

REPORT



YOUTH ADVISORY BOARDS FOR PEACE

Bakuriani, Georgia, 7-14 March, 2020

Contents

Acronyms.....	1
Summary.....	1
Day 1 - Arrival Day.....	3
Day 2 - NFE, Common Agreement and Expectations.....	4
Day 3 - Exploring Conflict.....	9
Day 4 - Conflict Analysis Tools.....	19
Day 5 - Conflict Transformation, Culture of Peace and Non-violence.....	24
Day 6 - Policy development, Community Mobilisation and Communication.....	32
Day 7 - KA2 plans, Closing and Evaluation.....	43
Day 8 - Departure Day.....	45
Annex 1- List of Participants.....	46
Annex 2 - Agenda.....	47

Acronyms

TC – Training Course

NFE – Non-formal Education

DM – Decision-making

IDP – Internally Displaced People

NVC – Nonviolent Communication

WG – Working Groups

APD – Academy of Peace and Development

EaP – Eastern Partnership

CT – Conflict Transformation

CR – Conflict Resolution

WW2 – Second World War

Summary

Following the directions of the UN SC Resolution, 2250 young people have a central role to play in building peace from the ground up at the community level across Europe, whether in Western Europe or Eastern Europe and the Caucasus. Thus, grass-roots peace youth-led initiatives serve to counter the rhetoric of revenge, violence and war, but those need to be reinforced to trigger civil peacebuilding alternatives. The Progress Study of the UNSCR2250 showed that, despite the advance led by some governments and CSOs, youth are still far from fully participating in the policy development on conflict-related issues that are affecting them.

Under this framework, the needs assessment focused on the needs of the organizations, youth and individuals on the topics of youth participation and policy development and peacebuilding. The assessment included consultations, lessons learnt and other research and publications.

Therefore, the project aims at promoting the involvement of young people as key actors in peacebuilding and change processes by increasing capacities of youth-led civil society organizations and youth groups in developing and applying sustainable initiatives ensuring youth participation at the local level through policy development and peace advocacy.

Accordingly, the project foresees the following objectives:

1. To increase the competences of youth leaders in training on peace education, advocacy and youth policy development for peace;
2. To raise awareness and enhance the constituencies of active youth engaged with advocacy and supporting policy development initiatives for peace;
3. To foster the establishment of sustainable initiatives for youth peace advocacy and youth policy development;
4. To enhance the exchange of practices for youth policy development and cooperation between EU and EaP countries.

Learning objectives of the TC

- To introduce participants to the logic of the project and the main topics that will be further explored in the competence development programme;
- To gain an overall understanding of what is youth work and its connections with peacebuilding, youth policy development and advocacy;
- To develop basic competencies for policy development related to peacebuilding and youth-related issues.

Educational blocks

Block 1: Introduction of the KA2 programme and activities

In this block, the participants will get acquainted with the project's objectives, activities and timeline for each of them. This block will mainly represent a space for sharing and establishing stronger commitments with the project and its overall logics and to clarify each of the steps and necessities.

Block 2: Peacebuilding: main concept, conflict theories, UN's Security Council Resolution 2250

With this block the aim is to deepen the overall understanding of conflict, peace and violence, reconsidering our realities and possibilities to intervene and contribute to peacebuilding within our societies. Main key-topics: conflict dynamics, strategies, types of conflict, ABC triangle.

Block 3: Participation and policy development: concepts and mechanisms

Here the participants will learn what are the different mechanisms and how to identify possible implications of translating good practices within each other's communities. Main topics: participation, means for participations, needs-based intervention, in-place mechanisms for participation, policy development study case, policy development strategies, powers and weaknesses of local authorities.

Block 4: Conflict analysis

The participants get the tools for brief analysis of contexts and conflicts. They get introduced to the mainstream conflict analysis tools that are actively used in contemporary peace work. On the later stages of the project participants can apply those tools to the community context they are going to conduct Youth Advisory Boards.

Block 5: Job shadowing preparation

The fellows from EaP will be briefly prepared for the job shadowing and see how the EU participants can support them. The content and the main interests for the job shadowing activity will be discussed.

March 7 – Arrival day

The participants of the TC have different itineraries, but most of them arrive in the early evening and have some time for short introduction. Only the national groups of the Netherlands and Hungary arrive later at night.

The trainers introduce themselves and suggest an activity for ice-breaking. The participants take papers and write four things about themselves - three statements are right, one is wrong. The participants walk in the lobby with their papers until the music is stopped and choose one partner to introduce themselves. The partner reads all the statements and guesses which one is false. There are 5 rounds of the game in order for everyone to get to know each other.

March 8 – Day 2

Session I – Getting to Know Each Other

→ Objectives

- Participants get to know each and feel comfortable in the group
- Participants learn the names of each other

→ Activities

At the beginning of the session the trainers greet the group and explain the general setting of the training. After that participants present themselves and their backgrounds shortly. There are two games in the session:

1. Name game with balls: participants throw balls to each other and remember/call the names of each other.
2. Name game with blanket: The participants are divided into two groups and place themselves close to each other. In each round, one member of the group comes in front of the blanket that the trainers are holding. The trainers let the blanket fall and those two participants, facing each other, are supposed to say the name of the other person. The one who is the last, joins the opposite group.

→ Outcomes

- The participants know each other better
- The participants know each other's names
- The participants feel more comfortable around each other

Session II – Team Building

→ Objectives

- Getting to know each other and create a positive environment and interactions
- Challenge the participants to work in a team
- Define common agreements to work as a team



→ Activities

1. Participants work in couples to take the balls of papers spread on the ground. Facilitator organizes groups of two people from different nationalities. Each couple learns basic direction concepts (straight, left, right, knee down) in each other's languages. After this preparatory stage, one person in the couple is blindfolded and the other one guides the partner in his/her own language. After the exercise a short consultation to the group is conducted about how they feel and which strategies they use.
2. The chairs exercise I - the chairs are positioned in a circle. The participants move along the chairs and keep the back two legs of the chairs in the air. Their aim is to move and switch each other while holding the chairs with one hand, and at the same time not letting the chair to fully touch the ground. The challenge is to make a complete circle of the whole group in a given period-time. Participants can talk to plan the strategy and coordinate the whole group with the aim to fulfill the goal in a collective manner. After the exercise, a debriefing is conducted.

3. The chairs exercise II - each participant takes a chair and puts it randomly in a designated area. All participants are sitting in one chair and there is only one chair empty. One participant is out of the group and tries to take a seat at the empty chair by walking calmly, while the rest of the group has to prevent that one participant from taking the seat with the only rule that once they stand up they can't come back to the same chair they were sitting. The challenge is to keep the person without a chair walking for 2 minutes. The exercise has different rounds, during these rounds the facilitator provides space for the participants to discuss and jointly agree on one cooperation strategy.

→ Outcomes

1. The participants are more connected with their partners. They take care of each other, feel the responsibility and trust towards each other. In addition, they learn a few words in other languages, that is fun.
2. The participants acknowledge the importance of teamwork. Each of them is responsible not only for himself/herself but for the success of the whole group. All of them feel included, determined, challenged, and structured. They feel that their voices are heard, and all the views are included. Furthermore, they see the differences in each other's capabilities and skills, and try to encourage the participants with certain abilities to act and bring the success to the group. After the first accomplishment, the group challenges itself and further limits the time frame.
3. The process is more challenging, less structured and chaotic. Some of the participants feel their ideas are not important for others and therefore, stay silent. Consequently, they feel less included, and insignificant but still there is will and effort to be more engaged in the process and finally, at the end of the game some of the participants manage it. The group feels determined and a little bit panicked in the process, but happy with the final result.

Session III – Introduction to KA2 Project

→ Objectives

- Participants understand the flow of the whole project
- Participants come up with the common principles of comfortable co-being in the group

→ Activities

1. Skype call with Maka Sartania, the president of APD and project coordinator of this program.
2. Counting until 20: The goal of the group is to count until 20 in a way that each of the participants is allowed to say one number and group sits with eyes closed. If more than one participant says a number at the same time, the game is over, and the group starts counting from 1 again.
3. Defining the common agreement of the project and learning needs for the training. The participants are divided into four groups, and each of them proposes the founding principles and rules of the training course.

→ Outcomes

1. The participants have better understanding of the project in the long-term. Their questions have been answered by the coordinator and the whole picture is clearer.
2. The participants feel more connected with others. They feel the connection without talking and understand the importance of silence.
3. All of the 4 groups have suggestions for common agreement of the TC. The suggested founding principles are the following:
 - a. Group 1: silence space, listening, feedback question - “appreciating”, if the situation is chaotic -> peace out 15 seconds and then back to work again, voting -> “blocking minority”.
 - b. Group 2: be involved and also make others involved in the process (ask to participate), respect different opinions, speak out if you feel uncomfortable, bare to be confident.
 - c. Group 3: make sure to have random groups in order to have more interaction, bora-bora rule: same nationalities switch to the lingua-franca (English) if a person of different nationality is nearby, find an object and use it as a tool during the discussions by giving it to a participant who wants to talk, free leg: if you need to go, you go (toilet, urgent call, etc.), gossip box and secret friend.

- d. Group 4: be open-minded, avoid prejudices, bare to be confident: don't be afraid to ask questions, focus on the activity, humour, punctuality/flexibility.

All the suggestions except voting (blocking minority) and using an object in discussions have been approved through deliberations in the group. After that, the participants have the common agreement that they apply throughout the training course.

Session IV – Learning Needs of the Training

→ Objectives

- Identify the learning needs of the participants
- Introduce NFE main characteristics and methodology

→ Activities

Session IV is after the coffee break. In order to have all the attention focused, the activity starts with synchronized clapping.

1. Discussing the agenda/programme of the TC.
2. Main principles of the NFE: the trainer explains the pivotal aspects of the non-formal education. It is learner centered - focused on the participants and designed according to the needs of the learners. Furthermore, it is flexible, diverse in tools, semi-structured, voluntary and peer-to-peer learning. The informal learning is based on competence development: it focuses on developing skills and competences of the participants.
3. Expectations - the participants discuss in the groups what they expect to gain from the TC, and what they are willing to contribute to others in the group.

→ Outcomes

1. The participants are familiar with the agenda of the following days.
2. The participants acquire/revise the general knowledge about the NFE.
3. The result of the group discussions on what they expect to gain from the TC is the following: new peacebuilding approaches, multidimensional approach towards conflict

solution (inner and outside conflicts), the modification of conflict from culture to culture, knowledge on how to deal challenging situations, the leadership skills and how to implement them, the English language skills, new connections, exploring different cultures and discovering motivation to act, personal experiences and the individual way of thinking.

The participants expect to contribute to the TC by building network, full participation and sharing experiences, good mood and giving support to other participants, sharing ideas that can change others to better and support people to speak up, welcome the ideas of the people that think they are in minority, and overall friendly atmosphere during the project.

The participants once again discuss the common agreement and agree that in case one's opinion is in conflict with another person's perspectives, the group needs to be open-minded and raise questions. All societies need to evolve and adopt their perspectives on sensitive topics.

INTERCULTURAL NIGHT

The group has an intercultural dinner later in the evening. The participants share their traditional food, sweets, and drinks. In addition, they experience each other's traditional dances and songs. Such an evening on the first day of the training contributes to the smooth interactions and easily established communications between the participants.

March 9 - Day 3

Session I – Exploring the Conflict

→ Objectives

- Definitions of violence, conflict and peace
- Introduction to the theoretical frameworks to understand conflict and violence through the ABC triangle and the Triangle of Violence

→ Activities

1. The snowball dynamic is used to define peace and conflict - from individual reflection to 2 main WG. In the beginning of the activity, one half of the group defines peace individually, and the second half of the group defines conflict individually. After that, the participants work in couples to synthesize their ideas and statements. The next step is to work in a group of 4 participants, and finally with the rest of the group to define either peace or conflict. In plenary, the participants present the definitions.
2. The trainer provides conceptual framework about peace, conflict and violence.

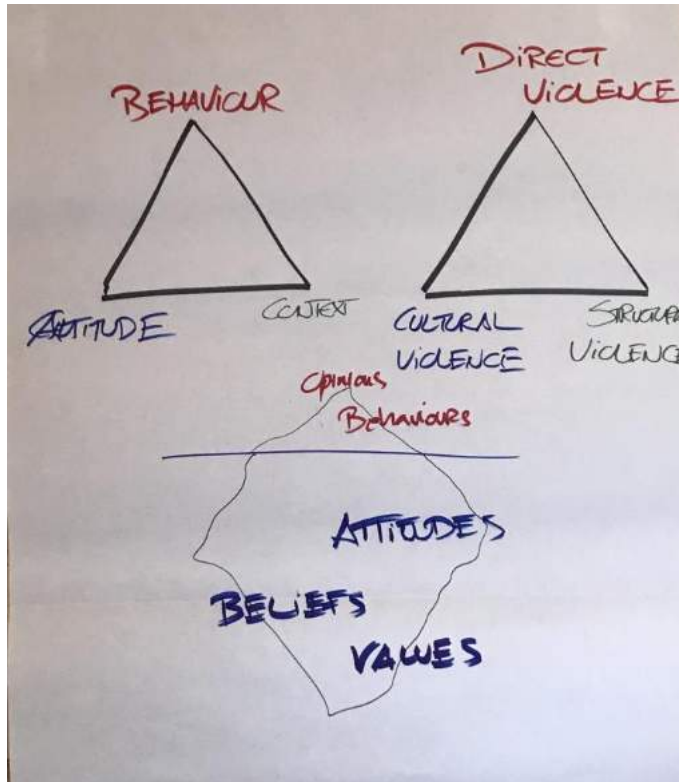
Peace is a participatory nonviolent process that seeks to reduce all forms of violence and creates conditions for inner, social and environmental well-being. Peace is two-fold in its nature. There is negative peace, which means the absence of direct violence. There is a positive peace which means the absence of all forms of violence and the existence of positive conditions for non-violent interactions.

Conflict is a form of competitive behavior between different parties who compete over perceived or actual incompatible goals or limited resources. According to Galtung, the conflict is a dynamic process rather than static because the structure, attitudes and behavior are constantly changing and influencing one another. Conflict is mostly associated with negative emotions: fear, frustration, distrust, avoidance. Conflict hampers productivity, lowers morale, makes people feel bad, triggers other conflicts, and causes inappropriate behaviors. Still, the conflict can also bring out the positive: it helps people to raise and address problems, focus on the most relevant issues, and finally, human beings are 'real'. This all relates to conflict transformation: what we can take from it and how we can change it. There are different types of conflicts: intrapersonal, interpersonal, group, organizational, community (region, school etc.), intra-state and international.

Violence consists of actions, words, attitudes, structures or systems that bring physical, psychological, social or environmental damage, or prevent people from reaching their full potential.

3. ABC and Violence triangle from Johan Galtung

The ABC triangle is a tool to understand the different situations/realities of actors in any given conflict. Behavior refers to what people do. Thus, it is visible. Its position is similar to direct violence. Attitudes refer to assumptions and feelings of the groups one is trying to understand. Context is the background of the situation, the circumstances in which one lives.



→ Outcomes

1. The participants know the definitions of violence, peace and conflict. During the activity, groups deliberate a lot to present the comprehensive definition for peace/conflict. In one group, it appears difficult to reach the final agreement between participants because of their different views regarding conflict. Furthermore, in the process main difficulty is also to make a distinction between the tools and spillover effects on the one hand, and the actual illustration of the concept on the other hand. Peace according to participants is the state of synergy and harmony inside, between the people and countries. Conflict according to the participants is the absence of agreements on inner/outside, interests and perspectives based on misunderstanding, miscommunication, no trust and stubbornness. The group concedes that the conflict is also a tool for development.
2. The participants gain the knowledge of the theoretical framework for each term. They share their ideas about negative and positive peace. The discussion continues with distinction between violence and conflict, and how they are different. Finally, the group debates on the positive sides of the conflict and how the conflict can contribute to our development.
3. The participants learn about the ABC triangle and try to transmit it to real life cases. Some of them share some examples and apply the triangle to it. Overall, the group is very active during the session.

Session II – Exploring the Conflict

→ Objectives

- Participants can identify actors in conflicts, their positions, interest and needs
- Participants increase their understanding of different dimension and layer of the conflict

→ Activities

Before starting the session, the participants take part in the energizer Knight-Princess-Dragon. They organize themselves in two groups. The groups stand in lines in front of each other. Three movements exist in the game: Dragon, Princess and Knight. Every turn the groups meet and decide secretly which character they want to be. They are attacking each other. The knight defeats the dragon. The dragon defeats the princess. The princess defeats the knight. One group win. The energizer contributed to the good atmosphere and boosted energy in the group before discussing the theoretical frameworks and work in groups.

1. After the energizer, the session continues with a game focusing on conflict dynamics/goals. The trainer distributes the roles and makes groups of three participants. These participants have to take their specific role and achieve it. The time limit is one minute. Here are the roles for each participant in the group:
 - a. You are an orange seller. You have 1000 kg orange to sell today. You need to sell ALL of the oranges and get 2 000 EUR today because you need this amount of money to finance medical care and educational holidays for your two children in the upcoming days;
 - b. You are a director of a perfume company that produces oil out of orange skin. You need to buy 1000 kg of oranges to keep running the production of the factory. You already received an order for the oil from a client and you have to produce oil during the next days. It's very important for your factory to sell oil to this client as you are expecting long term cooperation with them. You have 2000 EUR right now. You can spend all the money on buying the orange, but you need to save as much money as possible, but your PRIORITY is to buy the product for your factory;
 - c. You are the director of the Orange Juice factory, that needs to get the fruit of 1000 kg of orange to produce the juice out of it. It is crucially important for the financial stability of your company at this moment that you keep the production in the factory running. You already have clients for the juice to sell. You have 2000 EUR to pay for the oranges. You can spend all the money on buying the orange, but you need to save as much money as possible, but your PRIORITY is to buy the product for your factory.
2. After the game, the trainer introduces the PIN model and explains it through the previous orange game.

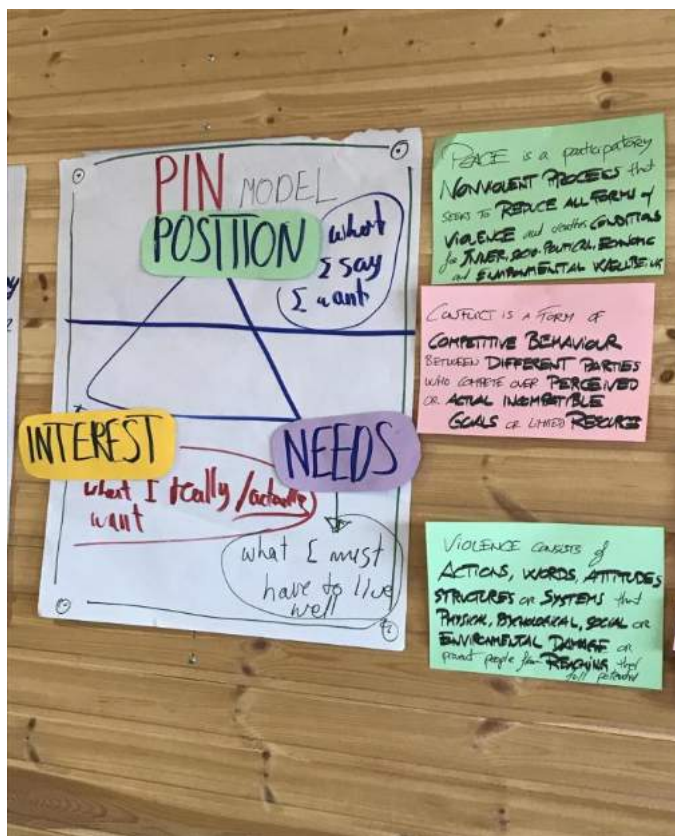
PIN stands for position, interest and needs.

Position is what I say I want! For example, to buy 1000 kg of oranges, or sell the oranges.

Interest: what I actually want! In the previous game, for one party it is orange peel, and for another party it is orange without peel. Thus, it is not always visible what one actually wants, that is why questioning is important.

Needs: what I must have to live well! What is that? The reputation, image in front of the employees and clients, basic needs, money etc.

In addition to the triangle, the PIN model is also an iceberg - while the position is visible,



what one needs and what interest one does have is hidden. In order to breakthrough this perceived conflict/competition one needs certain tools and competences to investigate what the actual interests are. In analyzing those needs one can recall e.g. the hierarchy of needs from Maslow.

→ Outcomes:

1. 5 out of 19 participants reach their goals. The participants identify themselves as actors which need to achieve their interests and needs and position themselves in the conflict. Those who achieve their goal feel excited, great and proud for not

getting panicked when time is almost over. In addition, they feel socially responsible, determined and not hesitant. Those participants who have not reached the goal share that some of them feel frustrated, others stressed, comfortable to be in the center of attention, and claim that one of the main reasons for not achieving the goal is time.

The participants have different intentions and approaches in the process. For example, one of the participants shares that he is trying to understand who is willing to cooperate, but counterparts are really trying to achieve their goal and he has to change the tactics and be competitive like them. Another participant shares that she is goal-oriented but does not share the reason not to get manipulated and only proposes one deal. Overall, for all of them, intention is to compete!

After the game, in the process of the discussion participants discover that it was possible for everyone to succeed if they cooperated. But, the intention to compete was much stronger, than the will to cooperate. Why is there an intention to compete? The participants are very active during the discussion and share different ideas why an individual has the intention to compete. Some of the thoughts are: miscommunication; competition is a natural process to achieve the goal and we want to be the winners; in the instruction it is written that it is crucially important so the participants feel the urge to get the orange; limited amount of resources: oranges and money; misunderstanding on both sides; focus on oneself and not asking the questions.

Finally, the participants acknowledge that very often there is impulse in the individual to dominate and compete but asking questions and proper communication competency can be crucially important in order to succeed on an equal level without competition.

2. The group understands the PIN model and the differences between needs, interests and position. Furthermore, they connect the model to the Maslow pyramid and the different needs of the individual. During the discussions the participants are active, asking questions and making suggestions.

Session III – From Conflict to Exploring Peace

→ Objectives

- Participants acquired knowledge about conflict dynamics, escalation and stages

→ Activities:

Before starting the activities, participants take part in the energizer “atoms and molecules” to boost their energies and concentrate.

1. Conflict escalation: i) dynamic of “Race for chairs”; ii) Solid debriefing.

The facilitator creates for 3 random groups and asks each group to create a name for

the team. Once the name is decided, the facilitator provides one task for each group (the task is not shown publicly) and explains that they have to achieve the goal. The groups are separated in different rooms to discuss which strategy they will follow to perform their activity and achieve the goal. After 10 min the groups join again in the room and without talking, they should perform their tasks. After the exercise a solid debriefing is performed, and the tasks are shown publicly: group I - take the chairs outside the room; group II - put the chairs over the papers; group III - put the chairs in the circle.

2. There are three groups of participants and each of them has the same task: to order from bottom-up the different stages of conflict escalation. After the deliberations between groups and trainer the final result of the conflict escalation is the following:

- 1 stage: Difference - there is nothing wrong with the difference itself. It is a diversity of society, multiculturalism, plurality etc. At this stage there is a communication between different groups.
- 2 stage: Misunderstanding
- 3 stage: Discomfort -when one is not comfortable with another person, then there is a separation/division of two parties. Still, from the stages of misunderstanding and discomfort there is a chance to decrease the likelihood of the conflict.
- 4 stage: lack of communication
- 5 stage: Rumors - are created by lack of communication. In addition, there are stereotypes and prejudices.
- 6 stage: Tension
- 7 stage: Incident – the final spark
- 8 stage: Dehumanization - when one/group does not deserve the right to live, to have dignity. The dehumanization legitimizes the violence.
- 9 stage: Violence and crisis.

The last 4 stages are interconnected.



→ Outcomes

1. The groups start deliberations and come up with different ideas. The important aspect of discussions is not to make the same mistake as it was made during the orange game and cooperate with other groups in order for everyone to succeed. However, in the actual process of the implementation the plan does not work out fully, and only two groups out of three manage to cooperate with each other more or less successfully.

The participants experience conflict in practice. The goals are compatible and could be fulfilled, but the groups make it incompatible in the process. Some of the participants feel betrayed, confused, victimized and disappointed. The process is messy and chaotic.

During the negotiation all 3 groups take into consideration to cooperate with the aim that all the parties succeed. The result is that 2 groups - Santa Claus and Seven Steps cooperate, but third group Nuclear is confused, feels attacked and does not understand what the other two groups are doing. Consequently, they are trying to protect their chairs

physically as much as they can. At some point they are attacked that also further deepens their distrust towards other two groups. Instead of cooperation they close themselves in order to protect the mission.

The participants acknowledge the importance of cooperation during conflict situations. In addition, they learn that in order to cooperate it is crucial to have the right means of communication and gain the trust of the opponent. Even if there is a readiness and the will to cooperate from all the parties, the miscommunication can further escalate conflict instead of the conflict resolution. Thus, Nonviolent Communication (NVC) can be useful for the process of negotiations/cooperation.

2. The three groups have more or less the same order of conflict escalation even though there are some minor differences. The participants identify the stages of the conflict escalation and understand the high importance of conflict prevention interventions in the first stages. They find it difficult to put some of the stages in order, because they are interconnected (especially the last four stages), but the main order still can be identified.

Session IV – Conflicts in Our Societies

→ Objectives

- Participants have an opportunity to identify and share the conflict that is most actual for them in their society
- Participants can learn about conflicts of different countries

→ Activities

In the last activity of the day, there are five country groups representing five problems in their realities. The groups are made based on the participants' country of origin. Each group has time to choose and discuss one conflict in their societies and then present it to the rest of the audience. They need to identify the main actors in the conflict - involved parties, and the influence/impact of the conflict on society. The topics for each national group are the following:

Armenia: Nagorno-Karabakh conflict between Azerbaijan and Armenia;

Georgia: The demand for proportional electoral system;

Ukraine: Crimean war between Russia and Ukraine;

Netherlands: The exclusion of Moroccan people from Dutch communities;

Hungary: Government party and cleavages in society.



→ Outcomes

The participants listen to the presentations with great interest. For some of the participants the conflicts of other countries are totally new, and this is the first time they are exploring it. For others, some of the conflicts are already familiar, and they are trying to understand more by asking questions and getting more personal experiences. The group understands that the conflicts exist in all countries and societies – both in under-developed and in developed ones.

DAILY REFLECTION

At the end of the day, the trainers form four reflection groups and give them some time to discuss their feelings, inspirations and insights, learnings and finally, suggestions. After the family group reflections, the reporter is chosen (each day the group chooses different reporters) to represent the answers of his/her family to the trainers.

- How I feel in the group: involved in the teams, tired in a good way (a lot of content, exercises), easily acclimatized in the group, connected with everyone, comfortable, feeling like “myself”, confident, free, informed, safe and challenged.
- Learnings, inspirations, insights: PIN model, stages of the conflict, after orange task the activity to get rid of the roles, how to be trustful, how to deal with different opinions, teamwork skills and cooperation, active listening, appreciation(from meditation), change behavior and progress, identifying before prejudices, knowledge about conflicts in different countries.

- Suggestions: instructions to be clearer in the exercises, to make passive people more actively involved in the process.

In the evening, the group has dinner in Georgian restaurant, where they experience traditional Georgian “supra” and its characteristics.

March 10 – Day 4

Session I – Me, Us and the World

→ Objectives

- Participants explore their attitudes and feelings related to the conflicts and destructions happening around them
- Participants increase their awareness on the quality of vulnerability, as an important part of conflict transformation process

→ Activities

1. The participants walk in the room, find themselves in front of someone and stop. They take each other's right hands and look in the eyes. With the instruction of the trainer, the couples focus on each other's feelings, unknown strengths and their kindness. There are different rounds of the activity, and the final activity also includes closing the eyes and feeling gratitude towards another person.
2. The participants walk in the room and with the signal from the trainer stop and find the partners. The two people sit in front of each other, finish the unfinished sentences and express their thoughts and feelings to another person. The statements are the following:
 - What concerns me most about the world today is ...
 - When I see what's happening to our society, what breaks my heart is ...
 - Feelings and emotions about all this, that I carry around with me, are ...
 - What I appreciate about living in this time of crisis in the world is....
3. The group watches the [video](#) - The power of vulnerability by Brené Brown.

→ Outcomes

1. The participants **share that they feel** a deep connection with another person. In addition, they experience vulnerability **in a safe atmosphere**. The opinions after the activity:
 - It is difficult to look in another person's eyes because you see the sadness and the happiness of the human!
 - The eyes are the mirror of the soul!
 - First, it is strange and difficult to look into the eyes, but then it gets better and easier!
 - By holding hands, a person feels the energy of the other person!
2. The participants are deeper connected with each other - they know about each other's concerns, thoughts, fears and emotions.
3. The group enjoys the video and the participants share their ideas about vulnerability. For some of them, the vulnerability is the feeling that you don't want to escape but be there at that moment.

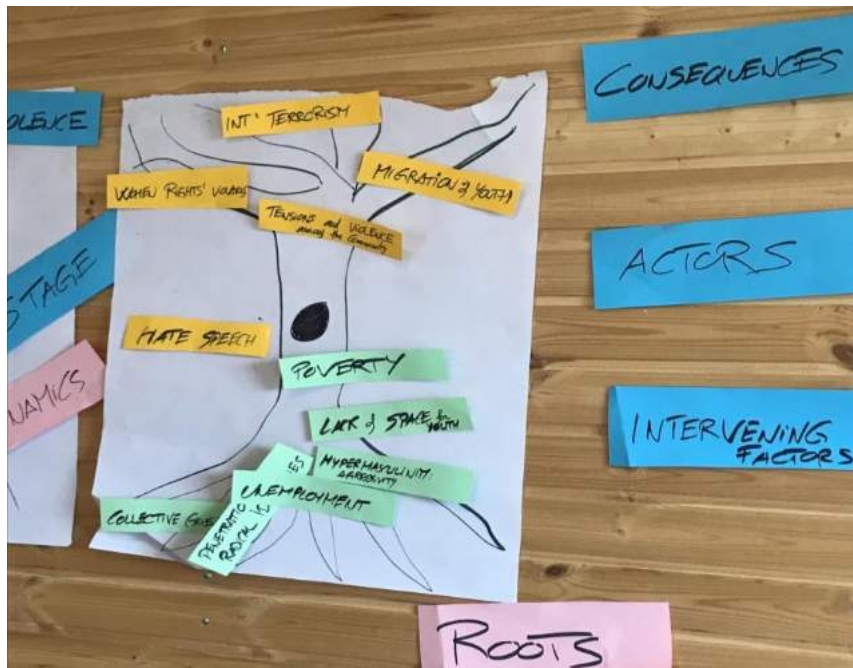
Session II – Conflict Analysis Tools

→ Objectives

- Overview and practice of conflict analysis tools

→ Activities

1. The trainer introduces the concept of conflict analysis and different approaches to it. The conflict analysis is conducted before making the project. It is impossible to deal with all the problems, that's why we need to focus on one key problem. From time to time there is also a need to analyze the situation and check how it is evolving. In order to show the main triggers of the conflict one has to have factual evidence and focus on the different elements.



Map of key tools and approaches to conflict analysis:

- I element: roots
- II element: consequences from inequality, discrimination, racism, violence
- III element: intervening factors
- IV element: actors that are part of the conflict
- V element: relations - media, NGOs, government, etc
- VI element: dynamics - lack of communication, misunderstanding

The facilitators describe in detail the analysis tool: “Conflict tree”: this tool focuses on the roots of the tree (causes of the conflict), the trunk of the tree (main/key problem), and finally the consequences (branches or leaves of the tree). The context is very important. Some of the factors, such as hate speech could be cause and effect at the same time or even the main problem, depending on our analysis we will allocate in a specific place.

The facilitator applies a conflict tree to a real case: “Violent Extremism in Pankisi Gorge”.

Case-study: It is Georgia’s Muslim-populated region that had allegedly often been used as a base for transit, training and shipments of arms and financing by Chechen rebels and Islamic militants, including foreign fighters. The situation is still difficult in the region.

- The structural elements of the conflict are inequality, poverty, marginalization, unemployment of youth, lack of education.
 - The killing of Temirlan Machalikashvili, suspect of terrorism who received a fatal injury during an anti-terrorist raid in Georgia's Muslim-populated Pankisi Gorge back in 2017 can be an intervening factor (the spark) that can increase the tension.
 - The consequences of the conflict: women rights violation, international terrorism, tensions and violence, hate speech, migration of youth.
2. The national groups practice the conflict tree. First, they choose a key conflict in their societies/countries, and then dig deep to analyze contributing factors/causes and consequences.

→ Outcomes

1. The participants are active during the session. Some of them are already familiar with conflict trees and share their ideas to others. The rest of the group finds it interesting to use it as a tool in conflict analyses.
2. The participants practice the theoretical framework learnt from the trainer. Working on their inner-country conflicts makes it easier for them to identify the problem and analyze it. Furthermore, through practicing they can easily familiarize the framework.



There are no more sessions on day 4. After session II the participants have an excursion to Borjomi national park. They go there by “Kukushka”, 37.2-kilometre narrow-gauge railway line linking the town of Borjomi to the ski resort of Bakuriani. In Borjomi they have time to explore the park, buy Georgian wine, churchkhela and some spices.

March 11 – Day 5

Session I – Conflict Transformation

→ Objectives

- Participants improve their understanding of the concepts of conflict transformation and accent of relationships (JP Lederach)
- Participants reflect on the conflict as a resource: source of information for development (personal, community, etc.)

→ Activities

1. The session starts with analyzing the framework of the conflict resolution and conflict transformation and differences between the two.

The conflict resolution approach is developed mostly by Johan Galtung, one of the main theorists of the discipline of peace and conflict studies. According to the CR a conflict is an issue that we do not want to exist, and we work to eliminate it. For example, there is a conflict between two communities for water, and we make an intervention (e.g. new source of water) to make the issue disappear.

The model is content-oriented, focusing on the concrete issue at the moment, and what the conflict is about. It aims to find an agreement to end the crisis and de-escalate the conflict process. Finally, the CR has a short-term horizon and is considered to be a Prescriptive approach.

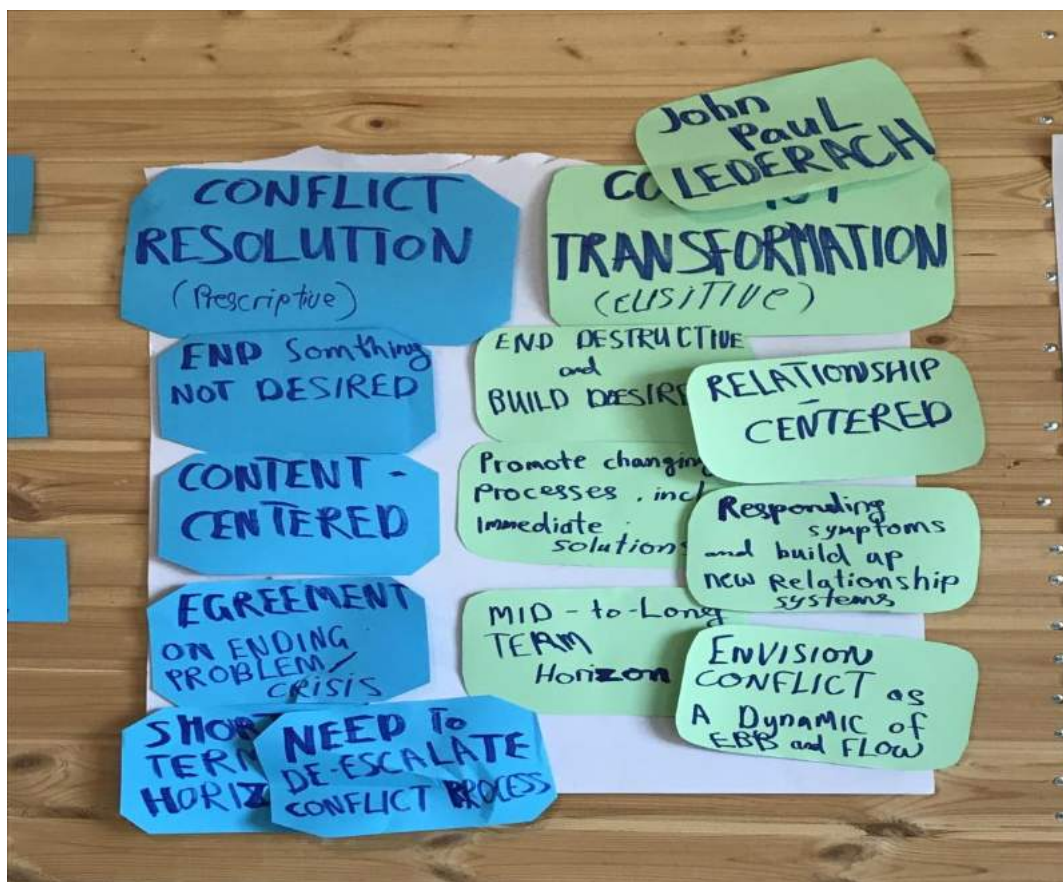
The critics of his model believe it is prescriptive and has an influence from Jaltung's father, who was a doctor. They argue that the doctor prescribes the same medicine to different people. Ending crisis, and eliminating the conflict is a solution and the same approach can be applied to different countries as well.

The conflict transformation comes from the theorist John Paul Leopach. The model is a mainstream approach in contemporary peacebuilding. It is qualitatively different from CR and focuses on different aspects. CT is looking for ways to end violence, distraction, clashes but it also looks for the opportunities to build up a new system of relations that brings better conditions for different parties involved. It is interested in how people relate with each other, and what causes the conflict in the interaction. In contrast to the CR approach it focuses not on the content, but on the relations. CT promotes change to decrease the crisis, and also creates a platform for the changes in the society. It tries to establish some relational patterns that will automatically generate healthy processes/relations in the future.

According to the CT approach, the violence is a symptom itself, and to solve the symptom does not help to solve the whole problem that is deeply rooted. There are some issues in culture, in history, etc., and it is crucial to modify the whole system rather than only to solve some aspect of it. In contrast to the CR approach, its horizon is long-term, and it can create positive flow that leads society to a better life. CT views conflict as an essential and natural part of life.

In contrast to CR, the CT approach is considered to be Elicitive. It goes deep into the context and observes cultural and historical backgrounds, spiritual understanding of the people, and their relatedness to the country, community and values. All the dimensions are analyzed and only after that the patterns for transformation are developed.

Above-mentioned approaches do not exclude each other, but they have different dimensions and center of attention for conflicts.



2. Exercise: The participants think individually about the conflict. They try to ask the following questions to themselves: what have you learned about yourself and life? Positive side and impact conflict had on you?

→ Outcomes

1. The participants have understanding about conflict transformation and resolution and can identify the main differences between them. They start discussions after the need of the conflict is mentioned in the CT approach. Some of them ask the question why it is important to have the conflict at all. The participants consider that it is a lesson that needs to be learned! Another issue, the group pays attention is mourning and grieving. The participants say mourning and grieving is important to acknowledge and face the tension, but it is also crucially important to go to the next stage and not to stop there! Finally, while discussing the importance of the spiritual understanding of the people and their relatedness to the country, some of the participants also bring up the psychological patterns of the individuals that can be reflected on country level.
2. The participants review their vision and personal experiences with conflict. One of the participants shares her story about the conflict at the job and mentions that after the conflict she feels more confident and prouder of herself. Another idea is that it is always possible to develop when you have conflict. Finally, one of the participants believes it is important first to identify yourself, and then communicate it out. Otherwise, it is impossible to let the other know who you are.

Session II – Culture of Peace and Nonviolence

→ Objectives

- Participants appreciate the importance of approach conflicts at systemic level
- Participants identify and reflect on values connected with the universal hegemonic culture
- Participants learn the key elements of the culture of nonviolence and peace

→ Activities

1. The activity starts with a quick wrap-up of the models from the day before: the ABC triangle and the triangle of violence. There is behavior (physical and psychological violence), attitude and content. In violence triangle there is a direct violence, cultural violence (values, history, traditions, heritage, set of historical and social values in the society; and certain elements of culture that provoke violence) and structural violence. There is a connection between these two triangles.

The trainer asks the following question: why is “culture” important/why we need? The participants answer that one needs to identify himself with other humans, to feel the sense of belonging, to regulate social interactions, and finally, the culture reproduces itself in social, political, educational and even in religious institutions. Those institutions are trying to keep it.

The facilitator provides an input on culture: “culture is a set of values and traditions that remain in society because they are effective for our survival”. Human beings have confronted different threats along the history of humanity and in order to survive we have adopted different cultural values. Thus, the culture is non-permanent, is an evolving process that changes according to the new challenges. Example: capitalism was universally accepted, but now it is more and more questioned and challenged because the threats are different (climate change, resources are not that limited anymore, the pandemic of COVID-19) and the world society starts talking about de-growth, cooperation and solidarity to confront the transnational threats.

The trainer introduces a methodological framework about hegemonic culture (the culture that is dominant) from Carlos Eduardo Martínez, Colombian scholar. The following elements are interconnected and fit each other.

Current Hegemonic culture:



Limits and borders - deeply rooted in our cultures

Dualism - north and south

Competition - key dynamic is the dominance of the strongest

Obedience - of the rule, and fear of social regulators

Hierarchy - centralization of power

Patriarchy - definition of vulnerability and strength

Justice and revenge

Homogeneity - one nation, one language, one religion

Legitimization of violence

BUT new values are emerging! The Culture of Nonviolence and peace is composed by the following elements:

Sense of humanity - to have some global strategies (for example, against COVID-19)

Ethic of life - life is more complex and homogeneity is not the dominant element anymore

Cooperation and power of vulnerability

Disobedience - to disobey discriminatory and unfair rules in the society

Horizontal power structures

Deconstruction of patriarchy

Circle of 4 elements: truth, justice, compensation, forgiveness. After four elements are achieved, the reconciliation of society can be accomplished as well

Diversity and Non-violence

2. The group is divided into four WGs. Each of them discusses and prepares a performance on one positive and negative value. In the plenary, the participants guess the concept and then the WG performs the transformation of the concept into the positive one. They have 20 minutes for preparation.

Group 1 - Competition/cooperation

Group 2 - Dualism/ethic of life

Group 3 - Hierarchy/ horizontal power

Group 4 - Limits and borders/sense of humanity

→ Outcomes

1. The participants discuss the importance of culture in society and how it directs one's behavior and attitudes. The group is actively involved in discussing the elements of the hegemonic culture. One of the elements, the patriarchy facilitated a debate among participants. Some of them think the patriarchy is still deeply rooted in our societies, and some of them believe that patriarchy is not the issue anymore.

The group continues the discussion regarding the positive elements that are emerging now such as the circle of four elements and reconciliation. The participants reflect on it and start giving historical examples - WW2, Balkan war, etc.

2. The participants enjoy the exercise. Even though It is not easy, and everyone has different ideas, they work together and manage it. In the groups the participants agree upon a certain level, but they disagree about some extra things in the process of transformation. The process of brainstorming is friendly and easy-going.

After discussing the transformation game, the conversation continues with analyzing the hegemonic culture and how often one comes across it in life. The participants share their personal experiences. For example, at the job interview one of the participants was asked not to have the children at least for two years. Another participant presents a certain problem of people too much focused on new models of iPhones, cars and other luxury items and makes a distinction between different nations. Others do not agree and say that the problem exists everywhere, and it is the problem of every society. The trainers also engage in the discussion and say that it happens everywhere, but intensity of the pressure is different, and consumerism has a different background in USSR countries where it is more intensely reflected. One of the participants connects the issue to the PIN model's positions and needs -> if one needs bigger positions, he shows what he has.

Session III – Big Picture of Conflict Transformation: Current Context and Future Horizons

→ Objectives

- Participants understand different steps of conflict transformation work
- Participants improve their competency in elements of conflict transformation work

→ Activities

1. The trainer gives a theoretical framework about the process and steps of the conflict transformation.

The conflict transformation 3 steps:

- a. Analyze present situation - define core issue, causes and consequences
- b. Horizon of future - what kind of future we want; vision of ideal reality
- c. Development of change processes

Those steps contain the following elements in order to go from present situation to the future horizon:

- Personal transformation - identify our evils
- Relational - modify the relations with others
- Structural - modify the law/rule, systemic change
- Cultural - modify the culture



Sometimes civil organizations and movements make impact on cultural and structural level at the same time. In the process of organizing the campaign, you can focus on all of the factors, because they are interconnected. If you pay attention to all the factors the project will be comprehensive. But it also depends on the context. Sometimes you need to focus more on one of the factors (example: Pankisi Gorge focus on values, proportional elections - focus on structural change).

2. The group is divided into 5 national groups. They have the task to analyze present situation of the conflict that they have presented in the country groups - define core issues, causes and consequences. Then to think about the horizon of the future - what kind of future they want, what is the vision of their ideal reality and how they will achieve it. They have half an hour for the exercise.

→ Outcomes

1. The participants are active and asking questions regarding the path from present to the horizon of the future. Personal and relational transformation is a little bit confusing and at first it is tricky to find the difference between them but finally, the group understands the logic behind it.
2. The national groups emphasize that the most difficult part in the exercise is to take a picture of the horizon of the future because everyone has different views about it. The works and presentations of all groups will be presented at the world cafe. Before that, the participants do not present anything.

Session IV - Big Picture of Conflict Transformation: Development of Change Processes

→ Objectives

- Participants practice the conflict transformation framework in working groups

→ Activities

During one hour the participants work in groups to complete their conflict analysis and then apply the conflict transformation model from J.P. Lederach to envisioning a goal and the change process. The facilitators are mentoring each group during the working session. The participants also prepare a presentation for the next day.

DAILY REFLECTION

- How I feel in the group: storming and hard day because of the conflict, good and comfortable, encouraged by the conflict, a little bit excluded and guilty, mixed feeling, better than the other days, loved, emotional, anxious due to the COVID-19 situation in home countries.
- Learnings, inspirations, insights: project strategy, visioning and projection in our minds, one of the participants had internal conflict and she finds the solution, tree model, recognition of cultural aspects, horizon of future, the stages of building a strategy, dominant values of society
- Suggestions: To hear more about real experiences and successfully implemented projects, forum theatre, start with meditation, to have more discussions about the content of the conflicts.

March 12 – Day 6

Session I – Presentations of the Conflict Analysis and Interventions

→ Objectives

- Participants present and share their conflict analysis and interventions to transform the situation
- Participants are encouraged to do active listening and make key questions to coach their colleagues

→ Activities

The participants have some time for the finalization of their presentations. After the final preparation the World Cafe starts. The three national groups start presenting their conflict analyses. Those three countries are: Netherlands, Ukraine, and Armenia. In each group 1-2 people present, others attend the presentation of other national groups. After the three countries finish presenting their conflict analyses, it is time for the last two countries: Georgia and Hungary.

Ukraine - Information War



Roots: passive position of citizens; private media; oligarchs; influence of other countries; lack of critical thinking/education, historical background; conflict with Russia.

Consequences:

hate speech; hate crimes; misunderstanding; lack of communication on the government level; divided society; brain drain; war.

Solutions: TC and study visits, sharing success stories, educational projects for journalists, networking among journalists, professional development, educational ethics and critical thinking development, implementation of law against media discrimination, raising awareness on conducting strong and effective communication campaigns, adapting laws to the communication needs of the citizens.

Netherlands-Farmers vs State



Roots: media; Eu regulation; lack of information about farmers emission; impact on biodiversity; aviation lobby.

Consequences:
misunderstanding; denial
of the farmers; violence; blocked highways;
polarization.

Solutions: campaigns to shift the focus from agricultural sector to aviation and other industries; meetings with focus groups.

Armenia - Shadow Jobs



Roots: lack of national resources; low GDP; lack of social and legal awareness and responsibility; high level of corruption; high tax burden, incorrect strategy of government on small business.

Consequences: frustration; low quality of life; mistrust gov; migration; high level of abuse of the labor market; violation of the employee rights; socially and economically vulnerable society.

Solutions: TCs, seminars and communication campaign promoting youth education; study visits to the socially responsible companies; youth advisory board cooperation with local and public government

Hungary - Roma integration



Roots: cultural differences; history; the isolation of the Hungarian people;

Consequences:
unemployment; extreme poverty; prejudice and stereotypes; lack of education, polarization of the society.

Solutions: TC and seminars to raise awareness of Hungarian Roma culture; the elimination of minority segregation in all state institutions; media campaigns; free education both for adults and children; incentives (job opportunities and scholarships)

Georgia - LGBTQI communities



Roots: religion; toxic masculinity; lack of education; Russian propaganda; historical background - Soviet borders and isolation.

Consequences: rise of radical right-wing parties; polarization of the society; physical/psychological violence; social clashes; tensions and violence; West vs Russia.

Solutions: TC/seminars to raise awareness; dialogue with focus groups including radicals and church representatives; sexual education in schools.

→ Outcomes

The participants have practical experience working on the conflict tree and presenting it to their fellow colleagues. The group enjoys world cafe experience as they have the possibility to examine the cases from different countries and perspectives. Some of the participants mention that three groups in the beginning is too noisy, but later two groups at the same time are much better.

Session II – Youth Participation

→ Objectives

- Participants improve their understanding on different types of youth participation
- Participants gain knowledge on needs and assets-based approaches to support youth participation

→ Activities

1. The trainer presents the model of youth participation and engages the participants in discussion with each other. In the model of participation, the first steps are interconnected, even though the steps are technically differentiated.

Non-participation steps are the following:

- Manipulation;
- Youth as Decoration - participants are active, and the politicians use youth, but young people have no real influence on politicians or in policy-making processes;
- Tokenism: involving youth but not really. There is a space where young people are invited to share the ideas, but it is limited in the form that young people can't spread their voices and have no real influence.

Partial participation:

- The consultations with youth;
- Shared decisions: youth initiate and vote on decisions. The voices and opinions of young people matter, and the adults implement them.

Full participation:

- Youth initiate and lead - the ideas are initiated and implemented by youth which register themselves as informal groups, association groups etc;
- Youth/adult equality and equity - there is equality for opportunities to reach resources, attention and influence in the DM process.

RMSOS approach to young people's participation:

- Right - there should be some mechanism that protects that right;
- Means - financial and human resources. Material conditions and basic needs are not guaranteed;
- Space - physical space. For example, youth centers. Also, the space where decision is to be made;
- Opportunity - vulnerable groups sometimes cannot reach the info. Sometimes info is selectively spread;
- Support: mentoring, protecting the right, reaching the different means and resources, creating space etc. The support can have different forms.

2. UN SC Resolution 2250 - the official acknowledgement that youth participation is crucial in the peacebuilding process.

The United Nations Security Council adopted unanimously, on 9 December 2015, a ground-breaking resolution on Youth, Peace and Security which recognizes that “young people play an important and positive role in the maintenance and promotion of international peace and security”.

UNSCR 2250 (2015) identifies five key pillars for action: participation, protection, prevention, partnerships and disengagement and reintegration. This landmark resolution urges Member States to give youth a greater voice in decision-making at the local, national, regional and international levels and to consider setting up mechanisms that would enable young people to participate meaningfully in peace processes.

The Security Council also requests the Secretary-General of the United Nations to carry out a study on young people's positive contribution to peace processes and conflict resolution,

and urges Member States to “increase, as appropriate, their political, financial, technical and logistical support, that take account of the needs and participation of youth in peace efforts, in conflict and post-conflict situations, including those undertaken by relevant entities, funds and programmes, and other relevant bodies (...) and actors at regional and international levels”.

3. Needs and assets-based approach

Needs - in the intervention preparation phase, the needs analysis is conducted: what kind of needs are expressed in the community of the conflicting parties, and those needs are considered in the project/intervention objectives and action plan. Considering community needs makes people feel heard and appreciated.

Assets - To assist groups to understand their assets, help them to gain self-confidence and esteem to engage in the conflict transformation process. In every conflict case/difficult situation it is still possible to identify and find out the assets that different involved parties have. It will be useful and contributing to the conflict transformation process.

→ Outcomes

The hot debate in the group starts with discussing the manipulation. Several participants ask what manipulation is and how we understand it. There are different views from participants: some of them think it is an essential part of the work, and some of them consider it to be the negative, as it is against the will of the target individuals. Some participants feel more comfortable with manipulating adults than youth in policymaking. The argument is that adults can easily check if someone is manipulating them.

The part of the group recognizes the positive side of the manipulation as well. They believe that in order to get the attention of the youth one needs to present in a more fun way and manipulate target individuals to engage them in the process. So, manipulation is not something bad itself, one can use it in mentoring and coaching. The facilitators can also use manipulation. It is not harming but creates a certain context.

Finally, in youth participation models, manipulation can also be understood, when the name of the youth is used to gain attention, popularity, support and more power.

During the discussion of youth as decoration, the participants are active and share the experiences from their countries. For example, one of the participants shares the case of Hungary where the law had to be modified in order to appoint a 22 years old student to the

position of Deputy Secretary Minister for Youth. Another example is from the Netherlands where church choirs are used mainly as decorations.

The discussion in the group goes back to the need of manipulation. One of the participants shares an example to show why manipulation is used in the first step. Example from the participant: IDPs from Abkhazia do not have any initiatives. They only go to school and are not engaged in other types of youth activities. If you do not manipulate them, those people will never come to you. The rest of the participants disagree with the statement and claim that it is not manipulation, but rather informing and giving motivation. It is important in what way one informs the youth. There is a difference between manipulation and giving access to information. Finally, the participants agree that manipulation is a neutral term and it can be used both positively and negatively.

The participants share the experience of their countries regarding youth engagement in policymaking. For example, in the Netherlands, there are student boards and youngster platforms, where the government supports and supervises young people in policymaking. In contrast to the Netherlands, in Georgia there is lack of motivation in youth groups, especially outside the big cities.

The group supports the idea that the government needs youth and the youth needs government. The youth makes the government's work easier by doing some cool things.

They also highlight the RMOS model and share the will to use it in the project on it. Still, they understand that none of the models is ideal and fitting the reality. It's not a linear process, life is complicated.

Session III – Policy Development: from People's Power to Social Mobilization and Political Advocacy

→ Objectives

- Introduction about the types of power with special attention to “power with”: people's power
- Participants learn how to build people's power and use for social mobilization and political advocacy
- Overview of the key steps of Youth Policy Development

→ Activities

1. The trainer together with the group starts examining the different kinds of power:
 - Power over - connected to hierarchy where there is one leader who has power to take decisions over the community. It is a traditional power that we have in society, government etc. it is a top down power;
 - Power to - act; connected to the delegated power, to give/achieve the power;
 - Power within - inner power, skills, capacities, peace;
 - Power with - together! The resources, power in numbers, power sharing, group power, collective power, capacity to identify that we have a mutual interest, and use collective resources to achieve goals. It is a horizontal and collective power! Is what we call “people’s power”.

Initially, one starts with power to and power within - personal and interpersonal powers. After achieving them one goes to another level.

2. The participants watch the [video](#) Nashville: “We Were Warriors” to show how to build the power from the community through organizing, capacity-building, nonviolence discipline, strategy, etc.
3. After watching and discussing the video the trainer presents a framework about building and using power from the community. One of the key elements with “power with” in non-violent movements is - how to build it and then use it.

For power-building there are several important elements:

- I element: the vision. The groups need to have mutual interest/values to feel connected. That connection can build dreams together;
- II element: the narrative/stories. These visions need to be translated into stories-> this is how one is going to engage with people. Policymakers will listen to you if you represent people;
- III element: the structure to incorporate. One needs people to organize assemblies, take care of strategic processes, make positive interaction/communications.

Educational component is also very important in successful movements and campaigns. They avoid "power over". For example, leaders of the Georgian grassroots group, White Noise Movement, say that the most challenging is to change from "power over" to "power with" (how to take decisions, engage and involve people in the campaign, etc.).

After building power one needs to focus on how to use that power. The movements do it in the frame of the campaigns. Some of the most important elements are:

- I element: find the tangible goal! When preparing a project, one needs to find a very concrete goal;
- II element: strategy for achieving the goal;
- III element: actions. It is difficult to make a campaign for more than 1-2 years. You need victories to keep people motivated.

Finally, the facilitator presents a step-by-step guide for Youth Policy Development. Policy Development is connected with political advocacy and the use of power. The facilitator explains that the first stage of policy development is to organize your group and develop a vision of tomorrow. At this stage, a participatory needs assessment should be carried out to identify the needs, problems and challenges of a given community. After needs

assessment/conflict analysis is carried out, the group defines the specific goal and formulates policy proposals with factual evidence. The next step is to strategize and develop a campaign with communicative activities, public actions, etc. At this time the Youth leaders start the first consultations and negotiations with policymakers.



→ Outcomes

1. The participants share their ideas about power. According to them power is: ability to achieve your goal, will/energy to overcome the situations, position in a hierarchy->

right to manipulate, dominate, to keep the situation in your hands, to influence the process, mindset, mean and aim at the same time, empowerment. After the trainer introduces power in different forms, the group can differentiate the types of power and how to use them accordingly.

2. The participants find it useful to have a case study about building and using the power that guides them and makes it easier to apply theoretical frameworks and knowledge to their real lives. After watching the video, the group discusses and identifies the important elements of the Nashville non-violent campaign. They identify the power building elements such as the vision of the activists to be integrated in the society, but also to start a national movement in the future. The participants emphasize that activists have a strategy and structure and make it systematized. Furthermore, it is interesting how they use formal and non-formal institutions for their aim and make it funny and catchy (the woman in the video mentioned there is nothing more fun in the city). The strategy is non-violence, their concrete goal is to stop segregation in the bars, and their move is sitting in the counters. They want to get in jail without using the violence in order to catch the attention of society. Those people are really specific and concrete - that is what is crucial in policymaking. When the actions do not work anymore, sometimes one needs to escalate and dramatize e.g. economic boycott.

Session IV – Nonviolent Communication

→ Objectives

- Participants improve their competency in nonviolent communication approach

→ Activities

1. The group is divided into trios. Each of them has specific task to transform the sentences, specifically put out the negative emotions and words (such as angry) and replace them with positive ones. After all the groups complete the task, one participant per group reads their modified statements and the group discusses what has been changed.
2. The trainer introduces the NVC approach technique and the concept from Marshall Rosenberg. The four components of NVC:
 - I component: make precise observation. Be descriptive, concentrate on the facts instead of evaluation or judging the person -> you are lazy.. vs you are late at the meeting!

- II component: emotions (they are natural). Stating the fact and then letting know how one feels about it. Emotion vs thoughts ->
I feel confused, stressed, uncomfortable... vs I think you shouldn't cook!
 - III component: needs – to emphasize what kind of needs we have (physiological, love, belonging etc.). Needs vs solution ->
I need.... vs you should cook less salty!
 - IV component: suggestion and request instead of demand because if there is a demand, then there is an automatic resistance.
3. The group is divided in duos. In each pair one participant tells a story without talking and the other one is taking notes about the expressed emotions, without any interruption. Later, they switch places. In the end, the group shares highlights.
 4. The group watches a Brene Brown illustration [video](#) on empathy.

→ Outcomes

1. The participants have practical experience of practicing NVC.
2. The participants discuss the importance of the NVC and its components. Humans want to make peace, but very often there is chaos (in the person, in the organizations, as well as in communities). Very often one does not know how to make a smooth atmosphere. The participants share their approaches and ideas regarding the problem. One of them tries to calm down, wait a little bit and then engage in a communication, another one emphasizes the importance of empathy and diplomatic approach. One needs to be objective, and not generalize, because every case is specific and if you generalize it, the other party will not listen. The participants also mention non-verbal communication and the significance of the NVC as the mimics and postures are unconsciously translated between individuals.
3. The participants enjoy the experience of expressing emotions with closed eyes. First, they thought they would not get any sense of what the other participant is feeling, but surprisingly they even could follow the emotions and feelings of their partners in order. After the activity participants agree to the fact that it is not necessary to talk, but express emotions in other ways is also possible.

4. The group enjoys watching the video and agrees that empathy, not sympathy is very important.

DAILY REFLECTION

- How I feel in the group: motivated, touched by the exercise of expressing emotions, connected, sad, happy, comfortable, active, tired a little bit, relieved and full of anticipation, satisfied, looking forward for future;
- Learnings, inspirations, insights: building and using power, NVC, RMSOS model, empathy/sympathy, world cafe, Nashville video;
- Suggestions: more group work and discussions, more time for world cafe presentations, the trainers to attend world cafe presentations and assess them, more videos and practical examples.

March 13 – Day 7

Session I – Reflection

→ Objectives

- Participants can evaluate the training course and reflect on gained knowledge and experiences

→ Activities

The morning session starts with an energizer - the participants make age rolls from youngest to oldest. They are blindfolded. In addition, talking is not allowed in the first round, while in the second-round participants are allowed to communicate, but they are still blindfolded. The group successfully manages to make age roll in order - from youngest to the oldest.

1. The group evaluates and reflects on the past days. The participants together with their trainers discuss the activities and frameworks from day one to the last day of the TC.
2. After the reflection, the same groups from the first day are made in order to assess if their expectations from and contribution to the project are fulfilled.
3. There are four chairs and four questions on them: What I left behind? What I take home? What I am looking forward to? What would I like to say to the group? The participants sit on each chair (it is not compulsory to sit on all of them) and answer the questions. They share their thoughts and emotions in front of the whole group.

→ Outcomes

The energizer boosts the low energy of participants because of the goodbye party that was held the night before.

1. The participants have the summary of the TC, and wrap-up of the gained experiences.
2. The groups agree that most of the expectations from the TC have been fulfilled. The participants highlight that the TC, including themselves and the trainers, is really a special Erasmus+ experience for all of them.

Some of the answers for the questions are the following:

- What I left behind? Fear of getting into conflict; tensions and myself lost in the routine.
- What I take home? Friendship; ability to solve conflict peacefully; new exercises; new networking and experiences.
- What am I looking forward to? The future projects; implementing the gained knowledge at home.
- What would I like to say to the group? We complement each other and we are unique!

Answering these four questions is like saying good-bye to the whole group. Therefore, it is sad, and at the same time joyful, and emotional time for participants.

Session II – Conclusion

→ Objectives

- Participants can review of the project plans and upcoming activities
- Closing and evaluation

→ Activities

1. Call with Maka Sartania, the president of the APD.
The participants have a call with the project coordinator about the future dynamics of the project. The coordinator answers the questions and the concerns raised by the participants.
2. Closure energizer/activity – mazinga.

→ Outcomes

1. The participants have a better vision about the future dynamics of the project. Some of the highlights of the call are the following:
 - The setting of the coordination and DM: All partners/local coordinators of the project decide together.
 - EU countries must be involved in capacity building training.
 - EU cannot provide experts for EaP countries. Therefore, coordinators also need to be mentors and must be included in the process.
 - If the international activities are postponed because of the COVID-19, then national activities will be planned.
 - Job shadowing will be around 20 days in Hungary, up to 14 days in Italy and Netherlands. Due to COVID-19, the dates are uncertain by now.

March 14 - Departure day

The last participants of the group leave in the morning at 11:00 A.M.

Annex 1: List of Participants

PARTICIPANTS		
<i>Country</i>	<i>Surname</i>	<i>Name</i>
Armenia	Jinayan	Hasmik
	Ghazaryan	Anahit
	Harutyunyan	Tsovinar
	Antonyan	Anna
Georgia	Zhvania	Salome
	Goginava	Ada
	Gugushvili	Salome
	Gabritchidze	Tekla
Hungary	Tahin	Akos
	Nemeth	Petra
	Berkes	Rudolf
	Marko	Janos
Netherlands	Kemna	Koos
	Rouw	Peter
	Van Dam	Anne-Marit
	Verschoof	Maria
Ukraine	Shamonova	Oksana
	Gorokhova	Tatiana
	Tomenko	Dmytro
	Vysotskyi	Oleksandr
EDUCATIONAL TEAM		
Spain	Daza	Felipe
Georgia	Alaverdashvili	Paata

Annex 2: Agenda

	Day 1 March 7	Day 2 March 8	Day 3 March 9	Day 4 March 10	Day 5 March 11	Day 6 March 12	Day 7 March 13	Day 8 March 14
7:30-8:30	Arrival	Open space	Open space	Open space	Open space	Open space	Open space	Open space
8:30-9:30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:15-11:00		Getting to know	Exploring conflict	Me, us and the world	Conflict transformation approach	Country group presentation of the BPoCT	Closing and evaluation	Departure
11:00-11:30		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
11:30-13:00		Team building	Exploring conflict	Conflict analysis tools	Culture of peace and non-violence	Youth participation UNSC R2250	Review of the KA2 next steps	
13:00-15:00		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15:00-16:30		Introduction of the KA2 overview	Exploring peace	Excursion to Borjomi	Big Picture of Conflict Transformation: Current context and Future Horizons	Community mobilisation and Policy development	A.O.B (optional hiking)	
16:30-17:00		Coffee break	Coffee break		Coffee break	Coffee break		
17:00-18:00		Learning Needs for the training	Conflicts and peace in our realities		Big Picture of Conflict Transformation: Development of change processes	Non-violent communication		
18:00-18:30		Daily reflection	Daily reflection		Daily reflection	Daily reflection		
19:00-20:00	Dinner	Dinner	Georgian dinner	Dinner	Dinner	Dinner	Dinner and SeeYouSoon party	
20:00	Welcoming and Ice-breaking	Intercultural night		Free space	Free space	Free space		