

Young Activists for Peace

Introduction Training:

“Young Activists for Peace – Welcome Refugees!”

Berlin

May 24-30, 2016



Daily Reports
by Participants

Berlin

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About the “Young Activists for Peace – Welcome Refugees” project:

War, poverty and desperate living conditions are forcing millions of people to leave their countries and too many of them risk/lose their lives in search of asylum in the EU. For too long, governments have denied to acknowledge the cruel reality of refugees dying in the Mediterranean Sea and are still not able to agree on common strategies to enable asylum seekers to find safer ways out of the civil war in Syria for example. EU governments are more divided than ever in the EU's history. Young people all over Europe are affected and worried about how this crisis will affect their own chances of living in a united and peaceful Europe. Welcoming refugees for many of them is a duty of active citizenship and solidarity, for others unfortunately it is a reason to express racism and hate, and even worse, to threaten those who help and welcome refugees. It is particularly disturbing that young people are easily influenced by nationalist and racist tendencies, discriminating and attacking refugees without ever having had a personal encounter with one of them.

This project was carried out to give young people from nine European countries and refugees currently living in these countries the opportunity to meet, share their experiences and learn about the importance and concepts of peace education in European youth work.

About this training activity:

Participants underwent a training program based upon the educational concept “Friedensstifter” (young people become agents of peace) which enabled them to acquire methodological competence and learn about peace education for youth groups.

In the second part of the training course they were trained to run non formal learning and leisure time activities with sensitive groups with a focus on refugees which live in institutions and housing projects in Germany which are cooperating partners of this project.

In the final part of the training the teams got together prepared and divided tasks and prepared the program of the two youth exchanges taking place in Giessen in July 2016 and in Sievershausen in August 2016. Main focus of the training and preparation was to prepare activities and personal encounters with refugees under the guidance and with the support of local partner organizations.

The group dynamic from the beginning was amicable and participants from the different partner organizations were positive about the opportunity to be part of the project. At the end most participants were eager to put theory into practice and to work together for the implementation of the two youth exchanges in July and August 2016. Please find here enclosed the day-to-day programme from the point of view of the participants:

Program Overview

Day 1 Tuesday, 24.05.2016

Welcome

Let's get to know each other, Presentation of program, general introduction to project, team and participants, expectations, motivation, seminar rules

Dinner

Optional free time activity in Berlin

Day 2 -Wednesday, 25.05.2016

Breakfast

Training with Maik Bischof "identify violent behavior, learn to act in a peaceful non-violent way and develop our own peaceful behavior"

Coffee break

Small groups in order to define Violence

Lunch break

Small presentation of Johan Galtung's "violence triangle"

Activities related to miscommunication, the frustration this "broken-communication" can generate and the possible consequences of such a state of mind Workshop about peaceful environment and what are the requirements to reach this objective.

Dinner

Day 3 Thursday, 26.05.2016

Breakfast

Workshops on how violent behavior can be provoked

Workshop in small groups on how to stop violence in an emergency situation

Training Evaluation in Plenary

Lunch break

Small presentation of the project Young Activists for Peace- Refugees Welcome and the Youth Exchanges this summer (aims and expectations)

Excursion to refugee camp in old airport of Berlin Tempelhof

Dinner

Day 4 Friday, 27.05.2016

Breakfast

Training with Christoph Pinkert (expectations of the training, feelings on the topic refugees, thoughts)

Exercises on the topic refugees

Exercises on BERRY MODEL (Bill PATCC) for integration

Lunch break

Exercise on Values

Afternoon Session in the park-small groups discussing how integrated they feel in the group

Dinner and Cultural Night

Day 5 Saturday, 28.05.2016

Breakfast

Exercise on cultural identity and personal feelings on integration

Lunch break

Overview games on the learning methods

"Contact Hypothesis" model

Team workshops on hypothetical modules in Youth Exchanges

Gathering of questions regarding the Youth Exchanges

Free time and dinner

Day 6 Sunday, 29.05.2015

Breakfast

Introduction to Erasmus+ Programm Key Action 1

Guidelines for Youth Exchange Activities

Youth Pass Tool

How do I apply this to my own work? Preparing our youth exchanges and work-camps of summer 2016 / Agreements and task distribution

Lunch break

Final evaluation of training

Evening: Excursion to "Mauer-Park" and Dinner Out

Day 7 Monday, 30.05.2016

8.00-9.00 Breakfast- followed by departure

Daily Reports

Day 1 - Tuesday, May 24th

The participants started arriving at the hostel the morning of the same day and the first day started at 16:00 with Andreas Schwab making an introduction on the activities of the project Young Activists for Peace-Welcome Refugees, introducing the facilitators and their role, as well as, making a small presentation about ICJA Workcamps.

Right after that, Anna started with a positioning game, asking the participants to take a position in the room according to their experience with refugees, the country they came from and their name in alphabetical order.

Julia continued with the "paper back game" where people had a paper on their back and while music was playing, Anna stopped the music and the participants had to stop, find a couple and answer to a question on each-others back paper. (if your couple was a song which one would it be? etc)



Right after that Anna and Julia presented the program of the week and asked the people to pin on the wall their expectations of the training course. The last activity before dinner was the presentation on a map of the Balkan route of refugees to Austria and Germany by Anna, who asked participants to add on the map facts they know of their own countries situation of refugees.

After dinner people gathered in the hostels garden and discussed about their organizations and their involvement to the topic refugees.

Day 2 - Wednesday, May 25th

Morning

Morning started with a little activity which the aim was to know better other participants: The trainer Maik asked questions we had to answer to the other participants (for example: what was your first impression of Berlin when you arrived? When was your last argument and why?).



Then the trainer started presenting the organization he is working with, explaining what violence does to people and what we could do against it or, better, to avoid it. He gave us some keys to overcome violence: identify violent behavior, learn to act in a peaceful non-violent way and develop our own peaceful behavior.

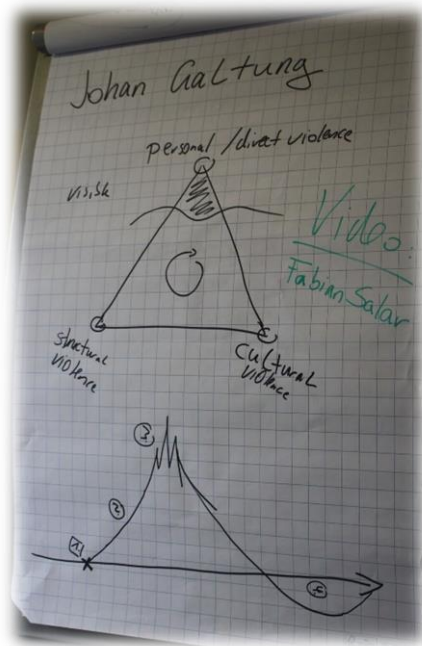
There are different ways to see a situation and if you change your point of view, the situation may change, too. Perception is a way to avoid violence, and violence doesn't mean only physical wounds: violence can be psychological as well.

The problem is that nobody has the same definition of violence hence the difficulty arises to identify where violence begins. Therefore we made a group session to try to find a definition for the word "violence".

The morning was full of activities which permitted us to exchange our points of view and our own definitions.

Afternoon

Afternoon began with a quick energizer in order to wake everyone up. The rules were simple; in a circle we had to give our right hand to our left neighbor and our left index to our right neighbor. Meanwhile the animator was saying random numbers out loud. If the numbers 3 or 7 were pronounced we had to try to catch the finger of our left neighbor and try to avoid having our finger getting caught by our right neighbor.



We then had a small presentation of Johan Galtung's "violence triangle". He highlights 3 kinds of violence which are interconnected and are presented as an iceberg. Indeed only the top corner of the triangle, which represents "personal/direct violence", is visible. In this kind of easily to be spotted kind of violence, which basically means physical and psychological violence, the victim and the abuser can be identified as persons.

The two other corners of the triangle are hidden underneath and are not so easy to recognize. The first of those two more insidious types of violence is the structural one. By "structural violence" Galtung means all the laws or rules which make the direct violence possible and socially acceptable. The perpetrators can't, in this case, be identified as persons: it is the state, the government, the

parliament or any other kind of political authority.

The third and last kind of violence described by Galtung is the "Cultural Violence". This one has its roots in ideologies: racism, nationalism, antisemitism, sexism and all the other "-isms" which want to exclude or discriminate a part of the population.

Those three categories of violence feed one another and act like a vicious circle: racism leads to discriminating laws which leads to violent actions which feeds the ideology of superior races and so on and on...

After this very serious topic the trainer came up with a lighter activities to highlight the negative effects of stress in our routine, communication and behaviors. The first one used two colored balls: the green was moving from one person to the other by being passed to our left neighbor and the blue one was circulating in the circle with a defined pattern. But at some point a third ball appeared and was moving randomly in the group, disturbing the regular moves of the first two balls. This yellow ball was obviously representing the unexpected and was there to create stress, to disrupt our routine and to create a feeling of losing control over the situation.

The second "stress-related activity" took place in a big circle delimited by chairs. We were supposed to circulate inside this circle without bumping each other. The exercise was divided in four phases: slow walk, fast walk, slow jogging and finally running. The challenge was to keep the rhythm without hitting someone else. This workshop was supposed to underscore how hard it is to predict our further moves with the speed increasing. It was true in this circle but it is also true for any kind of activity we undertake: the higher the rhythm and the level of stress is, the higher is the risk to make mistakes and the lower is the time to anticipate and take the right decision.

With the conclusions of those two small exercises we then discussed the typical sequence of events stress can create:

- a small event which generates stress
- this stress will grow bigger and bigger, shrinking more and more the chance to solve this peacefully
- eventually all this will explode in a crisis, possibly physically and/or verbally violence
- ultimately, the stress will slowly go down while the persons involved in the crisis calm down and realize the consequences of the crisis. This phase can also end in a kind of "depression" which is important to take care of in order to allow the person(s) in this phase to move on and to take something constructive out of this whole crisis.

The next two activities were related to miscommunication, the frustration this "broken-communication" can generate and the possible consequences of such a state of mind.

The first one was an exercise for a group of three persons. They had, by working as team, to find a marked piece of paper on the floor. In order to make it more difficult, and also more interesting they all had a specific role:

- Ivana could move all around the space and talk but she was blind.
- Anna could use her eyes but she wasn't allowed to speak or to move, she had to stay next to
- Vital who couldn't move either, was blind but was allowed to speak. The challenge was for Anna to find a way to communicate the visual information she had to Ivana, through Vital.

Since he could talk Vital quickly made up a kind of code with Ana: she was touching different parts of his body to tell him which direction he had to indicate to Ivana. It worked until Ivana stood of the spot where their goal was. Indeed they had an agreement on how to make Ivana move around the room but they now needed to create a new code to indicate to Ivana where on the floor she was supposed to look for the marked piece of paper.

After a bit of confusion on Ivana's side and a bit of frustration on Ana's side they eventually managed to achieve their objective.

For the second exercise we had, with our eyes closed and without talking, to count until 20 by saying a number one after another. We went back to square one every time two persons were speaking at the same time. After two or three attempts we managed to implement a tacit strategy which consisted of making a noise (with our hand or foot) before talking to notice the other players that we're about to talk. With this technique it went very fast and we didn't really experience the frustration going back to square one several times (which was actually the point

of this activity). Eventually the group was so confident that we managed to easily go until ten without our “noise technique”.

The last workshop of the day was about peaceful environment and what are the requirements to reach this objective.



We started in pairs then we regrouped by group of four people and we ended up building a common list.

Day 3 - Thursday, May 26th

We started the day with an energizer: We formed a circle and everybody stood up to place himself or herself behind his or her chair, so that it just stood on two of the legs. On the trainer's command we left our chair and put our hand on the chair next to us. The aim was to change chairs without any of them falling back to the ground. With focusing on that game the concentration in the group raised and we were ready to begin.

The next activity was to form three teams of two persons and one person of each team had to go out of the room, while the others stayed in the room. The trainer gave one piece of



chocolate to each one of the three in the room and he told them that they couldn't touch it. He also warned them that the others would be jealous about their chocolate and maybe they would try to steal it. He then spoke also with the participants who were outside of the room and he informed them about the chocolate, mentioning that the others were laughing about them because they

were the only ones that had a piece of chocolate and they didn't want to share it. After that he proposed them to start a conversation with their mates about their hometown for two minutes and during this conversation they had to steal the piece of chocolate. Each team reacted in a different way. Only two of the three took the piece of chocolate and one of them wanted to share it with her partner. Afterwards we discussed about the different aims that each person had and in which way they tried to achieve their goal. The conversation was about the guilt and who is responsible each time for any guilt.

As conclusion we discussed that sometimes the person that is responsible for an inappropriate action wants to hide himself behind the actions of the others. In this case, the trainer who had provoked the behavior of both sides was trying to prove that the others were guilty.



Then we continued with another activity. Six people were picked out of

the group and every two of them got the task to put a group of chairs in a specific way. They were told that the team that would successfully finish the tasks would "win". The tasks were

contradictory so that the group had to discuss in which way they put the chairs. The rest of the group was observing and afterwards we discussed the different kind of discussion forms (non-violent, violent) and solutions that we could possibly find in such a situation.



to walk with your partner with two markers between your palms, which should not fall down. Each person had the letter 'A' or 'B'. In the beginning, 'A' was leading and 'B' was following, and after that we did the opposite. The next task was to move in the room freely, but again without throwing down the markers. In the last part, which was the most difficult, each one had to go on the opposite site of the room, but again connected with the markers. So the participants had to decide what they wanted to do.

After this we participated in another activity in teams of two persons where the aim was

to walk with your partner with two markers between your palms, which should not fall down. Each person had the letter 'A' or 'B'. In the beginning, 'A' was leading and 'B' was following, and after that we did the opposite. The next task was to move in the room freely, but again without throwing down the markers. In the last part, which was the most difficult, each one had to go on the opposite site of the room, but again connected with the markers. So the participants had to decide what they wanted to do.

Afterwards we watched the first part of a video, that showed a violent situation (a group of girls were mobbing and beating a younger one, other people were observing). We stopped the video and discussed in small groups how one could react to stop the violence in a situation like that. We continued with a discussion in the whole group to present our ideas for a constructive solution of the situation. Then we watched the second part of the video which showed three different ways of reacting in order to stop the violence. One idea showed was to catch the attention of the aggressors pretending to get robbed, so that the victim can get a chance to flee. Another idea was to get to the group, pretend to know the attacked girl, take her and leave. The third one was to make a lot of noise (singing) that would also catch the attention of the aggressors and like that give the victim a possibility to run away. We discussed different ways of reacting and also talked about the roles one can take as an observer- how important it is to know the own capacity and react accordingly in order not to get hurt.

Afternoon

The afternoon started with a presentation of the project coordinator about the whole program and the summer work camps and after that we had a short conversation in groups about the aims of the work camps and the main expectations and fears we had regarding our role in them.



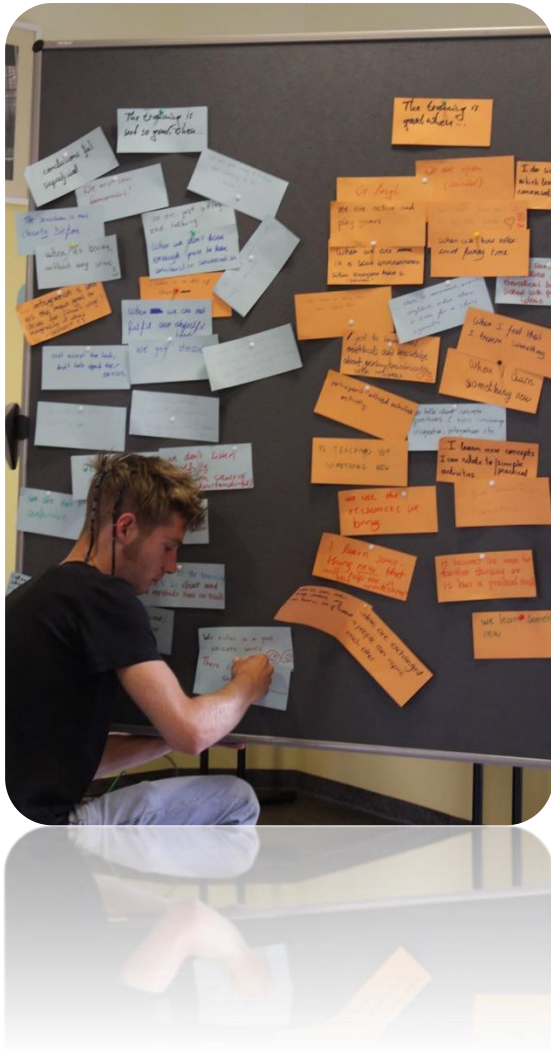
Later then, we left from the seminar room for an excursion to visit the former Airport Tempelhof, where one of the main refugee camps of Berlin is located. There we talked with some members of the association "Tempelhofer Feld welcome" that cooperates and does projects together with the refugees living in the hangars of the former airport. One result of this cooperation was

the construction of a small café, where the refugees and also everybody of the neighboring community can have a coffee or a snack, and at the same time relax or read a book in the library next to it. We visited also some more rooms that were used as storage for clothes and other basic things and were able to ask questions to the people working there. A major point of concern for many participants was when they heard that the organization that runs the facility is a profit-making company and not a municipal or governmental institution. The question was raised whether it is appropriate or contradictory that a company makes profit by fulfilling needs of the refugees and the local community.

Day 4 - Friday, May 27th

Morning

Morning session started with participants' expectations to the second part of the training which was going to focus on refugee as a topic related to universal peace asking questions like: What is your expectation now?, How do you feel about topic of refugee \ peace ?, How do you feel in this group?, What is on your mind now ?, Participants answered like: "I am interested in the topic of refugee at the same time I don't know what I can do about the situation.", " I my country something is happening which is related to refugees, so I would like to learn how I should react .", "I am feeling very emotional about the refugees.", " How can we help refugees without the first meaning of helping.", " About refugees sometimes I am emotional Sometimes angry So I am not clear in myself. "I feel disappointed about politics, society concerning the refugees' situation. "



Then we continued with the following exercise: Participants were supposed to fill the blank part of the questions below. After that they wrote down their ideas on a visible place and share their opinion.

The training is good when

The training is not so good when

After that the trainer made a presentation on the topic: "Refugees Welcome", providing us with information and legal facts about immigration the last years in Europe and Germany.

As below you can see some highlight terms that are related to migration.

Displaced People (DP): People who flee from their homes to another country. According to numbers of the UN (2015) 60 million people are displaced in the world.

Internally Displaced People (IDP): People who flee inside the same country. According to numbers of the UN (2015) 34 million people worldwide are internally displaced.

We then got the numbers of countries of origin of refugees as follows

1. Syria: 4.2 million (registered)
2. Afghanistan: 2.6 million
3. Somalia: 1.1 million

Reasons of non - deportation of asylum seeker:

- Constitution of country (0.3% of refugees stay in Germany because of this reason)
- Geneva refugee convention (49.8 % of refugees is staying in Germany because of this reason)
- Subsidiary security (0.6 % of refugees stay in Germany because of this reason)
- Deportation prohibition (0.7 % of refugees stay in Germany because of this reason)

After that followed an exercise of doing a brainstorming about the following questions:

Why people leave \ flee from their country?

Work, education skills, quality of life, adventure, way of life, family reason

Force to leave because of conflict, war, political/discrimination, sexual orientation, racism, ethnic reason, epidemic, famine, bad cultural tradition, no health treatment so on.

The follow exercise was the Game: Why, why, why

Every Participant chooses a partner. The task is then to start to talk about the question: why are you doing this training? The task of the partner was to ask always: why?

The trainer then explained the BERRY MODEL (Bill PATCC)

Highlights of Berry Model:

- A Conflict is something positive. The important question is how can you deal with conflict.
- Inclusion: One part is active, the other one is passive.
- Integration: Both parts are active.

Exercises: Sample of house visiting.

Could you explain topic of integration, separation, marginalization, adaptation via a story which you can find below.

Afternoon

Exercise: Values



Solidarity, health, honor, freedom, faithfulness, equality, dignity, beauty, truth, justice

Participants chose three values and to talked about them.

- What did you do during the last two weeks for your values?
- Could you write 5 things which are related to your cultural identity?

Exercises: Do you feel integrated into the group?



Participant had separated groups consisting of 4 people. Every participant had to answer the question which is above while the other listen and ask questions.

International evening

Before the seminar, everyone was told to bring something „typical“ from the country he lives in and something he or she would miss while being far away from home.

The group met at 9 pm. First Vital gave a Rhythm and Music workshop. Standing in a circle, trying out different Rhythms using only the body, the voice and small items like pens and bottles to create a rhythm. It is an activity that can easily be implemented for other groups and without complex music knowledge of course.



After this there was an activity to taste the different sweets and food that participants had brought for the workshop. Each one of them was numbered and teams of two persons were built. One person was blind, while the other gave them the food to taste and guess about the origin. It was fun for everybody and it was interesting, how food

tastes, when you only smell and taste it. While discussing about it, it seemed that many people brought what is seen as „typical“ for their country, even if they don't eat or drink it very often. Food - an identity but also a projection of the world outside the culture of the country.

Gabriella prepared a quiz about Europe. Everyone had to locate the countries and their numbers of inhabitants and a special food. After all, there was a short dance session.

All in all, little tired day with but it was nice get



people were a after the intense trainer Christoph also a fun and together.

Day 5 - Saturday May 28th



We started the day with a speed-dating session. There was about one minute time to answer questions like “Where/What will I be in five years?”, “Which games did I use to play when I was young?”, “I am most afraid of...” or “My greatest dream is...” For two other questions we were supposed to choose design-cards of the game “Dixit” that describe our life and a situation or feeling of exclusion to talk about in groups. This method helped to be more aware of cultural identity and showed that in the Berry-Model exclusion is the contrary of integration.

After that the trainer gave a short theoretical Input about culture (Transculturality as moving lines, meeting others, not closed share values and cultural identity, give ideas to others)

There was a group discussion about Christoph’s way of explaining and visualizing Interculturality – there seem to be different theories and concepts about it.

With our neighbors we imagined and discussed about transcultural situations and in which the things we do and like (being part of our identity) differ from a typical national identity.

Furthermore we carried out two energizers about being powerful/powerless. For the first one we stood together with one partner and imagined our hips being screwed together. One person



started guiding the screwed team walking through the room, then the other one. A similar exercise about being powerful/-powerless without body contact is again in groups of two people: One of them guides the head of their partner with a moving flat hand in air, the other partner is always following the hand with their hand and body in the same distance.

Afterwards the trainer gave an input on the topic "Cultural Conflicts". He emphasized once again to focus on conflicts in groups because you get the most out of it. To make the explanation of symbols clearer we made a drawing exercise. Two people were sharing one paper and were supposed to draw "faithfulness".

In the reflection round afterwards it was interesting to look at the different pictures: some partners drew something together, some on their own, and all the drawings were totally different, even though they were about the same value that (we thought) we had the same understanding about. So those pictures show and visualize cultural assumptions. It is important to make this drawing exercise without having talked about it in advance because there would be (more) agreement after discussing. To try it out once again and as an example how to deal with groups that have problems with mixing genders we were drawing "relationship between men and women" - this can help to start a dialogue about misunderstandings and needs.

This drawing exercise makes differences visible. The trainer explained that being in direct contact through personal relations is in general much better and understandable than abstract topics; it's not about solving conflicts, because solving would be adaption - but we want integration. As an alternative, if groups are shy/unconfident with drawing, it's also possible to make symbol drawings on a flipchart in advance (e.g. out of triangles, dots, squares...) [Photo flipchart]. As an example Christoph drew some examples and the participants could explain which one represented "Family" most to them. This exercise also makes differences in the group visible, because people would choose different symbols.

Afternoon

After the lunch break, we started the afternoon with another energizer called "kitchen tools". Christopher animated the energizer and introduced us some movements linked to kitchen tools. Each time, one person had to stand in the middle and point out a person with the name of a kitchen tool. The person and those next to him/her had to make the moves linked to the tool and the one who makes a mistake would go in the middle.

Afterwards, we made a knowledge competition. We were separated into two groups and each group had to prepare 3 questions related to what we learned the day before (situation of refugees, statistics, Berry model, etc.). Each group asked one question on their turn.

We then passed to an activity of collective reflection. Christoph asked us to make a round with our chairs and stand behind them. The middle was the scene. We placed our chairs in a way that they will represent what is "powerfulness" for us. Everyone had the chance to change the position of the chairs as he/she wanted in order to create a result representing powerfulness. We then made the same activity to represent "love". Afterwards, we had a discussion about how this activity felt to us and what we understood from what others wanted to express.

After this we were introduced to the "Contact Hypothesis" used while gathering groups of people. According to this hypothesis, in order to guarantee that a program is successful and therefore minimizes prejudices etc. it should be guaranteed that an equal status, common

goals, intergroup cooperation, support of authorities and personal interaction in groups of people exist. We discussed about this hypothesis in order to get a deeper understanding of it.

After the break we went to the garden and played another energizer called "the brother-sister game".

Afterwards we formed groups of 4 or 5 people in order to prepare a module that we can apply



to our youth exchanges. The module could have been about sports, theater, building, cooking, etc. This was supposed to be an activity that we would apply with the participants of the youth exchange and the refugees, taking into account the contact hypothesis.

The groups discussed for around an hour and prepared their modules. We were then supposed to talk about what we did

in the group work and what difficulties we encountered. Some of the groups presented their ideas such as preparing a theatre play with the refugees or making a photo book. We discussed the pros and cons of these possible activities.

Before the end of the day, we took some time to talk about the questions we had in our mind about the youth exchange in order to prepare for the discussions that would take place the following day. Everyone listed their questions and they were put on a flipchart paper so that they could be dealt with on the next day.

Day 6 - Sunday, May 29th

On Sunday morning the schedule of the day was presented by the team asking the participants to reflect about and then express what was their hope and expectation for the last day of the training. Then the coordinator of the project Young Activists for Peace, Andreas Schwab gave an input and explanations inviting participants to add their questions, comments and ideas about the youth exchange activities planned for summer 2018.

Most of the participants asked for clarification of their most urgent questions according to the organization of the work camps in summer. It seemed like everybody was still trying to figure out their own role and their related duties. In the following clarification process we were introduced to the history of the so called Young Activists for Peace Program since 2014. The concept of linking Erasmus+ youth exchanges to local activities with refugees was explained and what this meant for the planning of the activities. As local partners and refugees had to be involved in this planning, it was not possible to make agreements on the

programme before meeting with them. It was also mentioned that due to the unstable situation of most of the refugees, it would be difficult to know who would be in the project and would take part in the prepared activities. It was agreed that the team in Germany should be in close contact with the contact persons of the local partners.

The project also includes a training on peace building and conflict resolution which had already been introduced in practice during this training. The roles of the organizers were clarified, in order for the youth leaders to understand their role and where they could get support. Here it was mentioned that there is a project coordinator in the Berlin office and one in the Frankfurt office of ICJA, both have different tasks within the project and take decisions jointly.

The participants then discussed about the role of the local partners within the youth exchanges. Most of the questions could be clarified by providing examples of former projects/workcamps with the respective partners. Some participants would have wished more information which however could not be given at this stage of the project implementation – given that part of the activities will be carried out together with partners in the local community.

The next question was linked to the role of the facilitators, trainers and the youth leaders in a youth exchange. It was clarified that the leaders should be involved in the preparation of participants and should pass on all information about their wishes, expectations as well as health requirements to the organizers. We defined them somehow as the link between the organizers in Germany and their own group of participants. They should also be informed on the preparation process and on what to bring or prepare from each of their own countries. So for example according to the planning of international night they should be asked to bring some traditional food from their own countries or prepare some facts and numbers on the legal status and living situation of refugees in their countries as well as how the majority society is reacting to them.

After this the Youth Pass tool was introduced and explained in detail. It was agreed that this tool was to be used from the very beginning in each of the youth exchange activities so that participant would be able to reflect upon and document the skills and competences they got during the activity.

Other relevant issues, which just came up during this discussion, were the security of the participants, follow up activities and the dissemination of information material and the evaluation of the work camps. Concrete tasks and team responsibilities would be to organize a press release, the documentation of the camp in photos, videos and written reports, facebook posts, the activity report and a follow-up meeting to be carried out upon return from the exchange.

After discussing these important questions we continued to work in our work camp groups to share each of us personal tasks and continue to work on our own project ideas for the activities which we would carry out together with refugees in the "St. Petrus Gemeinde" Gießen and in the "AWO Flüchtlingswohnen in Lehrte" project.

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

The results of this 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.compagnonsbatisseurs.be
FRANCE	SOLIDARITES JEUNESSES MCP	www.solidaritesjeunesses.org
ITALY	Yap Italy	http://www.yap.it/
GREECE	Elix	http://www.elix.org.gr/index.php/en/
FRANCE	CONCORDIA	https://www.concordia.fr/
TURKEY	GENÇTUR	http://genctur.com.tr/
HUNGARY	Artemisszió	http://artemisszio.blog.hu/2014/06/17/about_us_237
CROATIA	HELP	
SERBIA	Young researchers of Serbia	www.mis.org.rs

Annex 3 – Articles, Links and Social Media

Facebook Group

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

Article by Marie Doare – Concordia’s participant, France

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

Article by Kengyel Gabriella, Medve Dorottya – Artemisszio’s participants, Hungary

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

ICJA Official Facebook Page Post on 25/05/2016

<https://www.facebook.com/ICYE.Germany>



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