



Youth as Peacebuilders - Youth Policy for Peace

Youth Policy Development Training

Dilijan, Armenia, 9-17 March, 2018

Day 1: Arrival and welcoming

Many participants arrived on different times in the pension Dhgyak in Dilijan, due to different flight schedules. In the evening the participants met for the first time as a group. By means of a paper with in the middle the name of the participant and four facts about them, one of the facts was not true. This was the culprit for starting a chat.

Day 2 – 10.03.2018

The day started with a short introduction of the program: with informal learning the subjects of learning are adapted to the participants' learning needs. This is the reason that the learning programme has not been fixed yet. Through reflection groups the programme is evaluated and tailored.

Session 1: Getting to know

Objectives

- To make the participants comfortable around each other
- To learn and remember the participants' names
- To get to know each of the participants better

Activities

The participants were divided into four groups and each of the groups came up with a game for the objectives (1 ice-breaker, 1 name game, 2 getting to know games). The ice-breaker entailed the group doing moves and one participant had to guess who was the initiator of the moves that constantly changed.

The name game involved the group sitting in a circle and saying your own name and that of another participant in a rhythm. Whose name was named last, had to continue on with his/her own name and naming another participant.

The first getting to know game involved two lines of participants standing across from each other and answering a question to one another about themselves that the group came up with and moving with every question so that the participants faced ten different participants.

The last getting to know game was about who the participant was before, was now and would be in the future. Two participants had this conversation with each other and then told the story of their collocutor to the whole group.

Outcomes

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

Session 2: Opening / project overview

Objectives

- To make the participants familiar with the team
- To make the participants familiar with the project and this particular training

Activities

The team consisting of Israel Peralta (facilitator + trainer), Felip Paza (facilitator + trainer), Armina Sadikyan (organizer) and Paata Alaverdashvili (coordinator) introduced themselves to the participants and told more about their role within this training. The trainers had the need to express their awareness of the gender of themselves as trainers to the group.

Next, Paata presented an overview of the contents of the different steps of the program (see [overview program](#)). It was now clear for the participants what they could expect of the program and what is expected of them. The concepts, methods and frameworks are provided, which means that there are no clear answers **how** to solve a conflict, but that the tools are provided. The content thus is more free and dependent on the participants' needs.

To end this session, a methodology was presented that involved activities outside of the learning environment. Participants could sign up for organizing a morning activity, ice energizer (morning/afternoon), time keeping, clean- up of the training venue and an evening activity.

Outcomes

- The participants are familiar with the team
- The participants are familiar with the project and this particular training

Session 3 – Teambuilding

Objectives

- To make the group of participants one team
- To make the group work together
- To make the participants realize what influence their behaviour has on the other participants

Activities

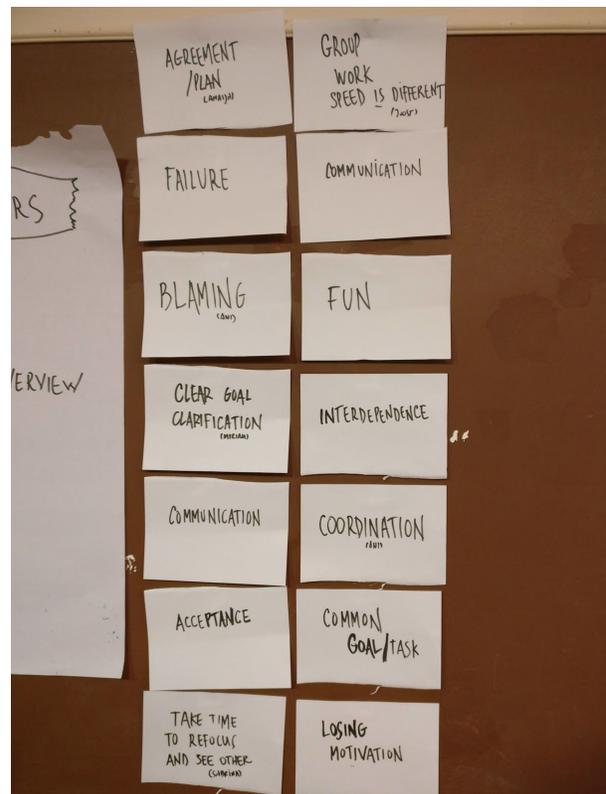
To improve teambuilding, the participants first were given an exercise that involved a long thin paper stick of approximately 4 metres. The group split into two, each group standing on either side of the stick. The task was to hold the stick on two horizontal fingers per person, and to bring the stick to the ground. This seemed to be difficult. Especially in the beginning when the group was not allowed to talk. The stick was ending up higher and higher. At the end communication was allowed, the participants could consult with each other. With clear instructions it was easier and the group about completed the task.

The second task was a challenge. The participants each took a chair and put them randomly in a designated area, walking space between the chairs was required. One participant was taken out of the group and the task was that this one participant had to try to take a seat at the only empty chair at a normal walking pace. The other participants had to prevent the walker from taking a seat. They could manage this to switch seats and hereby forcing the walker to switch the route and take a different route.

Outcomes

It seemed that during the first game there was misunderstanding about the task and that some of the participants were deliberately prevented the group from completing the task. The participants felt different emotions at the end of this game. The participants indicated that they grew frustrated, lost motivation and felt that they failed. A part of the group had fun. It was considered as a difficult task for a large group and also participants blamed each other for the outcome of the task. Also different assumptions of references were indicated as a cause. Multiple solutions were suggested: picking a leader, improve communication by looking at each other, better coordination and realizing there is a common goal and not blaming other participants or take a negative attitude. The purpose of this game was to make the group understand that successful and positive corporation is only possible if there is a common goal and that the behaviour of one person in the group influences the whole team. The interdependence of the participants working on this project was made clear through this task.

The outcome of the second task was reflected as well. The group did not manage to prevent the walker from taking a seat. It took the walker only a couple of seconds before he or she could take a seat. The group had fun with the task, although a lot of panic arose and the



discussed strategies were not successful in practice. In working together it turned out to be important to remain calm and not to panic and discuss together the strategies.

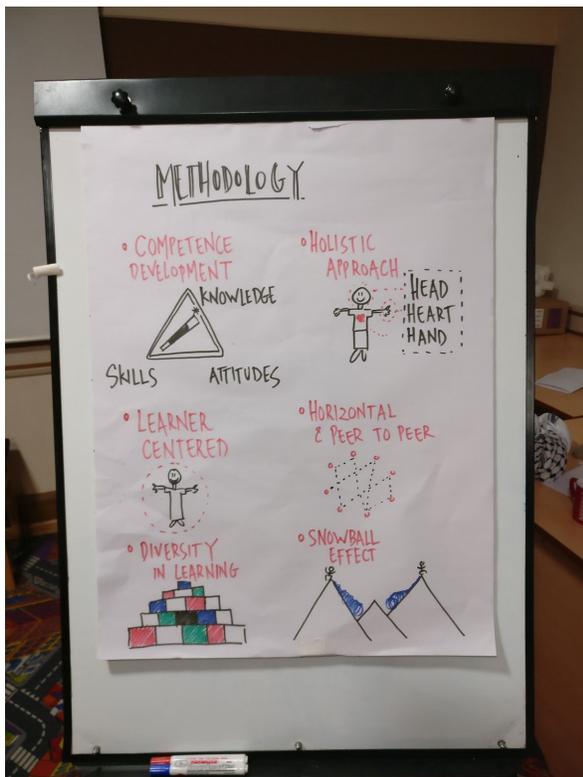
Session 4: Learning needs

To re-energize the participants, the trainers came up with an energizer and introduced the concept of the *tornado*. At any random given time, when one of the trainers shouts *tornado* the group has to find another seat as fast as they can. The energizer of this afternoon was in extension of the *tornado* 'the wind blows for those who...' in which the participants could also get to know each other better. One person stands in the middle and tells the group a fact about him or herself. For other participants for which this statement is true, they have to find another seat. The participant in the middle also tries to find another seat. The person who failed to find a seat has to come up with a statement next. Statements used were for example: 'the wind blows for those who *are in a relationship, wear black shoes, finished a Masters degree, etc.*'.

Objectives

- To introduce the non-formal approach of the training course and its different implications
- To introduce the objectives of the first training course
- To collect the learning needs of the participants in connection with the main topics to be addressed during the first training course

Activities



The trainers asked the participants about their knowledge on informal learning. Various answers from the participants were: interactions, it goes both ways, it is practical, it is free from institutions, there is no closed curriculum, there is no exam, mix on fun and learning and it focuses more on group dynamics.

Indeed, informal learning is based on competence development: it focuses on developing skills and competences of the participants. It has a holistic approach (knowledge, practice, transforming attitudes) and it uses head, heart and hands.

Informal learning also assumes that participants are different with diverse backgrounds. Informal learning is active learning, providing the tools and context, but what a participant learns is very personal and depends on what is found interesting. It has a

snowball effect, it triggers paths of learning and from the practice more learnings will come. This current project can be seen as part of the outcome. The trainers introduce **Kolb's model**. The current training provides an exercise and reflection. It is a cycle of experiences (fun, games), reflection, conclusion and application. The model can be applied on one exercise or on the whole program.

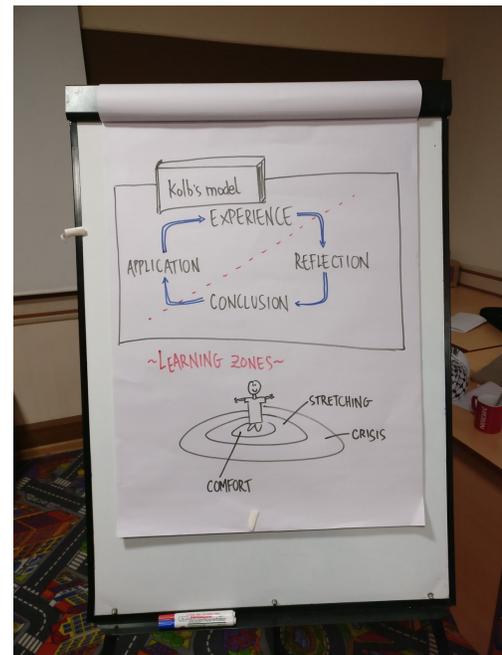
Learning zones

The trainers acknowledge three learning zones: comfort zones, stretching zone and the crisis zone. The training will move from the comfort zone to the stretching zone and back. The stretching zone is the perfect zone in which people tend to learn the most, because within this zone there are quite some challenges. The crisis zone is too much, people tend to block here and do not learn anything.

Learning objectives

The current project can be categorized into five categories that are implemented throughout the project:

1. Peace building
2. Policy development (agenda setting)
3. Youth participation (best practices how to reach youth)
4. Context analysis (how to define the roots of the conflict)
5. Project cycle: planning, monitoring and evaluation (basic steps for project management).



The participants are asked to write on post-its what they want to know about all categories of the project and to stick this to the wall where the categories are stuck. Next the participants are divided into three groups to share their learning needs to find common ground. Based on this the trainers will tend to the learning needs of the participants.



Outcomes

The participants are made familiar with informal training and with the different categories of the project. The main learning objectives identified by the group of participants are: general knowledge about all topics, to hear examples from practice (good and bad), how to prevent conflicts, how to conduct a local session about peacebuilding, actors and strategies involved in policy development, how to identify the roots of a conflict, how youth can be taken seriously by adults, how to get attention from youth and how to motivate them. Also the group wants to know how to measure involvement within the project cycle, how to finance it, planning tips and the possible risks of a project. The participants know that there are no clear answers to some of the big questions that stem from the learning needs, but the tools to come closer to the answers are provided within this training.

There is no reflection group today.

Day 3 – 11.03.2018 Peace building approaches (UNSCR 2250)

Ice energizer: ding-boink-swoosh: the group stands in a circle throwing around an invisible ball. It goes around the circle. When you say 'ding' it means that the ball goes to the person next to you. If you say 'boink' you block the ball and it will return to the previous person. If you say 'swoosh' you throw the ball to a random person in the circle. It has to go really fast. Two other elements are brought in: 'airplane', which means the two next people in the circle duck and the ball ends up at the person two down the line. 'Tunnel' is the same concept, expect that the next two persons have to take a wide stance, to form a tunnel for the ball.

[Session 1: basic concepts in conflict studies](#)

Objectives

- **To gain and create common understanding of the basic concepts that will be used during the training course in connection with peacebuilding and conflict theories**
- **To exchange and get to know the different opinions of the different members of the group**

Activities

The trainer gives a summary of the outcomes of the learning needs of the participants from the previous day. This first sessions deals with the four concepts of conflict, violence, peace and peacebuilding. Each topic has one participant that remains in place (the reporter), while the other groups rotate from topic to topic. The participants should put everything they know about the concepts on paper. The reporter will brief each new group on what has been said by the other groups and the current group can add new knowledge. Summarizing the outcomes of the working group (see pictures under **outcomes**):

Conflict: willingness to exclude and not to understand the other. There are different types of conflict on different scales. All conflicts have victims. Different positions, interests and needs play a role in conflict. Change in needs can prevent the conflict.

Violence: pyramid to understand the different kinds of violence. Direct violence is visible violence, rest of pyramid is invisible. Structural violence is formed through social society. Cultural violence (xenophobia) is supported by structural violence.

Peace: three rings: elements of peace, inner peace, social peace, and environmental ring. Institutions are created to prevent war (after WWI and WWII).

Peace building: opposing sides accept each other.

The trainer orders the theories about the different concepts in this (actual powerpoint is missing) and is summarized below:

Conflict:

- It is an interaction between actors where at least one actor senses incompatibilities between their thinking, imagination, perception and/or feeling and those of the other.
- Galtung: a conflict is a **dynamic process**, it is not static, **structure, attitudes and behaviour** are constantly changing and influencing one another.
- A perceived or actual contradiction of goals of interrelated actors or forces which is characterized by mutual influence between them. This is the definition that the research of Isra has adapted. Environmental, inner and social peace. It is a real contradiction or perceived, it is about goals (MPE, 2016). Actors are interrelated, not directly (but can be). Many definitions, but some overlap. Different actors, interconnected, opposing goals/needs/interest. Depends on who is defining and in which context. Types and levels of conflict is valid, strategies and interventions, we look at it later on.

Conflict is mostly associated with the negative (also in the discussion of the participants): fear, frustration, distrust, avoidance. Conflict hampers productivity, lowers moral, makes people feel bad, triggers other conflicts, causes inappropriate behaviours. But conflict can also bring out the positive: it helps people to raise and address problems, focus on the most relevant issues, people are 'real'. Conflict provides spaces to openness, it triggers motivation and expresses and heals the conflict. This all relates to conflict transformation: what can we take from it and how can we change it.

Types of conflict: intrapersonal, interpersonal, group, organizational, community (region, school etc.), intra-state and international conflict.

Violence is any human attitude, behaviour or context that harms any living being or the environment (MPE, 2016). This definition reconnects many other definitions. Depending on how we deal with conflict, it can lead to violence. An earthquake is also form of violence. It is human centered, because it is about humans in most cases. Environment is violence, not any other definition takes this into account. There is a pyramid that includes structural violence, cultural violence and direct violence.

- Galtung refers to identifying the perpetrator *in direct violence*. It also includes war (seeable violence).

- *Structural violence*: an example: direct violence is the police who beat human rights advocates. In this example the police has monopoly to use violence against citizens. Judges are part of the structure, it is the whole set up that is making the violence of the police happen. It can also refer to your own organization, maybe you dismiss their opinions, or bully someone, the structure allows this.

- *Cultural violence*: violence because people are different from us/other nationality/other sexual preference/ other religion/ propaganda.

Peace: There is negative peace, which is absence of direct violence. There is also positive peace: absence of all forms of violence and existence of positive conditions for non violent interaction (human rights, development)

Lederach advocates just peace: high justice and low violent pattern in a given society determine social interaction and conflict transformation.

Peace is a **participatory nonviolent** process that seeks to reduce all forms of violence and creates conditions for inner, social and environmental well-being (MPE, 2015). It is process. It creates knowledge. Maybe add political well-being.

True peace from 3 lenses (inner, environmental, social). Peace is in the middle.

Outcomes

The participants have knowledge about what is peace, violence, and conflict.

[Session 2 Conflict studies \(types of interventions – our interventions\)](#)

Objectives

- **To introduce the escalation model and understand the different stages of a conflict**
- **To acknowledge the steps and different layers of a conflict before it really triggers violence, and how peacebuilding can prevent/address the (de)escalation**

Activities

For this session all participants are asked to first walk slowly in the room and next to create chaos by walking faster and faster. When the trainer says 'stop', the first four people next to each other are part one team. The teams are asked to name their team and come up with a slogan. Each teams receive one task that they have to fulfill and cannot communicate with each other. The teams start at other ends of the room, three chairs are in the middle of the room.

The outcome of this activity is complete chaos. The participants are fighting over chairs (with persons on top of the chairs) in order to fulfill their tasks. When the trainer stops the activity, the participants come together to reflect on the events that have just happened.

Participants feel frustrated, shocked and stressed. The interests, needs and goals were different within this task. There was no communication, and there were assumptions about the other teams. There was also an element of animosity, because there were three opposing teams with names and slogans. The tasks in itself were not hard, but it ended up in a conflict. In the end, all tasks were compatible: chairs should not touch the floor, chairs should be in a circle and chairs have to leave the room. By communication, thinking about the other, not only your

own goal, could have made this activity successful.

The participants see a movie ([Love your neighbour](#)) and are asked to identify different actions that lead to the conflict. The movie starts with similarities and sharing. There is a change when a flower grows. Both neighbours enjoy the flower, because it is good for them. One hugs the flower, because one wanted it more and the other got scared to lose the flower. This is how it was interpreted: the one that hugs the flower makes it his in his space and the other reacts. Both are claiming the flower: there is proofing of the rightful claim. Next, one is trying to steal the flower, they agree to fight, using the fence as sticks. The objective is harmed, the neighbours forget about the what the conflict is really about. The faces become ugly and they destroy everything (including house, wife and baby). They become dehumanized. The film seems simple, but it is interesting to look at it a bit deeper the participants agree.

The different stages of conflict are presented:



For peacebuilding it is important to see in what stage the society in conflict is. The different stages are:

1. Initial stage: no conflict.
2. Latent conflict: there is some change, that make it to perceive a hidden intention (trigger).
3. Emergence: within the emergence stage there is misunderstanding, avoidance, seeking allies (to gain power and to get winning power). There is rudeness and the conflict increases, because it keeps happening.
4. Escalation: tension increases and there is proliferation of issues: more issues/problems are involved in the conflict that make the conflict even bigger. There is a change in focus/goals.
5. Stalemate: this is the highest point of a conflict: a crisis with the most violence.
6. De-escalation: thanks to intervention the conflict is made less pressing.
7. Settlement resolution: agreements are made for both sides to solve the conflict.
8. Peacebuilding reconciliation: there is peace.

Objections to this model:

This is the standard model. It is a good tool/approach to understand a conflict, how it escalates etc., but this is an oversimplification! It is better to understand conflicts in a circle or mountains,

because a conflict is much more complex and volatile. Constant revision is needed, because a conflict is extremely fluctuating.

Outcomes

The participants have seen in practice how important it is to communicate with others and but aside their assumptions. Also more knowledge has been gained about conflict and the different stages within a conflict.

Session 3 (conflict in our realites):

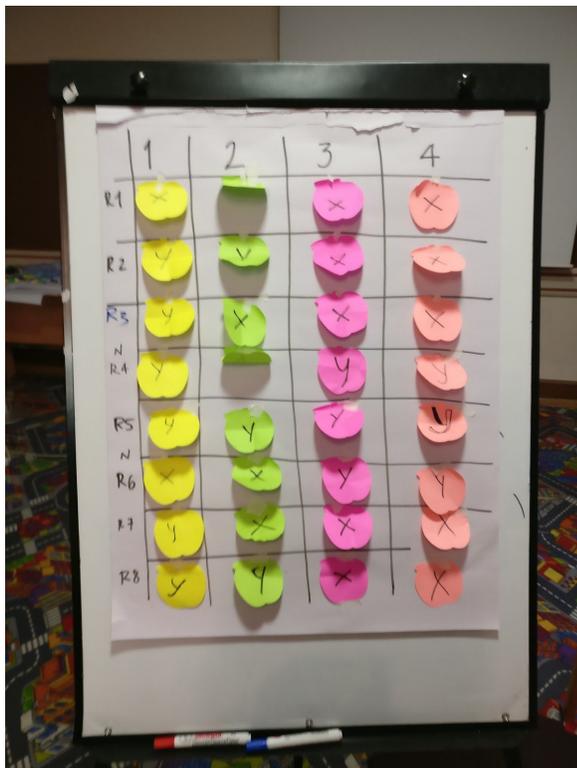
Ice Energizer – everybody is walking around. 1 is jump, 2 is crouching, 3 is hugging, 4 is running around like crazy, 5 is singing a song.

Objectives

- To understand conflict dynamics and the different strategies for conflict management

Activities

The participants are divided into four groups. A game is played containing X's and Y's: each round the groups have to choose X or Y. The goal for all groups is to get the most points, but the results of the choices of the other groups have an influence on the outcomes: 4 Y's means each team gets 10 points. Other combinations result in gaining or losing points for each of the groups. At two points, the groups could choose one representative to discuss the tactics for the next round.



In the reflection of the activity, different emotions are felt by the group: distraught, betrayal, stressed, enjoyed the game, positive approach, interesting, frustration. One group was frustrated that no group in the first round thought to put in Y. Statistical it was better to put in X (less risky), because there was a greater chance to gain points with X, but there was mistrust.

In round two there was change in strategy. Two groups picked Y to send a message by their actions, but also risking to lose points. It seemed that everybody played to win, so this strategy made them lose points. After the negotiation, there were two rounds of four Y's. For round 6 there was an agreement, to balance the points. The plan was that one group would vote Y and three X. But there was misunderstanding. Two groups voted two X, two Y. And this lead to more mistrust. The group was worried as well, they expected cheating/strategy. In the last rounds the different groups wanted to protect the points that they had,

and this is why they changed tactics as previously agreed on, because there was one group that already 'cheated', but this seemed to be misunderstanding after all.

This is an activity more complex level than this morning. There is an imbalance, the safest choice to take the one that is incomparative. The theory is that if this game is eternal, every group will choose Y. This activity can be connected to reality: environmental issues: countries look for their own interest, it takes a lot of effort to all have Y. 'We will keep producing when it is our economy (X)' is the thought.

Outcomes

The participants see that dynamics of negotiation is very complex and a lot of elements have to be dealt with (trust, assumptions, goals etc.)

Session 4

TORNADO

Learning Objectives:

- To understand the interactions between context, attitudes and behaviours in a given conflict scenario.

Activities:

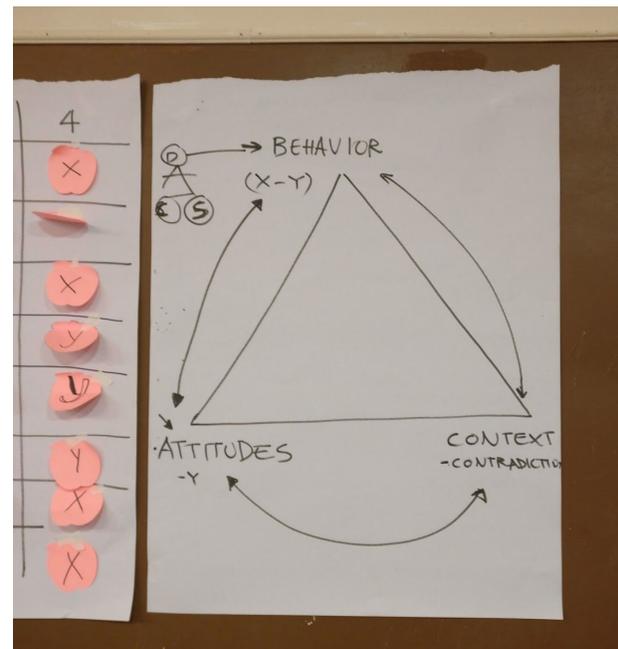
The plan of the program is changing, because the previous game took more time than expected. The trainers explain the ABC-triangle shortly, tomorrow the triangle is on the programme again:

The ABC-triangle is a tool to understand the different situations/realities of actors in any given conflict. This is difficult, but the most common triggers of the conflict is to not understand the situation of the different actors.

Behaviour refers to what people do, it is visible. Its position is similar to direct violence.

Attitudes refers to assumptions and feelings of the groups one is trying to understand. Behaviour might lead to understanding of the attitudes and attitudes are affected by other actors' behaviour.

Context/contradiction circumstances in which one lives, this also includes legal frameworks. If behaviour is: not doing good in school, the attitude is frustration, then the context could be less opportunities in the slum where the child lives for example. The triangle is constantly influencing each other. In planning



interventions in peacebuilding, you have to consider the ABC triangle, and it has to be clear where to intervene. ABC has link to CBS. Direct violence is behaviour, cultural is attitudes, context is same as structured. There has to be a balance.

Outcomes:

The participants are familiar with the ABC triangle.

REFLECTION GROUP

Ending this session, the trainer formed the group into families (reflection groups), in the old tradition in families to reflect on their day. The families summarize the reflection by the following three questions:

- How do you feel in the group?
- What are the learning highlights?
- What are you looking forward to this week?

The group feels comfortable, happy, secure and included in the group. The rotation during the exercises helps to get to know everyone. The connection between the participants is growing and no small groups are forming inside the group.

The learning highlights have been the learning strategies, this make the theories easier. The non-verbal communication is a highlight, as well as the conflict chart, visual learning through the film. People were sometimes not listening during the games. Creativity to finding solutions, strategic thinking, learning by doing and failing in the game is also learning. Practical approaches are nice.

The group looks forward to more exercises to have a more clear view of the theory, however, it is oversimplified in the games, so the group is looking forward to the connection/application to real life. More reflection after the activities, success stories of peace building from practice, how to resolve conflicts (methodology) how to intervene and address. The group also looks forward to more information about the job shadowing and case studies from their own countries.

Day 4 12.03.2018

Today the participants will work in their national groups to discuss a conflict in their country. Types of conflict have been discussed yesterday and today peace building (concepts, implementation) will slowly come into the picture.

Session 1: Peace-building approaches (UNSCR 2250)

Ice-energizer: painting the inside of your body with a ping-pong ball in order to warm the body up and loosen the body.

Objective

- **To learn about the different terms used in the context of peace**
- **To better understand peacebuilding initiatives and the broad spectrum of activities those can imply**

Activities

A [Powerpoint](#) is presented. The summary is below:

The frog's eye view represents the micro eye view. From the bird's eye view you are able to see from a distance and to put together the context. Both views are needed to look at a conflict. If there is an injustice, it means that someone is getting benefits.

Peace, negative peace, absence or direct violence.

Mistrust = peace but it does not mean that there is no conflict.

Positive peace = absence of structural and cultural violence.

Just peace = high justice and low violent pattern in a given society determine social interaction and conflict transformation. There is equal distribution of resources and having the same rights.

True peace = a participatory nonviolent process that aims to prevent any form of violence, embraces respect for human right and aids the maintenance of nonviolent human interaction.

Peace building: main aims is to stop violence and destructive conflict, building just and sustainable peace.

Boutros Ghali (1992), proposed a new model for **peace building**.

There are three levels:

- peacekeeping (ending direct violence). Work by the blue helmets of the UN can be effective, but cannot provide sustainable peace (power relations, UN has guns, that is negative for the perception from the locals. They use the same tools that are used during the conflict. For example, they are there but do not speak the local language and do not know the context).

- peacemaking: changing adversarial attitudes through dialogue and mediated negotiations.

It is not trying to change the context, it is elitist, it is not peace building (not inclusive). The elite talk about their interests. Context means also laws (structural laws), changes in laws will be slowly visible at the grassroot levels. They do not talk about education, but about territory, no women, no dialogues with communities (in this picture). Peace talks on high levels does not mean peace at the low levels.

- peacebuilding: structural transformation of the conflicts' root causes in the political, economic, and social spheres. EU plays an important role in Ukraine, EU is important in Syria and has responsibility. It is a question of solidarity/responsibility.

Terms & Concepts:

Curve of the conflict:

Three main phases:

- early stage, some tensions, no violence, conflict prevention
- second phase: crisis management, implementing, we send UN peacekeeping to stop violence, but there are other options like a cease fire.
- third phase: post conflict rehabilitation: how to establish confidence, trust, other process regarding. Every phase has different interventions that are needed.

Our project is post-conflict.

Strategic approaches to peace-building

What impact do we want to impose on our communities? How do we understand gender roles, youth? One of the main question we have to answer ourselves is why we are peace builders?. What is the starting point of our project? We have to create our own narrative/story to convince youth. There are different approaches to peacebuilding (see [Powerpoint](#))



A discussion amongst the participants about the cases of their countries emerges. Ukraine explains the propaganda imposed by Russia to divide the East and West in the Ukraine. Russian media was spreading propaganda among the Russian speakers, they are considered to be pro Russia. Also propaganda was spread by Russian media that in the West people eat children.

Outcomes

The participants have gained more insights in peace building and the different approaches to it.

Session 2: Types of intervention – our interventions

Objective

- To provide with a case-study and deepen into the concrete understanding of peacebuilding and community actions

The trainer explains the different tracks and levels in interventions (see [Powerpoint](#)).

There is no replication of success stories, we can learn from them, but the tools have to be applied on every different situation. The next video serves as a visual for the demands in the reflection groups. The [Wajir](#) story, the participants are asked to focus on the next questions:

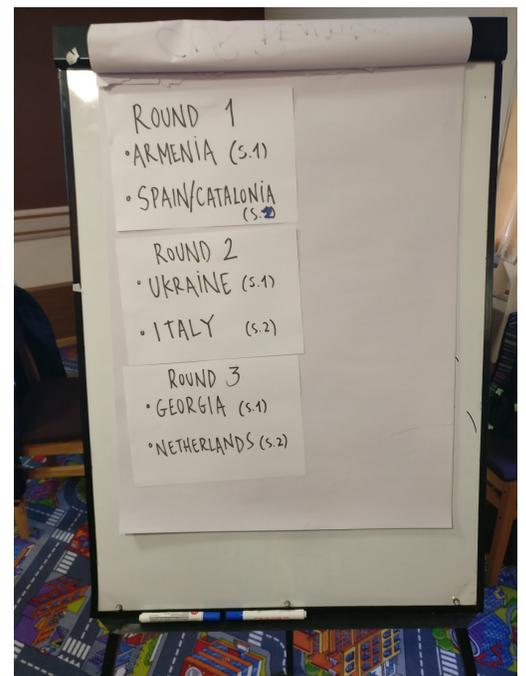
- What are the stages of conflict?
- Related to the stages, what are the interventions?
- What are the actors that are involved in the stages?
- How do more actors get involved on the peacebuilding interventions?
- There is a crisis and a post conflict in the documentary. What is the difference between interventions?

Reflection after the video:

The video is self-explanatory, so the trainers will not go in-depth into the video.

Women first sit and talk and step by step they involved the male members of the community. It started with meetings, and the first problem the women wanted to solve was the lack of interaction and avoidance in the marketplace. The bigger problem was the fighting of different clans, all international NGO's left, and all the bigger structures were not there.

The big picture can be reflected in the small situations. Monitoring was the next step, they do a needs assessment in order to understand. They took it from level 3 to level 2, seeking alliances. They gathered the elders and gave them a responsibility, they found common ground/a common goal. They agreed on an agreement, they set an agenda (crucial, structural policy development). After this there was still direct violence, but they created mechanisms to assess the symptoms and respond to them. Conflict transformations, involving communities and creating structures. The wife of a former warrior wanted peace, so he did as well: the wife was an actor here. The communal celebration was crucial and inviting the clan leaders as well. Reintegration and demobilization was also a thing. The wrongdoers were put to justice and amnesty was granted to those that deserved it. Education was there for youth, but also for the chiefs of clans and religious leader: a comprehensive approach. A lot of initiatives that are institutionalized is an important element (recognition). It is implemented in the structures.



Session 3: Conflict in our realities

Energizer – One participant takes the lead and says for example: put your arm on black. The other participants then put their arm on a black piece of clothing of the other participants.

Objectives

- To prepare and learn how to make a needs assessment of a national conflict
- To exchange challenges existing in the communities/countries represented in the training course and with which participants will work in further steps of the project

Activities

The national groups spend time to prepare a presentation from their country in local or national context. The presentation should include:

- Brief introduction on context
- what is the problem
- brief map of actors
- Type of conflict
- Stage of the conflict
- What change is trying to be established if peace building is going on?

Outcomes

The participants learned more about the context of a national/local conflict.

Session 4: Conflict in our realities (presentation)

Activities

The presentations take place in 3 rounds of 15 minutes. Each round there will be two presentations in parallel. Others are listening. S1 and S2. It is organic, and it is efficient.



Islamophobia in Catalonia (see poster)

A mosque is opening, there was opposition. Actors: right wing: political parties, cso, local council, catalan police. Peace actions: assemblies in mosques, to stop rumours and support them. Making posters and banners of all things that muslims, Spanish, and Catalans have in common.



Nagorno Karabakh conflict between Armenia-Azerbaijan

Escalation of a conflict. There was a ceasefire from 1994 to 2010, but then there were shootings in the front line. The military got involved and it started to escalate. In 2014 there was sabotage, Azerbaijan came into Armenia and started killing. In 2016, 4 days in April, lots of killings, after 2010 there were more than 400 soldiers killed. Everyday there are killings, in Karabakh.



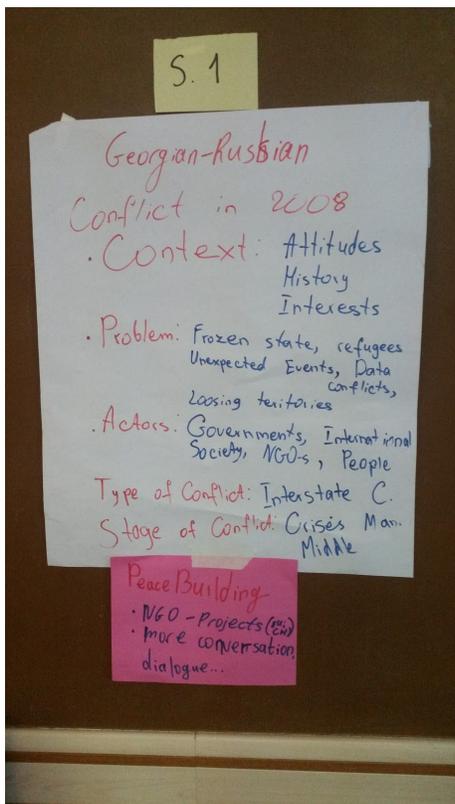
Ukraine: Conflict in Ukraine (Crimea, Donbass)

Two regions in Ukraine, Crimea was annexed by Russia. EU association was cancelled, it was a shock, because everything was ready, but the president stopped signing the treaty. Because of this action of the president, there were massive protests in Kyiv and other regions. Here the police was fighting the demonstrators. Russia entered Crimea, and there was a fake referendum, that was promoted by Russian money.



Italy: Migrantphobia

Macerata. 120.000 people are victims of wrong diplomacy. Now more laws, management of refugees. Peacebuilding action will consist from the grassroots, with a focus on education, promotion of integration, one network between cities and part of Italy, make a Facebook page Integration in a effective way.



Reflection on the presentations (**outcomes**)

Some participants seemed disappointed that they could not hear all the presentations. The things that they did hear were surprising and interesting. It was difficult to focus on one concrete aspect in the presentations, because the context can be many things. The tools handed to the participants could now be put to practice. 15 minutes is very short for a presentations.

REFLECTION GROUP

The group feels good, but tired because of the full day. They feel that they are doing something important and it is nice to learn from others. The group felt a bit tired after all the theory, but were exited after the assignment.

Learning highlights were the theories, and movie. The papers on the floor were too fast and confusing. The presentations were exciting and very informative. The method was disliked, and a suggestion would be to prepare a case study before arriving in Armenia, at home. The learning is positive overall. National conflicts are now handled more professionally and less with emotions. The introduced strategic approaches were much appreciated as well as the experiences from the trainers (first-hand information).

The group is looking forward to more case studies and theory/practice combinations. Analyzing conflicts from the inside is very interesting. The powerpoint presentations when put on the drive is useful as well as sending the participants casestudies to look through if there is too little time during the course.

Day 5: 13.03.2018

Attention is put on the key learning during the reflection group: it should be focused on what has been learnt, instead of inputs on the mehtods used. Actions in intervention was difficult, this would take a whole session to learn, but they will be put up on the wall.

Energizer – Salsa

Session 1: policy development

Content about policy development – examples and experiences are put in throughout the session.

Objectives:

- To introduce the basic elements of policy development
- To get an overview of different aspects of policy development (bottom-up approaches)

Upgrading peace building into talking to local authorities, then the context is reached the context (affecting the structural violence/area in society). Many structures are in the society. Not only law, also customs in societies. Laws and customs are changing. Sometimes certain cultural events are dismissed (bullfighting, etc.). The local campaigns of the participants start at the grassroots and are connected to track 1 or 2.

About policy development: it is a gradual process, and uses tactics to reach the obliged people in government (who are obliged to protect our rights), an empowered community (involving others), local and global action, key element is people and policy agenda.

How can we influence public authorities?

Power is the influence created by the relationship between interests and resources (to have capacity to influence the target (EU, mayor)). Power *over* is the power that political authorities have, from there from the top, they control organize policies. Power *with*, is organization of community to change things bottom up and influence the top.

Power comes from the people, and is about organizing the resources of those who want the change to reach the power they need to create the change. We arrange the resources to make the change happen. It is a matter of having/getting the commitment with the desired transformation process.

Changing power over, we want to change top down.

1. What change do we want? 2. Who has the resources to create that change? 3. What do they want? (before elections, political time) 4. What resources do we have that they want or need (votes, promotion, taking away what you have given, obedience, transnational companies à boycott them (affecting their reputation, losing revenues), persistence is good? 5. What's our theory of change? How could we organize our resources to give us enough leverage to get what we want?

KEY ASPECTS and tools for effective policy development:

- research: allows to identify the social need and/or problem you want to tackle.
- context analysis: needs assessment-
- define your goal.

Analyze your resources: if you want to reach a goal, what you have/what you need?

Capacity building (to advocate, knowledge, increase capacities to do effective work).

Organize your resources: build people's power.

- create your group according your values (people involved, what are your values, human-rights, gender-rights, connection)
- create a relationship structure (safe, comfortable environment)
- distribute task: identify talents to do certain tasks
- align goals (goal to work together)
- create political agency (important element to influence political institutions)
- define strategy (where we are, resources, needs assessment, define the goal, change) what are the different steps in the campaign. General framework.

Raising awareness: include the issue in the public opinion agenda, make people conscious.

- define your narrative: your story (why is this important, why now?), a consistent story to convince people is important. Raising awareness, shouting loud en present your case.
- identify a spokesperson
- prepare your public presentation

- visualize the problem.
- include the issue in the public opinion
- Maintaining the transparency of the process: provide feedback to your Constituencies.

Mobilization:

- create a participatory process to involve people (all walks of life): channels/spaces of participation (only sign petition, be more involved, demonstration, assemblies in different locations, to listen to opinions).
- create a representative platform to influence the policy making process (huge platform, important people for politics).
- concrete goals and actions
- show this power

Advocacy: use power (previous steps, building up power).

- identify and target the correct institutions
- understand the rules of procedures (number of signatures to make the politics talk about a certain issue f.e.)
- define clear demand in policy terms (two pages max, concrete political demands).
- take advantage of political moments (elections period, after a crisis, after a national day, women days, rights days etc.).
- be ready for negotiation (Plan B, be ready for compromise etc.).
- be inclusive talks with all parties in conflict situations.
- there a lawyers needed within your resources (if you want a law change).

Session 2:

Objectives

- To provide with an example of a successful international youth-led advocacy campaign
- To make participants aware of the connection of the running project and the result of an advocacy campaign led by youth

Activities

Exercise with policy development and first an example of [UNSCR 2250](#): how was it lobbied and advocated?

UNSC: primary responsible for maintaining international peace and security. The decisions made by the SC must be accepted and implemented by the Member States (5 (china, france, Russia, UK, USA+10 members elected for two year terms by the General Assembly), which gives a lot of political weight to the Resolutions. Very important in terms of legal consequences. Youth represents 1.8 billion people in the world. They are involved in preventing violence and countering violent extremism.

- 2013 UN youth advocate: UN accepts to have a youth advocator, starts to open a lot of doors within the UN for UNOY to meet with state representatives. They have found alliances (big ones and official organizations). They say: make a proposal for the security council, let's try. In 2015:

crown prince of Jordan in UN: he invested a lot in youth, in April meeting more than 1000 people, during this meeting the youth declaration was made, the draft. In the closing act, they hand out the draft to the minister of foreign affairs and to bring it in the Security Council and it was adopted. It is empowering, not controversial .

Current content is participation, protection, prevention, partnerships, disengagement & reintegration. Thanks to the UN 2250, it is easier to get funding.

Case Study: '[KONY 2012](#)' Child Soldiers in Uganda answering the following questions:

What is the problem?

What is the goal of the campaign?

What kind of actions/activities did the campaign implement?

Identify the theory of power? Strategy?

What are the results of the campaign?

The trainers wanted the participants to see this movie because there are contradictions:

Propaganda: emotional film, propaganda for USA. Nobody knows about this issue, child soldiers, there is violence against children and humanity. The problem is oversimplified. The problem is Kony, transnational companies and governments that are supporting Kony. Kony wants to keep power, but, companies and governments have an interest (natural resources). The problem is oversimplified, people will not read many pages, otherwise the community would not be that big. Many issues, but people do not have time. Fake news, propaganda. What is the reality? Disconnection between academy and social movements. Reports of universities are not read. You need to do research, and that translate into campaigns. Kony is part of the problem, but not the whole problem.

- To give people something concrete. Narrative: peacebuilders live in a bubble, people think like us, reality is different. If you want to mobilize people, out of the bubble, living in capitalistic world, marketing, tell you you need this ipad, in election campaigns they use the same tactics. It is about consumerism, use and throw it. If you want to reach people, movies like this you can use this. Create campaigns for hope, to create a change and it is important. Second important element: we are shaping the history, better world, emotional, you need to make peace fancy. Cognitive communication. Another: living in the now is an important tool, concrete time frame, participate for a limited amount of time (2012). Complete time frames helps the campaign 'now is the moment', create the sense of urgency.

Activities: video, raise awareness, they create community (actions of Facebook), mobilize communities, public interventions, a demonstration of people's power. Effective advocacy. Marketing (action kits), powerful allies,

to take the leader, molition, demobilization, another leader will take the place.

Radio when the soldiers were coming, complementary actions: opportunities, socio-cultural/political approach, posters in one day, concrete elements in the campaign. Advocacy to bring the Uganda people to US. White men help black children. Solutions come from inside, from the community, people are committed, solidarity is very important, there is no contradiction white people to campaign against US government.

Building people's power, was very clear in this movie and to share the contradictions/good/bad practices. He gained political power and became a target.

Day 6

This day is about policy development and to consolidate the knowledge that the participants were presented with yesterday.

Session 1

Objectives

- To consolidate the concept of youth-policy and the different activities that can be included
- To practice on how to work with concrete long-term goals with step-by-step planning processes

Activities

1. Energizer

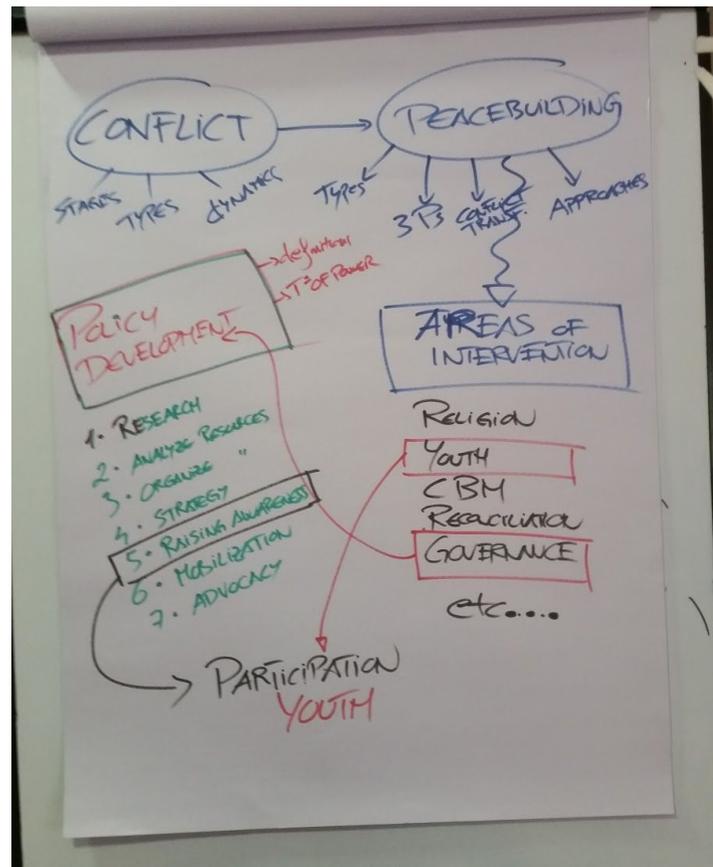
The participants were energized by standing in two lines facing each other. They were given some emotions to express only using numbers.

2. Overview of

Working group exercise, now a summary to understand where we are today

- conflicts, stages, types, dynamics.
 - Peacebuilding: types, 3Ps, transformations, approaches.
 - areas of intervention: religion, youth, confidence building measures,
- We took youth and governance into policy development: definitions, t's of power.

Research, analyse resources, organize resources, strategy, raising awareness, mobilization, advocacy. Today we will jump in raising awareness, how to let youth participate.



Working groups, analyse 4 case studies. We are making a policy development campaign, to . What is the change you want to create? What steps do you need to implement? What is the theory of power (to influence, to make the change happen)?

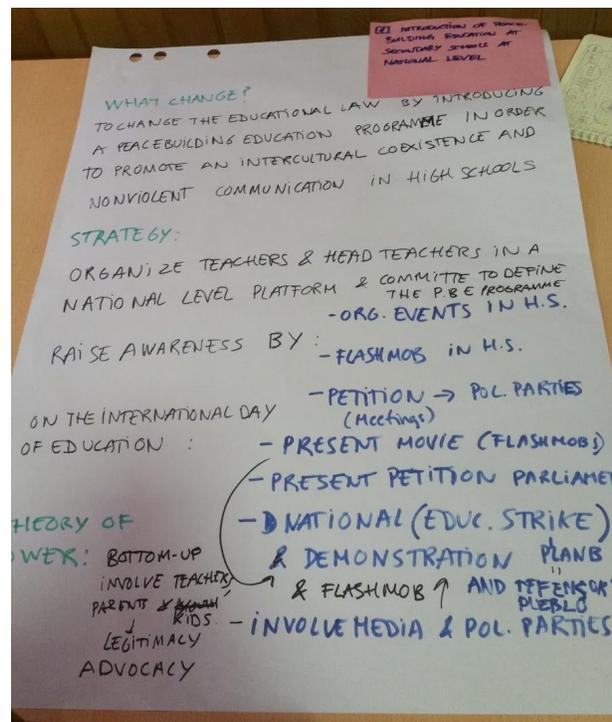
1. national level, educational level à peacebuilding in curriculum
2. Create a inter commission in a multicultural neighbourhood
3. Public policy on national level on violence extremism
4. Create a cross-border rapid response unit

Presentation 1:

Introduction of peace building education at secondary schools at national level.

To prevent violent conflicts. By make a platform of teachers, and headteachers.

Raising awareness by flash mobs in a playful way. A petition to political parties, on international day of education, taking advanced of these day. Plan B is taking a strike and go to the ombudsman. Creative, many details, fictional book. Itinerary is logical. Positive demonstration. Petition to collect signatures.



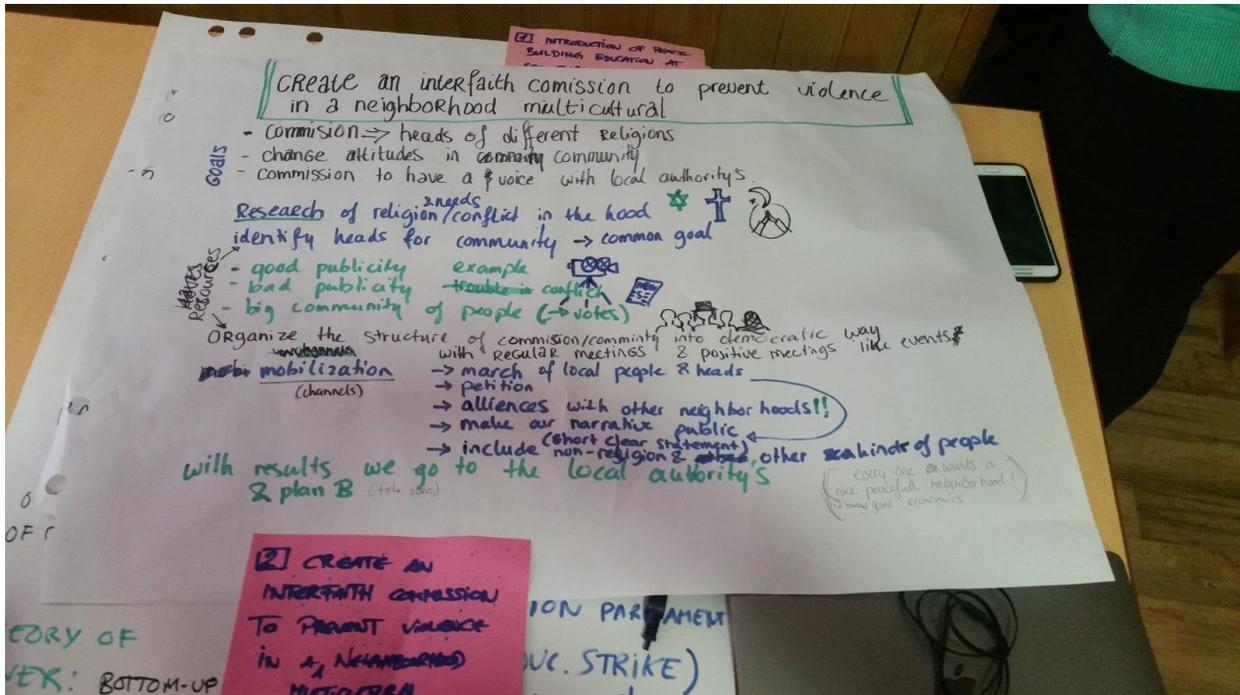
Presentation 2:

create an interfaith commission to prevent violence in a neighborhood multicultural.

Goals:

Good/bad publicity, to address the conflict. The commission is organized in democratic way, regular meetings and positive events. Mobilization: march, petition, alliances with other neighborhoods, make narrative clear, involve variety of people, also non-religious. Results à go to the local authorities.

What will go wrong? The meeting of religious authority, is very crucial, what is there to have common, to get them together, first main issue, that is research to search examples. Use the needs assessments, to make it a tool. Find common ground, everybody wants a peaceful v community. It is good to identify the resources.



Presentation 3:

Bullying as violent extremism: goal is to develop

Identify the problem: bullying (leads to extremism) so this is the first step and is realistic. It is the ground for extremism. Bullying is a 'normal' thing, it is an early stage, aim is to proof this, ongoing process for all the years.

Step 1: research about local violence

2 create an association, to institutionalize ourselves.

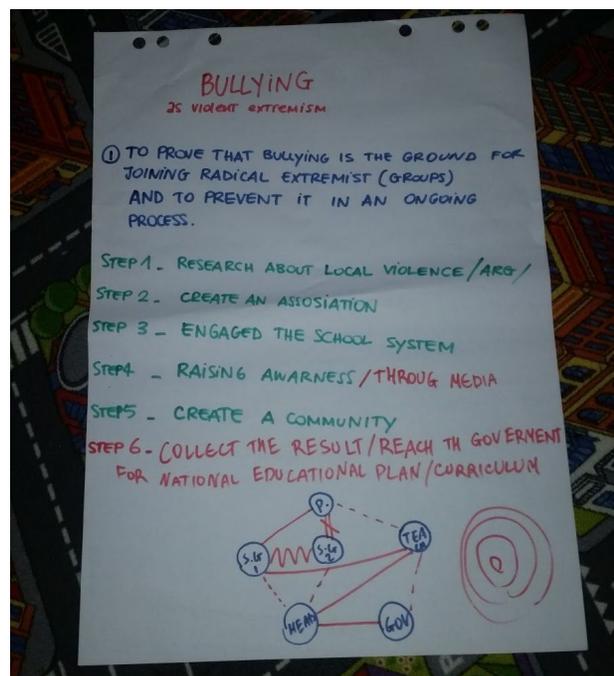
3. Engage the school system, to propose nonformal education,

Step 4: raising awareness, strong communication between different actor, providing trainings pupils and to make the media aware,

Step 5: creating a community of people who are engaged in the same project to prevent bullying, and to reach the government to provide changes in the ministry, to provide programs at school. Provide support for bullied people.

Step 6: collect the results, reach the government, for national educational plan.

After mapping, to show relations between actors. Provide thick lines between the



actors, and spread the branches (so not a pyramid) small focus that grows. They are building power local and go to national. Needs a lot of time and communities to go bottom up. Bullying is everywhere? Go to all the schools, if you start at primary school. The challenge who is working already there (bullying is such a big topic, there are institution, so maybe you can just join, it is much easier like that), ask the government, to make your life easier. You try to reach the government.

Presentation 4: good neighbours

Goal connecting communities. Poster used in propaganda. Peace sign. Network of observers to see what is going on in the field, international dialogue with transparency, information spreading during the campaign, local religious leader to get involved in the problem solving. Rumours, meet up, we make a video with them, peace they want, group. Core of the plan: but the big question was: rapid response team, how do we do that? If you look at a random conflict, you need to know the community, bringing them together, network of neighbours, that could be the starting point, know they can communicate via the program of good neighbours. National interests are not interesting, because it is interpersonal connections.

questions: klikken mensen? People trust the initiative, theory of change: how will the activities help to make it work. It was a complicated task, need to talk to authorities of more nations. Engage first with people, later on the .

This was just to create the body (mothers of soldiers Armenian/azerbeidzjan call each other), it is a tool for people. Enough leverage than go to the government. Talk to brother/sisters of victims, consisting of both sides. Government wants war, but the people do not want it.

Active listening, thank you for that.



Session 2

Objectives

- To inform about youth participation and how it is promoted and highlighted within the UNSCR2250
- To make participants aware of the importance of participation of youth in their own projects

Activities

1. Defining the word 'participation'

Referring to the UN resolution 2250, the participants will focus on one of the five points: participation. On the question 'what is participation?' the following answers were given by the participants: active engagement, having input on the same ideas, ideals and goals, being part of something and involvement. Participation is indeed about having ownership, making decisions and contributing your time, money and/or voice to a common goal.

2. UN definition of 'participation'

Next the trainer informed the participants about the **definition** of the UN of participation. The trainer stressed the fact that there are a few structural (governmental) institutions for peace building. There are however many civil society initiatives. With Resolution 2250, it is easier to institutionalize and build mechanism for peace building institutions within the government.

3. Guiding principles

The [guiding principles](#) give direction on how to involve youth and how in their participation their views and backgrounds should be taken into account. It is crucial to involve youth in all stages of the project. The guiding principles are important to be considered in the projects of the participants. Although the focus may vary on the principles, it is important that the project do not go against these guiding principles.

Enhance participation

Session 3

Objectives

- **To understand the levels and different dimensions of participation of youth**
- **To understand the different mechanisms that can be put in place in order to foster participation of young people**

Activities

1. Energizer by Joost

1,2,3,4,5

2. Ladder of participation (model)

Levels of participation of youth in activities.

1. No participation = manipulation. It means that we involve them, but it is our own goal, and they are an instrument to achieve that goal. They are not involved or informed.
2. Decoration refers to the image that we want to put out. They are not influencing the decision, it is only for the image.
3. Tokenism, We need numbers, decisions and participation and information is very low = no participation
4. Assigned but informed (do not have influence but they know why they do it, no knowledge on the goals), but a low level of participation
5. Consulted but informed (what do you think about this idea, change something if I want, but no power).
6. adult initiated, shared decisions with young people. In the process it is shared decisions, not only initiators, but also young people.
7. Youth initiated and directed, decision-making belongs to the young people and peers. Adults do not play a role.
8. youth initiated, shared decision making with adults. It is more inclusive than 7, not better.

Where are the participants in their organizations on the ladder? To keep in mind that we can trigger different levels of participations and how we can use youth in participation. 360participations.com

3. **RMSOS (levels of participation)**

There are five elements to be considered in the projects:

Right: youth have the right to be heard and to participate;

Means: environment, resources should provide the (secure housing, other needs to cover first, before they can participate in campaigning, conflict stricken countries) tools to participate more easily, to lower the threshold;

Space: physical space to participate, virtual space, meetings inside schools, spaces where they feel secure;

Support: psychological support, capacity building, related to support and follow-up of participation;

Opportunity: involving of women, good moment to invite women if the kids do not get out of school. Right venue close to them, right timing.

The participants are given the task to make a sketch of a film. They have to connect the film with the element of RMSOS. Audience needs to guess [film](#) and [element](#). In the [theatre performances](#), the participants have to think about RMSOS.

[Session 4: Motivation of youth/leadership](#)

Objectives

- To understand motivations of youth and leadership roles when working with youth.

Activities

The group had to stand up and keep their eyes closed and they could not speak. Next they had to order themselves in order of age. When the participants were able to talk, they continued with their task. At the end, parts of the order was right (both ends), but the middle had some errors. .

Brainstorm on motivations to become active: to belong, common goal/interest, Interactions, to be active, support, reveal/develop, engaged, importance of topic, self realisation, loneliness, influence, interest, pressure, change, improve, fun, friendship, inspiration

give you an identity, recognition

there are many different motivations. To tackle them it is very complex. There is a model to categorize the motivations.

Motivation (star)

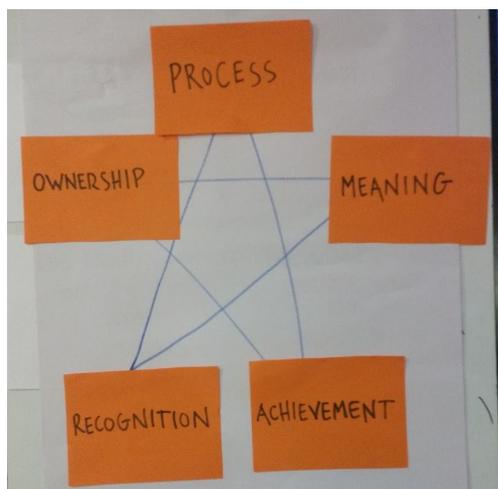
Process: type of activity that you are offering. Example: this training course. They like the cultural evening, and informal learning, international set up. That is the process, they are not inclusive. You can be disappointed if the action does not add up to your expectations, that is not motivational.

-meaning: connected to the values, the meaning of your action. Contradicting the meaning, it is not motivational.

-Achievement: without result or any change, it is not motivational. Small steps, there are many little achievements.

-recognition: connected with participation. Recognition of your work. Well done means motivation, especially young people need that.

- ownership: decision making, shaping the activities: once the people are involved, ownership is a way for them to stay happy and motivated.



Activity 3:

[Itay Talgam](#): TED talk about conductors: the way leadership has an effect on the behaviour and feelings of the group.

Objective

- **To consolidate and reflect on the different leaderships and motivations of youth**

Activity 4:

Objective

- **To identify the different needs of a group in different contexts**
- **To deepen the understanding of the leaderships required in different contexts**

The trainers have misled the participants by filming the first activity. The result of activity 1 is now shown and the events are analyzed.

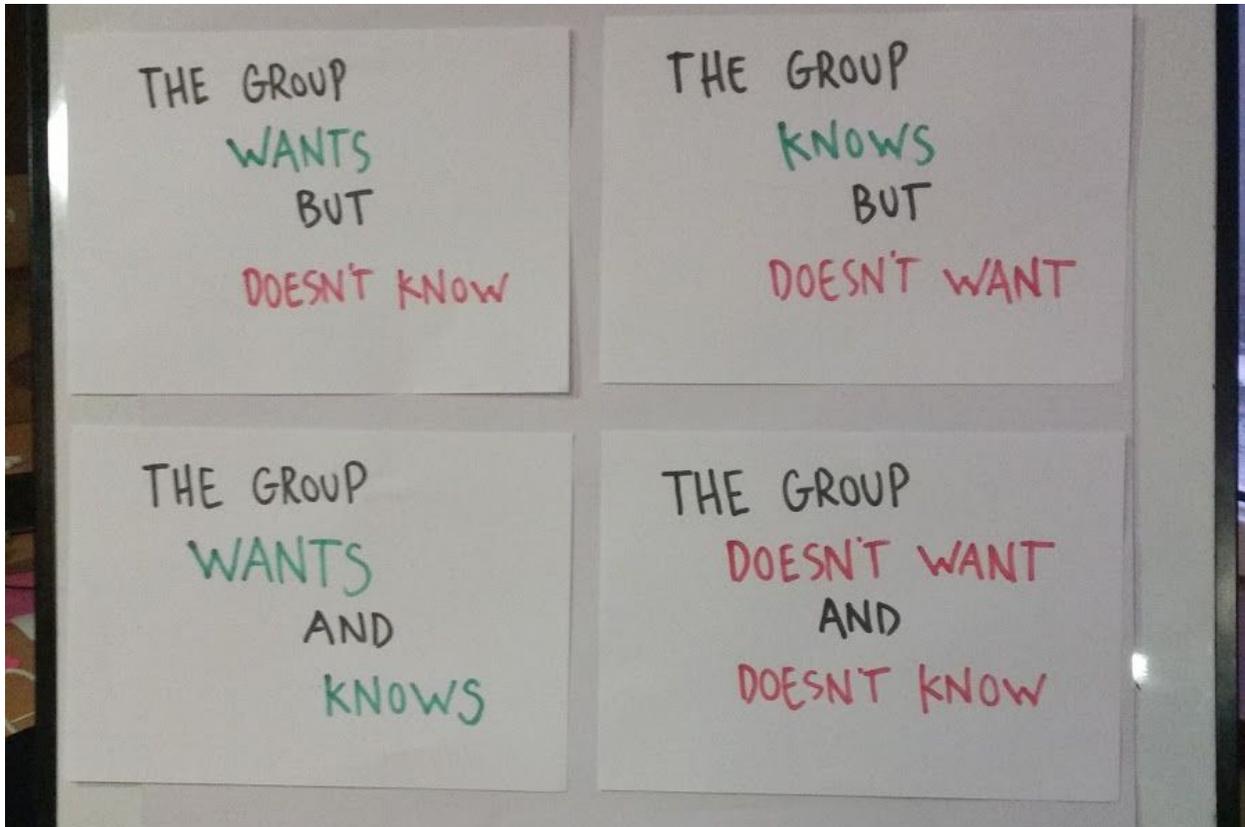
Without arrangements, a clue or ideas it seemed impossible to succeed in the task. When the participants could speak, everybody spoke. There were different roles in the group: there were some that followed or waited and there were some who took the lead in their own area and were a connector. Roughly there are different dynamics that occur within a group:

The group wants but doesn't know: leadership in small steps, concrete actions, there are motivations but no idea how to do it.

The group knows but doesn't want: when there is a lack of motivation, different leadership is needed. The meaning of the activity is not relevant. Leader is the motivator that brings the group together.

The group wants and knows: there is motivation and you know how to do it. Leader gives direction, a little bit.

The group doesn't want and doesn't know: collect the leadership of the above, dedicate time for the motivation, classification to understand how to motivate groups and what the group needs.



Outcomes

The participants have learned more about leadership in a group.

REFLECTION GROUP:

1. How do you feel in the group?

The group feel comfortable: after the dinner people felt closer. During the first task today, there was sometimes misunderstanding, people did not listen to each other, a bit disappointed and uncomfortable and disconnected during the task in the working group. The knowledge sometimes was not there so participation was not equal, but the group could learn. Again it is annoying, using the phone during the sessions.

2. Learning highlights:

theory was better than yesterday, more structured, involving youth was repeated, great examples by TED, did not like the beginning of the day, do not understand the first part of the session (principles), do not understand stars, RMSOS, theatre games was cool, task with closed eyes, during the process they understand what they are learning. They know how to motivate youth, different types of leadership.

- informal style of education, more useful, they can fix more concepts, we know better to implement a campaign, to work on youth participation, leadership, we know different kinds of leadership, part of motivation gave us a lot points of reflection/input, brainstorming part before. RMSOS, some information is missing? The values are clear, but not the context.

- liked the motivation model, more understandable RMSOS with the theatre, meaning and context are clear. Youth involvement model is very important, about motivation film to understand difficult things

- policy development, it helped to understand all the theory, it made it more concrete. Theater + video it is important, we hear theory and see it as well, it was useful. Some have visual memory, liked the star mechanism. Closed eyes, impressed with the task.

Last question:

games are more efficient, too difficult to work in small groups sometimes, bigger groups are easier. We wait more practical cases, point out some problems (phones, communication).

- another day like this, it was fast, to do more activities in group work, useful to do difficult things. More info about RMSOS, it was nice, we got a lot of input, activity let us reflect, we can personalize our learning, there is no time to look it over. It is fun

- great practice after theory, using games. Today the games were a success. Time to come back to national conflict. And that the trainers are there to help.

- it was satisfactory, connecting to this day there is nothing more.

present models that are important and make it more sustainable.

Day 7 Needs assessment

First this training, then the job shadowing and during this session a needs assessment is made: it is the link between this part and the second part of the project. The needs assessment will map and identify the problem that the national groups will assemble. Today tools for the needs assessment will be taught and applied.

The reflection group has discussed the following:

- the Armenian dinner helped the group to get closer;

- yesterday the first task was difficult, also because the communication was not always so good and there was use of phones for chatting.

- learning highlight: RMSOS, brainstorm was relevant, the first task was good to see in practice how difficult it is to plan a peace interventions/policy development, some of the models were not clear, referring to the different stars.

- the group wants more games and exercises. However, today it is important to prepare the needs assessment. Maybe the trainers in training 2 can implement lots of games and exercises.

Although the first assignment yesterday was difficult, the results were very good, the logic was there and the input and questions from the group were also good. Group work is important, in every company/group/campaign.

Energizer Joost – stoelendans, no losers. When the music stops, everybody has to sit on a chair. While there were no losers, all participants ended up on one chair.

Session 1 Needs assessment tools

Objectives

- To learn analysis tools necessary for the development of initiatives
- To deepen into the understanding of the realities in which participants want to develop their initiatives

Activities

Questions to the participant: do you know what project you want to do? Spain: islamophobic, NL something with trees, Armenia: workshop. The trainer says that if you already know your activity, then it is not relevant to plan, there should be a plan first, constructing: where are we and where do we want to be?. Context analysis should be first.

Conflict analysis is done to get a better understanding of the whole problem. To identify its actors, the relations between them, and their intentions as well as the underlying needs (who is not involved and who is involved), to see the dynamics of the conflicts (ABC triangle), to be able to design appropriate actions, programmes or activities for peacebuilding.

The problem tree: the causes are the roots, the trunk is the main problem (most difficult to identify) and the leaves (consequences) are the visible symptoms. The tree is a tool to focus on the problem. The scale (national, or international, big or small) is also important, bigger projects need more resources.

With the tools and the discussion the next topics are decided on:

Armenia: hate speech between people in Armenia and Azerbeidzjan. (control rumours, working on the stereotypes, building trust between communities)

Italy: immigration, protection system for asylum seekers (inefficiency). Policy development on national level. Lack of integration, lack of opportunities, misperception, increase of racist mentality. Public policy is a factor that contributes to lack of integration, etc.

Georgia: 2017 violence against women in the family. Causes: historical (patriarch culture), social issue/peacebuilding action, need more time to go through the case,

Spanish: islamophobic in Barcelona, opening of mosque, rise of violent extremism (of neighbourhood against muslims) and islamophobia.

Czech Republic: discrimination of age, involvement of youth in politics, business level, solve the problem ageism, lack of participation of youth is the problem. There is conflict between ages, key factor

session 2: needs assessment preparation

Objectives

- **To learn analysis tools necessary for the development of initiatives**
- **To deepen into the understanding of the realities in which participants want to develop their initiatives**

Activities

The national groups are discussing further to prepare their needs assessment. The problem needs to be fixed and focused.

Outcomes

[session 3: needs assessment preparation](#)

The group has work to do, but first an energizer is done: penguin/pelican.

Objectives

- To learn analysis tools necessary for the development of initiatives
- To deepen into the understanding of the realities in which participants want to develop their initiatives

Activities

Advancing on the part of the problem. Causes/roots, different actors that are involved, effected people, benefitters, contradicting people, different actors on the different levels. (track 1,2 (certain decision makers),3 (institutions ,)

Outcomes

Assumptions, line of thoughts.

[session 4: needs assessment preparation](#)

Objectives:

- **To practise the development of needs assessment tools**
- **To set-up tailored plans for the needs assessment participants will implement during their activities**

Last input of today.

Needs assessment: to answer questions that arise. There are a lot of projects without needs assessment. Without goals etc. Tool to verify that the focus and logical thinking is right.

Planning for peacebuilding action

needs assessment process:

- 1) guiding principles: participate the actors/beneficiaries what is your opinion about the problem, involve them, give ownership.
- 2) methodological framework
- 3) data gathering
- 4) data processing (research methods)
- 5) feedback to stakeholders (share the results)
- 6) dissemination (inform other people/spreading)

Methodological framework:

- 1) geographical scope: where
- 2) target groups: who
- 3) temporal scope of the research: when
- 4) material scope: what information are you looking for/relations in the family/level of participation of youth on local level: what (indicators), what organizations are working on the problem (otherwise overlap)
- 5) methods of data gathering and processing: how (interviews, internet)

Data gathering:

- 1) review of reports and other literature
- 2) observation
- 3) interviews
- 4) focus groups
- 5) survey/questionnaires
- 6) big data

Data processing:

how are you going to analyse? From the report you identify the problem.

ACLEDD is about big data. ACLEDDATA.com

Needs assessment planning (rough) before 20 o'clock. How to approach the needs assessment. Starting point of research.

End of session:

just a matter of formulating, and agreement. Also divide the parts, to be more effective. Problem is not clear, unmotivated.

Day 8:

Needs assessment are reviewed, do we want to do it?

challenging, happy about the subject, no support by the organization, different cities.

motivation is there. Option to find support within the group, middle in the process maybe skype.

We are making a plan, but it might change. Be aware of importance, objective is to get information. It makes the second training easier. Adapting to the resources and time. Make it feasible.

Certain issues, identifying victims, it can be tricky.

Feeling: needing more guidance (host organizations)

Discuss job shadowing, look into it. Evaluation looking to the future.

Project by Paata:

what is coming on the project?

Job shadowing meanwhile needs assessment.

Project planning workshop, 6 coordinators, 29 people, working meeting to plan the activity implementing September-december. End of January evaluating 2019.

Publication development 6 and 6 on the manual and guide. International forum June 2019 to present our work.

Evaluation survey:

youth pass: recognition of education.

gmail

session 1: assigning job shadowing positions

session 2: review of the KA2 plans

session 3: Closing and evaluation

feedback will come to the team, start writing a report, this report is important, it has consequences in EU, for the budgets, it is broader.

Find a spot in the room and meditation on the whole training week.

3 chairs to share different things (popcorn method):

I learnt that peace activity is difficult, we have to search informations, it is a process, types of conflict, Koni, analyse a conflict, conflict tree, refreshed knowledge, theory of peacebuilding/keeping/making, much more conflict than I knew, realizing that conflicts are real in other countries, energy about doing stuff and spread it (how lucky we are). What is peacebuilding, conflict and so on, good energizer, working in groups is nice, peace is important for everyone. Group becomes closer and nice to each other and how to work together, relations inside the group (games and exercises) results dependent on the group dynamics and trust is important. Group dynamics is a very important process, other contexts are hard in some countries, it is brave and I respect that. Complexity of peace building, somethings are not so obvious, so I have to unlearn to provide the knowledge. Getting positive vibes, see motivations and emotions makes me want to keep working on the project. Spanish words/Armenian words, process of remembering the contents of the training. To learn a lot of thing you have to stick to the group

I still want to learn, needs assessment, about group dynamics and my role in the group and how to get the flow better, motivation process all the organizational skills, youth work, putting social process in peace building processes, learn to not get frustrated. To put ideas together and work in a group, more constructive and useful and you will have results, do not overwhelm myself and peers, put knowledge into practice. About youth and government relations, to engage government. Conflict in Italy. I want to unlearn, I want to learn from the group.

In the next months I will job shadow, learn many things and start a campaign, I will be more active, research type of education (non-formal), because it is empowering and activating and group forming, write the project about peace and hope to realize my ideas, needs assessment and processing and finish my thesis, improve my English, take interviews about the project.

Involve more people into the project and spread knowledge, job learning Spanish, process information, do not want to lose the inspiring sessions, further establish relations use energizers at other levels. Learn good English, talk about information. Meet people that did needs assessment, learn how everything is connected to peace, learn in job shadowing how government can be influenced and engaged. Share games and exercises in groups of friends and colleagues. Gave motivation to do what I want to do, reengaged to what I want to do. Inspiring, stronger in what I want to do.

processing the information, how to be more active, improve English to be more communicative with everyone. I am motivated to work on the needs assessment in my neighbourhood, because it affects me. Try to transform the conflict into something good. Motivating, lucky to have the possibility to participate, context in peacebuilding is my interest and follow this. I reflected a lot, more concepts, more knowledge, start Italian project and visit Netherlands. Sit with Paata, updates on the project, find more money for the project. See you in June.

Job shadowing and local projects, coordinating and receiving emails from Paata.

highlight: post development stage, how to pay attention to

Recognition.

One last thing.