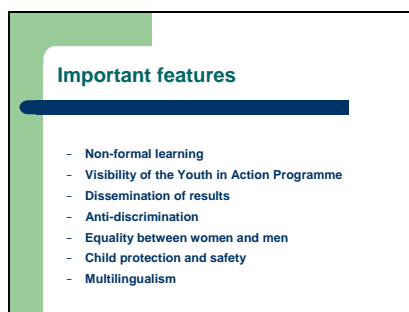
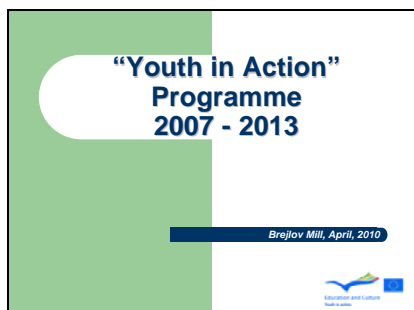
## Socio-Political Approach

- 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



**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%

**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 acquired 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

**Additional comments and suggestions**

**THANK YOU!**