



Living Together and Peace Education in Youth Work: **Cross the Border!**

Final Report

Grenoble

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Education and Culture DG

'Youth in Action' Programme

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BACKGROUND Project description

From November 16th to 24th 2013, the CEMEA Rhône-Alpes organisation held an intercultural seminar on the issues of coexistence and non-violent conflict resolution. The seminar, entitled 'Living Together and Peace Education in Youth Work: Cross the Border!', took place in Grenoble and Bouvante, a city and a village located in the French Alps. It was financially supported by the Youth in Action Programme of the European Union and the Rhône-Alpes region, and was organized with the contribution of the organisation, 'Movement for a Non-violent Alternative' (MAN). This seminar gathered 16 young people from Armenia, Azerbaijan, Georgia and France for 8 days of meetings, training activities and exchanges focused on the role that young people can play in conflict transformation and the promotion of a culture of non-violence and a peaceful coexistence.

Since the collapse of the Soviet Union and the independence of the three former soviet republics – Armenia, Azerbaijan and Georgia – the South Caucasus region has been stricken with territorial conflicts (Abkhazia, South Ossetia, and Nagorno-Karabakh – the latter including regular breaches of the ceasefire). These conflicts have had a dramatic impact on the population of the region, almost 9% of whom are considered as Internally Displaced People (IDPs)¹.

Standing to inherit the conflict and its deep-rooted consequences, the young people of the region have a crucial role to play in conflict transformation.

"They have a potential to become catalysts for peace and reconciliation or continue the cycle of hatred, blame, and intolerance that prevails in the region. Whatever the direction, young people are the ones who will determine and implement it"².

Young people make up a significant portion of the population, accounting for approximately a third of the population in Armenia, Azerbaijan and Georgia³. Such a young population constitutes both enormous potential and challenge for the region in the context of social, economic, and political development. This duality is true considering implications for the existing conflicts and also for the deep and long-lasting consequences of the past ones. There is a real need for young people to be given the opportunity to take distance from their everyday life, to be provided support and tools to reflect on their perception of the conflicts as well as on the positive role they can play in conflict transformation as active citizens. In France, young people also have a significant role to play in the fight against hate speech and all forms of discrimination. This seminar provided opportunity for these young people to meet, reflect and exchange on the issues of coexistence, non-violence, intercultural dialogue and peace education.

¹ DE WAAL (T.), *The Caucasus*, Oxford University Press, New York, 2010, p.100

² SULTANI (J.), *Youth in South Caucasus: Agents of Peace or Future Soldiers?*, Caucasus Edition – Journal of Conflict Transformation, 2011.

³ MINASSIAN (A.), TADEVOSYAN (A.), *Reviews on youth policies and youth work in the countries of Eastern Europe & Caucasus*, Partnership between the Council of Europe in the field of Youth, 2011, p. 4

This seminar had several aims and objectives, as listed below:

Aims

- To provide young people from different communities facing conflict and challenging intercultural situation in their everyday life, with a neutral space for meeting, engaging in dialogue and learning about non-violence approaches, where they could have a positive experience in living and learning together;
- To reflect on the role that young people can play in conflict transformation and intercultural dialogue;
- To share best practices and develop links between young people and youth organizations from Armenia, Azerbaijan, France and Georgia.

Objectives

- To develop the competences, (knowledge, skills and attitude) of participants in the youth field in a multicultural context, including a critical understanding of personal and collective identities and their role in conflicts;
- To share and learn from each other as young people involved in the youth field who are confronted by intercultural challenges and violence in their everyday life;
- To reflect personally and collectively on the concepts of non-violence, human rights, intercultural learning and dialogue in youth field;
- To learn about young people's realities in the participating countries;
- To motivate and support participants in their role as multipliers and peer leaders in intercultural dialogue activities with young people from their organisations and communities;
- To work on follow-up projects involving youth and youth organisations from Armenia, Azerbaijan, France and Georgia.



Project Leader: **CEMEA Rhône-Alpes Organization**



CEMÉA (Training Centres for the Promotion of Progressive Education) is a French NGO founded in 1937. Its mission is to disseminate progressive education ideas and principles at the national and international level.

CEMÉA is a Progressive Education Movement acting in the field of education, health and social action, and culture. It's also a training organisation that contributes – through active education methods – to the learning of trainers, teachers, social workers, youth leaders and youth workers. In this regard CEMÉA plays a meaningful role for many people in their initial and lifelong learning. CEMÉA acts to build a fairer, more inclusive and equal society in an educational and emancipating perspective.

CEMÉA are active members of the international networks (FICEMÉA: International Federation of CEMÉA), EAICY (European Association of Institutions of Non-formal Education of Children and Youth) and Solidar. Through these 3 networks CEMÉA develops activities at the international level with 107 institutional partners in 65 countries. CEMÉA also works in partnership with OFAJ (French-German Youth Office) and the National Agency 'Europe Education Formation France'.

CEMÉA:

28 regional organisations in France and

French Overseas Territories

410 permanent staff

4 232 active volunteers

82 270 people trained yearly



France: **MAN (main operational partner)**



The MAN organisation (Movement for a Non-Violent Alternative) has solicited CEMEA to carry out this project and organize the seminar. The MAN is an organisation that promotes non-violence and non-violent conflict management in various domains and at various levels (interpersonal, social, international). Its activities range from public information and awareness-raising actions to international solidarity projects.

Armenia: **Helsinki Citizens' Assembly – Vanadzor**



HCA Vanadzor is a non-political, non-religious, non-profit NGO, which unites individuals who support the supreme principles of 'Democracy', 'Tolerance', 'Pluralism', and 'Human Rights'.

Azerbaijan: **National Assembly of Youth Organizations of the Republic of Azerbaijan (NAYORA)**



NAYORA is a united youth platform that was founded by 11 youth organizations in 1995. Since its creation, the number of members has reached 93. NAYORA is a leading youth organization in Azerbaijan. Its mission is to cooperate with international organizations and organize international integration of young people.

Georgia: **Youth Association DRONI**



Youth Association DRONI is a non-governmental youth organization with the mission to promote the establishment of a modern, healthy, and educated society. In order to meet this task the association has been implementing educational and youth development programmes

Rhone-Alpes Region



The Rhône-Alpes region has supported this project in the framework of the 'Peace, Human Rights and Development Cooperation Network'. This network was created by the region in 2012 and is composed of regional organisations and local communities. It aims at reaffirming the universal right to development and peaceful coexistence; enriching the Rhône-Alpes region through actions of cooperation and solidarity; contributing to the strengthening of a culture of peace and the promotion of non-violent conflict resolution processes; offering Rhône-Alpes citizens and partners a place of information and exchange about international cooperation, human development, social equity and peaceful coexistence. Its actions are oriented toward four principles:

- (1) consultation between members and mutualisation of expertise to produce new tools and orientations;
- (2) development and enhancement of each members experiences as a best-practice exchange, in order to develop new collective know-how and undertake innovative actions;
- (3) collective action;
- (4) diffusion to and awareness of Rhône-Alpes citizens about issues of peace and human rights.

Youth in Action Programme of the European Union



Education and Culture DG

'Youth in Action' Programme

The Youth in Action Programme of the European Union is for all young people across Europe. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the employability and inclusion of all young people, regardless of their educational, social and cultural background. (Since 2014 this Programme now comes under the Erasmus+ Programme).

'Non Violence XXI' Foundation



The Non-violence XXI Foundation is a network bringing together the main French organizations working on non-violence. It was created by several movements and organizations having a great deal of experience regarding non-violent issues, and was supported by some well-known French personalities. It aims at developing and rooting, in France and abroad, a true culture of

non-violence. Its actions focus on the financing of such culture through 3 different collective funds: (1) the 'Civil Intervention for Peace' fund; (2) the 'Education to Non-Violence' fund; and (3) the 'Non-Violent Action' fund. Thanks to its donors, Non-Violence XXI has been able to support more than 100 non-violent projects since its creation, including this seminar.

Such a project could not have been implemented in Armenia, nor in Azerbaijan due to closed borders. Georgia could have hosted the seminar, yet the country still faces the consequences of the early 1990's and 2008 conflicts. Organizing the activity in France offered participants the opportunity to meet on neutral ground, out of the South Caucasus region. The choice of the Rhône-Alpes was meaningful as it has seen numerous immigrants from South Caucasus come and settle on its soil.

The seminar was divided in two parts. The first 5 days were spent in Bouvante – on the Vercors Plateau – and the 3 last days were held in Grenoble.

The Vercors

The Vercors is an alpine scenic plateau overlooking the city of Grenoble. It is a place of significant and tragic importance in French contemporary history. During World War Two its geography made it a natural fort where a large number of free combatants found refuge before getting rounded-up to be imprisoned, deported or executed.

La Jacine

The first 5 days of the seminar took place in La Jacine, a traditional holiday resort in the village of Bouvante on the plateau slopes. The CEMEA and La Jacine have built a long-time partnership with the hosting of many training courses, seminars as well as various regional gatherings. A significant part of these activities are oriented toward Europe. This seminar fitted with La Jacine objectives of being a hosting structure open to the world. Moreover, this structure has unanimously been recognized for the high quality of its staff, facilities and atmosphere, which offer a great working environment and favour peaceful and fruitful collaboration.



Grenoble

Often called 'The Capital of the Alps' by its inhabitants, Grenoble deserves title. More than 450,000 people live in its metropolitan area. It expanded in the wake of the 10th Olympic Games that the city hosted in 1968. Known as one of the most inventive cities of the world, it has become a significant scientific centre in Europe, attracting a large number of scientists and students. Grenoble is a multicultural city hosting communities from all over the world. The metropolitan area has faced serious social challenges especially concerning youth social inclusion and has experienced severe tensions over the last decade. Located in a flat valley and crossed by two rivers, the city boasts stunning mountainous surroundings, an amazing natural playground for fans of outdoor activities and mountain lovers in general. The participants were accommodated in a newly-built youth hostel located 15 minutes by bus away from the city centre.

Participants

16 participants were selected for the seminar, out of 35 applications. There were 7 women and 9 men, between the ages of 19 and 29 years. An equal number of 4 participants were selected from the 4 countries: 3 men and 1 woman from Azerbaijan, 3 women and 1 man from Georgia, 2 women and 2 men from France, 3 men and 1 woman from Armenia. One Armenian male participant could unfortunately not travel to France due to visa issues – despite all the measures taken to solve this problem – reducing the Armenian group to 3 people.

Selection of the Participants

Participants were selected according to the criteria stated in the call for participants that had been circulated within the networks of the partner organisations in South Caucasus and in France. The partner organisations proceeded to do a pre-selection that was discussed with the organizing team. All participants were members of local youth organisations, most of which were the local project promoters. All the Georgian participants were members of the Youth Association DRONI. The other youth organizations included, 'Youth For Future', 'Spitak Helsinki Group for Human Rights', 'The Support of Azerbaijani Youth to Democratic Development Public Union', 'Ecole de la Paix' and 'Les MAN'. One Armenian and one Azerbaijani discovered during the seminar they were part of two local chapters of the same organisation, the 'European Youth Parliament'. The discovery of this common point enabled them to engage more confidently in dialogue during breaks and free time, and even address sensitive and usually taboo issues regarding the conflict involving their two countries – a positive and rather unusual initiative in such a context.

Training Team

The Training team consisted of three trainers (one female and two males), logistically supported by two female support staff.

Trainers

Edouard Portefaix works as a project manager and a junior trainer for CEMEA Rhône-Alpes. He previously worked on youth social inclusion and civic engagement within the United Nations Development Programme in Ukraine. He also worked with the African National Paralympics Committees within the London 2012 Organizing Committee of the Olympic and Paralympics Games. Passionate about the Caucasus and the role that young people can play in conflict transformation, he has taken part in several projects involving young people from the region, including internally displaced persons (IDPs). He was the coordinator of this activity and supported Nik and Stephane in the training process. As a coordinator, he was in charge of the coordinating all administrative and logistical aspects of the seminar within CEMEA and with its various operational and financial partners, especially during the preparatory phase.

Nik Paddison has a background as a youth worker from the UK. Over the last 15 years he has worked as a trainer of youth workers, leaders, volunteers and activists in the European youth field. He has been based in South East Europe since 2003, the bulk of his work is focused on the South East Europe and Caucasus regions. During this period he has been a part of youth work and non-formal education/learning recognition, working with local and international organisations in the above mentioned regions. Areas of work include: youth worker curriculum development; assessment processes; training of youth workers; training trainers/facilitators; conflict transformation; communication/presentation skills; Human Rights; Co-Working. Over the years he has developed numerous activities, theories and approaches related to the field in the context of non-formal education/learning. For the last three years he has been working as a freelance trainer/writer/consultant/copy editor for youth NGOs, European networks, and the European Union and the Council of Europe youth departments. He is very familiar with the Youth in Action Programme, which is an institutional and financial partner of CEMEA for this seminar.

Stéphane Descaves has been a consultant for 7 years now. She is an experienced trainer from France, she specializes in interpersonal communication (both oral and written communication) and non-violent conflict resolution. She runs training sessions about conflict regulation, but also about public speaking and working in intercultural teams. She also trains other trainers on such issues. She started her career as a language specialist (technical translator and writer). She has since that time assumed several positions related to international issues, such as international assignment manager in charge of the EU-Latin America partnership for the General Council of Essonne County. She is a member of the NGO MAN (Movement for a Non-violent Alternative), which is a partner of CEMEA for this seminar. She attended several trainings on conflict regulation at the MAN's Research and Training Institute (IFMAN).

The responsibilities of the trainers included:

- Develop conceptual parts of the programme;
- Develop, implement and report on the programme of activities;
- Facilitate the learning experience of the participants;
- Empower all participants in the project, regardless of region/background;
- Conduct sessions within the programme;
- Co-ordinate and run the daily reflection groups;
- Support participants in their group and individual learning processes.



Support Staff

The trainers were helped by two support staff who also acted as observers during the seminar. Below is a description of their backgrounds and experiences:

Domitille Hocq holds a Bachelor's Degree in Political Sciences and a Master's degree in European and International Studies from the Grenoble Institute for Political Studies. She is in charge of the European and International desk at the CEMEA Rhône-Alpes and has been involved in several international projects, as a coordinator or a member. She is an expert on intercultural education, she is a certified youth leader and a trainer specialized in European and international mobility. She also acted as the second project coordinator for this seminar.

Joan Deas is a PhD student at the Institute of Political Studies in Grenoble. She specializes in conflict resolution and humanitarian and mediation issues in Middle East conflicts. She has worked as a researcher and a project officer in various countries, including Canada, the Palestinian West Bank and the Gaza strip. She is a research associate at the Raoul Dandurand Chair of Strategic and Diplomatic studies in Montreal, Canada. She is also a member of the international network 'Faculty for Israeli-Palestinian Peace', through which she regularly coordinates orientation tours in Israel-Palestine for delegations of students, academics and elected representatives.

The responsibilities of the support staff included:

- Provide logistical and human support to the main training team;
- Facilitate the learning experience and the stay of the participants;
- Observe and provide feedback to the main training team on daily sessions;
- Punctually support/lead some small working group activities and discussions;
- Document the seminar by taking notes, pictures and videos;
- Lead interviews with some participants to get their feedback;
- Write the seminar final report.

Group Atmosphere

The communication within the group and with the team was good and active throughout the week. Some participants experienced some problems understanding and communicating in English, but as a rule the language did not represent a substantial barrier for most participants. As a group, the participants were quite careful to be politically correct around one another and careful not to offend fellow participants from the 'other' side. This definitely helped creating a peaceful and friendly atmosphere during the week. The seminar was not designed to directly address sensitive topics and conflicting issues between the various national groups, the training activities were meant to build a positive frame for such discussions, which were not mandatory and left to the participants own initiative, however all the participants engaged at some level with the discussions and even some of the sensitive and taboo topics. Most of the group has remained quite active and regularly communicate through Facebook, pursuing and extending the dialogue process that was initiated during the seminar.

Programme Overview

Sat 16th	Day 1 Sun 17th	Day 2 Mon 18th	Day 3 Tues 19th	Day 4 Wed 20th	Day 5 Thurs 21st	Day 6 Fri 22nd	Day 7 Sat 23rd	Sun 24th	
	Introduction	Stereotypes Prejudice Discrimination	Listening Personal Experience of Conflict	Violence	Non-Violent Struggle	Meeting with Local Policy Makers	Home Project Presentations		
	Coffee								
	Group Development	Human Rights	Presentation preparation	Basic Needs	No Hate Speech Movement	Field visit - MJC Allobroges	International Follow-Up		
	Lunch								
	Identity	What is Conflict & Violence	How the Conflict affects us	France/ Germany WW II case study	Transfer to Grenoble	What Will You Do Back Home	Final Review Groups		
							Evaluation		
	Coffee								
	Inter Cultural Learning	How I React to Conflict	Debriefs	Reconciliation	Free time	Project Development	Evaluation		
	Learning Groups						Learning Groups	Closure	
	Dinner								
Wel. Eve	Social Night	Food & Drink Night	Games and Dances Night	NGO Fair Night	Dinner in Grenoble	Free evening	Farewell Night		

Programme Details

This section provides details about the programme and its implementation. The seminar programme was divided into three parts.

The First Block

This was built to establish a positive and trusting atmosphere, and enable participants to better know each other. It helped them better grasp their individual and collective identity, including providing them with tools to foster their awareness of stereotypes along with their capacity and knowledge about intercultural learning. They explored the notions of perceptions and emotions and were provided with tools to foster their listening and dialogue skills. It also enabled participants to explore and get familiar with the core issues of conflict and violence, along with related topics such as Human Rights. It gave participants the opportunity to reflect on their personal perceptions and experiences of conflict as young individuals, as well as members of specific cultural groups and conflict-affected communities.

The Second Block

Here the participants started to explore how they can engage in constructive dialogue and reconciliation with other communities. This part of the programme focused on the exploration of pathways towards reconciliation, non-violent struggle, peaceful cohabitation, taking action against hate, discrimination, and knowing what can be done at a local level. This included meeting with local structures and representatives, along with a specific presentation of the Council of Europe's No Hate Speech Movement. It aimed at providing participants with concrete examples of different possible ways to stand against violence and hatred. This block concluded with a brief exploration of the concept of reconciliation.

The Third Block

This was dedicated to close safely the dialogue process and the seminar, in order to allow participants to get ready for going home and develop plans for follow-up. The goal was to support participants on projects they can implement back home, at local, national and regional level, in order to give value to their experience and share it efficiently and actively with their local communities.

Methodology

Throughout the seminar non-formal education and progressive education principles were used as the key learning-methodologies. This included experiential learning, role-plays, discussions, artistic and creative activities, group assignments, reflection, individual work, small groups, plenary discussions, inputs and exercises. Each day started with energizers, a review of the previous day and participants' suggestions. Each day was concluded by a small mixed group review, debriefing the activities and participants' personal experiences of the day. More details about those review groups can be found further below.

Day 1

Introduction

Aims

The aim of this first session was to introduce the group to each other, the team and the seminar. The objectives were to explore how the group would work together and for the participants to learn about each other. It was preceded by an informal 'Welcome Evening' the day before.

Activities

Some of the activities were introduced as icebreakers. The goal was to make participants comfortable and start building the group, not only with members of their national groups but with the participants from the other countries. A welcome space with 5 zones was created, allowing participants to introduce themselves in a creative way and become familiar with the programme aims, objectives and content. In zone 1 the participants were asked to write down their fears and expectations in relation to the seminar on coloured post its. In zone 2 the participants were able to become familiar with the programme's aims and objectives. Zone 3 invited the participants to write on a flipchart what their contribution to the seminar could be. Zone 4 gave the participants the occasion to introduce themselves by writing their names and various pieces of information about themselves on a large piece of paper. Finally, zone 5 aimed at asking participants to express their opinions on key topics of the seminar, by writing down one word per topic. All the zones were free to access by the participants during the 30 minutes, and one trainer or observer more or less closely facilitated each zone.

Living together & Group Development

Aims

The aim of this session was to explore how the group and training team will live and work together during the seminar. The objective was to develop as a group in the context of working together in a learning environment.

Activities

Participants were asked to set the living and working 'rules' of the week, and were supported by trainers. All the rules and principles that were collectively agreed upon were gathered on a 'living together' paper. Some of the living and working rules included the 'I speech' principle, no phone use during sessions, respect of others' opinions and speaking time, confidentiality, etc.

Other creative activities were organised with a group-building objective. One activity consisted of dialogue and cooperation by gathering small mixed groups of 4 to 5 people to build a 1.50 m strong and stable tower with newspaper and tape. Each team was invited to share what happened in the group and what actions and decisions were collectively taken in order to improve the building process. Participants were invited to reflect on their role within the team. After the tower activity the group returned to the plenary. The 5 boxes method was introduced (Resources; Process; Product; Process Result; Product Result) in order to help participants reflect on the activity aims, objectives, process and outcomes.

Identity

Aims

The Aim of this session was to explore and better understand the participants' individual and collective identities. The objectives for the participants were to form an individual opinion about themselves and about others; understand the complexities, relations and differences between personal and collective identities; and contribute to the group development.

Activities

The activity consisted of an individual exercise where each participant was asked to go through a collection of magazines to find images or words and cut them out and to paste them on their own flip chart. The images would represent characteristics, qualities, colours, and points of interest the participants would like to stress about themselves. The collages were then shared among participants: each of them successively paired up during a couple of minutes with other participants to present their work and make connections with other individuals. Similarities and differences were then highlighted and commented by the trainers.

Intercultural Learning

Aims

The aim of this session was to develop participants' attitudes and open-mindedness to cultural differences. Its objectives were to raise awareness of diversity and of one's potential attitudes when confronted with other cultures and to start a discussion about how to approach differences.

Activities

The session was divided into two parts. The first consisted of an activity in which participants collectively had to pass an individual who could not speak and who protected his vital space – a white sheet of paper on which he was standing. Gathered in a circle, participants had to cross the circle one by one and interact with the individual in the middle standing on their way. This activity questioned their ability to communicate with other people who do not share their communication methods and interest and their understanding of how to deal with cultural differences, as well as their group awareness.

The second part of the session consisted in the introduction of the Bennett model of cultural competency, in order to provide participants with analytic tools and reflecting materials to help them analyse and understand 'Night and Day', a short cartoon depicting the model. The film was screened twice, with a member of the training team inviting the second time participants to call out the different stages of the Bennett Model (Denial, Defence, Minimization, Acceptance, Adaptation, and Integration).

Day 2

Stereotypes

Aims

The aim of this session was to help participants realize that stereotypes make proper communication impossible. Its objectives were to show that any stereotype has a real impact on communications; to try to go beyond stereotypes; to realize that people inherit stereotypes both from their personal experience and from a series of collective pictures.

Activities

The session started with a collective exercise. It consisted of sticking labels on half of the participants' shoulders. Each one was then approached by one of the group who did not have a label, that person could only greet them with the word 'hello'. The labelled participant was then asked to describe how they felt about that greeting and what they thought it said about them. It concretely showed participants how stereotypes have a direct impact on communications and how even positive stereotypes can create a distortion in communication. The exercise was completed by recalling and explaining the difference between the key concepts of 'stereotypes', 'prejudice' and 'discrimination'. Participants were finally asked to reflect on the presence of stereotypes in their own culture by listing the idiomatic expressions that mention countries or nationalities in their respective languages. This session was one of the participants' favourite sessions based on the final evaluation forms.

Human Rights

Aims

The aim of this session was to develop an understanding of what Human Rights are and what they mean for each individual.

Activities

This session was more theoretical than the rest of the programme. It started with a question & answer activity regarding the Universal Declaration of Human Rights and other key notions related to human rights. It continued with a group reflexion activity about the purpose of human rights, followed by a twenty-minute brainstorm on key words related to Human Rights, such as 'inalienable', 'indivisible' and 'interdependent'. The session concluded with a global debriefing on the notion of Human Rights and its various uses and implications.

Conflict and Violence

Aims

The aim of this session was for the participants to come to know that, according to the non-violent approach, violence is a conflict that failed to be solved. Its objectives were to make the difference between conflict & violence and to list a few guidelines that help to improve a situation.

Activities

The session started with a discovery exercise, where each participant was asked to create his/her own representation of either 'violence' or 'conflict', either by drawing or in the creation of a 'sculpture', and then successively show it to the group. A debriefing followed the exercise clarifying the differences between 'violence' and 'conflict'. In teams of two the participants then picked up each others creations. Teams were asked to choose one representation of violence and one of conflict, and to modify it in order to make the situation improve (i.e. violence is stopped, and conflict is solved).

Day 2

Personal Experience of Conflict

This issue was tackled in two distinct sessions. The first one, titled 'How do I react to conflict?' started at the end of day 2.

Aims

It aimed at getting the participants to understand the different responses to conflict – both for themselves as individuals and in general.

Activities

The session started with a Theoretical input on David Goldwich's Five Approaches to Resolving Conflict (Avoidance – Accommodation – Competition – Compromise – Collaboration). It was followed by a collective activity in order to clarify and concretise those concepts for participants.

The second session, titled 'How does conflict affect young people?', focused on participants' personal experiences of conflict.

Aims

It aimed at getting the participants to understand the different responses to conflict – both for themselves as individuals and in general.

Activities

The session started with a Theoretical input on David Goldwich's Five Approaches to Resolving Conflict (Avoidance – Accommodation – Competition – Compromise – Collaboration). It was followed by a collective activity in order to clarify and concretise those concepts for participants.

The second session, titled 'How does conflict affect young people?', focused on participants' personal experiences of conflict.

Aims: Its aim was to explore how conflict affects young people

Activities

The session started with sharing of personal stories in 3 pre-defined mixed groups of 5 to 6 people, with one trainer facilitating each group. Each participant was invited to share a personal story about how conflict has affected him/her in his/her personal life. The 'conflict' notion was voluntarily defined very broadly in order not to force participants to talk about something too sensitive or something they were not comfortable with. A debriefing within the group concluded the activity. Stories that were told in the group were not shared with other groups.

The second activity consisted of ethnically based national groups' presenting the conflict they are affected by. This was controlled with a specific guiding question "How does the conflict affect you and other young people in your society?" Clear instructions were given by trainers in order to make sure that the presentations would not be offensive for the other national groups or go out of control. Each group had a strict total of 15 minutes to deliver their presentation, with 10 minutes dedicated to the presentation itself, and another 5 minutes for audience clarifying questions. The trainers concluded the day by leading debriefing sessions with each national group, which were followed by traditional daily mixed-group debriefings.

Listening, Perspectives, Debate and Dialogue, Emotions (run by the team)

Aims

The aim of this session was to introduce a number of tools and methods that can be important and useful for the starting of dialogue in situations of conflict.

Activities

The session started with a presentation of Richard Nelson-Jones' Ten Skills of Active Listening followed with an intervention on the notion of perspectives illustrated by the Big Bad Wolf story. The session was continued by the introduction of the notions of dialogue and debate, and participants were given a physical exercise to clarify the difference between both terms. Participants were invited to pair-up in order to first experience debate (pushing fist against fist) and then dialogue (hand in hand balanced swinging movement). Many of them stressed verbally and in their evaluation forms that they enjoyed and learnt a lot from this activity. The session was concluded by introducing the concept of emotions. This was punctuated by brainstorms on the various notions and concepts that were introduced.



Basic Needs

Aims

The aim of this session was to analyse a statement in terms of needs and not in terms of emotions, and to encourage the participants to understand the role of emotions as a signal.

Activities

The session started with a recall on the concept of emotions and their role. The notions of vital and fundamental needs were then explained. Participants were asked to recreate the same groups as the one constituted for the personal stories of conflict the day before and answer 3 questions regarding their own conflict:

- In this conflict what did/do I want?
- What did/do I need (fundamental needs)?
- If the opponent had taken my needs into account, what could they have said so that I would have felt better?

The session ended with a plenary debriefing about the activity, where participants were invited to share their thoughts about the activity and what they learnt from it.

Day 4

Violence

Aims

The aim of this session was to develop an understanding of violence. Its objectives were for participants to explore their personal and cultural understanding of violence.

Activities

The session started with an individual exercise. Each participant received a list of violent acts that they were asked to cut out and arrange in order from least violent at the top of the paper to most violent at the bottom. Each participant was asked to think about why he/she would place each act at each place. The activity evolved, with two participants asked to come together and have to create a new list that they both agree with. The same exercise was repeated one more time with two pairs. The last lists created were then compared in plenary session, where participants were asked to reflect on the differences and similarities in the order of the lists. An input on the different existing forms of violence was also introduced.

The session continued by recalling a question asked to participants 2 days previously: "When we try to stop violence, are we violent? Are we allowed to be violent?" A definition of violence ("to make somebody disappear either in a symbolic or effective way") was explained as well as the difference between violence and aggressiveness. Participants were introduced to 4 forms of violence (physical, psychological, moral, structural) and their related target. The participants were asked their opinion about the necessity and unavoidability of violence in human behaviour, as well as their thoughts on the possibility to eliminate all sorts of violence with education. This reflection was related to the notion of needs and their degree of satisfaction.

Meeting with OFAJ expert

Aims

The aim of the session was to raise participants' awareness about the French-German conflict during the Second World War, as well as presenting the role of youth organisations in the reconciliation process of that time, in order to make links with participants' own conflict experience.

Activities

A French researcher specialized on this topic was invited to talk about the role, history and mandate of the French-German Youth Office (OFAJ) in the France-Germany reconciliation process after WW2.

Reconciliation

Aims

The aim of this session was to explore John Paul Lederach's concept of reconciliation through justice, peace, mercy and truth.

Activities

The session consisted of a brainstorming and role-play exercise, where participants were asked to divide in 4 groups, each group tackling and brainstorming about one of the four words (Truth, Mercy, Peace, Justice). Participants were then asked to choose one person to act as their word, taking on all the images and characteristics of the word. Each selected participant met with the others in a role-play to reflect on the interaction and connexion between the 4 notions. The session ended up with a plenary meeting, where participants were given inputs and information about the concept, meaning and theories of reconciliation.

Day 5

Non-Violent Struggle

Aims

The aim of this session was to introduce participants to the meaning and purposes of non-violent struggle.

Activities

The session mainly consisted of a theoretical presentation, featuring inputs on the Indian roots and origins of the term 'Ahimsa', the 'Triangle' (struggling victims, the oppressor, and the public opinion), and the presentation of the non-violence struggle steps (injustice; preparation; public notice; resistance; change in the balance of power; negotiation; follow-up).

No Hate Speech Movement

Aims

The aim of this session was to help participants to identify what is a hate speech and give them tools to reduce hate speech in their own life and combat racism and discrimination in the online expression. Its objectives were to raise awareness among the participants about hate speech online and its risks for democracy and for individual young people, as well as promoting media and internet literacy.

Activities

The session consisted of the screening of the No Hate Speech Movement official video released by the Council of Europe. The screening was completed with a brainstorm and some inputs from the training team about the various roles of people involved in hate speech (target, victim, perpetrator, bystander, active witness, and ally). Then the session moved to a small-group exercise on hate speech scenarios. Each group was asked to select 1 or 2 statements among those proposed by the team e.g. a friend posts an offensive racist image and comment on their Facebook page, what do you do? The participants then had to discuss each one, deciding on what is hate speech, who are the actors according to the theory and what they could do about it. Each group was asked to come up with at least 3 options per scenario. The session ended with feedback presentations from each group about their scenario, exploring solutions and questions to the larger group.

Day 5

Meetings with Local Youth Organisations and Partners

Aims

This day was dedicated to meet the projects regional institutional partners as well as to give the participants an opportunity to discover a local youth organisation.

Activities

The day started with a meeting with the Rhône-Alpes region, CEMEA institutional and financial partner. Participants had the opportunity to meet two Regional Council elected members: Ms Sarah Boukaala, appointed councillor to the 'Youth and Sport' commission, and Ms Véronique Moreira, appointed vice-president to the 'Europe and International Solidarities and Relations' commission. The two representatives had the opportunity to introduce the participants to various tools and activities implemented by the region for the young people in Rhône-Alpes. After a lunch break in a traditional restaurant, participants went to visit the local youth structure 'Les Allobroges' in Grenoble city centre, this organisation has a particularity to gather youth from very diverse social and ethnic backgrounds.

What Do I Do Next?

Aims

This part concluded the seminar and consisted of two different sessions. Its aims were to encourage participants to explore and reflect on how they can valorise their experience back home. It asked them to engage in preparatory work for follow-up projects within their respective organisation, local communities and at national or regional level, and to present their ideas to the group.

Activities

The session started with a short input on emotions and attitudes, followed by a meditation time including a review of the week so as to prepare participants to work on follow-up projects. Participants were asked to silently isolate themselves with a pen and a piece of paper, and think back about the reasons why they applied to the seminar. They were then asked to write their first thoughts about what they would like to do with this experience once back home. Trainers supported the participants by providing highlights on a few of the key learning moments and events that happened during the week. Each participant then received an intention and project idea form and was asked to fill it in. The session ended with a time dedicated to the preparation of a presentation of their project concept.

The second session started the following day with a time allocated for participants to finish preparing their idea presentations. Each individual or pair then had 3 minutes to present the key details of their idea. The presentations were followed by a 10-minute individual exercise that consisted of writing down 5 key words to describe a project concept. Participants were finally asked to present their project proposals in a plenary session.

Day 7

Closure

Aims

The aims of this last session were to close the review groups, and to evaluate and close the seminar.

Activities

After the presentation of their project proposals, participants and trainers went to a last review group in order to globally review the entire week. The session continued with a collective practical evaluation exercise, where one trainer stood in the middle of the room. If participants liked or agreed with the thing/statement mentioned e.g. food, accommodation, power cut, etc. they were asked to position themselves close to the centre, if not they needed to move away. Participants were handed the evaluation form and asked to fill it in.

The exercise that officially closed the seminar consisted of gathering the group (including trainers) in a large circle. One of the trainers started to speak and give conclusive words for the seminar, a ball of string in their hand. The trainer then passed the floor to a participant by throwing the ball of string to him/her, while still holding onto the end of the string. Once the participant finished their speech, they held onto the string and passed the ball of string to another participant, etc. The process ended with the first trainer receiving the string again after everyone had received it. The result was a spider web of string connecting everyone to everyone. The trainer then took a scissor and cut the string at each person, saying “our network is now made, but we each go our separate ways, but we are still connected”.

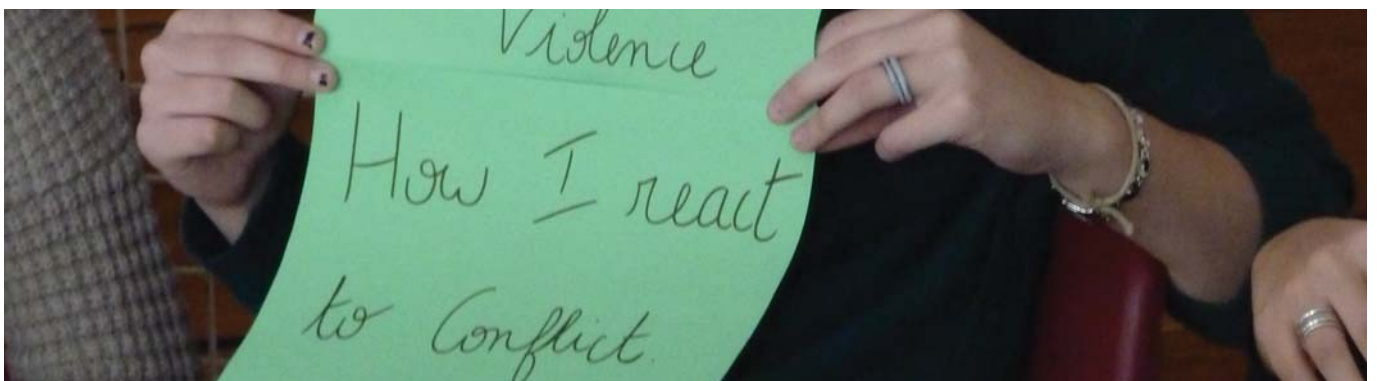
Reviews groups

Aims

- Create a sub group that combines members from all the groups;
- Provide a physical and emotional safe space for storming out frustrations;
- Provide space for participants to share and explore on a personal level their learning and their experiences;
- Provide a space where participants can relax and joke and have fun in an informal setting;
- Give participants the opportunity to provide the team with daily feedback.

Activities

Daily reflections were organized in small mixed groups at the end of each day of the seminar. Participants had the opportunity to reflect and share their impressions with each other, also give feedback to the trainers if relevant, allowing the team to readjust its approach on a daily basis if need be, in order to better suit participants profiles, learning process and expectations. All the groups were pre-organised by the team in order to break national groups and mix participants. The groups did not change during the entire seminar in order to build a certain intimacy and allow the participants to be more comfortable to talk and speak their mind. Each group was facilitated by one trainer. Various methodologies were used in order to organize the dialogue process during these reflection sessions: the group was asked open questions by the facilitator, participants could choose to use artistic and creative tools to express themselves (drawings, gestures, play cards, etc.).



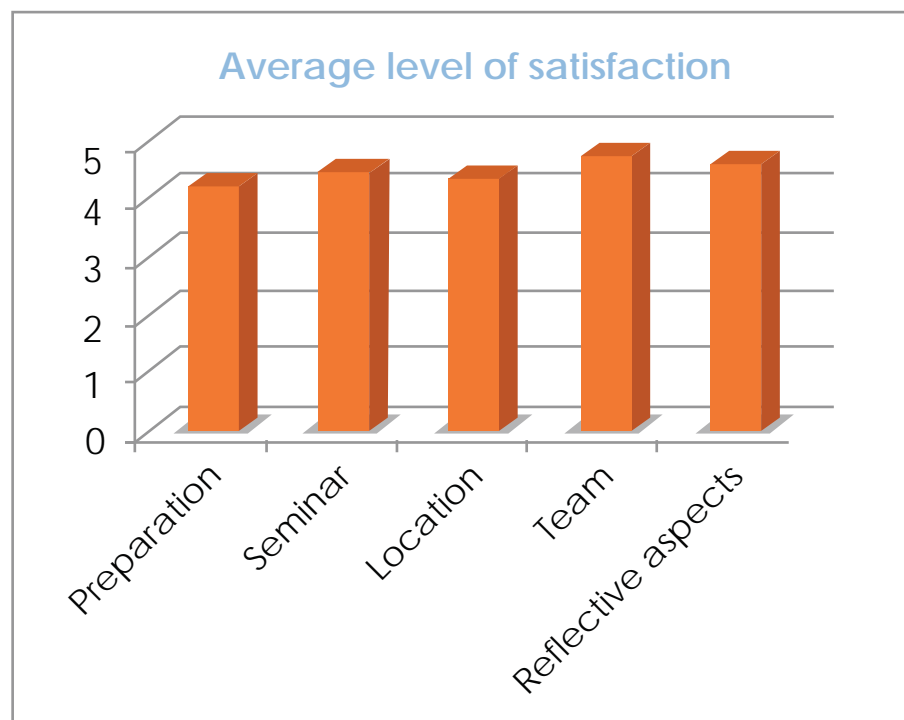
Participants Evaluation

Conclusive results

On the last day of the seminar, participants were invited to take part in an evaluation session. Different activities were designed to let them express their feelings and opinions about the week in an informal way. An evaluation form covering the different aspects of the seminar and including a qualitative and quantitative dimension was also used to collect feedback. Finally, a few interviews were conducted on a voluntary basis to make the evaluation process as comprehensive and dynamic as possible.

In the written evaluation form, in the quantitative part, participants were asked to give grades from 1 to 5 to various aspects of the seminar. This grading code was: '1: I really disliked it; 2: I was not happy with it; 3: I think it was ok/acceptable; 4: I enjoyed it; 5: I really liked it.' In the qualitative part, participants were asked to develop further their opinion on specific aspects of the seminar. A summary of the responses and a table detailing quantitative results can be found in the following part of this report.

As the scheme here below indicates, the general impression from the evaluation forms indicates a high level of satisfaction.



The highest point of satisfaction is primarily about the way participants bonded and became a group. All acknowledged the degree and quality of exchanges that happened during and around the sessions all week long. Most realized they had many things in common with the other participants. All reported that they had made new friends and connections, and most used the term 'family' to qualify the group at the end of the week. The experience of sharing and the mutual learning process was strong and continuous, and some taboo issues were even discussed on a voluntary basis during free time between some of the participants from Azerbaijan, Armenia and France.

Regarding the programme and the learning aspect, the evaluation forms also indicated a high level of satisfaction. Most said the programme was very well balanced and structured, and some considered the flow between the different parts as 'perfect'. Even though participants came from different backgrounds, most indicated a strong and positive effect on the knowledge they received and developed during the seminar. This led some of them to deep self-reflection and inspired most to develop specific projects back home. The most popular and praised issues tackled throughout the week were activities about stereotypes, violence, personal stories of conflict and the No Hate Speech Movement. The methodology used by the trainers – especially progressive education methods – was also unanimously acknowledged as an efficient means to 'teach another way'.

Some Points to Re-Think

Even though the general level of satisfaction was very high on every aspect, the issues that got the weakest grades were related to location and logistical details. This includes the lack of internet and phone connection during the first part of the seminar in the La Jacine complex, which is located in a remote mountainous area. However, the second accommodation structure used in Grenoble (Grenoble Youth Hostel) was considered as globally less good than La Jacine, even though it benefited from full internet and phone access. This paradox is representative of the dilemma that comes with the internet access issue. Even though there was no or very limited internet connection, La Jacine atmosphere and general structure got the highest grade of the whole seminar. Some trainers think that the remote and isolated aspect of the structure helped the participants to fully immerse themselves in the seminar and build a strong group. The absence of internet can indeed represent an important asset for the quality of the seminar and the group-building process. However, the lack of internet access caused a difficult problem for one of the participants who needed to send some urgent documents to his university. Therefore, the issue of whether to grant full internet access for future seminars deserves to be further discussed and analyzed. Some participants also mentioned they would have appreciated more time to be dedicated to discover the local environment of the structures.

Regarding the learning process, some participants asked for less theory and more practical exercises, which is representative of their strong appreciation of the learning methodology used throughout the week, of which a significant part is practical and utilises playful exercises as confidence and group building activities. Some also asked for more small-group exercises, which allowed more intimacy and room for expression. Even though the selection criteria emphasised the importance of having a good level of English, some participants faced issues speaking and understanding English. Some mentioned it in the "memories you would rather leave behind" part. It was problematic for some activities, especially where participants were expected to express deep feelings and emotions and could not because of the language barrier.

EVALUATION FORM SUMMARY

Quantitative Results

	total responses	total non responses	I really disliked it	I was not happy with it	I think it was acceptable	I enjoyed it	I really liked it	Average scores
The information you got about the seminar before applying	9	6	0	1	1	4	3	4
The information process you went through	11	4	0	0	4	3	4	4
The contacts with referents before leaving to answer your questions and prepare your stay in France	12	3	0	0	1	3	8	4,58333
The information about the practical/logistic aspects of the seminar (travel, location, etc.)	13	2	1	0	2	3	7	4,15385
Preparation			1	1	8	13	22	
The general content of the training	15	0	0	0	1	3	11	4,66667
Diversity and interest of topics addressed	15	0	0	0	0	6	9	4,6
The schedule and info about the schedule	15	0	0	0	2	4	9	4,46667
Time management	15	0	0	0	2	5	8	4,4
Your level of learning	15	0	0	0	0	9	6	4,4
Your own contribution to your learning and to the seminar	14	1	0	0	3	4	7	4,28571
The contribution of the group of participants to the seminar and your learning	15	0	0	0	2	6	7	4,33333
Seminar			0	0	10	37	57	
The general location of the seminar Jacine	14	1	0	0	1	4	9	4,57143
The general location of the seminar Grenoble	14	1	0	0	7	3	4	3,78571
The comfort of your room and the structure Jacine	14	1	0	0	1	5	8	4,5
The comfort of your room and the structure Grenoble	10	5	0	0	3	6	1	3,8
The food Jacine	14	1	0	0	0	0	14	5
The food Grenoble	14	1	0	2	3	7	3	3,85714
The general atmosphere and off-time life Jacine	14	1	0	0	1	1	12	4,78571
The general atmosphere and off-time life Grenoble	14	1	0	0	3	3	8	4,35714
Location			0	2	19	29	59	
Your level of satisfaction with the trainers	15	0	0	0	0	3	12	4,8
The trainers' skills/ability to make you learn and move forward	15	0	0	0	0	4	11	4,73333
Your level of satisfaction with the 2 observers	15	0	1	0	0	4	10	4,46667
The team's ability and reactivity to listen and take into account your questions/concerns/personal feelings	15	0	0	0	0	3	12	4,8
The team			1	0	0	14	45	
Opportunity to express your own feelings about the program/your experience in the seminar	15	0	0	0	1	2	12	4,73333
The usefulness of the review groups	15	0	0	0	3	3	9	4,4
Reflective aspects			0	0	4	5	21	
Average scores	13,88	1,12	0,13793	0,2069	2,68965	6,58621	13,3448	4,4192

Participants' best average grade: 4,96

Participants' weakest average grade: 3,87

color code

best scores

worst scores

Qualitative Results

About the Programme

What were the most interesting parts of the programme for you? Why?

The most interesting parts that were mentioned the most in the participants' evaluations concerned various aspects of the seminar not necessarily related to the programme itself, such as the atmosphere within the group, the food and drinks night, and the snowball battle at La Jacine. Concerning the programme itself, participants really liked the sessions which consisted of creative and interactive activities, such as the stereotype session, which was the most often positively mentioned by the participants. They also enjoyed activities that directly 'talked' to them and to which they were able to establish strong and direct links with their daily life, such as the No Hate Speech Movement campaign movie and the personal stories of conflict.

What were the least interesting parts? Why?

The intervention of the French-German Youth Office (OFAJ) expert and the meeting with local representatives and authorities were mentioned as the least interesting parts of the programme by most of the participants. Most mentioned the lack of dynamism of the OFAJ expert, and the fact that they couldn't find any common point or relation with their own situation in their home countries. Most considered that the situation and case presented totally differed from the conflict they face in their home region.

Which issues did this seminar raise the most for you (identity, culture, stereotypes, human rights, violence, conflict, listening, perceptions, debate/dialogue, emotions, forms of violence, basic needs, reconciliation, non-violent struggle, no-hate speech movement,...)? Why?

The most mentioned issues tackled throughout the week were activities about stereotypes, violence, personal stories of conflict and Non-hate speech movement. The least mentioned in this part were activities related to Human Rights, Perceptions and Listening. Almost no participant answered to the second part of the question asking to justify their preferences.

What do you think about the methods/pedagogical process used during this seminar?

The methodology used by the trainers/facilitators has been unanimously acknowledged as an efficient means to "teach another way". However, a few participants qualified some games, creative and practical activities such as drawing sessions as "childish", while others specifically mentioned those games as very useful to express themselves. Some said they learnt how to express themselves "thanks to their hands" and qualified those activities as "very useful", as well as a "great method to make sure participants don't get tired". All really liked the energizer activities and most asked for even more of those exercises during the seminar.

How do you feel now regarding your expectations and fears from before you arrived to the seminar (also include your expectations and fears from the first session)?

Most participants mentioned they had no specific fear or apprehension before the seminar, except minor details such as getting a cold in the French Alps snow. Most participants mentioned their expectations have been matched and even exceeded. All made very positive comments.

What would be your points of improvement for this seminar?

As said previously, most participants mentioned the OFAJ expert as well as the local and official representatives' interventions as the least interesting ones for them. Some also mentioned they would have appreciated more internet and phone connection, along with more work in small groups and more time dedicated to outdoor and group activities in order to discover the local environment. However, many replied "nothing" to this question, which once again indicates a strong feeling of satisfaction.

About the Group

What do you think about the dialogue between the members of the different countries?

All participants (with no exception) were very happy with the group and the links they created between each other. They mentioned their satisfaction at many occasions, including with the fact that "no conflict or tension" appeared during the week. Some appreciated the process of "mutual understanding and active listening" that occurred, along with the "general respect" that participants showed to one another. Some acknowledged the "huge amount of calm and diplomatic dialogue during the sessions but also after", as well as the "very friendly atmosphere". Most qualified the dialogue as "interesting", "full of peace and understanding", and noticed the "absence of hate speech" during the week. One Armenian participant mentioned: "I thought that it would be difficult to communicate with Azerbaijanis, but fortunately it was not." Some participants qualified the group dynamic as "interesting, because it somehow helped to break some stereotypes about each other. And it helped them to realize one more time that it is possible to "communicate, to negotiate and to respect each other." On this issue, the seminar is a total success.

How would you describe the way the group became a group?

Most participants mentioned the quality and speed of the group building process which went beyond their expectations. To explain how the group building dynamic started, some mentioned the help of the remote environment: "we were lost in La Jacine, out of the world, surrounded by mountains and we had to build something altogether". Many participants mentioned the term "family" to describe what the group became. Some wrote: "we were a family, we were understanding each other, listening to each other." Such a strong term is very positive for the seminar evaluation.

What did you discover about the other people and countries?

Most participants realized there were “many things in common between young people” of the Caucasus region. This observation was pushed a little bit further by some participants who distinguished the Caucasian participants from the French ones: “(there was) so much similarities among the Caucasians and differences from French people.” Some participants mentioned they “had the chance to see the other side of the conflict”. The dialogue process within the group made some Azerbaijani participants reflect on the other sides views and realize that “there are more similarities between conflict sides and more similar approaches for the result of conflict that affects our communities”. Some mentioned that “everybody has his/her own realities according to the environment, which they live in and where they come from”. An Armenian participant wrote: “the most important thing is that it doesn’t matter which country you come from, we have so many similarities and so much in common. That’s amazing!”

About Yourself

What are the best memories you have had this week? Why?

Most participants stressed the great atmosphere and the quality of human exchanges that occurred among the group and with the trainers/observers during the week. Many mentioned the intercultural night in La Jacine, where all had the opportunity to discover other participants’ traditional food, drinks, music and dances. This night certainly played a central role in the group-building process. Some participants also mentioned the “intercultural snowball battle” that also occurred in La Jacine, giving additional credit to the importance of the contribution of the privileged local environment and its remote aspect in the group-building process. Most participants mentioned off times rather than activity times as their favourite memories. A significant amount also replied “everything!” to the question, underlining once again the global high level of satisfaction participants showed in their evaluation forms.

What are the memories you would rather leave behind? Why?

Only a few participants answered this question. When they did, most wrote “nothing”, while some mentioned the cold weather or the absence of internet and phone connection in the first part of the seminar.

Is there something you want to tell us/ let us know?

This last question served as an occasion for the participants to express their deep satisfaction and emotion toward this seminar along with the strong bonds and interactions it created. Some comments were very emotional, others mentioned they were sad to be going back home and leave the group. Most warmly thanked the organizers, trainers and observers for their work, and expressed their will to work/meet again together in the future.

"Conflict! Who Cares? I Do..."

Narek Aharutyunyan (Armenian Group)

This project consists of a three-day seminar and training course organized for young Armenians and Armenians refugees from Syria. The aim of this project is to help Syrian-Armenians to get integrated into Armenian society and feel part of the community. The project also aims at supporting them legally by informing them about their rights and responsibilities. The project should start in January or February 2014 and involve the "Youth For Future" local NGO as well as the Armenian UN association. It should take place initially in Yerevan and may get extended to other Armenian cities.

"Hate Speech Flashmob"

Ashkhen Babayan (Armenian Group)

This project consists of gathering 15 people, from the city of Spitak and nearby villages, in a central square in downtown Spitak in order to do a 10-minute flash mob performance. The goal is to raise awareness on the issue of Hate Speech and its consequences. A video will be made of this performance and shared on youtube to reach many young people. This performance was initially scheduled on the 10th of December (Human Rights Day) but it had to be postponed until further notice for personal reasons.

"Stop the Conflict, Start Building Peace"

Mariam Dolbadze, Murtaz Buskadze (Georgian Group)

This project consists of a training session about non-violence and conflict resolution, targeting young people experiencing difficulties, with difficult backgrounds or with fewer opportunities to get information about conflict resolution. The goal is encourage them speak about their own experiences of conflict and to inform them about peaceful ways to transform and solve it. The people targeted by this training are young people from three European countries and three non-European ones. The exact number of participants still remains to be determined. The project is expected to start on October 2014 and last one week.

"Mountowntart"

Marie Deverre, Marie Orset (French Group)

The goal of the project is to gather 3 groups of young people between 12-14 years old from different living environments and get them into dialogue and express themselves through artistic activities. Participants will come from (1) Grenoble city centre, (2) Grenoble suburbs and (3) villages/countryside of the Grenoble area. Each group is expected as a first step to create a picture representation of its own environment and origin through artistic activities (collage, sculpture, drawing, etc.). The use of artistic and creative activities aims at facilitating participants' personal expression. Participants will then work on the representation of the other two environments. The second step consists of gathering the three groups and getting them to organize a common exhibition of their work in order to share and compare their different

visions. The third step will be dedicated to organizing three exchange weekends, one in each groups area in order to get the participants to discover about the daily lives of each other. This project will be launched in cooperation with the Rhône-Alpes region (and its project "Mountains 2040"), city councils and some selected high schools depending on the locations. The project is expected to take place from February 2015 to May 2015.

"Evolution of My Training Sessions"

Antoine Deville (French Group)

This is not a project, rather a process of improvement. The participant is himself a youth trainer, and wishes to share and re-use in his future training sessions some of the methodology, activities and teaching techniques he learnt during the seminar. He realized that the personal process he went through during the week could enable him to make his own professional practice evolve.

"PeaceFULL Training"

Milana IBRAGIMOVA (Azerbaijani group)

Milana is planning to organize a 3-day Peace Education training course to be held in Baku in spring 2014. The contents of the activity will be close to Cross the Border 2013, including sessions on Human Rights, non-violence, conflicts. Different organisations might be involved in or support the project, including the European Youth Parliament, Youth Peace Ambassadors network.

"Peace Education and Non-Violence"

Aramayis MADATYAN (Armenian group)

Within his organisation (European Youth Parliament – EYP), Aramayis intends to organize a couple of 2-day seminars on peace education during the first half of 2014. The sessions would be open to EYP members, but also to young people non EYP-members but showing an interest in peace education. The aim of the project is to raise awareness on peace building and promote peace education amongst Armenian youth so they can act as multipliers and peace ambassadors.

"Intellectual Youth for Peace"

Orkhan Mammadli (Azerbaijani group)

Orkhan is planning to implement a seminar on conflict resolution involving youth from Georgia and Russia (including North Ossetia, Ingushetia and Dagestan) during the summer of 2014 in Shamki (Azerbaijan). The programme will give the participants the opportunity to reflect on conflict resolution through intellectual games related to conflict resolution, negotiations and also meditative activities.

“Know Your Rights!”

Maka SHULAIA, Tamar KHVTISIASHVILI (Georgian Group)

Maka and Tamar designed a workshop project to raise Georgian youth awareness on their rights. The programme will be about informing young people but it will also give participants the opportunity to explore the concept of conflict, mainly at a personal level. The project is to be organised in two stages. First it will start with a pilot workshop involving only DRONI members. Building on the lessons learnt from this first workshop, the project will then be extended to other young people in Georgian regions.





2013

