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# **Building Peace in Europe**

## **The Role of Civil Society and Young People**

Report of the Study Session held by the  
Human Rights Education Youth Network (HREYN) in cooperation with the  
European Youth Centre of the Council of Europe

European Youth Centre Budapest (EYCB), 13 – 20 March 2016

Any opinions, findings or conclusions expressed in this report are those of the authors and do not necessarily reflect the views of the Council of Europe.

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# Executive summary

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The Study Session “**Building Peace in Europe - The Role of Civil Society and Young People**” organized by the Human Rights Education Youth Network (HREYN) in cooperation with the European Youth Centre Budapest of the Council of Europe took place on March 13-20, 2016.

The idea of this study session dates back in previous activities and meetings of the network where trainers, educators, youth workers and human rights activists across Europe shared the common need of developing their competences in dealing with human rights issues in conflict areas.

The program included a combination of methods based on the principles of non-formal education exploring the main concepts of peace building, conflict transformation and non-violence, analytical tools for conflicts, focusing on conflicts in Eastern Europe and Caucasus, exchange of practices and peace building initiatives of civil society, developing new partnerships and projects for peace building through human rights education with young people.

**This report** illustrates the activity background, aims and objectives, main program elements, the issues, discussions and tools used to assess competences of participants in conflict management and analyse recent conflicts in Europe today, as well as the main outcomes and follow-up actions developed during and right after the study session.

A video report of the study session was produced and is available in the website of HREYN [www.hre-youth.net](http://www.hre-youth.net)

# Who we are

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**Human Rights Education Youth Network (HREYN)** is an international independent non-governmental human rights education (HRE) organisation composed of a **network** of educators, trainers, activists, youth workers, youth leaders, researchers, either volunteers or professionals, committed to promoting human rights education and the protection of human rights (HR). The member organisations of the network focus on empowering young people to act as human rights defenders.

Overall, HREYN has the **mission** to work for the recognition and the development of Human Rights Education as an essential instrument to foster Human Rights.

HREYN understands that human rights education has the power to diminish the level of human rights violations and to empower young people to exercise, enjoy and defend their rights. This implies the translation of values and attitudes developed through human rights education into daily behaviours, but also the competence to use various tools and instruments for defence of human rights, often associated with activism.

The overall **aim** of the network is to contribute to the development of human rights education with young people to promote mutual understanding, peace, friendship, respect for human dignity and human rights, non-violence and non-discrimination and act against persistent violations of human rights through awareness raising, campaigning, prevention and education in formal and non-formal settings.

The main **activities** of HREYN consist in organising study sessions, seminars and training courses – as well as editing educational materials (such as videos) – on the topic of Human Rights Education and Youth.

In terms of future **priorities**, there is a great need to strengthen the role of the network in empowering its member organisations to take concrete action for human rights, namely addressing human rights violations happening in their own environment and in neighbouring environments.

# The study session

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## Why

This study session proposal laid its ground in the strategic directions adopted during the last General Assembly of the network, which has raised attention to the recent conflicts in Eastern Europe and the growing interest of members in further developing competences in dealing with human rights issues in conflict areas. Moreover, the network has explored new tools for understanding and addressing hate speech in Europe, as an outcome of the No Hate Speech Movement Youth Campaign promoted by the Council of Europe.

The background of our project were the currently existing regional conflicts in Eastern Europe and Caucasus and the increasing tensions within many EU countries in regards to nationalism, xenophobia and racism. Different forms of conflicts are often closely interrelated, young people affected by conflicts whether on international, national or on local level very often develop xenophobic and racist attitudes that can lead to aggressions and violence towards other ethnicities, people of other nationalities, or just any type of minorities. On top of geopolitical and territorial armed conflicts, simply chauvinism, racism and discrimination combined with violence and life threatening acts towards minority groups create the need to look for effective strategies to address issues of conflict and violence among young people.

Given the above, it was important for HREYN to hold a study session dedicated to conflict transformation and peace building, focusing on non-violent actions as a tool for international and local youth work.

In order to address the above stated problems, the following **objectives** have been set:

- Deepen participants' understanding of key concepts of conflict transformation and peace building;
- Familiarize the participants with concepts and approaches of non-violent actions;
- Enable participants to share good practices and adapt it to local contexts and realities in order to promote peace building;
- Motivate participants to advocate for non-violent actions;
- Review and enhance participants' competences in working as activists, multipliers and trainers on peace building, namely through non-formal education;
- Enable participants to develop activities and programmes for multipliers in conflict transformation and non-violent actions, at international, national or local level;
- Facilitate networking between participants and HREYN member organisations, with a special emphasis on acting upon recent conflicts in the Russian Federation, Ukraine, Georgia and other Eastern European countries;
- Create a HREYN strategy that allows member organisation to cooperate in fostering peace building in European armed conflict areas, with a special focus on current conflict in Ukraine.

## Participants

The study session welcomed young **human right activists, peacemakers, educators, trainers and youth workers** who:

- Actively promote or are willing to promote peace through non-violent actions;
- Actively working with other young people in their local communities, in the field of HR and/or HRE.

Selected participants were:

- Committed to the values of the Council of Europe, with special aim at human rights;
- Actively participated and contributed in the program;
- Willing to develop follow up action plans;
- Actively participating in a (non-)formal setting;
- Acquainted with non-formal education approaches in their work practice;
- 80% in the age of 18-35 years old;
- Prepared and committed to attend the full duration of the study session.

Overall, including the HREYN team, we were **39 participants coming from 15 countries**: namely the Russian Federation, Ukraine, Georgia, Armenia, Azerbaijan, Belarus, Serbia, FYROM, Greece, Italy, Portugal, Romania, Spain, Czech Republic and Hungary. The team was joined by a **job shadower** from TRAYCE - Training of Trainers for Youth in the Council of Europe who followed the entire learning process and supported the team in preparing and delivering sessions, collecting relevant information for the evaluation and reporting of activities, and for the visibility of the study session in social media channels.

## Programme and methodology

The educational approach was based on the principles of non-formal education, embracing diverse learner-centred participatory methods such as buzz groups, experiential games, case studies, role-plays, and other. The programme was designed to create a safe learning environment through getting to know each other and team building activities, followed by working groups to familiarize with the key concepts and glossary relating conflict and violence. Throughout the programme participants explored different tools to reflect on their motivations and competences in dealing with conflicts and promoting peace in Europe, and to critically analyse recent conflicts in Eastern Europe.

Invited experts helped understanding on-going and future challenges in relation to building peace in Europe through geopolitical and geostrategic analyses and inspired participants by sharing their practices and experiences in non-violent actions.

Parallel workshops, and exchange of experiences of participants valued their competences and established new partnerships among HREYN members and outside the network.

## Results

The main **learning points** identified by participants have been:

- Understanding main elements of peace-building through non-violent action;
- How to assess skills, attitudes and knowledge needed;
- Where to find relevant resources and actors;
- How to highlight the importance of mutual understanding, communication and mutual interests when in conflict;
- What kind of international actors are prepared to share knowledge, network, voice, power and expertise in conflict resolutions;
- How to resource to rationality as a mean for peaceful communication in conflict resolution;
- What are the different attitudes for taking action, especially those preventing falling in the trap of violent action;
- How action plans are developed, written, co-funded and implemented.

Other important **outcomes** of the sessions have been:

- Developing future projects and partnerships for peacebuilding through Human Rights Education with young people
- Recruiting potential new active members in HREYN
- Producing a HREYN Video as an effective multiplying tool;
- Empowering our network, by sharing information and fostering links between old and potential new members.

# Introduction to Conflict & Violence

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In regards to the topic of the study session, the first sessions have addressed the notions of conflict and violence. The aim was:

1. to clear up the terminology and elaborate in detail on each element of the notions in question;
2. to work on the idea that violence is not necessarily a part of conflict.

As part of the methodology, the participants watched a video named **'Conflict'** (check its link on "Useful Materials"), illustrating a violent conflict, its causes, basic elements and dynamics. Along the debriefing participants talked about the typical causes of conflict and responses to conflict, discussing questions such as:

- "What were the roots of the conflict?";
- "How the parties to the conflict view the behaviour of their opponents and pursue their own interests in the conflict situation?";
- "When and why does conflict become detrimental to the parties involved?".

The exercises and discussions that took place have widened up participants' understanding of the notions of conflict and violence, and hopefully have contributed to develop a more positive attitude towards a variety of conflict and violence situations one may encounter in real life.

Going further into the topic of conflict and violence, by means of a game named **'Acronym'**, the participants were suggested to reflect on the notion of 'positive conflict' – i.e. conflicts that serve positive goals through constructive activities. The game has challenged participants to give associations to the word 'Conflict', and therefore, provoked their hidden emotions, attitudes and beliefs as regards to conflicts, and encouraged the group to discuss them in a more personal and inclusive way. Many participants had the insight that their associations with 'conflict' are heavily negative. Following to that, participants were proposed to work on positive associations, and they found it possible to find quite many positive associations with the word 'conflict'.

Another exercise – **'Glossary'** – was aiming at familiarizing the participants with the specific terminology in relation to conflicts and violence. The participants were given the terms and their explanations separately in form of pieces of a puzzle and were asked to match them, they also needed to discuss and share the examples in the group. Groups also were asked to present in the plenary some of the interesting examples, either verbally or as sketch/play.

In the result of this exercise it became clear that the participants are very well familiarised with most terms and there is a consistency of the terminology in the group. Notwithstanding, as regards to terms such as 'humanitarian intervention', further discussion was necessary; in particular when humanitarian interventions were both essentially and from the point of view of international law (from the point of view of participants, they were the international contingent in case of the war in Bosnia and Herzegovina and the NATO presence in Afghanistan), and when the 'humanitarian interventions' had only masked armed interventions (from the point of view of participants, in case of the Russian Federation intrusion in Georgia in 2005).

Through another exercise – ‘**Case study: armed conflicts**’ – the participants have analysed and have presented real cases that illustrated various types of conflicts, forms of violence, factors underlying violent conflicts, conflict’s dynamics, and other elements of armed conflicts. The participants worked on:

- the case of the war in Bosnia-Herzegovina; and
- the case of the armed conflict in Eastern Ukraine.

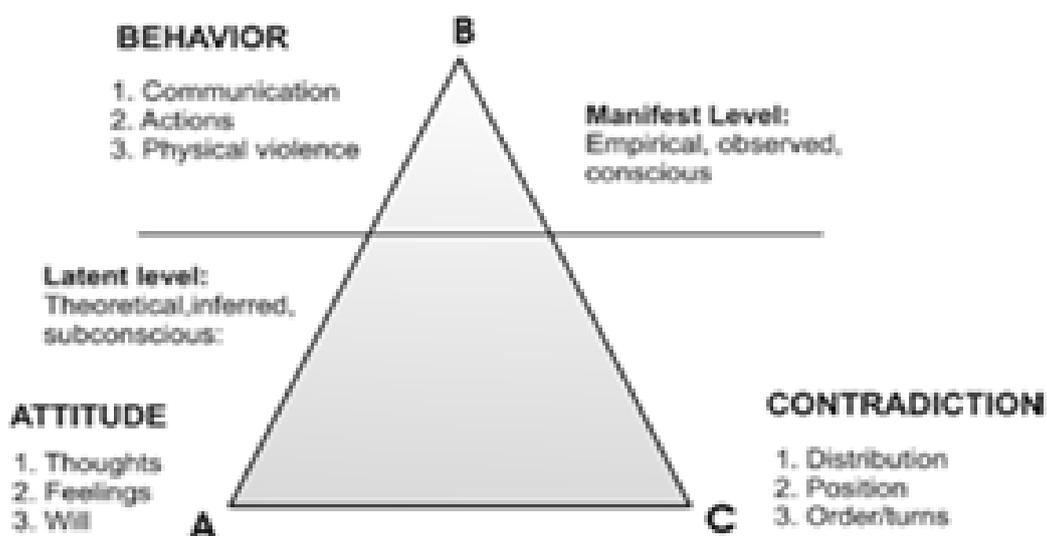
Before being requested to analyse the cases, the facilitators have presented different instruments of conflict analysis, namely:

- ‘**Conflict Mapping**’ as a matrix for gathering and analyse of information about the conflict;
- the ‘**ABC Triangle**’ (fig. 1),
- the ‘**The Onion of Positions, Interests and Needs**’ (fig. 2) and
- the ‘**Tree of Conflict**’ (fig. 3).

These separate tools help to better understand different aspects of conflicts.

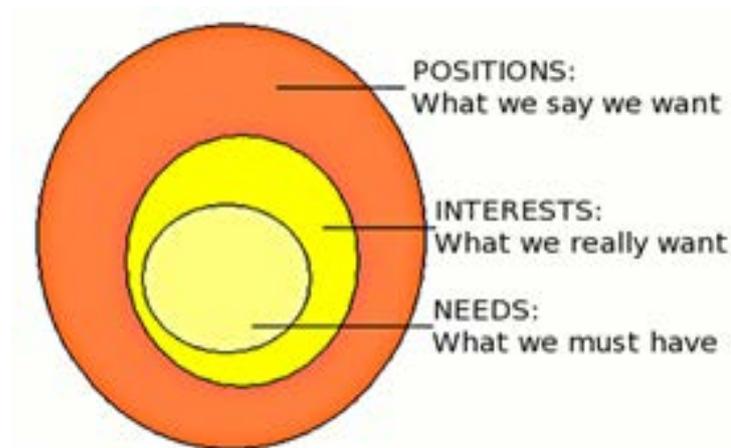
After the tools being presented, the analyses of the real case studies took place. The participants divided themselves into four groups according to their preference, each group representing a specific and being given a specific tool, as it follows:

- 1) The “International Organisations and Diplomacy” group (UN, Council of Europe, NATO, the EU legal and political bodies, etc.); the participants in this group prepared their analysis of the armed conflict based on ‘**ABC Triangle**’ methodology;



Conflict Triangle, Galtung J., Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage, London, 1997, p. 72

2) The “International Civil Society” group; the participants in this group prepared their analysis based on **‘The Onion of Positions, Interests and Needs’** methodology);

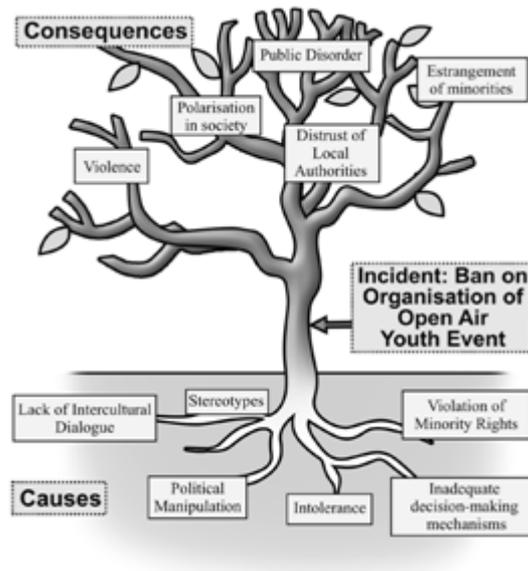


Onion of Position, Interests and Needs, T-Kit 12: Youth transforming conflict, Council of Europe and European Commission, 2012, p. 137. For details Rosenberg: Connecting feelings to needs”, p. 136

3) The “Governmental” group used the **‘Conflict Mapping’** logical framework table that included some basic elements and questions, such as:

- ‘The history of the conflict: ‘What are the origins and the major events in the evolution of both the conflict and its context?’
- ‘The context of the conflict’: ‘What is the scope and character of the context or setting within which the conflict takes place? Look at issues as: boundaries, structures, relations, jurisdictions, communication networks and patterns, decision making methods...’.

4) The “Representatives of the Civil Society of the Nations Involved in the Conflict” group used the **‘Tree of Conflict’** instrument that is better fitted for NGOs, journalists and civil activists. This is a simple method of conflict analysis that focuses on the underlying causes of a conflict, as the Tree of Conflict assumes that part of the conflict (its root) is not seen, whereas consequences of the conflict (its branches and leaves) are visible to all.



Tree of Conflict, T-Kit 12: Youth transforming conflict, Council of Europe and European Commission, 2012, p. 68

The most vivid discussion appeared to be in the group that analysed the current **conflict in Eastern Ukraine** – in the “International Organisations and Diplomacy” group, that prepared their analysis based on ‘ABC Triangle’ methodology. This was probably due to the fact that the participants of the group were mostly Russians and Ukrainians – the parties to the conflict in question. The debate was so sharp at times that the facilitators had to intrude into the group work. However, in result the group managed to analyse the conflict in a constructive way and to gain understanding of this instrument of conflict analysis and its advantages.

Furthermore, in relation to the topic of violent conflicts and its elements, the geopolitics **expert Ambassador Prof. Dr. István Gyarmati** (see chapter “Profiles of the Invited Experts”) has held a couple of outstanding sessions under the topic of **geostrategic analysis of the conflict involving the Kremlin and Ukraine**, and **geopolitical analyses of the on-going clashes in Europe**.

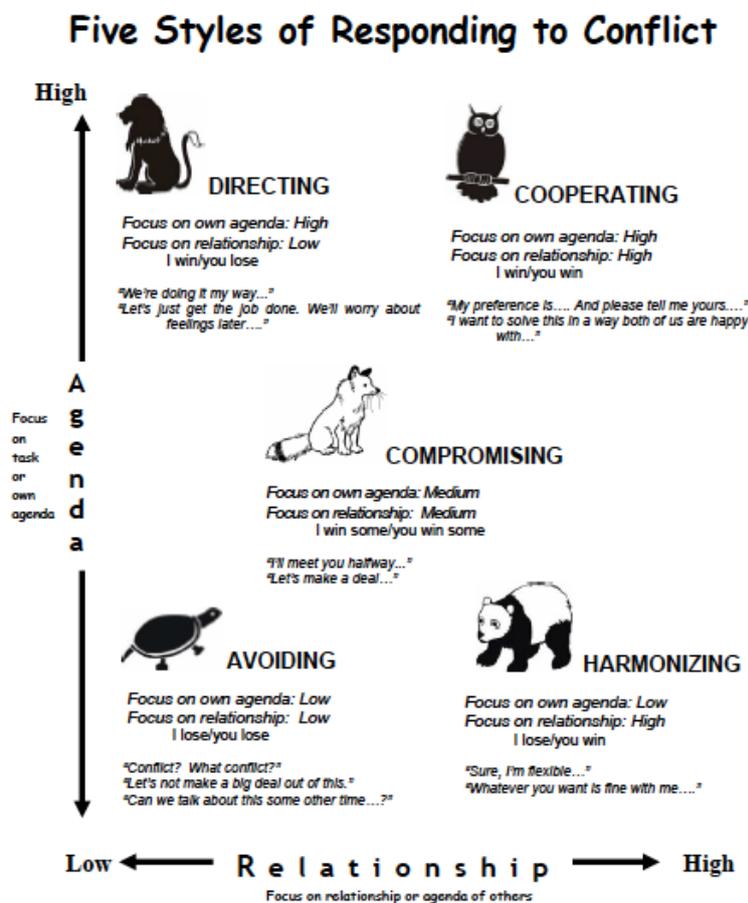
István Gyarmati presented detailed analysis of all conflicts currently taking place in Europe, including the current armed conflict between the Russian Federation and Ukraine. According to the participants’ evaluation forms, they found this session as being highly useful and providing an unbiased opinion on the conflict between the Russian Federation and Ukraine.

# Dealing with Conflicts

After the participants were introduced to the conflict and violence concepts, theory and terminology, we have focused on the following aim: to develop participants' skills and abilities to deal with conflicts peacefully and learn how to make an active difference in the conflicts in their surroundings and communities.

In this session, we have focused on the behavioural styles in conflict situations and how individuals can develop their **conflict management styles** to find peaceful solutions. At the beginning the participants were asked to brainstorm about the qualities and critical behaviours that a person needs to have for conflict transformation. After **that** the participants made a **self-assessment test** based on **Kraybill Conflict Style Inventory**, exploring their personal style of dealing with conflict. After the test the styles were introduced one by one with their characteristics and participants could modify their positions. The styles were introduced on a big-sized chart laid on the floor, where horizontal axis represented focus on relationships or agenda of others and vertical axis represented focus on own agenda.

As shown below in the chart, the **five styles** are: Avoiding; Harmonizing; Compromising; Directing; and Cooperating.



After each style being introduced, study cases of potential conflict situations were presented. As soon as the participants got the study case, they were requested to: 1) represent the different styles of responding to the conflict; 2) check which style was more suitable; and 3) resolve the conflict.

The study cases were the following:

*1. You are leading a workshop on human rights focused on the rights of minorities. One participant stands up and makes a hateful comment about one of the minorities, saying that the rights of this minority should not be protected, because they do not deserve it. With which style do you react?*

*2. You are organising a peaceful street action in your town, together with other peace building activists advocating for non-hateful way of approaching the topic of migration. A group of people arrives, starting to protest against your action, behaving violently, attacking you verbally. They are also provoking a physical fight. With which style do you react?*

*3. You and your Grandmother are watching TV news when an article appears about violence at a Gay Pride event in your town. She makes a comment cursing gay people. You respond that people should be allowed to be whom and what they are. You get into a big argument; she does not agree that they should have rights to marriage and that it is all unnatural. She gets quite angry and emotional about it. With which style do you react?*

## Competences of Nonviolent Activists

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Through this session the participants had an opportunity to learn about the concept of non-violent actions and what competences an activist advocating for non-violence needs to have. The main aim of the session was: to assess the competences for nonviolent actions of the participants.

The session was opened with a brainstorm in small groups, on formulating fundamental principles of nonviolent actions. This was supposed to be also a work summarizing the previous input of the invited expert **Michael Simmons**, who spoke about nonviolent actions. After the participants' presentations, the facilitator explained the fundamental principles mentioned in Handbook for Nonviolent Campaigns (check the link under the chapter "Useful Materials"), namely:

We acknowledge the value of each person. This is fundamental: recognizing the dignity and humanity of oneself and others. We refuse to mistreat our opponent as an enemy.

We recognise that we all have part of the truth; no one has all of it. No one is all 'right' or all 'wrong'. Our campaign information gathering, educations, and actions should reflect this.

Our actions emphasise openness to promote communication and democratic processes. We work for processes that express 'power with' not 'power over others. Empowering all involved in a campaign is important.

We promote democratic structures (internally and externally) to maximise self-determination.

Our means (behaviours and actions) are consistent with our ends (of affirming life, opposing oppression and seeking justice, valuing every person). Our strategy must be based on this principle; we cannot justify a ‘victory’ obtained through violent or deceitful methods.

We are willing to undergo suffering rather than inflict it. Refusing to inflict suffering is based on the value of each person and is a strategy that draws attention to our commitment and our cause. We will not violently fight back if attacked.

We commit to prepare ourselves for nonviolent action according to the guidelines agreed. If necessary, we will attempt to arrange orientation sessions or workshops in nonviolence to better understand and practice this commitment.

After this introduction, the participants were invited to work on their own competence profiles of the nonviolent activists, based on their own self-assessment. The competences were divided into three categories (i.e. Knowledge, Skills and Attitudes), as shown in the following tables:

## Skills

Specific skill	This skill allows you to:
Ability to engage in nonviolent communication	use nonviolent communication in daily life
Ability to use mediation techniques and approaches successfully	use mediation techniques when appropriate
Comfortable tackling hate speech in a youth work setting	deal with own fears ability to confront safely and appropriately
Able to tackle hate speech online in a constructive way	identify hate speech identify appropriate responses
Able to implement needs analysis of hate speech situations: online and offline	recognize and address the needs of specific target groups recognizing the roots of the issue and being able to describe the problem with respect to the needs of the target group
Analysing and framing the problem	break down the issue into manageable and understandable parts identify each stakeholder's needs and interests map and describe all the stakeholders and their relationships (supporters and haters)
Making the strategy of change	build the vision/aim for tackling the issue set SMART (specific, measurable, achievable, realistic and time-based) objectives with regard to needs analysis and vision create an activity plan create the network of supporters identify the haters and their potential responses prepare PR plan
Implementation of actions online	implement different approaches for tackling hate speech communicate with activists - motivating and coordinating (task management tools) - aware of the roles and responsibilities communicate with institutions, groups, and individuals who can also respond to the issue

	<p>communicate with the affected community</p> <p>communicate with the mainstream media - prepare press releases, mobilize supporters through social networks</p> <p>be an example yourself, live the way you preach</p>
Implementation of actions in public spaces	<p>practice different methods and approaches with regards to the affected community and its needs</p> <p>communicate with activists</p> <ul style="list-style-type: none"> <li>- motivating and coordinating the team (task management tools)</li> <li>- aware of the roles in the team</li> </ul> <p>communicate with media, institutions, groups, and individuals who can also respond to the issue - prepare press releases, mobilize supporters through social networks</p> <p>be example yourself for the group, live the way you preach</p>
Crisis prevention	<p>plan with different stakeholders potential risk management step-by-step</p> <p>recognize potential violent responses</p> <p>recognise possible impact of violent response</p>
Organising and ensuring the activities to become real	<p>map and gather resources and materials</p> <p>scenario creation (when-what-who) for every partial activity</p> <p>choose appropriate place for the event considering the visibility, legal framework (my rights and duties), weather conditions, etc.</p> <p>bring ecological aspects to the activities while acquiring materials and implementing the action</p>
Organise educational activities	<p>prepare a programmes/workshops which provide educational opportunities for young people</p> <ul style="list-style-type: none"> <li>- support their self-development while offering more educational activities</li> <li>- give good feedback which motivate the participants</li> </ul>
Creation of promotion materials	<p>create posters, leaflets, etc.</p> <p>create online publicity</p>
Networking	<p>maintain regular contact with individuals and groups</p> <p>exchange education materials and updates on the subjects of hate speech and violence</p> <p>keep each other updated on what is happening with specific groups and situations</p>
Public speaking and argumentation	<p>able to be clear and concise</p> <p>able to send a clear message</p> <p>ability to deal with hecklers</p>
Facilitating discussions on difficult subjects	<p>facilitate a basic discussion</p> <p>ability to identify potential problems and difficulties</p> <p>ability to deal with conflicts and extreme opinions</p>

# Knowledge

<b>Specific knowledge</b>	<b>This knowledge allows you to:</b>
Understanding the concept of violence	understand the different types of violence, distinguish between structural, cultural and direct violence
Understanding the concept of hate	understand the components of hate analyse the sources and effects of hateful expressions evaluate different forms of hateful expressions
Analysing how we are influenced by hate and violence in our everyday lives	understand and analyse the effects of the hateful expressions analyse the different roles a person can play in violent acts distinguish between target group, victim, aggressor, ally, bystander and active witness
Know how hate and violence affects the community your youth organisation is based in	understand the social and cultural context of the community in which the organisation works in analyse the effects of the hateful expressions on young people in the community recognize hateful and violent acts the members of the community are involved in know nonviolent activities that can respond to hate in the community know other activists in the local community
Know how hate and violence impacts Europe and young people's sense of being European	analyse the context of the vulnerable groups on the European level be aware of the hateful acts in other European countries and how they are reflected in your country understand the connections of different interested groups in Europe knowledge of various European Programmes, networks and initiatives against hateful and violent acts
Know how to develop strategies for involving young people in combatting hate and violence through raising awareness of different cultures, communities and people	understand and support the sense of initiative and participation of young people know how to develop programmes and activities involving young people in the actions on the local and international level able to synthesize the knowledge of nonviolent actions, concepts of violence and hate
Knowledge about personal safety in social media	know examples of good and bad practice know the consequences of different behaviours in social media know the different strategies of reporting the hateful expressions on internet know how to protect oneself from hateful expressions in social media
Know about the influence of mainstream media	be aware of the phenomenon of media manipulation and propaganda able to critically assess the media contents and their effect on the community ability to find alternative media resources
Knowledge about local cultural issues	understand and analyse the majority and minority groups in the local communities and the relationships between them know about the major problems and challenges in local cultural issues
Understanding of Intercultural learning	able to perceive and understand the differences and similarities between different cultures and communities identify positive interactions with people and groups from different cultural backgrounds ability to engage in mutual recognition
The concept of active participation	know about the opportunities to act in a public space in the local and international community understand different strategies of participation

	able to create opportunities and actions for involvement in the local, national and international issues
Awareness of the legal system	basics in public law (taxes, donation, grants, insurance) and private law (legal statuses, responsibility for damage, employment rules, travel costs etc.)
Awareness of specific principles of nonviolent actions	understand and discuss examples of non-violent actions from various contexts, apply the appropriate type of nonviolent action in the given social context.
Deep knowledge of the situation of the country, political and social issues in a context	react on the current issues, discuss and defend various opinions, be aware of the potential cultural and social reactions towards various types of nonviolent actions, analyse and predict desired social change.

## Attitudes

Specific attitude	This attitude allows you to:
Taking responsibility for own actions and responses	understand self and others recognise importance of not blaming others
Having the courage to respond to hate speech	courage to go against the opinion of majority courage to stand up for a minority (even if not part of that group)
A desire to understand the broader context of a situation	understand complexity of the problem desire to analyse the depth of an issue and all the points of view involved
Open to listen to others	cooperate with and support each other able to put aside own opinion and belief
Open to sharing	inspire and support self-development of group members open to share unpopular and contrary ideas and opinions (to play devil's advocate) honesty and integrity behind what is shared
Accepting the principles of nonviolence	live daily life according to the principles of nonviolent communication engaging in nonviolent communication in daily life
Internalising principles of non-violent and non-hateful communication	resist a reactionary approach to responding to hurtful comments and attitudes
Valuing the importance of international cooperation	see, understand and believe in the strength behind cooperation
Valuing all people regardless of origin, ability, gender, sexual orientation, cultural background...	accept and understand differences and similarities awareness of own stereotypes and prejudices accept that it is ok not to 'like' everyone
Valuing mixed groups of young people coming together	see the benefit of young people discovering differences
Valuing a local approach to tackling discrimination	encourage groups of young people to work together from different backgrounds and circumstances

Participants were invited to create their own "Competence Pie" based on the competences that are the most relevant for them, and then share their self-assessment in the smaller groups with an emphasis on finding the ways to develop the competences.

# What can we do

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To start addressing this question a “**NGO Market**” took place, aiming at getting-to-know each other’s organisations, fieldwork, and practices.

More, the invited expert **Michael Simmons** (see chapter “Profiles of the Invited Experts”) attended the NGO Market and delivered a couple of sessions on nonviolent actions and peace building strategies, emphasizing that **non-violence is not necessarily passive**, and giving examples on **how to use non-violence for empowerment and social change**. Michael Simmons gave his testimony, and shared a variety of good practices of nonviolent actions and peace building initiatives. Several participants perceived Michael Simmons as an inspirational model, and felt motivated to pursue human rights activism through nonviolent actions. Furthermore, following to Michael Simmons’ input, participants were requested to work in groups to continue to share good practices of nonviolent actions and peace building.

The **No Hate Speech Movement** Youth Campaign was presented as introduction to the follow-up phase. Participants shared their experiences and actions taken within the campaign, discussing the importance of this low threshold approach to activism and opportunity to use its framework when developing follow up actions.

The team introduced **funding opportunities** such as the European Youth Foundation, Erasmus+ Programme, the Anna Lindh Foundation, ALERT fund, crowdfunding strategies and other possibilities to support their ideas.

## What can we do as HREYN to foster human rights and human rights education?

To address this question, participants were invited to develop **Action Plans** to be implemented within HREYN in the near future. The **projects** developed during the study session, aiming at integrating HREYN’s future agenda of activities, are the following:

- 2) Self-Development through Non-Formal Education (international long term training course);
- 3) Training on Human Rights for Educators and Law Practitioners (regional training course in the Russian Federation);
- 4) Festival on Performing Arts for Peace and Conflict Resolution (offering a variety of methods, such as workshops and theatre; to take place in Ukraine);
- 5) No-Hate Speech Project (international training course and follow-up actions);
- 6) "P.A.O.L.O" - Project on Violence in Youth Communities (long-term training project in schools in Italy, Greece, Portugal);
- 7) “Cavallerizza Reale” - Empowering Young People to overcome Youth Unemployment in the Youth Cultural Field (study-visit for youth workers; to take place in Italy);
- 8) "JUMP IN - Drama for Social Change" – Social Theatre and Theatre of the Oppressed to Promote Social Inclusion and Active Citizenship amongst Youth (international training course);

- 9) (optional transversal group) Working group on how to integrate the Action Plans developed during this study session into HREYN's overall Plan of Action, and how to improve future communication between all members.

Moreover, a session on "Campaigning and Visibility" was held, addressing concepts and sharing tools and good practices, to outstretch the reach of future HREYN projects.

Last but not least, a professional **video** was produced during the study session, to act as a multiplier tool amongst HREYN members, partners, stakeholders and all those interested in joining our network.

## Conclusions

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The Study Session showed the importance of bringing together youth trainers, youth workers and activists living in conflict areas as a concrete step for building dialogue and peace in Europe.

In addition to the learning points for participants and to the planned as follow-up, this Study Session has been a very important moment to reflect on the network's needs and potential for the future.

The action plan sessions gave the opportunity to share views on the structure of HREYN and how to better adjust it to members' needs in the future.

During activities and ongoing discussions, often participants shared the concern that HREYN will become an international organisation with little **connection to the local levels**; one of the strengths of HREYN is that it is composed by activists and practitioners who are active at local level, the network should better track what members are doing locally and improve the local impact of HREYN actions.

Participants also shared the interest to better facilitate the access to **disadvantaged youth** to HREYN activities. International networks offer the opportunity to participate to high quality educational activities such as study sessions, conferences and symposia but in these years, we experienced few chances to engage youth at risk of social exclusion to such opportunities.

HREYN activities should also try to **respond to the new challenges of the ongoing political and social scenario in Europe** and how these challenges affect the protection and promotion of Human Rights of young people. The current Study Session is a good example of this approach as it addresses current conflicts, next activities should better implement this approach, for example by working on the rise of extremism and the public discourse on LGBT youth as a consequence of the equal marriages recognised in different European countries.

The network should also now develop a more strategic vision in terms of **capacity building** for the network and for its members, especially in terms of advocacy for HRE at national levels.

Given the above discussion, the group proposed the following activities to be considered by the current board for the 2016-2018 action plan:

# Useful Materials and Links

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HREYN- Human Rights Education Youth Network.

<http://www.hre-youth.net>

T-Kit - Youth transforming conflict, Council of Europe and European Commission, October 2012.

<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict?inheritRedirect=true>

Youth and Environment Europe: Conflict management & conflict transformation, YEE Handbook, 2010.

[http://www.yeenet.eu/images/stories/documets/Publications/General\\_Publications/Conflict\\_management.pdf](http://www.yeenet.eu/images/stories/documets/Publications/General_Publications/Conflict_management.pdf)

Конфликт Conflict Soviet Animation, Youtube.com

<https://www.youtube.com/watch?v=wImBk5PO9GQ>

War Resisters' International: Handbook for Nonviolent Campaigns, Second Edition, 2014.

[http://www.wri-irg.org/system/files/wri\\_handbook\\_2014\\_inner\\_AMENDED.compressed.pdf](http://www.wri-irg.org/system/files/wri_handbook_2014_inner_AMENDED.compressed.pdf)

Mary Scannell: The Big Book of Conflict Resolution Games, 2010.

<http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf>

J. Galtung: Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage, London, 1997.

Ron Kraybill: Style Matters - The Kraybill Conflict Style Inventory, Riverhouse ePress.

<http://www.riverhousepress.com/about/style-matters-inventory>

National Institute of Children and Youth (NIDM): Keys for Life: development of key competencies in free-time and non-formal education.

<https://kvalita.nidv.cz/>

Filip Pospíšil (ed.): Umění protestu/Art of the Protest. Kosmas, 2013.

# Profiles of the Invited Experts

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## Ambassador Prof. Dr. István Gyarmati

“After earning his Ph.D. in Military Science, Dr. Gyarmati worked at the Zrínyi Miklós National Defense University, the Association of Hungarian Journalists, and the Hungarian Ministry of Foreign Affairs. He served as the Alternate Permanent Representative of Hungary to the IAEA from 1981 to 1986. He participated in the Conference on Security and Co-operation in Europe, he was the deputy head of the Hungarian delegation at the negotiations on conventional armed forces in Vienna in 1989, and he participated in the negotiations surrounding the withdrawal of Soviet troops from Hungary. From 1992 to 1994 he led the Hungarian delegation to the expert meetings of the Helsinki Summit, the Hungarian expert delegation to the London Conference on Yugoslavia, and the Department for Security Policy and Cooperation at the Ministry of Foreign Affairs. After serving in various positions in Eastern Europe and the Balkans, he became Deputy Secretary of State for Integration at the Ministry of Defense in 1996 then Undersecretary for Policy in 1998. He held top leadership positions at the Organization for the Prohibition of Chemical Weapon, the EastWest Institute, and the OSCE/ODIHR Election Monitoring Mission in Moldova. He was President and CEO of the ICDT since 2005 and became President of the Centre for Democracy Public Foundation in 2011. He is again President of ICDT since 2013. He speaks English, German, Russian, and French.”

Dr. Gyarmati is currently the President of the International Centre for Democratic Transition (ICDT).

Personal profile: <http://www.icdt.hu/about-us/boards-and-staff/staff>

## Michael Simmons

“Has been an international human rights and peace activist over 40 years. Beginning as an organiser for the Student Nonviolent Coordinating Committee during the 1960s in the United States, over his career Michael has taken his work to Africa, Asia, Europe and the Middle East. He has organised conferences and seminars in Europe and Africa on the impact of East-West Tension on the Third World; seminars on peace and reconciliation in Bosnia, Macedonia and Kosovo during and after the Balkan War; a regional conference on sex trafficking in the Balkans; and has done extensive work with Roma in Central Europe on Roma human rights issues.

He has lectured on and written about US foreign and military policy, nuclear weapons, conflict resolution, human rights, and all forms of violence against women, with an emphasis on trafficking of women and girls in the US, Africa and Europe. He regularly presents at international conferences and seminars, and frequently addresses workshops, symposia, classes, and student groups at universities in Europe and the United States.

Michael is the Co-Director, with Linda Carranza, of the Raday Salon, a human rights program in Budapest, Hungary, focused on education and outreach. He also provides consulting services to non-governmental organizations, particularly those focused on human rights, anti-discrimination, and peace building, and conducts trainings on human rights issues and advocacy for NGOs and youth activists.”

Personal website: <http://www.msimmmons.org>

## List of participants

Country	Name, Surname	Organization
Armenia	Mushegh Galstyan	World Independent Youth Union
Azerbaijan	Seymur Valiyev	Bridge to the Future [YPU]
Belarus	Iryna Kraskouskaya	Grodna Public Association of Young Intellectuals [VIT]
Belarus	Anastasia Zhavrid	Youth Human Rights Group
Czech Republic	Ondřej Klus	BelInternational
Georgia	Tea Bulia	COMPASS - Agency of Youth Promotion and Development
Georgia	Tamar Tkemaladze	DRONI Youth Association
Georgia	Ekaterine Gogoberishvili	Youth For Peace and Equality
Georgia	Mkrtich Shakhdinarian	Identoba
Greece	Elftherios Kiskireas	Citizens in Action [CiA]
Greece	Theano Ioanna Gympaki	Youthnet Hellas
Hungary	András Abaffy	MeOut Youth Association
Italy	Mara Caruso	Giosef - Unito
Italy	Claudio Nicosia	Amnesty International
Italy	Marco Rezoagli	Cavallerizza Reale
Portugal	Muhammed Nerkiz	Dinamik Gelişim Derneği
Romania	Ana Braghis	Centre for Social Transformation
Russian Federation	Margarita Zhukova	Youth Movement SFERA
Russian Federation	Yulia Khalikova	The German-Polish-Russian Dialogue
Russian Federation	Alyona Fursova	International School of Human Rights and Civil Action
Russian Federation	Olga Vasilyeva	Human being and Law
Russian Federation	Ilya Savelyev	LGBT Network
Russian Federation	Nikolai Kazantsev	AEGEE - Moskva
Russian Federation	Lada Burdacheva	Youth Human Rights Movement

Russian Federation	Gleb Paykachëv	Murmansk Memorial
Serbia	Ksenija Joksimovic	ALTERO
Spain	Federica Milano	Euroacción
Spain	Magdalena Jarmoc	Euroacción
“The Former Yugoslav Republic of Macedonia”	Sasho Kochankovski	AMOS Centre for Human Rights
Ukraine	Revaz Tateishvili	Insha Osvita
Ukraine	Evhenii Luhanskyi	Dnepropetrovsk Youth Council
Ukraine	Xenia Shimanskaya	Center for Civil Liberties
Ukraine	Katerina Dayneko	Gromadska Alternative
Ukraine	Bogdan Melnykovych	Charitable Foundation " East- SOS "

## Preparatory team

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Sónia Breda: Course Director (HREYN Vice-President and Co-Founder)

Emilia Astore: Trainer/Facilitator (HREYN President and Founder)

Giorgi Kikalishvili: Trainer/ Facilitator (HREYN Member and Co-Founder)

Maxim Burmitskiy: Trainer/ Facilitator (HREYN Member and Co-Founder)

Lela Bernátová: Trainer/ Facilitator (Member of DRONI)

Tatevik Margaryan: Educational Advisor

Tonny Joosten: Job Shadower

# Programme

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## ***Sunday, 13<sup>th</sup> March 2016***

- Arrival of Participants
- 19:00 Dinner
- 20:30 Welcome Evening

## ***Monday, 14<sup>th</sup> March 2016***

- 09:15 Official Opening/ Getting-to-Know
- 11:00 Break
- 11:30 Aims & Objectives of the Study Session/ Expectations/ Programme Presentation
- 13:00 Lunch
- 14:30 Group Building Activity
- 16:00 Break
- 16:30 Presentation of the Council of Europe and HREYN
- 18:00 Reflection Groups
- 19:00 Dinner
- 21:30 Intercultural Evening

## ***Tuesday, 15<sup>th</sup> March 2016***

- 09:15 Concepts of Conflict & Violence (Part I)
- 11:00 Break
- 11:30 Conflict & Violence (Part II)
- 13:00 Lunch
- 14:30 Peace Building
- 16:00 Break
- 16:30 NGO Market
- 19:00 Dinner
- 20:15 Reflection Groups

### ***Wednesday, 16<sup>th</sup> March 2016***

09:15 Dealing with Conflict: Study-Cases

11:00 Break

11:30 “Non-Violence is not Passive”

by Michael Simmons (Raday Salon, Hungary)

13:00 Lunch

14:30 “Non-Violence for Empowerment and Social Change”

by Michael Simmons (Raday Salon, Hungary)

16:00 Break

16:30 Non-Violent Actions/ Competences of Young Activists

18:00 Reflection Groups

19:00 Dinner

– Free Evening

21:00 Optional screening of the interview on “The Five Day War: political, economic and security overheads of the conflict involving the Kremlin and Georgia” with Prof. Armando Marques Guedes (Nova University of Lisbon, Portugal) – produced by Miguel Serradas and Sónia Breda (Portugal).

### ***Thursday, 17<sup>th</sup> March 2016***

09:15 “Geostrategic Analysis of the Conflict involving the Kremlin and Ukraine”

by Ambassador Prof. Dr. István Gyarmati (ICDT - International Centre for Democratic Transition, Hungary)

11:00 Break

11:30 “Geopolitical Analyses of the On-going Clashes in Europe”

by Ambassador Prof. Dr. István Gyarmati (ICDT - International Centre for Democratic Transition, Hungary)

13:00 Lunch

Free Afternoon in the City

19:00 Dinner Out in the City

### ***Friday, 18<sup>th</sup> March 2016***

09:15 Conflict Mediation

11:00 Break

- 11:30 The No Hate Speech Movement  
Funding Opportunities for Peace Building Projects
- 13:00 Lunch
- 14:30 Peace Building: Action Planning (Part I)
- 16:00 Break
- 16:30 Peace Building: Action Planning (Part II)
- 18:00 Reflection Groups
- 19:00 Dinner
- 21:30 Optional Networking Activity

***Saturday, 19<sup>th</sup> March 2016***

- 09:15 Presentation of Action Plans (Part I)
- 11:00 Break
- 11:30 Campaigning & Visibility
- 13:00 Lunch
- 14:30 Follow-Up Strategies
- 16:00 Break
- 16:30 Final Evaluation
- 19:00 Dinner
- 21:30 Farewell Party

***Sunday, 20<sup>th</sup> March 2016***

- Departure of Participants.

## Final Note

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Thank you to our Educational Advisor Tatev and to Ruxa from the European Youth Centre Budapest for their irreplaceable support and guidance.

Thank you to the team members and invited experts who could not join us during this study session – Marta and Armando we don't forget your high competence and strong commitment, and we hope to have you on board soon.

Thank you to the team of experts – István and Michael you were truly inspirational and have significantly added value to our programme.

Thank you to the team of interpreters – Jozséf and Oxana you have worked literally by our side, along this and many other study sessions; your extreme competence and positive attitude makes the difference and allows our work to strive.

Thank you to TRAYCE's jobshadower – Tonny, your resourcefulness and creativity have lightened us all up.

Thank you to each and every participant – it was amazing to work with you and we have learnt a lot from you; you are a constant reminder of the reason why HREYN should exist.

Thank you to all those who have willingly contributed to the development, implementation, evaluation and follow-up of this study session, and keep on contributing to the development of HREYN.

Thank you to the Council of Europe, for continuously and solidly foster Human Rights Education, and for relentlessly striving to build peace in Europe.

