

Young Activists for Peace and Dialogue

International Training Course

Hohensolms

July, 26. – August 04.2017



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Program Overview



Day 1 Wednesday, 26.07.2017

- Welcome /Opening Evening: Getting to know each other I
- Presentation of program
- General introduction to project, team and participants
- Dinner
- Free time to get some rest

Day 2 Thursday, 27.07.2017

- Breakfast
- Walk'n'Talk
- Fears and Contributions
- Corner Questions
- Personal Goals
- Possible plan with Christopher
- Biographies
- Lunch

- Method: accelerate the feeling!
- Biographies
- Zip-Zap
- Describe me
- Dinner time
- Reflection Groups

Day 3 Friday, 28.07.2017

- Breakfast
- Energizer
- Sharing impressions
- Integration: Identity & Berry model.
- Lunch
- Walk outside
- YES/ NO game
- Photo time
- Card discussion
- Multicultural, Intercultural, Transcultural
- Break
- Discussion about Transculturality and stereotypes
- Dinner time

Day 4 Saturday, 29.07.2017

- Breakfast
- Energizer
- Journal learning
- Dixit cards (conflict – reconciliation)
- Conflict analyses (Culture Diamond Theory)
- Drawings about Faithfulness
- Break
- Examples of conflicts
- Lunch
- Energizer
- Needs and Fears
- Driver and blind
- Break
- Feedback
- Free time
- Dinner

Day 5 Sunday, 30.07.2017

Day 6 Monday, 31.07.2017

Day 7 Tuesday, 01.08.2017

Day 8 Wednesday, 02.08.2017

Day 9 Thursday, 03.08.2017

Final evaluation of training

Cleaning and preparing the area

Evening:

Barbeque!

Day 10 Friday, 04.08.2017

8.00-9.00 Breakfast- followed by departure

Daily Report: Day 1, Wednesday 26.07.2017

Arrivals

Getting to know each other

Dinner

Getting to know each other



Opening/ Welcome evening

Participants were personally welcomed by the trainers' team, registered and then invited for the first session. After registering and finding their rooms, the group gathered at the meeting room.

Vasso, Mia, Selen and Christoph of the hosting organization ICJA presented themselves and gave a warm welcome to the group. The rest of the group also presented themselves and each group member mentioned name and country and (if they wanted) they shared a movie and an adjective that represent themselves or that starts with the same letter as their name.

Following this, the team introduced the program and some important information about the next days, also a short presentation about the Project 'Young Activists for Peace' of the past years.

After that we had some more activities of getting to know each other: Vasso presented the 4 corners *spring-summer-autumn-winter*, *sweet-salty-spicy-sour*, *sea-mountain-forest-city*, *painting-music-writing-dance*, where everybody had to choose a corner and provide an argument of why it is their favorite, at the same time people with a combined preference had chosen a place somewhere in between! Last but not least, Mia did the activity of putting ourselves in an alphabetical line of names, in a line of birthday months and in a line of without being allowed to speak.

Then we had the break for dinner.

One hour after this, we met back to the room and started the session with an energizer: "Brother and Sister, help" which was provided by Christoph. The participants laughed a lot, had fun and quickly got in contact with each other... We agreed to give one more try in the next days.

The next session was about our "Social Contract" and the general rules of our group for a pleasant as possible time together ☐

- Respecting each other needs
- Be on time
- No phones (except emergencies and photos,...)
- No judgments

- Go out of the comfort zone but also don't push too much
- ...

Furthermore, Vasso presented the Crossword of names: Each participant added their name to form a crossword while sharing a story about it, e.g. how their parents chose it for them and what it means! They started to clarify some names by seeing them written down.

The day ended by making a circle for the group reflection. We repeated some important information about next day's program and timetable. Some clarifications were made as to problems or needs the group might have had.

Daily Report: Day 2, Thursday 27.07.2017

- Breakfast
- Warm up 1
- Walk'n'Talk
- Fears and Contributions
- Corner Questions
- Personal Goals
- Possible plan with Christopher
- Biographies
- Lunch
- Warm Up: Brother Sister
- Method: accelerate the feeling!
- Biographies
- Zip-Zap
- Describe me
- Dinner time
- Reflection Groups

Warm Up 1:

We did a round of stretching, each participant contributed a different move.

Walk'n'Talk:

We received different papers with questions. We walked outside, collaborating and asking the question to the other one. After that, we switched the papers and partners in order to repeat it with another question.

Fears and Contributions:

Each participant wrote down his or her very personal fear and contribution regarding the ten days. Afterwards we shared them on a flipchart and reflected on them in the group.

Corner Questions:

Christopher asked us some questions and we had to decide to which corner (=answer) we belong – with the topics regarding the feelings related to the upcoming training and the motivation to participate.

Personal Goals:

Christopher told us about the difference between expectations to the training and the personal goals of ourselves regarding what we want to achieve. The participants wrote down their personal goal for themselves.

Possible Plan:

He wrote down his possible topics we could do and we as the participants each had three sticky dots (green) and one blue “veto” dot, which we all could use to show our interests in the topics.

Biographies:

We had 40 minutes in order to write/draw/express our life experiences that has changed our identity. Looking at the achievements and failures. Afterwards we divided the group into two and shared our thoughts if we felt comfortable with it.

Method: accelerate the feeling!

The first person who started do one expression, the next person had to show his*her feeling as well but even more. If you can't accelerate it, you may do a new expression.

Warm Up: Brother Sister

After the lunch, Christopher shared his game, which is about chasing each other and building up new teams by rescuing the attacked one.

Biographies:

After the second round of the activity, Christopher explained some general ideas about the method and some advice to train the trainers such as how many people can do it, which ages can fulfill the task etc.

Zip Zap:

Participants circled up; one person in the middle pointing on another person in the circle saying zip or zap. Zip: name of the person to the right; zap: Name of the person to the left and zip-zap: mixing the places.

Describe Me:

It was the activity which is about guessing and describing each other by looking at our appearance and actions. Groups were made by 3 people who did not know each other too well yet and the last column was filled by ourselves. At the end we looked and compared our answers our own answers.

Dinner Time

Reflection Groups:

Participants were divided into small groups again; each one got one coordinator. We talked about the day that we passed; activities, food, emotions, everything we wanted to say.

Daily Report: Day 3, Friday 28.07.2017

- Breakfast
- Energizer
- Sharing impressions
- Integration: theory and Berry model.
- Lunch
- Walk outside
- YES/ NO game
- Photo time
- Card discussion
- Multicultural, Intercultural, Transcultural
- Break
- Discussion about Transculturality and stereotypes
- Dinner time

Energizer:

At first, we had to form a circle and pass some objects representing family, work and stress, increasing in speed to up the group energy. For the second activity, we had to mime penguins while someone miming a flamingo passed through the group, touched us and transformed us into flamingos until everybody was transformed. Then we acted the other way around.

Sharing impressions:

Christoph asked us about our feeling right now and if everything was ok. Marie asked to create a task table to know who should clean the table. Michael and Despoina agreed to organize it to solve the problem.

Integration: theory and Barry model.

Christoph spread some papers on the ground with values written on them. We had a small discussion about their legitimacy and we had to choose three of them which suited us personally, and find some examples from the last two weeks. One example was Beauty to which one participant said “is related to your mind and perspective”. Another one said “Beauty is how you organize your own world”. Out of all values, Freedom and Justice were the most popular in the group.

Then, Christoph introduced us to the Barry model, which defines cultural integration as a mix between personal cultural identity and common values and he explained the differences between marginalization, adaptation, separation and integration. Then we split into pairs to find some examples for the theoretical model. One reflection was “you want to share it but you don’t want to be the bad person.”

Afterwards, we had to write down five points on what makes up our personal cultural identity, and share our thoughts with two other people.

Then, we came back as a group and had some discussions about our agreements and disagreements on the Barry model and about his application in smaller or bigger groups. We agreed on the importance of finding our personal space.

Walk outside

The group had a walk outside when we had some discussions and activities: this is the detail:

YES or NO game

Christoph asked some questions and we had to answer them with yes or no, taking position and sometimes giving our point of view. This was an introduction to the transcultural talk:

Card discussion

By groups of three, we kept on walking and discussing about some questions asked on cards. The point of this activity was to share some personal stories and get to know each other better.

Multicultural, Intercultural, Transcultural

Christoph explained us outside the differences between multicultural, intercultural and transcultural cultural identity. We had a talk together about the pertinence of nationality and value differentiation. We agreed that transculturality is the only way of thinking that can work in the Berry model and suits to a person as a human being. One comment on this activity was “In my country people tell me to drink this and I tell them no, I don’t drink this.”

Discussion about transculturality and stereotypes

Back in the building, we had a talk about transculturality and stereotypes. We tried to know if they were necessary or not, dangerous or not, and how to avoid them. Some wanted to fight them by discovering the other’s culture, some preferred to hide them and just wait for them to disappear. Vasso explained us the iceberg theory and then we discussed about the importance of belonging to a group to identify and the

importance of values and ideas instead of judging on the appearance or nationality. Amandine pointed the fact that we always want to be with people we agree, that are like us, discussing the influence on young people through social media not being able to bring about dialogue if everyone on social media has the same opinion as you. Another comment was “I don't think of myself as a national citizen even though I have a national ID card but as a world citizen.”

Daily Report: Day 4, Saturday 29.07.2017

- Breakfast
- Energizer
- Journal learning
- Dixit cards (conflict – reconciliation)
- Conflict analyses (Culture Diamond Theory)
- Drawings about Faithfulness
- Break
- Examples of conflicts
- Lunch
- Energizer
- Needs and Fears
- Driver and blind
- Break
- Feedback
- Free time
- Dinner

We set the group standing by pairs. Each person was facing about 50-75cm away its partner. The hands at the level of chests were few centimetres distant from the partner's ones. The goal of the game was to make the opponent losing balance by just pushing or pulling His*her briefly.

Formal and Informal learning

Christoph explained us the differences between formal and individual learning.

In formal education we can notice that the others believe that they know better than us what we need and what's right for us. They handle us like a child and they decide for us what we are going to learn. Christopher drew a picture to explain to us how formal education works. He drew a person with open mouth. Over the person he

drew a lot of people who put things in this person's mouth (whatever they believe is right for this person).

In individual learning the content is not one and the same for everyone, but there is a need to be discovered for each person. Everyone can decide him*herself for his*her goal. Also he*she can decide what to do with the results. That's possible only when the person is in contact.

Some compared the individual learning with the informal education and the 'non formal' education and they tried to find the differences between them. They explained to us that every experience from our daily lives, our communication with other people etc. belongs to 'informal' education. Some examples for 'non formal' education are workshops and seminars someone chooses to participate in and are based on non-typical methods of learning. According to the 'non formal' education someone learns by doing. Both of them (informal and 'non formal' education) are part of individual education.

Dixit cards (conflict – reconciliation)

The cards from the game "Dixit" were spread on the floor we had to choose 2 each. The first had to represent a conflict situation and the second reconciliation. Set in pair we had to guess which card our partner chose as the conflict and as the reconciliation. Afterwards we explained our guess waiting to hear if the guess matched with the true choice. After this, we came back to share our experience with the entire group.

Conflict analyses (Culture Diamond Theory)

Today we dealt with conflict analyses. Christoph told us that there are many theories about conflicts. We dealt with one of these, which is the 'Cultural diamond'. According to this theory there are six fields/ categories of conflicts:

- Culture
- laws and regulations
- rituals
- personal
- structure
- values

Christoph gave us some examples.

A structural conflict is when you don't want to go to school, but you have to do it, because it's obligatory. Personal conflicts derive out of the fears and needs of each person. If you don't want to pay taxes, you have a conflict with the law.

Some of the group asked, if a conflict can belong to two or three categories. Christoph answered that usually that's what happens. And it's useful to recognize to which category a conflict belongs so we can choose how we are going to deal with it.

Someone told us an example. When a policeman checks his papers, this conflict could be for him with the law or personal. If the policeman is rude, he feels offended and so the conflict is personal. If the policeman is polite, he does not feel offended and so the conflict is with the law.

Later Christoph told us about some ways we can deal with each conflict.

- In case of structural conflicts some ways to deal with them could be analyzing, planning, common actions.
- In of the value's conflicts some ways to deal with them could be the mediation and the dialogue.
- In case of cultural conflicts some ways to deal with them could be the illustration, the visualization, the mediation and the negotiation.
- In case of the conflicts with the law, some ways to deal with them could be the negotiation, the sanction and civil disobedience.
- In case of ritual-conflicts some ways to deal with them could be by explaining, showing or the negotiation.
- In case of personal's conflicts some ways to deal with them could be the confrontation or the communication.

Drawings about Faithfulness

Once again, we were in a group of two. The activity required to draw our own idea of "faithfulness" both using the same sheet of paper without communication.

Finally we shared all together our feelings about the activity and how we proceed without communication.

Break

Examples of conflicts

For this activity, we were forming small groups (3-5 people). We found and shared one situation of conflict we have or had recently.

We could also reflect about our situations regarding to the theory.

At the end, we gave a feedback to the big group.

Lunch

Energizer

At first, Christoph asked us, if we knew the game rock, paper, scissors. Then he went on his version of the game: granny, lion, samurai.

Granny > samurai > lion > Granny

We divided the big group in two. Every group had to choose the between playing the lion, samurai or granny for each round. When each group chose, everyone was facing someone from the other team set as a line.

1... 2... 3... Both group were miming and screaming its choice (lion, samurai, granny). The group who was "beating" the other had to run and catch opponents in order to add them into its team.

A safe zone was set several meters away.

Needs and Fears

Later we had a small discussion about the needs and the fears. Christoph gave us five pairs with needs and fears.

- Love , recognitions (need) – rejection (fear)
- Secure, safety (need) – violation, being hurt (fear)
- Orientation (need) – unknown (fear)
- Meaning, sense (need) – meaningless (fear)
- Autonomy (need) – restraint (fear)

We discussed that everybody feels all of these fears and has all these needs. But there are some needs and fears of these that are more important for us.

Also Christoph mentioned to us that the less one feels they have completed their need, the more one feels the fear. For example if someone needs love and doesn't get as much love as they need, then they fear more the rejection.

Then Christoph told us some reactions that follow our needs and fears. We may fight, flee, adopt or go into emotional numbing..

Driver and blind

In pairs we were asked to go outside and come back. But one person had to be blinded the other guiding. For the way back we switched roles. After we all came back safely in the working area we shared our personal experiences and reflected upon their relation to our needs and fears.

Break

Feedback

Christoph asked us to write on a big sheet of paper what we thought about the last days.

We could write in the following categories: (What I will remember, what sucked, the wow/aha effect (important finding), What I wanted to say, What I missed)

Finally in circle we shared one thought and one feeling.

Free time

Dinner

Visit of the Council of Religions

Two representatives of the local Council of religions payed us a visit to talk about interreligious dialogue. After an initial game of changing chairs based on assigned types of religion they showed a presentation on the state of interreligious dialogue in general, the situation in Germany, and their own work. The Discussion of the presentation included a lengthy debate about the pros and cons of religious co-education.

Daily Report: Day 5, Sunday 30.07.2017

- Breakfast
- Trip to Marburg
- Coming Back
- Dinner

Trip to Marburg

After bus&train journey, we arrived Marburg. First, we visited the Church and then went to the Marburger Castle. A beautiful landscape was waiting for us there. We took pictures and then we had free time. Some participants took a trip in Marburg. Some participants preferred sitting in the café or going shopping.

Coming Back&Dinner

After three free hours, we came together to come back to Marburg.

We couldn't catch the last bus, so we tried to find another way to come Hohensolms.

The group came to Hohensolms with different ways: Taxi- with the Car of Mia and Walking

After dinner, everyone went to take a rest and sleep in their rooms.

Daily report: Day 6, Monday

- Energizer: Ninja
- Circle: As the participants needed to express themselves on the interreligious presentation they attended Saturday night, we took 1.30 hour to share our feelings and impressions about what happened.

Among the general ideas that came up:

- Some people found it interesting to listen to the Representatives view even if they didn't agree with all what he said.
- Many participants felt offended and felt they were labelled, thinking he wanted to be open-minded but actually was always putting us back in a box
- A comment was that it is not normal that two people of the same religion would handle workshops on interreligious dialogue, as they are not neutral. The facilitators should be from different religions or atheists.

- Some were shocked by the fact that they had a Christian point of view that could be felt.
- Everybody agreed on the fact that he would not really listen to us and share, whereas we were good ingredients to talk about the subject. He had his own vision and couldn't make us really participate: his questions were rhetoric and when some participants wanted to dialogue, they felt they couldn't.
- We also realized that we had just had three days of non-formal learning and his coming in our group was a bit of a shock; to some people, he didn't seem to know who he was to talk to. He should have analyzed and asked about his audience first.
- His method was formal and didn't give room for the audience whereas he thought his method was participative
- The whole group was quite unhappy
- It was suggested we could work from this conflict to experiment the methods we had learned previously.

BREAK

Energizer

Active Listening

- The participants are told to join in pairs and to express something about their life to the other person. he has five minutes to speak.
- The listener will listen to him or her actively, which means he has to follow specific rules:
 - a. Not allowed to do facial expressions
 - b. Not allowed to interrupt
 - c. Not allowed to do body expressions
 - d. No interpretation nor advice /solutions

The positioning of the listener:

A, eye contact

b. pay attention

c. face to face

d. comfortable

e. with a person you feel connected

- In pairs, the first participant talks while the other listens. After 5 minutes, the listener gives a feed back of what he heard.

- Vice versa

Group

- The trainer asks the participants to discuss on the following questions
- How did it go?
- Was it easy not to react?
- Why do you think we asked you to do so?

Non Violent Communication

The trainer shows the main steps to follow to go towards NVC (flipchart)

- Observation – What happened?
- Feelings – How did you feel?
- Needs – What do you need now?
- Request – Open question

The participants are asked what they understand from those titles and the trainer gives some more details from the input he gets.

He explains what the main feelings are: anger, joy, love, sadness, fear

Finally, he writes the questions to be asked in order to develop each step.

The trainer relates this method to active listening explaining that it enables a better dialogue with the person that is in front of us through explaining our own feelings and not interpreting the other person action. If we talk about ourselves, what we express will be accepted.

Then the participants were asked to apply the method in groups of two.

LUNCH BREAK

Energizer:

Vomiting kangaroo

Everybody stands in a circle. One person is in the middle and points at someone at random saying what he has to do. The person and to others next to him have to quickly create a moving picture of what was said.

Different pictures suggested: vomiting kangaroo, James Bond, Marilyn Monroe, washing machine, elephant, kebab, blender.

When a participant makes a mistake, he goes to the center. It should be quite fast.

Discrimination

Every participant writes three situations of discrimination they have experienced or seen on a piece of paper.

All the pieces of paper are put into a bowl.

Someone picks up a paper and reads a situation. From that situation, the group tries to find what kind of discrimination it is about.

The trainer writes the different categories on a flipchart.

As it took a lot of time, it was suggested not to read all of them, but only go on with the ones introducing new categories .

The resulting Categories were:

- Racism
- Xenophobia
- Sexism
- Sexual orientation
- Personal
- Regional- national
- Ageism
- Disabled people
- Social class
- Religious discrimination

Everyone writes their name in front of a kind of discrimination.

Groups of 4 and 3 people are created.

The groups are asked to create a small play representing their kind of discrimination.
40 minutes

The play should show a situation that has been solved according to the ARGUMENT resolution method that was introduced to the group:

1. Keep calm	No emotional outbreak
2. Ask / enquire what makes the other feel insecure	What do you know? What do you believe? Which are your resources?
3. Show acceptance / understanding / sympathy	Getting an agreement at some point (a real one)
4. Illustrate your point of view	My opinion My reasons My facts/ resources
5. What do you think about what I have said?	Questions
Involve others	People around in the place of the argument

DINNER BREAK

Reflection group

Everybody expressed themselves about the previous two days about how they feel.

Everybody enjoyed going to Marburg and enjoyed the good weather, even if they wanted the excursion to be longer.

Daily Report Day 7 Tuesday 1.8.2017

- The group went on an excursion to Frankfurt, to visit the Anne Frank Education Center. After a morning of traveling on a bus, train and underground, we arrived to meet Saba, who works as an educator at the Anne Frank Education Center.
- This center provides education, counseling and events around important topics of anti-discrimination, islamophobia, anti-Semitism and racism; it is the biggest of its kind in the region of Hessen. The education team provides around 60-70 workshops and seminars a year for educators, school groups and businesses around the topics. They aim to help people understand that we are living in a racist society through activereflection, so even if they do not feel direct personal racism, it still exists and can not be ignored. Saba explained that one of the biggest challenges is that often people who have not experienced discrimination personally, do not appreciate the scale of the issue.

- The workshops that run by Saba and her team focus on the effects of racism rather than the intentions. As a group we got the chance to participate in one activity that is used in their workshops to demonstrate this. We looked at around 25 magazine covers and adverts from mainstream German magazines and newspapers, all of which featured racism and could cause offense. As a group we discussed the images and together we could understand the intentions of images were to sell a story, sell the magazine and to make money. However the effect of this racist images in the mainstream can cause damage to relationships within communities.
- As well as workshops within the community, the center provides counselling services for people affected by racism for free. Since 2014 they have provided support for 40-45 cases a year where people have been affected by right wing extremism, islamophobia and racism. Saba explained that it is often difficult to get people to talk and express their experiences of racism.
- It was great to hear about the work the center does to tackle racism within the community, it was inspiring to hear that the independent organization has grown from 13 to 23 employees in the last 5 years.

After the workshop with Saba at the Education Centre we travelled back to the centre of Frankfurt and the group divided so we could explore the surroundings, people chose to grab food, drinks and buy some souvenirs.

DAY 8 – Wednesday the 3rd of August

Energizer: Chinese wall (bird version)

Outside in the yard, a field is divided in the middle by a line (the wall). One person is the “big bird” and stands on the wall, trying to catch the “small birds” which want to leave the cold winter and try to fly in warmer regions. If a small bird is caught by the big bird, it becomes a big bird, too. As more small birds become big birds, as harder it becomes for the other small birds to pass the wall from one side to the other side. The game is finished, when no small bird is left.

Reflection:

Topics of Reflection:

- Frankfurt am Main-Transport, Expectations, Workshop, city itself
- Expectations, Group dynamic in general

The participants mentioned some issues that reminded on the excursion to Marburg: That the time of travelling to FFM was too long compared to the actual stay there. That they had to change the trains too often combined with lots of delays. Most of the participants had no clear expectations about what would the workshop in the Anne Frank Haus be about because there were no information given before. Some were disappointed of how the workshop went because they thought there could have been

done more out of it. This was the base for a discussion about the facilitator and the group of participants. The result was, that both, the facilitator and the group could have acted different to improve the whole session. The city Frankfurt was in general interesting but for some people to pricy so they refused to buy anything.

Break

Energizer: Woodcutter

The participants stand in a circle. One person screams "HA" (the tree) and the person on the left and on the right scream, too, while they make a move as they would cut the tree. After that the tree choose with a loud scream (and Ninja move) the next tree, that screams and is cut by the two people on the side. The group really enjoyed this energizer

Theater: Presenting the plays about different types of discrimination

The presentations followed these three steps:

- e. Act out the play
- f. How was the Preparation/process of developing the plot
- g. Questions from the audience

First Group- Sexism: Their strategy was to show a lot of small different scenes. In every new scene, they had different roles (man, woman, trans*). They said they took a lot of examples they experienced on their own or with friends.

Second Group- Social Classes: They chose the scene of a border control where rich or people with certain jobs could pass easily while a cleaner had to wait hours to pass. They said they learned a lot from each other by developing the play because some of them had never been to a control like that.

Third Group- Racism: They included a video of a speech of Donald Trump to show how the situation of immigrants changed. They used different styles of arguing and asked the audience for a possible way for the immigrant to enter the US.

Fourth Group- Amandine, Giorgi and Elshan: There play was without speaking and showed the scene of a job interview and how a similar cultural identity influences the chances of getting employed. They asked the audience for their interpretation of the play.

Fifth Group- Personal Discrimination: They showed a bullying situation in a school. They used the personal experience of one of the group members which is what made the play emotional. Their focus was more on analyzing the conflict than acting it out.

Workshops & Personal presentations: The participants were invited to everyone should present something related to their countries or share a method they are interested in, there were three presentations that took place after lunch break.

The first presentation was about the situation of refugees in the UK (ICYE UK). presented by ALLAN and Lucy. the presentation started with a brief introduction about statistics regarding the society in the UK, and showed to what extent the society in the UK is diverse (e.g. how many non-UK born and foreigners are living in the UK), followed by an explanation of the different types of migrants living in the UK. There are four categories:

- Asylum seeker.
- Undocumented migrant.
- Refugee.
- Refused Asylum seeker.

Soon after defining all four concepts, there was a brief introduction about detention centers in the UK, the private companies who mostly run the detention centers and a comparison to those owned by the UK-government. They, also showed the demographics of Syrian refugees living in the UK and the societies debates about about refugees.

The second presentation was about Belgium politicians. A video showed the geographic changes of Belgium throughout the 19th and 20th century. The problem of the economic differences between the south and the north of the country, as well as linguistic differences, which led the country to separate into six governments and three regions. 1) German-speaking part 2) French-speaking part 3) Dutch-speaking part.

The third presentation was a personal story. Mikael, the Syrian refugee participant in this training told his personal story about how he made it to Europe. The presentation also included information about life in Syria before and after the revolution of 2011, which soon after turned into a civil war.

Reflection Groups

Day 9,

Breakfast

Ice-Breaker

Maslows Pyramid of Needs

The concept of Maslows Pyramid of Needs was introduced to the Group and they were invited to reflect upon it and how it relateds to their daily lives.

Embodiment exercise

In an Exercise from embodiment work, the participants were asked to express their relation to the group through body language, forming a living picture. (first of wwhere they see themselves in the group, then of where they would like to see themselves). Then they reflected on the group dynamics and their own role in it.

World-Cafe

Priviledge Walk

Lunch

Theater of the Oppressed

In a presentation by a few participants the method of the “Theater of the Oppressed” was introduced to the group and the group was able to participate in a solution to a conflict. The discussion that followed gave deeper insight to the history of the method, the personal experiences of the participants in using it and the experiences related to the conflict that was portrayed – a real example of refugee discrimination in Greece.

Presentation Palestine

In a presentation of the history of Israel and Palestine, the Palestinian participants gave the others the opportunity to understand more about the conflict. In the following discussion the personal relation of the participants to this conflict was discussed and their hopes and fears for attempts of solution.

Dinner

Reveal of the Secret Friend

Daily Report: Day 10

Breakfast

Evaluation forms and organizational details,

Final Reflection Circle

In the final reflection the participants expressed their thoughts on the experience as a whole – there were various observations on the group dynamics (as one participant said “we didn’t feel close to the group, but we felt close to the people”) and overall a lot of appreciation of each other, the diversity and dialogue within the group.

Clean-up & Departure of the Group

Conclusion:

The International Training Course “Youth Activists for Peace and Dialogue” was a highly inclusive environment, in which participants from 10 countries and diverse backgrounds had the chance to meet, dialogue and cooperate on issues of diversity, cultural integration and societal conflict resolution. The broad spectrum of perspectives and relevant social issues the participants brought from their own environments provided the essence for some much needed discussions on cultural acceptance, religious diversity and inclusive social action in the world today.

The exchange with members of the “Council of Religions” from the city of Gießen and the “Bildungsstätte Anne-Frank-Haus” provided a valuable counterbalance to these discussions and gave some added information as to the situation in Germany and the relevant approaches used in this context.

Over the course of the training the participants were gained access to wide range of methods used in youth work, especially concerning the topics of Anti-Discrimination,

Cultural integration, Group Dynamics and Conflict Resolution, Through the exchange with each other, they deepened their experience, shared their knowledge and gave each other a deeper understanding of the societies they are from, the experience they bring and the methods they apply there.

The exchange with them was a pleasure and the ICJA team thanks all of the participants wholeheartedly for their engagement, as well as the partner organizations, collaborating institutes and supporters of the project.

Conclusions (as mentioned by participants during the final evaluation round)

The results of the Initial-Training are very positive and will be very valuable in the further development of the youth exchange activities in summer 2016.

Participants were eager to get to know concepts of conflict resolution and peace building education such as “Friedensstifter / Peace Maker” and thought what they had learnt was relevant for international youth exchange and workcamp activities and could also be applied in their professional and personal lives.




The practice transfer of the learning contents was particularly successful because the participants were at the same time in the role of learners and in the role of youth workers/leaders having to prepare methods and programmes for the following two youth exchanges. Participants felt more and more responsible and motivated to be part of this experience and even developed a sense of ownership.

The project visit to the THF café was very helpful in making participants realize the importance and role of civil society organisations in raising the active peace commitment of young people in their local societies. Participants exchanged opinions on integration process of refugees with the organizer volunteer of the project and took a first impression on the housing opportunities that asylum seekers have in Germany, as well as on the actions of local activists.

Proving that this is possible - the training was a great opportunity to make new friends by living and working together and to get to know and to share experiences with young people in Germany and in the city of Berlin!

We would like to thank all participants, partner organizations as well as all supporters for their good cooperation and highly valued contributions!

Annex 1 – Final Evaluation by participants

	Points received				
	4	3	2	1	0
					
My learning growth	15%	54%	24%	7%	
Motivating atmosphere	27%	53%	20%		
My opportunities to participate	62%	15%	23%		
Opportunities for practical application of course`s content	8%	69%	15%	8%	
Time management of a learning process	15%	78%	7%		
Topic selection of learning content	7%	78%	15%		
Methodical structure of the seminar	15%	54%	31%		
Materials (texts, presentations)	8%	54%	31%	7%	

Annex 2 – Participating Organisations

BELGIUM	COMPAGNONS BÂTISSEURS BELGIUM CBB	www.compagnonsbattisseurs.be
BELGIUM	JAVVA	http://javva.org/
FRANCE	JEUNESSE ET RECONSTRUCTION	http://www.volontariat.org/
FRANCE	SOLIDARITES JEUNESSES MCP	www.solidaritesjeunesses.org
GREECE	Elix	http://www.elix.org.gr/index.php/en/
TURKEY	GENÇTUR	http://genctur.com.tr/
TURKEY	YASOM	https://www.yasom.org/
UK	ICYE UK	www.icye.org.uk/
RUSSIAN FEDERATION	DiGevu	http://digevu.ru/
PALESTINE	IPYL	www.ipyl.org
ISRAEL	BALADNA	http://www.momken.org/
GEORGIA	CIVIL FORUM for PEACE	www.cforum.org/
AZERBAIJAN	COMMON SENSE	www.csyo-az.org/en/

Annex 3 – Dissemination Measures

Facebook Group

https://www.facebook.com/groups/191546371238389/?ref=br_tf

Visibility Article from Marie Doare – Concordia's participant

<https://www.concordia.fr/blog/picardie-nord-pas-calais/welcome-refugees-formation-berlin>

Visibility Article from Kengyel Gabriella, Medve Dorottya – Artemisszio's participants

http://artemisszio.blog.hu/2016/06/18/young_activists_for_peace_welcome_refugees_eroszakmentes_kommunikacio_es_bekeepites

ICJA Official Facebook Page Post

Co-ordinating Organization:

ICJA Freiwilligenaustausch weltweit e.V.

Stralauer Allee 20E
10245 Berlin

Tel.: 030 20007160

icja@icja.de

www.icja.de

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