
ERASMUS+ TRAINING COURSE
ZAPORIZHZHIA, UKRAINE

PEACE
AT
WAR

LITHUANIA

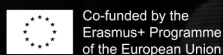
SWEDEN

CYPRUS

BOSNIA AND HERZEGOVINA

UKRAINE

GEORGIA



INTRODUCTION

positively transforming conflict situations and in building the foundations of democratic and peaceful societies.

That is why partner organizations put their voices together to start youth worker and youth

exchange mobilities that combined will aim to improve young people's creativity and equip them with innovative ideas and methods they can put to use in their quest of becoming an active agent of positive change in their own communities.

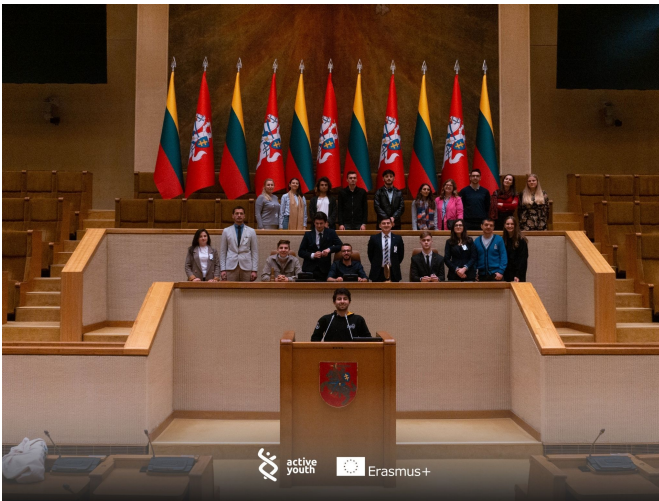
Conflicts shatter lives and stunts development. And at the heart of many violent conflicts lie issues of inequality, injustice and exclusion. Conflicts have multiple drivers, operate as systems, are often local and do not stop at state borders.

Responses require the influence, resources and commitment of different people and institutions, at different times. And young people, as members of a dynamic group in society, play a crucial role in



Project's OBJECTIVES

The **goal of the project** is for young participants to learn how to coexist peacefully and build the foundations of democratic and peaceful societies by:



01

Building young people's understanding of peace and the need to be vocal actors in peacebuilding processes;

02

Promoting coexistence, human rights and social justice in dynamic societies across Europe;

03

Teaching skills and values contributing to peace among the young generation growing up in conflict and post-conflict environments;

04

Giving young people space and support to collectively reflect on and explore solutions that can help them discover their own agency.

Project's PARTICIPANTS

22 participants from Sweden, Lithuania, Romania, Cyprus, Bosnia-Herzegovina and Georgia came to the training courses that took place in Vilnius, Lithuania.

During the training courses, participants discussed the importance of human rights in conflict-affected areas, became more familiar with conflicts and their styles and tried to find a solution to improve the peace-building process between the opposing parties.

The project's partnership was made after a long selection process. We were able to bring together countries:



01

Confronted by armed conflicts, current and/or past ones;

02

Involved in peace work and/or

03

Challenging social conflicts where the struggle for agency or power in society still persists.

Project & ACTIVITIES

Activities were selected during the training course according to the youth workers, the target audience and the current historical situation. They were designed to involve participants in their development and implementation as much as possible.

These included:

- Energizers.
- Definitions and principles of peacebuilding;
- Social and conflict resolution skills;
- Conflicts around us: Conflict in Georgia, Palestine and Israel, Unrest in Kosovo (Kosovo-Serbia), Transnistria war, Cyprus and Turkey.
- NGOs fair: presenting partner organizations, their youth initiatives;
- Simulation of the conflict resolution game;
- Activities related to the invasion of Ukrainian: visit Maltiečiai volunteering center and Ukrainian refugees speakers;
- Lithuanian history and present: speakers from Mission Siberia and visit to the Parliament.

Some examples are described in the following pages.

NAME GAME

Learning objectives: participants get to know each other, learn each other's names and begin to bond quickly.

Duration: 20 min

Materials: 1 an opaque blanket or big scarf

Activity room: indoors or outdoors

Description: People are divided into two teams. Two people hold a blanket to keep both teams from seeing each other. Each team chooses one person who squats in front. The blanket is folded, and players must say the other player's name as soon as possible. A person who doesn't say a name moves to the other team. The game keeps going until all the participants are in the same team/ same side of the blanket.

INTRODUCTION TO THE TOPIC

Learning objectives: to get in touch with the subject and to define common terms

Duration: 50 min

Materials: a projector or a whiteboard can be used to support what the facilitator is saying.

Activity room: a small room is enough. We recommend that people sit in a U-shape to make the space much more communicative.

Description: peacebuilding is the implementation of measures intended to create or sustain peace, especially in areas affected by conflict. Peacebuilding becomes strategic when it works over the long run and at all levels of society to establish and maintain relationships among people locally and globally.

Although peacebuilding sounds like a positive process, there are two types of peace: positive and negative.

The participants clarified the essential differences between positive and negative peace by sharing their knowledge:

- The concept of **positive peace** involves the elimination of the root causes of war, violence, and injustice and the conscious attempt to build a society that reflects these commitments. Positive peace assumes the interconnectedness of all life.
- **Negative peace** is defined as peace without justice, and it's usually a short-term process. Conflicts and wars not only destroy the country but often violate human rights. *

*

Participants had to name what human rights they knew. Almost all of the human rights identified by the United Nations have been mentioned, such as:

- FREEDOM & EQUALITY
- NO DISCRIMINATION
- RIGHT TO LIFE
- NO SLAVERY
- NO TORTURE
- EQUAL BEFORE THE LAW
- RIGHT TO BE TREATED FAIRLY BY THE LAW
- RIGHT TO OWN THINGS
- FREEDOM OF RELIGION
- FREEDOM OF OPINION
- RIGHT TO DEMOCRACY



Group task: participants were divided into 4 groups.

1. **First, all groups were asked to name 3 human rights most often violated during conflicts and wars.** Almost all groups mentioned the same human rights - the right to democracy, no torture, freedom of opinion, and no slavery. In their view, these human rights have been present in every conflict in the world.

2. **Second, all groups had to pick 3 Human rights that are difficult to restore after the conflict/war.** Participants have slightly different opinions. Some find it difficult to regain the right to own property and privacy after a conflict. Others mentioned that it's impossible to restore freedom and equality. These questions sparked a debate among the participants, sharing their views and experiences that they realized that human rights are essential to everyone individually.



active
youth



Erasmus+

WORKSHOP FROM UKRAINIAN WOMEN REFUGEES

Learning objectives: to learn first-hand about the experience of a current conflict (invasion of Ukraine).

Duration: 2.5 h (with a break of 30 min in the middle)

Guests: we were fortunate to have two wonderful Ukrainian girls (refugees in Lithuania) Ira Ulchenko & Alina Korinieva who came to tell their experience in first person.

Materials: If possible, the room should be equipped with a computer and a projector so that speakers can share visual materials.

Activity room: a small room is necessary for this type of activity, so that participants can clearly hear the speakers and interact with them. We recommend that people sit in a U-shape to make the space much more communicative.



Description: since the war in Ukraine is one of the most active and recent wars at the time of the training course, we considered it essential to provide this first-hand experience to our participants.

Most of the work is done by the speakers themselves, and they decide how to organize and what to tell in the talk. The organizer's job is to be prepared to take care of the speakers if one of them starts to feel unwell during the presentation and to be able to moderate the questions to maintain an atmosphere where everyone feels respected and safe.

If you want to know more about the content of the lecture you can [visit the dissemination article](#) written by one of the Lithuanian participants.



WORKSHOP CONFLICT AROUND US:

Learning objectives: learn and become aware of different conflicts that are taking place around the world

Duration: 1h 30 min

Materials: participants need to have computers to prepare a small PowerPoint and the room needs a projector.

Activity room: room with projector.

Description:

1. Participants are divided into groups of 3.
2. Each group is assigned a current conflict, examples: - Conflict in Georgia, Palestine and Israel - Unrest in Kosovo (Kosovo-Serbia) - Transnistria war - Cyprus and Turkey
3. Each group will have one day to do some research in their free time on the conflict and prepare their presentation related to: history of the conflict, beginning, resolution, alliances and propaganda.
4. The next day during the activity the participants will present the conflict and try to answer your questions.

CONFLICT STYLES, CONFLICT TRANSFORMATION, AND CONFLICT RESOLUTION

Learning objectives: learn more about our way of communicating; analyze our resolution style (pros, cons, improvements); learn tools to reach a better understanding.

Duration: 50 min

Materials: projector and computer in the room, conflict resolution style test, papers and pens.

Activity room: room with projector.

Description:

1. We encourage all participants to answer the conflict resolution style test;
2. Then we analyze the scores and comment on the results;
3. The facilitator explains what each communicative style consists of, what are the pros and cons of each one;
4. The participants discuss the different styles and how they can influence the creation or resolution of conflicts;
5. Different communicative tricks such as "the sandwich technique" are put in common.

CONFLICT MANAGEMENT STYLE QUIZ

Source: Reginald (Reg) Adkins, PhD, Elemental Truths

We each have our own way of dealing with conflict. The techniques we use are based on many variables such as our basic underlying temperament, our personality, our environment and where we are in our professional career.

Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

1 = Rarely | 2 = Sometimes | 3 = Often | 4 = Always

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

1. I explore issues with others so as to find solutions that meet everyone's needs. _____
 2. I try to negotiate and adopt a give-and-take approach to problem situations. _____
 3. I try to meet the expectations of others. _____
 4. I would argue my case and insist on the merits of my point of view. _____
 5. When there is a disagreement, I gather as much information as I can and keep the
 6. lines of communication open. _____
 7. When I find myself in an argument, I usually say very little and try to leave as soon
 8. as possible. _____
 9. I try to see conflicts from both sides. What do I need? What does the other person
 10. Need? What are the issues involved? _____
 11. I prefer to compromise when solving problems and just move on. _____
 12. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows. _____
 13. Being at odds with other people makes me feel uncomfortable and anxious. _____
 14. I try to accommodate the wishes of my friends and family.
 15. 15. I avoid hard feelings by keeping my disagreements with others to myself. _____
-

HOW TO SCORE

The Conflict Management Quiz:

As stated, the 15 statements correspond to the **five conflict resolution styles**.

To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy.

However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of styles.

Style Corresponding Statements: Total:

- Collaborating: 1, 5, 7
- Competing: 4, 9, 12
- Avoiding: 6, 10, 15
- Harmonizing: 3, 11, 14
- Compromising: 2, 8, 13

BRIEF DESCRIPTIONS OF THE FIVE CONFLICT MANAGEMENT STYLES

1 COLLABORATING STYLE: problems are solved in ways in which an optimum result is provided for all involved. Both sides get what they want and negative feelings are minimized.

- **Pros:** creates mutual trust; maintains positive relationships; builds commitments.
- **Cons:** time consuming; energy consuming.

2 COMPETING STYLE: authoritarian approach.

- **Pros:** goal oriented; quick.
- **Cons:** may breed hostility.

3 AVOIDING STYLE: the non-confrontational approach.

- **Pros:** does not escalate conflict; postpones difficulty.
- **Cons:** unaddressed problems; unresolved problems.

4 HARMONIZING STYLE: giving in to maintain relationships.

- **Pros:** minimizes injury when we are outmatched; relationships are maintained.
- **Cons:** breeds resentment; exploits the weak.

5 COMPROMISING STYLE: the middle ground approach.

- **Pros:** Useful in complex issues without simple solutions; all parties are equal in power.



HUMANITARIAN AID WORKSHOP: VOLUNTEERING IN MALTIEČIAI.

Learning objectives: to bring participants closer to a way of acting in conflict situations; to involve participants in the world of volunteering.

Duration: 1h

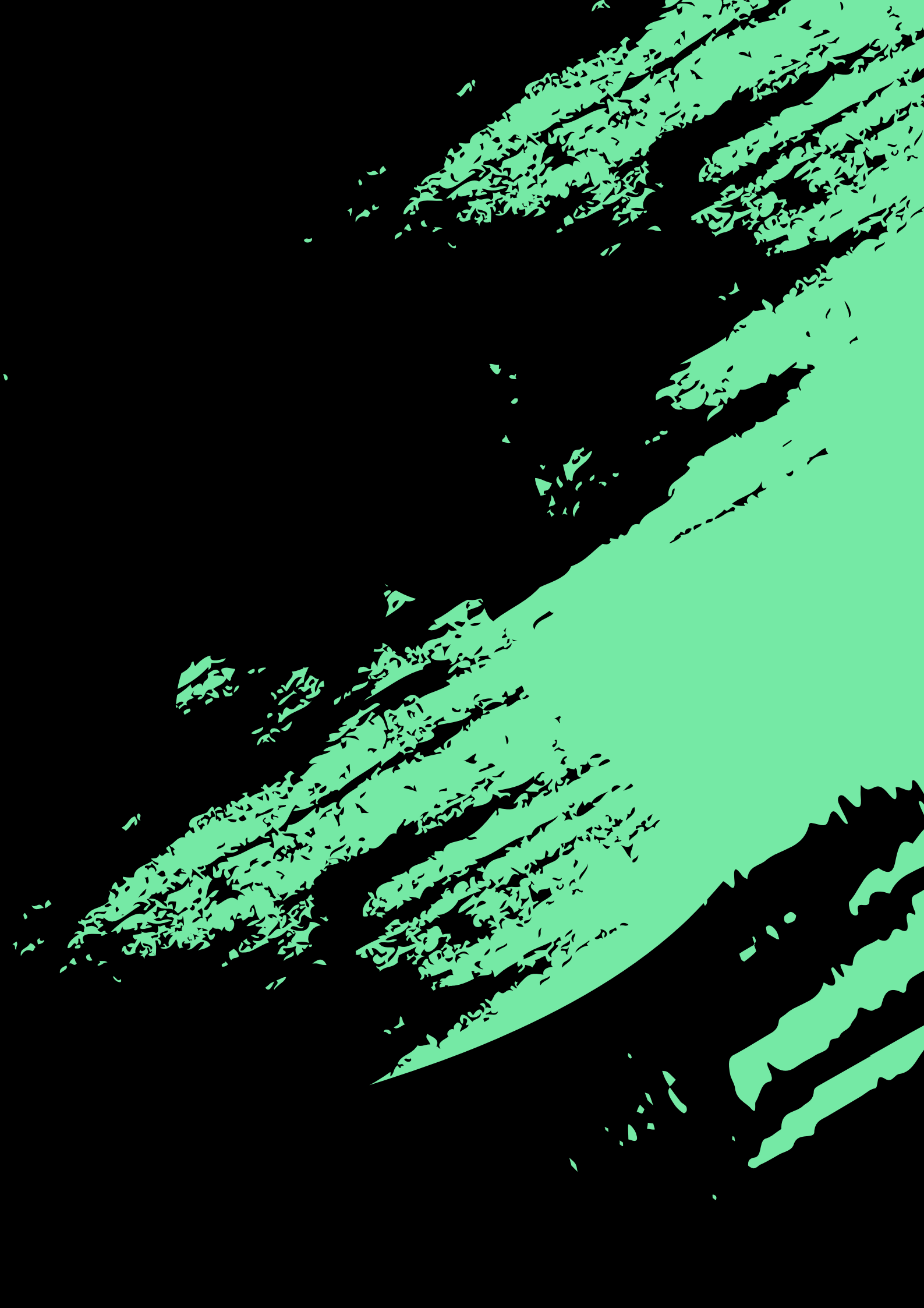
Activity room: We went to one of the facilities of the organization.

Description: the NGO Maltiečiai is involved in helping Ukrainian refugees in different ways. In this case we went to one of their warehouses where they collect hygiene products for children, women and men. Our participants helped to create the different packages. The work took only 40 minutes, but the participants managed to make a large number of packages and connect with helping people. Some even mentioned how being able to help for one hour made them feel better, taking a bit of control of the situation and even reconnecting with what their parents experienced in the past.

It was a very satisfying experience and one that we will definitely include in our next training.

To learn more you can [visit the dissemination article](#) written by one of the Lithuanian participants.





ERASMUS+ YOUTH EXCHANGE
KAUNAS, LITHUANIA

PEACE AT WAR



LITHUANIA

SWEDEN

CYPRUS

BOSNIA AND HERZEGOVINA

UKRAINE

GEORGIA



active
youth



Co-funded by the
Erasmus+ Programme
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Project's PARTICIPANTS

36 participants from Sweden, Lithuania, Romania, Cyprus, Bosnia- Herzegovina and Georgia came to the Youth exchange which was held in Kaunas.

During the project participants were discussing the importance of human rights, shared awareness of peacebuilding processes and knew about other countries' conflicts.

Project's ACTIVITIES

All the activities were formed specifically related to the topic to include as many participants as possible. Most of the time participants were working in mixed groups to get more knowledge and share their own experience with others.

These included :

- Energizers
- Ice-breaking games
- Scavenger hunt
- Introduction to Human rights
- Step into my shoes

Some examples are described in the following pages.

NAME GAME

Learning objectives: participants get to know each other, learn each other's names and begin to bond quickly.

Duration: 20 min

Materials: toilet paper

Activity room: outdoors/indoors

Description: all participants are standing in a circle.

Each one takes as many toilet paper sheets as they want. At first they have to say their name and country and after that they have to say as many facts about themselves as the number of toilet paper sheets they took.

SCAVENGER HUNT

Duration: 3 hours

Materials: : phone, camera

Activity room: outdoors

Description: participants are divided in 5-6 different groups.

Firstly, they have to create a name for the team.

All groups have the same list of tasks which they have to complete within 3 hours for example:

- take a picture of the funniest thing you can find;
- create a project anthem and take a video while singing it;
- take a picture with locals (people who are not from the project).

When they finish the task they should upload a photo in facebook or whatsapp group.

The team which completes all the tasks and returns back in time wins. Plus you can add extra points for creativity.



INTRODUCTION ABOUT PEACE & HUMAN RIGHTS

Duration: : 1.5h

Materials: sticky notes, pens, flipchart papers.

Activity room: a small room is enough. We recommend that people sit in a U-shape to make the space much more communicative.

Description: peace cannot exist while conflicts and wars are happening around the world. Also, there is no one particular definition for the word peace. The first task was for participants to write on a sticky note anything that popped in their heads when they heard the word "peace." On a flipchart, participants had three different columns to decide which column fits their answer best. The first column represented any symbols related to peace (victory sign, olive branch, dove). The second column described opposite things to peace (wars, conflicts, riots, army, guns). And the third column was about peace of mind (harmony, yoga, music, meditation, etc.)

Procedure:

01 Ask participants, working in small groups, to draw a tree on large chart paper.

- Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.
- A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.

02 When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.



Going Further

1. Match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each item.
2. Display these trees in the classroom or in public places.
3. Identify rights concerns that are of particular concern to you and your community.

Each group presents their human rights tree.

WORLD CAFE

Duration: : 1 hour

Materials: pens, flipchart

Activity room: a small room is enough. We recommend that people sit in a U-shape to make the space much more communicative.

Description: all participants are divided into 5-6 groups.

Each group is given different questions/ statements. They have 15 min to discuss it.

After that, one of the team members stays while other team members are rotating in a circle. Person who stays (host) has to present other teams and discuss with them.

Activity finishes when teams come back to their teams. After that they have to sum up all the answers that they got while talking with other teams and present it.

Questions for world cafe:

1. What is better to face or to avoid conflict?
2. Peacebuilding is a primarily national or international challenge?
3. Advantages and disadvantages of investing more money in the national military?
4. What should be the hosting country's priority - refugees running from war or economic migrants?

STEP INTO MY SHOES

Duration: 45 min.

Materials needed: sticky notes, pen

Activity room: indoors/outdoors.

Description: every participant gets a card. In every card, there's a description of their role.

Participants can't look at their role but have to stick this note to their heads. It means everyone else is allowed to see it, except the person who has the role.

It might be a single refugee's mother in a foreign country, a white successful man, an elderly person in a wheelchair, and so on.

The **goal** of the activity is to walk around with that sticker and act to others (with gestures, mimics, movements) how not you personally, but the majority of your country's citizens would act when a person like this would occur.

When everyone meets more or less with everyone, everyone gather in three groups:

- socially accepted;
- socially unaccepted
- in between.

Firstly they do reflection in these three different groups. In addition, try to guess their role and then get to know it.

Later discuss it together as a whole group by covering topics such as stereotypes, your own personal perspective, and thoughts after the game.

Roles for the “step in my shoes” game:

(We can use the roles of the privilege walk)

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose “mother” party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.

Before discovering what role they had all participants gather into three teams: socially accepted, socially, and neutral.

They discuss these questions:

- How did the game make you feel
- Did you guess what role you have correctly?
- Did you feel judged because of your role?

