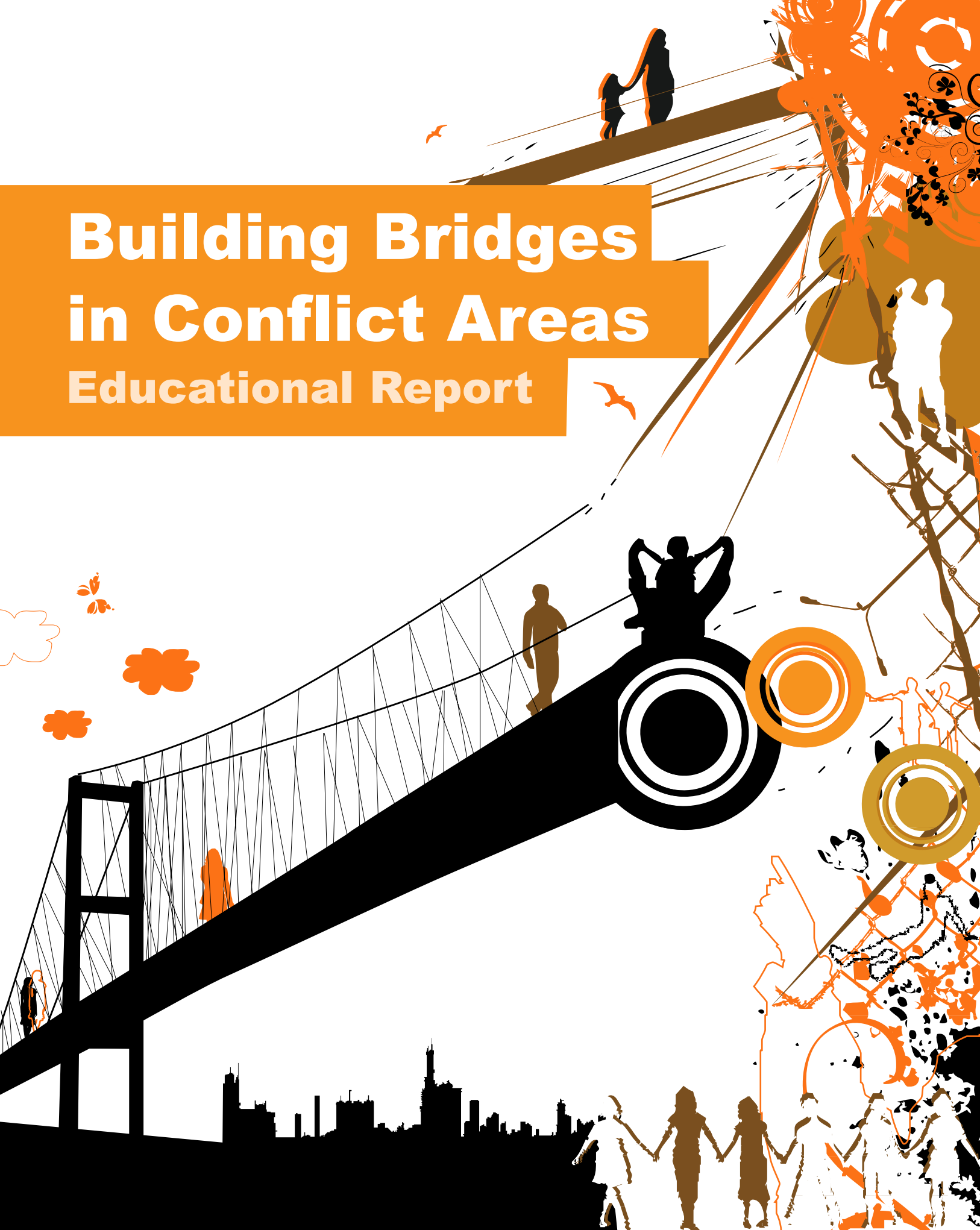
Building Bridges in Conflict Areas

Educational Report



SALTO YOUTH stands for Support for Advanced Learning and Training Opportunities within the European Youth in Action programme (YiA). It is a network of 8 resource centres working on European priority areas within the youth field. It provides youth work and training resources and organises training and contact making activities to support organisations and National Agencies within the frame of the European Commission's YiA programme and beyond.

This report comes from the collaboration of SALTO South East Europe, SALTO Eastern Europe and Caucasus and SALTO Cultural Diversity.

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Different methods for conflict resolution (stages of conflict, conflict mapping, ABC triangle, Onion & Conflict tree) have been taken from the book "Responding to Conflict" by Simon Fisher with the permission of Zed Books, London & New York.

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Introduction

The idea of organising a “Building Bridges in conflict areas” training course rose during the 2007 annual meeting of National Agencies of Youth in Action Programme and SALTO Resource Centres. Sefa Yahsi, director of Turkish National Agency (NA) invited SALTO Eastern Europe and Caucasus (EECA) as well as SALTO South East Europe (SEE) and SALTO Cultural Diversity to cooperate on common training. He underlined the role of Turkey as the cross-point for many cultures, religions and languages and emphasised common history of his country and regions of Eastern Europe, Caucasus and Balkans.
Being inspired by the rich history of the region we drew the concept of the training and based it on commonalities through different regions of Europe. We tried to address the most recent problems and target possible positive solutions. Europe is very frequently being described as an area of stability and prosperity. Europe is also often a dream for many migrants. Nevertheless within Europe there are many different conflicts which bring questions for the future of our continent.

Since the fall of communism in Europe in 1989, Europe has faced many brutal conflicts caused by religious, ethnic or political reasons. Wars in ex-Yugoslavia; in Caucasus; conflicts in Moldova; separated many societies that previously lived together. In the western parts of the continent, growing waves of immigrants brought problems of acculturation, integration and intolerance. Conflicts, clashes, fights and misunderstandings influence young people all around Europe. Youth work in conflict areas became an urgent issue. We reflected on the following symbolic questions: How to encourage young people and create a safe atmosphere for non-formal learning in such places like suburbs of Paris or towns and villages of so-called disputed territories in South East Europe (e.g. Kosovo) and in Eastern Europe and Caucasus (e.g. South Ossetia)? How to make young people able to overcome clashes and intolerance in migrant societies of Spain, Denmark or Russia? What kind of activities should we undertake to let young people from different sides of conflict to interact? The realities of many European regions may differ one from each other, but what are we aiming for in our youth work in volatile communities? What are the basic principles of non-formal learning in such contexts?

Naturally it is impossible to find all answers for such questions during a short training course for youth workers. However, we believe that even if it is a long process, we should follow it. We should look around for positive solutions appropriate to various realities. As institutions created to support youth work in Europe we perceive such process as our duty. Finally, the idea of “Building Bridges in conflict Areas” Training Course was ready!

Three objectives were set up for the “Building Bridges” Training Course:

To explore the youth work experiences and developments in conflict areas;

To increase the skills and abilities in pro-active interventions in youth field of conflict zones;

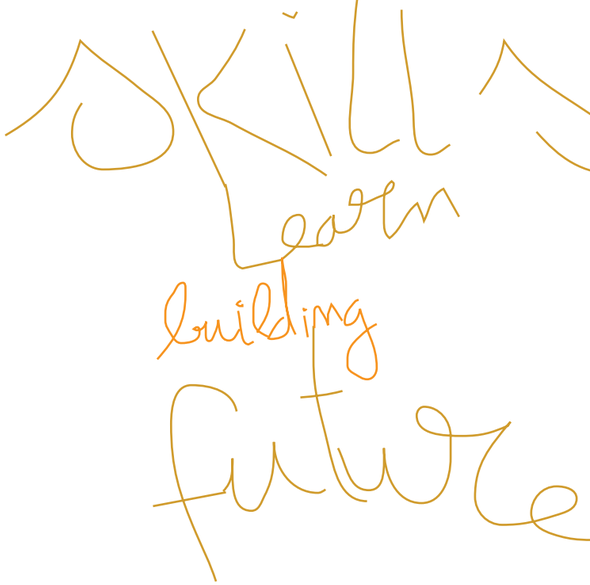
To build up the partnerships for future projects within Youth in Action Programme in the area of youth work in unstable, volatile communities;

The training course was run by three trainers from diverse geographical background and diverse styles and experiences: Evelina Taunyte (Lithuania), Oscar Konya (Serbia) and Giorgi Kakulia (Georgia). The reporter was Nino Shushania from Georgia.
The training course took place in Istanbul. This great city on the borders between Europe and Asia, a cultural cross-road for Eastern Europe, Caucasus and Balkans was very symbolic as a host place. The course’s participants could benefit not only from the lively evenings on the streets of Taxim, but also experience the Ramadan period. Taxim is a multicultural centre of Istanbul, where different religious and ethnic communities settled down during Ottoman times. Today mosques neighbour here with Jewish synagogues and different Christian churches. With no doubts there are a lot of conflict resolution and peace transformation activities we could learn from.

The Turkish National Agency, SALTO Eastern Europe and Caucasus, SALTO South East Europe as well as SALTO Cultural Diversity Resource Centres are highly convinced that the following Educational Report will reach the youth workers in different regions and contexts. We hope it will play an important role on the path towards conflict resolution and peace transformation in Europe, especially between young people. We wish everyone to get inspired by the Report.

Dear readers - use it as a tool and learn from others experiences. Have a nice reading!
Tomasz Szopa – SALTO Eastern Europe and Caucasus Resource Centre

Training as a tool for youth work



Training is an important form and a part of experiential learning. Nowadays non formal education is almost as valued as institutional or official educations. The most interesting part in the process of the training is that participants are able to discover themselves and have an opportunity to raise their awareness through experiencing the topic that has been addressed. Training consists of different types of activities and youth workers are invited to consider this overview before entering the subject of conflict.

INTERACTIVE ACTIVITIES
these are exercises, role playing, discussions, brainstorming etc. Participants are active during such activities. They are discovering new realities about the topic of the training and about themselves, which is the most important. It is impossible to deal with conflict if we are not aware of ourselves. At this stage, youth workers should consider that it is more important for young people to re-evaluate existing experience than to gain new knowledge.

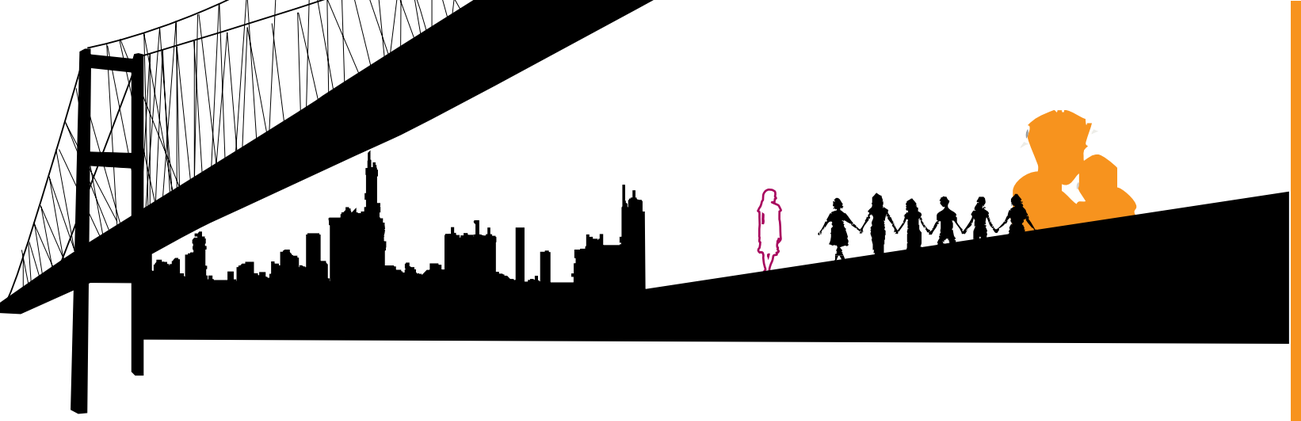
FEEDBACK SESSIONS
during feedback session participants have an opportunity to reflect upon material that was discussed. They are expressing their thoughts and emotions as well. Youth workers are encouraged to pay attention to the emotional aspect of training, especially if they are dealing with societies in conflict and volatile communities. At this stage a youth worker has to reveal his/her ability to facilitate the discussion. As feedback sessions usually take place at the end of certain activity or training day in a whole, it is natural that participants are tired and their attention decreases. That is why effective facilitation is useful to allow all participants to express themselves.

THEORETICAL PRESENTATIONS
facilitators provide participants the intellectual frame of the topic which is discussed. At this stage it is important for youth leader to be catchy and at the same time informative. That’s a great challenge! In this brochure you will have an opportunity to learn more about creative methods and thus to expand your own abilities in this area. Therefore, while presenting the topic of the training, facilitators are encouraged to be creative, since this part of the training is sometimes monotonous not only for a young person, but adults as well.

ENERGIZERS
these activities are used for different purposes. If the group dynamic becomes low, or if participants are not interacting with each other, sometimes energizers help to decrease level of aggression among group members.

PRESENTATIONS
it is important to let participants share what has been worked out either individually, or in small groups. Training increases participants’ ability to refine their presentation skills or learn how to perform while expressing their ideas and attitudes.

EVALUATION
and finally, it is decisive to receive feedback not only from people representing the authority. Youth worker (trainer) is a role model and authority for a young person. Therefore, evaluation has a determinative impact on their personal development and changes that might take place in the way they behave. On the other hand it is important for youth workers as well to receive evaluation from young people, to improve their training skills and develop professionally.



Methods, theories and tools used in the Building Bridges training course

In this report, the reader is invited for an overview of the **methods**, **theories** and **tools** that were offered to the participants. It shows how the process of theoretical presentation becomes “alive” when participants interact with trainers and share their opinions through brainstorming or reflecting on the concepts that were discussed for a better understanding of conflict resolution.

In order to explore youth work experiences in conflict areas, workshop sessions involved participants in small groups to present the results of their work experiences and best practices. This will be described in the third part of the booklet.

Theoretical inputs, practical exercises, thematic energizers and interactive activities created suitable atmosphere to raise awareness among participants, deepen their knowledge and raise their skills and abilities in pro-active interventions in youth field of conflict zones. Mainly during the two last days of the training course, participants were involved in partnership building activities. They were given information about the “Youth in Action” programme and funding possibilities for their future projects.

BUILDING BRIDGES IN POST/CONFLICT AREAS - TRAINING COURSE FOR YOUTHWORKERS
Organized by the SALTO South East Europe, SALTO Eastern Europe and Caucasus, SALTO Cultural Diversity & Turkish National Agency
Istanbul, Turkey 13-20 September 2008
Weekly overview of the programme

Time/Day	Arrival- INITIAL MEETING Sep 13, 08	Day 1 LEARNING ABOUT EACH OTHER AND SETTING GROUND RULES Sep 14, 08	Day 2 CONFLICT? WHAT CONFLICT? Sep 15, 08	Day 3 MILESTONES FOR THE BRIDGE! Sep 16, 08	Day 4 WORKING IN ISTANBUL Sep 17, 08	Day 5 ASSESSING MATERIALS FOR BUILDING, START BUILDING.. Sep 18, 08	Day 6 YOU'RE THE EXPERT!– BRIDGES FINISHED! Sep 19, 08	Departure Sep 20, 08
7:00 - 09.30	Arrivals							Departures
09.30 - 11.00		WELCOME! AIMS & OBJECTIVES & PROGRAM PRESENTATION	WHAT? CONFLICT? WHERE? SUBJECTIVITY AND PERCEPTION	IMAGINE THIS!	CREATIVE APPROACH	NEEDS COMMUNICATING	DEVELOP YOUR IDEAS!	
			Breakfast					
11.00 - 11.30					Coffee break			
11.30 - 13.00		EXPECTATIONS, RISKS AND CONTRIBUTION. WHO ARE YOU?	THE PERSONAL DIMENSION PRO'S AND CON'S	ANALYZE AND APPROACH THIS!	THE SURVEY	COMMUNICATING EMOTIONS	..CONTINUE DEVELOPING IT..	
13.00 -14.30					Lunch			
14.30 - 16.00		LETS WORK TOGETHER!	THE ORANGE DID YOU SAY YOUR POSITION, NEED OR INTEREST??	EXPLORING EXAMPLES	FREE AFTERNOON	OPEN KIOSK	PRESENT IT! “ACTION PLAN” IT	
16.00 - 16.30					Coffee break			
16.30 - 18.30		LETS MEET EACH OTHER EVEN BETTER! MY IDENTITY??!!? THE WAY I WANT TO BE TREATED AND VICE-VERSA	ADDRESS CONFLICTS.. STRATEGIES.. WHEN CONFLICTS ESCALATE..	...CONTINUING EXPLORATION MIDTERM EVALUATION	FREE AFTERNOON	YOUTH IN ACTION, SALTO, YOUTHPASS FORMULATE YOUR IDEA(S)	EVALUATE THIS TRAINING COURSE	
19.30		*Daily reflection*	*Daily reflection*	*Daily reflection*		*Daily reflection*		
20.00	WELCOME PARTY	INTERCULTURAL EVENING	12 ANGRY MAN! Movie night	FREE EVENING	Dinner FREE EVENING	OPEN SPACE	FAREWELL PARTY	

PART 1
What is a conflict?

Types and sources of conflicts

Conflict

there are plenty of associations that emerge in our minds when we are pondering about this topic or if someone asks us to define the meaning of this concept:

"Aggression, hate, disharmony, misunderstanding, diversion, opposition, dislike, clash, confrontation, violence, disputes, ambitions, dependence, novelty, happening, territories, personal dislike, interest, foreseeing and persuasion, jealousy, greed, presence, positions, emotions, government, disagreement, power, game, injustice." That is how participants of the "Building Bridges in Conflict Areas" training course expressed associations related to the notion of conflict.

At first, it is really difficult to state whether it's useful and positive or not to have conflict. The first impression is usually "this is horrible!" or "I wouldn't wish to be on your place now". In Georgia we say about conflict: "I wouldn't wish such a thing even to my enemy!" It is essential in human's nature to avoid psychological and physical discomfort in life, and therefore to avoid conflict as well.

But why despite this, do we often experience conflict and witness it in other people's life? A Chinese proverb says "there is no life without conflict". If conflict may not be positive, it is at least useful. What would happen if we wouldn't have ambitions? Or if everyone would have the same attitude and position regarding every issue? It is **impossible** to find a person who could claim "Yes, I'm able to avoid conflict and live without it and be totally satisfied with my life."

If this is sensible and acceptable to all of you, then we invite you to go deeper in the understanding of this topic.

Is it possible to manage conflict? Or to turn negative aspects of ongoing collision into positive? Is it possible at all to avoid conflict situations and still not being stuck at the same place? Let's not give an answer but refer to the words of Mahatma Gandhi – "We must be the change we wish to see in the world" and maintain such approach permanently.

As a first step, here are some definitions:
Conflict is "An extremely broad term used to refer to any situation where there are mutually antagonistic events, motives, purposes, behaviours, impulses, etc. The following entries describe the classic conflict situations and the various kinds of conflicts that are theorized to exist." This definition of Arthur S. Reber stresses the importance and presence of antagonism.

"Conflict is a dispute that might emerge among two or more people because of disagreement."

"Conflict is a clash among two interested sides because of violation of the territories or disagreement."

"Conflict is a form of competitive behaviour between individuals or groups and it occurs when two or more parties compete over perceived or actual incompatible goals and/or over limited resources."

"Conflict is a relationship between two or more parties who have or who think that they have incompatible goals."

Those definitions made by participants of "Building Bridges" stress other aspects of conflict– dispute based on disagreement, clash stemming out of the violation, competitiveness and incompatibility.

Is it possible to think about the conflict without violence? Maybe that is the main problem while tackling this issue? Majority of individuals perceive conflict as a certain way of expressing violence. Although conflict can be defined as a problem that has to be and can be solved.

To refer back to compatibility and incompatibility of the goals and behaviour, this matrix offers you different classifications of conflict:

	Goals		
Behaviour		Compatible goals	Incompatible goals
	Compatible behaviour	No conflict	Latent/hiddden conflict
	Incompatible behaviour	Surface conflict	Open conflict

Those three basic classes of conflict – latent/hidden conflict, surface conflict and open conflict cover different spheres. According to this division we can detect different types of conflicts.

Conflicts differ by **type and sources**. We can define conflict according to its location. As it was mentioned in a matrix, we have open and hidden conflicts; each of them can be constructive and destructive. But conflict can be also distinguished according to its structure, which can be horizontal and vertical. For example, conflict among school students is horizontal; their positions are equal, there is parity. But in a case of vertical conflict we are facing inequality of rights – like a conflict between school authorities and students.

Conflict can be intrapersonal and interpersonal. When a Wiseman was asked "what is the most difficult thing to manage?" he answered "To manage yourself." We all face intrapersonal conflicts everyday and the one who is able to handle this task with a glimpse of dignity and morality is a truly decent person. Conflict can also have interpersonal dimensions and raises among groups of people, ethnicities and nations. If we focus on different dimensions of groups – gender, religious, races etc, we will discover plenty of types of conflict.

Sources of conflict that have been mostly underlined by "Building Bridges" participants are based on different ideologies and ideas. They also underlined that "we are all living in a society; we have our inner feelings and emotions, therefore when these attributes are placed together there are sources of conflict."

On top of all other aspects regarding conflict, youth worker especially finds it complex while dealing with sources of conflict. It is very difficult to work on the process of conflict resolution if it is uncertain whether the source lies somewhere in the surroundings of a young person or from his/her family. It's important to investigate the origins of the conflict for building up effective strategies. Youth workers are encouraged to consider this issue and exhaustively assess the reasons and origins of the conflict.

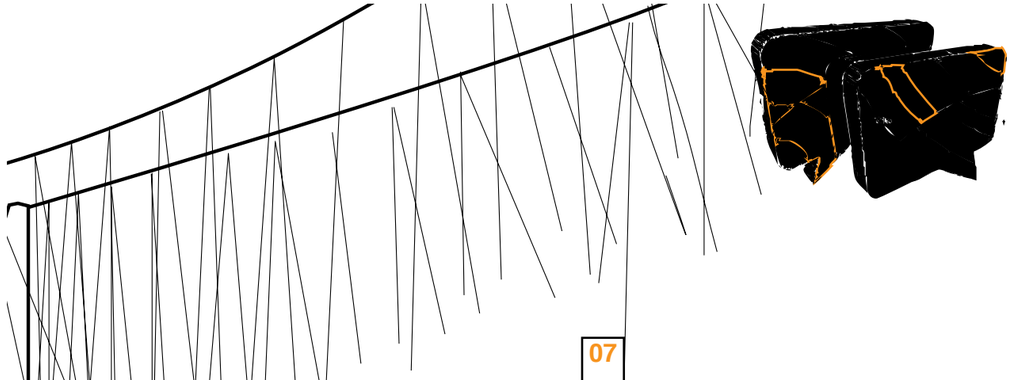
"Injustice, personal differences and their rejection, dislike, racism, fixed ideas, ideology, conflicting personality by nature (a way of life), lack of self confidence, religion, different interests and positions, competition, misunderstanding, diversity in community, lack of information, being narrow minded, historical and national conflicts, political ambitions, limited resources, lack of empathy, fear of changes, different opinions and values, disrespect." This is how the sources of conflict have been defined by Building Bridges TC participants.

As a basic principle of problem solving we should first identify positive and negative aspects and then analyse threats that we are facing and opportunities that we can use as a resource .

As Building Bridges TC participants outlined, the most negative aspect of the conflict is the violence. This is the aspect that we fear the most. Then it is the poverty that people are facing as a consequence. Destruction is a severe aspect of the conflict as well; especially destruction of the mentality. Hate and hostility can impact generations and it is almost impossible to bring this aspect to a standstill. Apathy is not just the psychological aspect, but a state revealed over the tensions that people are facing as a result of military events. Displacement of people is the consequence of all conflicts that involve violence in military activities. Hundreds, thousands and sometimes even millions remain without shelter; face unbearable traumatic experience that transcend through generations and they frequently become objects of stereotyping and are marginalized within the society of their own country and nation.

"Unhappiness, end up of relations, psychological injury, wasted time and resources, isolation, aggression, fear, suicide, bad mental condition, inability to learn anything, transfer of conflict to other spheres of life, stress, invasion, division, drug abuse, negative emotions, lack of understanding the diversity, anger, hostilities, hate, death, violence, lack of tolerance." These are other negative aspects that are inherent to conflict and that have been identified by participants while brainstorming.

Now when we are terrified and stunned by negativity that is inherent to the conflict, let's reflect on positive aspects that were discussed during the training process.



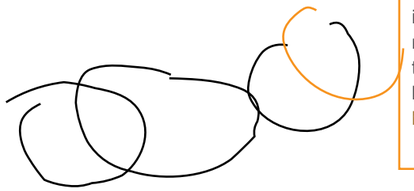
Conflicts are a way of life, inevitable and often creative.

Conflicts happen when people pursue goals which clash. Disagreements and conflicts are usually resolved without violence, and often lead to an improved situation for most of all involved. This is just as well, since conflicts are part of our existence. From the interpersonal level to groups, organizations, communities and nations, economic relations and relations of power-experience growth, change and conflict, conflicts arise from imbalances in these relations - i.e. unequal social status, unequal wealth and access to resources and unequal power-leading to problems such as discrimination, unemployment, poverty, oppression, crime. Everything is connected, forming a potentially powerful chain of forces either for a constructive change or for destructive violence.

If conflict is part of our life, whether we like it or not, we could learn to see why we actually need it and look at its benefits: promoting necessary change, improving solutions, raising morale, fostering personal development, increasing self-awareness, enhancing psychological maturity and fun.

While from your own experience you may want to disagree with the advantages listed above, it is intriguing to reflect on the positive contribution that conflict can make, at all levels. Without it, you might imagine, individuals would be stunted for lack of stimulation, groups and organizations would stagnate and die, and societies would collapse under their own weight, unable to adapt to changing circumstances and altering power relations. It is commonly said, for example, that the Roman Empire collapsed because it was not able to adapt and change.

The conflict brings change; we can divide it into external and internal changes, on a societal and personal level. Conflict can raise public awareness which brings more tolerance and new understanding. Even more important, conflict can unify people that were confronting each other before. Sometimes conflict might facilitate improvement of quality, like two competing business structures are motivated to develop their production. On a personal level we become wiser after experiencing conflict, although values are the last thing to change.



Tools for conflict analysis

WHY conflict analysis?

- to understand the background and history of the situation
- to identify all the relevant groups involved
- to understand the perspectives of all these groups, and how they relate to each other
- to identify factors and trends that underpin conflicts
- to learn from failures as well as successes

Here are some tools to analyse conflict situations.

Steps of conflict escalation

As it was mentioned above, conflict has an ability to bring novelty and change our lives. It is inevitable to be involved in a conflict; therefore being aware of the steps of its escalation helps each of us to feel safer inside this “tornado” while trying to manage it and finding a direction for the next events.

We would like to present six steps of conflict escalation. Although sometimes a conflict grows fast and it seems that some of the stages are missing, it is preferable to detect and identify all of them. The first stage is triggering and provoking. At this point provoking plays a crucial role to involve the parties into confrontation. Sometimes a spark is enough to start a fire, like a comment on the appearance or certain behaviour. The next stage of conflict development shows a proliferation of the issues. The content is gradually enlarging and sometimes parties involved cannot any longer stop the process. In this case, the situation becomes worse every minute. In the third stage, the parties involved tend to form adversarial alliances. At this point it is possible for the parties involved to be dragged into the vicious triangle of victim-aggressor-protector/saviour, which can be a never ending process if proper solutions and approaches are not found. All parties involved are trying to identify partners to make alliances. The forth stage is the distortion of communication with generalizations, exaggeration, ignorance and prolonged silence. These components deepen the already tensed relationships among the parties. At this point, we reach the fifth stage – rigid and extreme positions. Behaviour of involved persons might be compared with three year old child’s negativism. Individuals don’t wish to perceive different realities; their positions become steady and inflexible and more rigid. The last, final and most unpleasant stage of the conflict is focus on hurting each other.

Each conflict is different and requires individual approach. For example it was mentioned in the training course:

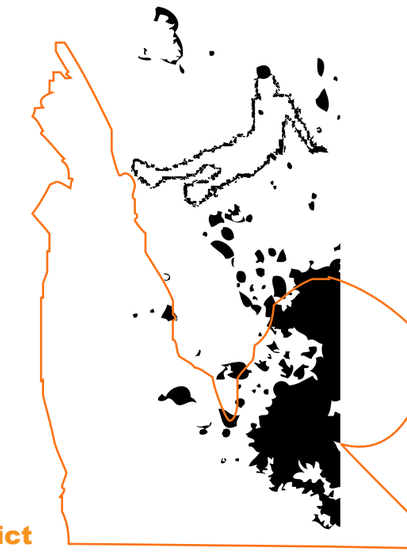
“When we were talking about trying to avoid proliferation of issues, I totally agree that if a fight broke out in a subway there is no sense to clarify issues, it is important to stop the aggression immediately, although on the other hand I think that sometimes maybe only at this stage you can discover what the conflict is about.”

“It depends on a goal and purpose of conflict, if a person is trying to win friends maybe in such circumstances it will have a positive effect if parties involved will create alliances.”

“It is important to notice stages of development because when you start to argue with someone, as time passes by a lot of energy is wasted and sometimes parties are losing the reason of arguing, but still adhere to their opinions, positions and attitudes.”

So why does a conflict start? One of the most essential reasons comes is Communication. Wherever we are, even while sitting in front of a stranger in a hotel lobby, not saying a word and reading papers, we still manage to establish invisible bonds of communication.

And finally, to refer back to youth work, it is important to mention that while working with volatile communities with a tendency to conflict, it is preferable to train young people in advance to raise their awareness regarding conflict stages and their components.



Stages of conflict

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Conflicts change over time, passing through different stages of activity, intensity, tension and violence. Written next are the basic stages.

1. PRE-CONFLICT…at this stage, the incapability of goals of parties could lead to open conflict though generally, it is hidden from the public. There may be tensions in relationships between the parties.

2. CONFRONTATION…the conflict becomes open at this stage. Each party side may be gathering its resources and perhaps finding allies with the expectation of increasing confrontation, even violence. Relationships are getting to be polarized.

3. CRISIS…the peak of the conflict. Violence and tensions are the most intense. In a large scale conflict, this is the period of war. There is no or little communication between the parties.

4. OUTCOME…the crisis will in one way or the other come to an outcome. It may be surrender, or an agreement, negotiations, etc. Mediator may help a lot to this process.

5. POST CONFLICT…the situation is resolved and there are no violent confrontations.

Perspectives in a conflict

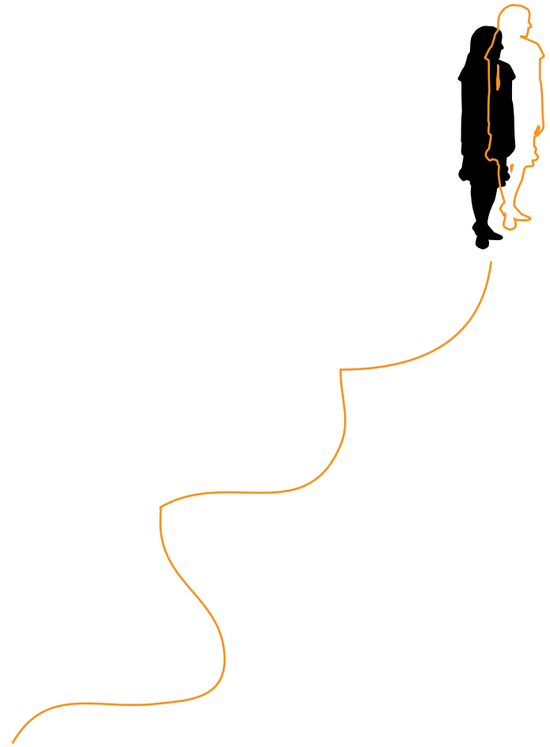
Folk diplomacy – different perspectives

This case has been prepared based on the materials of Georgian-Abkhaz conference, which took place in Sochi, 1999. The author of the article – "Folk diplomacy through the eyes of Georgian IDP from Abkhazia" – is Professor Nodar Sarjveladze.
There are different perspectives of the folk diplomacy process. Stemming out of its hierarchy and a place within political structures these perspectives could be interpreted as ***1) top down vision and 2) bottom up vision, so called grass roots. Top down vision*** is a perspective of folk diplomacy which is inherent to politician or state servant. Such person is a part of politics, who takes active part in a political decision making and who is responsible for such decisions. ***Bottom up vision*** is inherent to regular citizens; they have less influence on a political decision making, or don't have any at all. On the other hand there is another dimension of folk-diplomacy perspectives as well ***1) vision from the outside and 2) vision from within. Vision from the outside*** for instance in case of Georgian-Abkhaz conflict is inherent to German citizen, it could be the vision of German donor organization as well. Vision from within again in case of Georgian-Abkhaz conflict, it would be the vision of Georgian IDP (Internally Displaced Person) from Abkhazia, or vision of Abkhazian.

There could be interesting distinct picture of folk diplomacy outlined, if the perspectives outlined above would be interrelated. Those versions of folk diplomacy visions could be defined as follows:

1 Top down – vision from the outside. Such position is inherent to juridical person, politician or state servant, international organization and its' representatives. Those persons take part in a decision making processes directly or indirectly, but they do not represent the parties involved in a conflict. For instance, in case of Georgian-Abkhaz conflict again, state servant of a certain country (France, USA) could have his/her visions regarding this issue, or some kind of authoritative international organization, or its' representative (UN, Council of Security) could have its vision or opinion about Georgian-Abkhaz conflict.

2 Top down – vision from within. Such position is inherent to official party which is directly involved in a conflict – for instance Eduard Shevardnadze or Vladimir Ardzimba could have certain positions regarding vision of folk diplomacy process of both – Georgian and Abkhaz parties. Function of this position is regulation and control of folk diplomacy process.



3 Bottom up – vision from outside. Such position is inherent to regular citizens of the countries that are not involved in a conflict directly. That could be NGOs of such countries as well. For instance "International Alert" or "NRC" has their visions regarding Georgian-Abkhaz conflict. Those could be international organizations not dealing with political processes or official diplomacy as well. Functionally this position is revealed in a facilitation and mediation activities.

4 Bottom up – vision from within. Such position is inherent to a person, regular citizen, who has suffered or has been influenced by a conflict personally. This individual could represent one of the parties involved in a conflict. In case of Georgian-Abkhaz conflict mostly affected party are IDPs from Abkhazia. They have their own visions regarding military events and peace.

The first two approaches – top down vision from the outside and top down vision from within – are unfortunately practiced too rarely, but 3rd and 4th approaches are well known practices.
It is useful to utilize this model while researches and training programmes as well. Based on this vision, it is possible to have an effective role games while interactive session of the training.

Conflict mapping

(© Responding to Conflict, 2000)

Mapping is a technique used to represent a conflict graphically, placing the parties in relation both to the problem and to each other.

How to map?

1 Decide WHAT you want to map, WHEN and from what POINT OF VIEW.
..it is often useful to do several maps of the same situation from a variety of viewpoints to see how the different parties are perceiving the conflict.

2 DONT FORGET TO PLACE YOURSELF ON THE MAP… because it is a reminder that you are part of the situation, not above it, even when you are only analyzing it.

3 Mapping is dynamic. It reflects a particular point in a CHANGING SITUATION and points towards ACTION… this analysis should offer new possibilities (what can be done? Who best is the to do it? When is the best moment? etc.)

4 It is useful to map the ISSUES between parties that are in conflict. Why does the conflict exist? (What are the parties' views of the other group?)

The ABC triangle

(© Responding to Conflict, 2000)

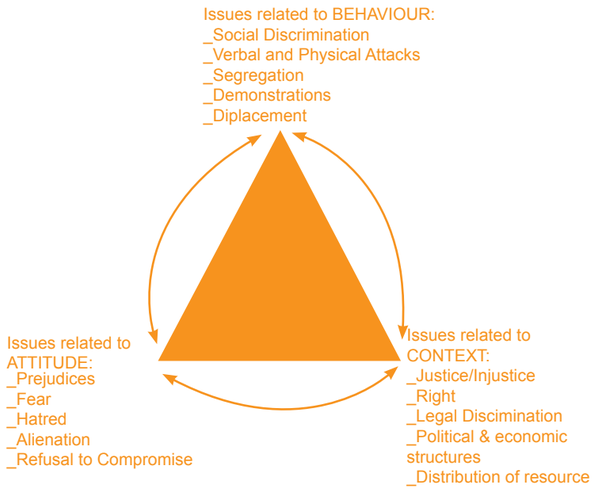
This analysis is based on the premise that conflicts have three major components: the CONTEXT or situation, the BEHAVIOR of those involved and their ATTITUDES.
All three mentioned influence each other. For example, a context (situation) that ignores the demands of one group is likely to lead to an attitude of frustration, which in turn may result in protests.
Using this tool:

1 Draw up a separate ABC triangle for each of the major parties in the conflict situation.

2 On each triangle, list the key issues related to ATTITUDE, BEHAVIOUR and CONTEXT, from the viewpoint of that party.

3 Indicate for each party what you think are the most important needs and/or fears in the middle of their triangle.

4 Compare the triangles, noting similarities and differences between perceptions.



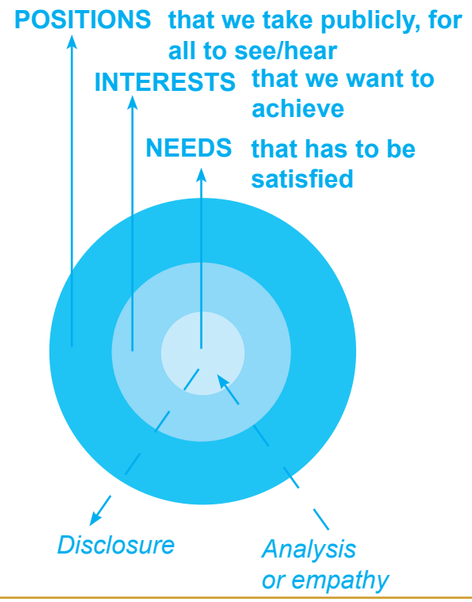
The onion

(© Responding to Conflict, 2000)

This technique is based on the analogy of an onion and its layers. The outer layer contains the POSITIONS that we take publicly, for ALL to see and hear. Underlying these are our INTERESTS- what we want to achieve from a particular situation. And finally, the core and most important part are our NEEDS, we require being satisfied.

This type of analysis is useful for parties who are involved in negotiation, to clarify their own needs, interests and positions. Then, as they plan their strategies for the negotiation, they can decide how much of the interior 'layers' (interests and needs) they want to reveal to the other parties involved.

The point of the Onion is to show graphically the possibility of peeling away as many as possible of the layers that build up as a result of conflict, instability or mistrust, in order to try to meet the underlying needs that form the basis of people's actions.



The conflict tree

(© Responding to Conflict, 2000)

In many conflicts there will be a range of opinions concerning questions such as:

- what is the core problem?
- what are the root causes?
- what are the effects that have been resulted from this problem?
- what is the most important issue for our group to address?

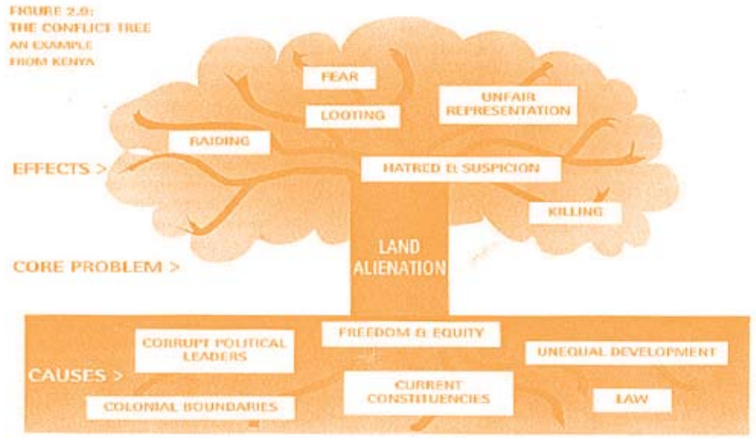
The conflict tree offers a method for a team, organization, group or community to identify the issues that each of them sees as important and then sort into three categories:

1 Core problems

2 Causes

3 Effects

Many issues can be seen as both causes and effects of the conflict. This can form the basis for a useful discussion about the cycle of violence and the way in which communities can become trapped by conflict.



You can find other tools in the SALTO toolbox: www.salto-youth.net/toolbox

The role of stereotyping and prejudices in a conflict

Stereotyping

no one knows how many conflicts are based on this phenomenon. This issue often triggers misunderstandings and becomes the reason of outrageous hatred.

"Stereotypes consist basically in shared beliefs or thoughts about a particular human group, A stereotype is an ensemble of characteristics which sums up a human group usually in terms of behaviour, habits, etc. The objective of stereotypes is to simplify reality: "they are like that." (All different All equal education pack, 1995, Copyright: Council of Europe)

A person is framed on a principle of economy. Stereotype plays a role of mind stabilizer, because our mind can't be constantly busy perceiving or processing the information around us, especially in a modern world, where the flow of information is sometimes very intensive. A stereotype is a simple generalization, scheme and template that we need in order to function adequately in our environment. Since the day we are born, we interact with the external world, first under the influence of our family members, and then with the society and the community members around us. Stereotypes are necessary because they are essential psychological processes. It is inevitable for each of us, to form a certain kind of stereotype. And it's an illusion to think we can overcome all stereotypes.

It is crucial to raise awareness among young people regarding stereotypes and prejudices because they are the basis for a conflict to burst. Youth workers can run workshops to deepen young people's understanding of these issues using different styles or approaches – it can be a film, role playing, case study analyzing discussions or sharing experience regarding personal conflicts.

PART 2
Conflict management be Brave and Creative!

Five strategies of conflict management

This model of conflict management was developed by Kenneth. W. Thomas and Ralph. H. Kilmann[1].
The five strategies are:

1 Competition
Assertive and uncooperative behaviours that is focused on personal concerns. Such approach practically eliminates the possibility of considering the other person's needs and positions. While working with children or young people to raise awareness concerning conflict, this approach is usually compared with the behaviour of a shark.

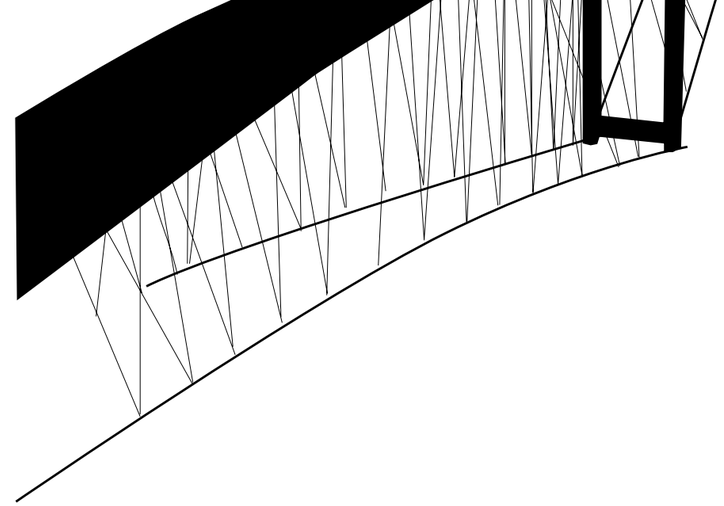
2 Accommodation
Unassertive and cooperative behaviour that neglects personal concerns in order to satisfy the concerns of others. This approach is the contrary of the previous. Those who are radical in their positions are likely to fail while managing conflict.

3 Avoidance
Unassertive and uncooperative behaviour that neither pursues personal interests nor interests of others. This position and approach is quite indifferent, it is more passive than active. A person who practices such approach while dealing with conflict is acting like an Ostrich who is hiding its head in the sand in case of danger. It is not necessary to explain how harmful it could be to hide from reality and to play the role of Ostrich. But an unsolved conflict will never be finalized by itself.

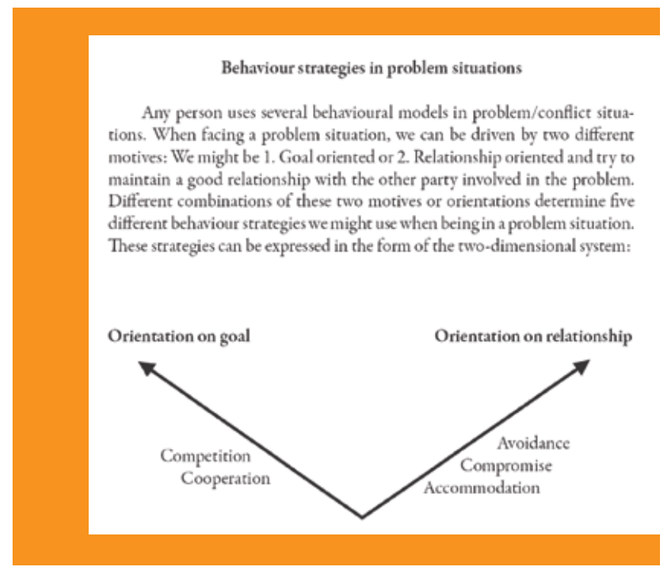
4 Compromising
An intermediate position on both assertiveness and cooperation often referred to as "splitting the difference", seeking a quick, middle-ground position. It is an unsteady position, because when a person is compromising there is something that has been refused by him or her. Therefore, the level of satisfaction can be unbalanced among the parties by the end.

5 Cooperation
Both assertive and cooperative behaviour that emphasize working with the other party to satisfy both concerns. There is a balance among the parties while practicing this approach. Georgian saying "honour your enemy" preaches the importance of respect and equality while opposing someone. If we are paying attention to strengths and are recognizing attitudes, needs and positions of confronted party while dealing with conflict, that creates a ground for collaboration and constructive cooperation.

[1] Thomas-Kilman, Conflict mode instrument (Mountain view, CAXICOM 2 CPP. Inc. 1974)



Two dimensional model of behaviour strategies in a problem/conflict situations



Copyright: Nino Shushania "Tolerance in multi-ethnic Georgia"

Sometimes it's quite hard to practice one approach only and be rigid while dealing with conflict. One of the most important personal abilities nowadays is flexibility, what means that effective mediator[2] will be skilful enough to apply those strategies in accordance with different circumstances and environments.

That is the idea that emerged in participants' minds when they were introduced to conflict management strategies:

"While dealing with conflict situation it is wiser to be honest, be aware about the limits of compromise, being co-operative and ready to share, limiting emotions, practicing good and effective communication, defining needs and information, deepening empathy, feeling responsible for solution, considering advantages of being the first or a second while negotiations, and being creative."

Three main principles were outlined as a priority while dealing with conflict: first to consider and think about **what are the real interests of the parties**; second – to **feel responsible for one's solution**; and the third – not to be reactive, try **not to be manipulated, being ready to control the emotions.**

[2] See part 3 for more about the mediator

Looking closer:
Constructivism

Have you ever tried to recognise an object in your hands while you are blindfolded? We invite you to experience it – ask those with whom you are working (they might be children or young people) to identify the object by touching it. Certainly you will hear different interpretations. Even when we are able to see something plainly and evidently it might have different signification for each of us. As an African proverb says:

“The earth is a beehive; we all enter the same door but live in different cells.”

A “Sufi story” (A mystical tradition of Islam) - “The Blind Men and the Elephant” – reveals how diversely our minds work when describing an object.

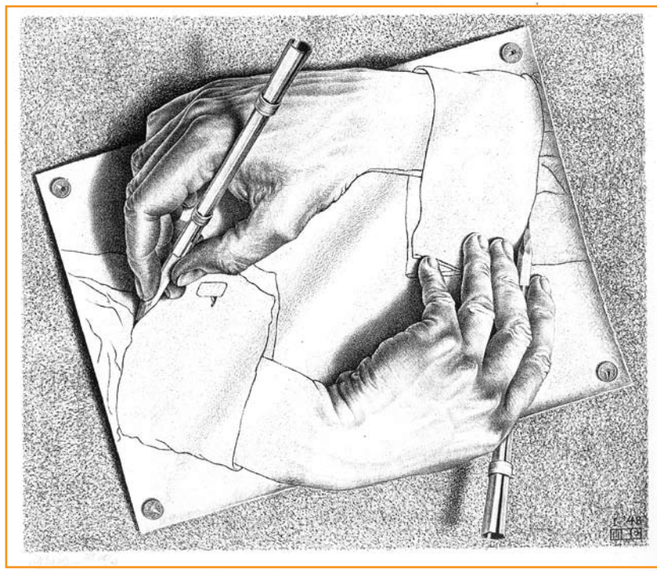
The Story of the Blind Men and the Elephant

A community of blind men once heard that extraordinary beast called an elephant had been brought into the country. Since they did not know what it looked like and have never heard its name, they decided to know more about this animal by touching it. They went in search of the elephant, and when they have found it, they touched its body. One touched its leg, the other a tusk, the third an ear, and in the belief that they now knew the elephant, they returned home. But when they were questioned by the other blind men, their answers differed. The one who had felt the leg maintained that the elephant was nothing other than a pillar, extremely rough to the touch, and yet strangely soft. The one had caught hold of the tusk denied this and described the elephant as, hard and smooth, with nothing soft or rough about it, more over the beast was by no means as stout as pillar, but rather had the shape of a post. The third, who had held the ear in his hands, spoke: “By my faith, it is both soft and rough.” Thus he agreed with one of the others, but went on to say: “Nevertheless, it is neither like a post nor a pillar, but like a broad, thick piece of leather.” Each was right in a certain sense, since each of them communicated that part of the elephant he had touched, but none was able to describe the elephant as it really was.

This story shows that the reality has limited access; we are able to interact with only tiny portions of it.. And ultimately, the most important issue is inability of understanding reality as a whole – parts of the subject that we perceive not always correspond to whole picture. Therefore, our conclusions often are false because we are interacting with different aspects and components of the reality.
“Sometimes there is a feeling that the bus where we are sitting in is moving, but in reality this is the bus next to us riding.” noticed a trainer.
During the training course, participants were invited to watch paintings from the Surrealists as an exercise to analyze their perception of reality. They were puzzled and shocked after
looking at Rene Magritte’s paintings in the dark room. There were not many who dared to interpret the scene.

Rene Magritte
The lovers

Maurits Escher
Drawing Hands



“Perception of the conflict might be distorted by perception or the focus that is given to the objects surrounding us” remarked the trainer looking at Rene Magritte’s painting “The Lovers II”. “Maybe these persons have a relationship but they don’t know each other in reality and are hiding themselves mutually, despite the close relationships they have?”
Participants referred back to the painting of Maurits Cornelis Escher, “Drawing Hands” which probably impressed them the most.

“It’s amazing really, for me it seems like some part of the person is already dead and another part of it tries to give energy and the power to it, trying to resurrect it.”

“But for me this painting depicts how we are able to understand each other, one person has a necessity to be described, as though being mirrored or reflected by another one, which is a part of self-awareness process for me personally.”

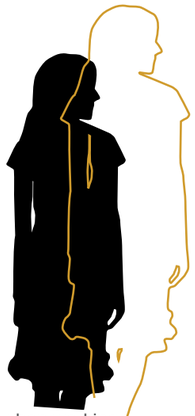
“On the other hand it is disturbing that you are not aware which hand has started the drawing.”

But what is most remarkable while trying to deepen our perception using surrealism as a tool?

"**Element of surprise**, this is what is mostly important. If you will see the picture for the second time, there is a chance that it won't surprise you anymore. And if we will apply this notion to perception of conflict, it is possible to say, that we are not able to access the core of conflict right away, this is impossible. We are able to grasp only **feet of the elephant**. And what is more outstanding? We get used to the reality, even if it is crazy and unacceptable for us. We are the ones, who give the value to certain things and events but what comes up next?

But would you be interested how Rene Magritte himself interprets and describes his paintings? "My painting is visible images which conceal **nothing**; they evoke **mystery** and, indeed, when one sees one of my pictures, one asks oneself this simple question, "What does it mean?" **it does not mean anything, because mystery means nothing either. It is unknowable**."

To come back to constructivism, according to the school of **radical constructivists** people tend to label the reality according to their own choice. Eskimos have an enormous amount of words referring to snow. Because they can notices differences we cannot and **the snow has a major importance in their subjective reality and environment**.



It is important for youth workers to understand when working with volatile communities on conflict prevention, that constructs[4] are created not only on an individual but on a societal level as well.

According to Max Weber, a German political economist and sociologist, ethnic identity is constructed socially and is used by political elite for consolidation of power. Therefore, it is dynamic, changeable and easily controllable. On the other hand, it means that ethnic identity is not inherent, but influenced by group awareness and their constructs regarding it.

Although it doesn't mean that while dealing with conflict, personal and moreover societal constructs simplify circumstances. "The belief that one's own view of reality is the only reality is the most dangerous of all delusions[5]." – says Paul Watzlawick, philosopher and therapist, theoretician in radical constructivism.

How can we use this knowledge while being involved in negotiations? In a conflict it is very hard to observe a confrontation and on the other hand think that "their perception of reality totally differs from mine" and after this statement again staying indifferent. This is not the way of finding a solution in front of a problem.

Before we'll discuss conflict solving strategies and useful skills while leading negotiations, the first issue is to help involved parties to express their visions and positions, then to identify common values, or a cross points that these values have and finally to provide feedback about it. When a consensus will be made regarding mutual values or visions, it is possible to continue. When discovering the "blind spots" (those issues that create a basis for confusion or misinterpretation of certain behaviour or event) of the conflict, the points of disagreement among parties, there is a possibility to transform it into the positive dimension. We would suggest you take time on this important stage when dealing with conflict.

In order to build other methods of intervention for conflict resolution, it is important to develop your creative thinking. This topic was widely discussed and practiced during the training course.

[4] A construct is a rough synonym of concept. You create a construct whenever you can establish a relationship between several objects or events.

[5] A delusion is a belief that is maintained despite argument, data and refutation which should (reasonably) be sufficient to destroy it.

Creativity and methods to be creative

Creativity requires courage and most of the time we have to be courageous when we are left alone. Being courageous is a challenge, but once a person tries it, it turns out consequently that there is no other way of living one's life. Another important component of creativity is **daring to be independent**. Above all, it is to try **alternative ways of dealing with a problem** and being **fast in the decision making**, because hesitating might end up with fatal consequences.

How often it happens that you are looking for a certain item and it is impossible to find it, even though sometimes it lies just in front of you? It happens also with problems: the solution might be nearby, somewhere on a table, but you cannot see it. "Problems cannot be solved by the same level of thinking that created them", said Albert Einstein.

During the training course in Istanbul, concrete tools were presented to participants that will be useful when working with young people. The method of Edward De Bono, named six thinking hats is an interesting tool to seek a creative solution in a group. The challenge of this method lies in keeping clearly the role that each person will be playing during the exercise.

"Creativity involves breaking out of established patterns in order to look at things in a different way" says De Bono. Sometimes when facing a problem our mind becomes rigid and it is impossible for us to produce alternatives. We need external point of view, someone's else finger to point the solution.

Method of Six Hats

"Our brains are designed to adapt to a stable world. Our thinking systems are designed to identify standard situations in a stable world and to provide standard responses. This is not good enough in a changing world. This does not allow us to move forward and to make use of the opportunities…" says Edward De Bono.

For the exercise six metaphorical hats are used, each has a different colour. Participants wear one hat at a time and use the mode of thinking which goes with that particular colour.

The white hat is neutral. When they wear this hat, participants focus on information only. What information is available on the subject and what is missing?

The red hat signifies emotion and intuition – aspects of human thinking which are traditionally excluded from "rational" discussion. But since they still exist they are often expressed indirectly. The red hat allows them to be expressed openly and usefully. When they wear the red hat, participants can express their emotions openly without ulterior motives and they are invited to rely upon their intuition. The red hat calls upon listening and expressing your emotions and intuition.

The black hat puts participants into the role of judge. Wearing this hat, they assess the risks associated with an idea and they see how the idea fits in with what is already known by a person (our experience, values, objectives and so on). This one is a very valuable hat and it doesn't have to be considered as a negative one. It provides participants with an opportunity to be cautious and realistic in front of a problem. Participants become logical when they wear the black hat.

The yellow hat is the logical positive one. In this role, participants can explain why the suggestion that was offered will work and what kind of benefits there will be with new approaches. Positive thinking is something that can be considered as a truly valuable skill. A person who is able to think in a positive way has an ability to trust the environment and people surrounding him or her. While working with youth and especially while dealing with a conflict, ability of positive thinking and trustful disposition has a primary importance.

The green hat encourages participants to be creative. First of all, that means to be able to produce alternatives. With the green hat, participants will offer changes. Sometimes it is not comfortable to fit into these changes, but once a person has gained the skill of being flexible and adaptive to changes, then this useful habit will remain permanently.

The blue hat is a process controlling hat. It provides a feedback regarding the process of "thinking" itself, not about the subject of discussion. For example, if a participant is wearing blue hat, he/she can ask the other "hats" to practice again. With the blue hat young people will be able to learn how to control his/her thoughts, how to relate knowledge they already have with challenges they face, how to apply the skills they gain while dealing with a conflict, how to evaluate whether they are ready or not to accomplish certain tasks.

An exercise to be creative

During the Building Bridges TC, during the discussion on creativity and conflict resolution, participants were offered to be innovative regarding two sugar cubes that Evelina held in her hand. This exercise is helpful for producing as many ideas as possible regarding the subject that is presented – in this case it was a pair of sugar cubes. What is important to consider for a youth worker during this exercise, is that it's not so much important to have qualitative ideas generated; the most important is to reach diverse alternatives. It is helpful as well to think outside the box and to turn on irrationality.

According to the participants, it is possible to use two small sugar cubes for:

- "Playing dice if we will colour them with black spots."
- "Juggling."
- "Making theatrical performance."
- "Collecting ants' family."
- "Giving it to a horse."
- "Selling to interested person."
- "Stepping on them to reach something that is located higher."
- "Drinking tea without sugar and watching, like it was during war."
- "Making donkey move out of the place where he stick."
- "Seducing someone."
- "Doing a foot massage."
- "Simply eating it."
- "Offering it to an orange juice producer."
- "Producing a medicine."
- "Saving life to diabetic."
- "Using it as an earplug."
- "Measuring distance."
- "Playing a football."
- "Teaching dog how to count."

… and many others

Probably none of you would imagine before, that two sugar cubes could have such wide range of use.

Lateral thinking

Our brain is flexible, diverse and fast. Unfortunately, we tend to use only a tiny percentage of its capacity. And we tend to develop only one hemisphere of our brain. According to the theory of right and left hemispheres of our brain, left hemisphere has next functions: logical, assertion and arguing, rational thinking, analysis, objectivity, orientation towards details.

For the right hemisphere, its functions are being spontaneous and non-logical, intuition, globalism, synthesis, subjectivity, orientation towards wholeness.

Those who have developed left hemisphere will tend to be more rational, meticulous and objective and those who have right hemisphere relatively developed will tend to be more spontaneous, and intuitive. To be creative it's necessary to develop both sides..

Again, Edward De Bono proposed that one of the key methods on our way towards creativity is lateral thinking. He defines it as methods of thinking concerned with changing concepts and perception. But how does a person do it? The answer is – using both hemispheres of our brain equally involved in a process of thinking.

There are number of techniques for lateral thinking method, but the most important in this process is that person is encouraged to shift his/her thinking patterns, from traditional direction and predictable thinking style towards unexpected ideas and unpredictable ways (of thinking).

Random entry: this method involves random choice, for example, a person is sitting in his/her office and is racking his/her brains on the solution of Georgian-Abkhazian conflict. Suddenly he/she chooses a subject, at random and what is that? A fax machine! The person is encouraged then to re-think this problem in terms of fax machine, trying to find certain links and connections. If the first random entry doesn't work there are plenty of subjects around you, just turn around, and look…
Provocation: we are able to provide alternatives with this approach. At one point, the person will declare that the usual perception is not acceptable. There is a famous example regarding this method – it is not necessary to have a car with round wheels, we could have square wheels as well, couldn't we?
Challenge: this component of lateral thinking method is related with "thinking out of the box" and to be able to challenge the existing reality. Maybe something that we already have is suitable enough, but there might be other, nicer way of doing, or producing things?

During the Building Bridges TC, to expand their creativity abilities participants were offered puzzle stories containing dilemma. In order to find the solution you have to be as much creative as it is possible.

Here are some dilemma stories and youth workers are invited to use them, and to invent other dilemma stories that are suitable for their environmental context. Remember –
you are the experts of your surroundings!

Dilemma stories

Bus stop

You are driving by car in the fog. When you are passing near the bus stop you see a few people standing there. If you don't help them, they are going to die. One of those persons is a woman/man that you are going to spend whole your life with, another one is the person who saved your life once and is your close friend and finally there are two old ladies that are desperate. Your car is suitable only for two persons. Therefore you can save only one. What are you going to do?

The Sultan and the Cheat

A Sultan ordered ten goldsmiths to make ten coins each. Each coin has to weigh exactly ten grams of pure gold. One of the goldsmiths was a bad man. He decided to cheat. He made all his ten coins one gram short. Now the Sultan heard that one of the goldsmiths had cheated. He also heard that this man had made each of his coins one gram short. The Sultan was a very clever person. He took a certain number of coins from each of the smiths, weighed them together once only and found their weight to be 540 grams. This was enough for him to find out which one of the goldsmiths had cheated. How did the Sultan do it and who was the Cheat?

If youth workers use puzzle stories, they are encouraged as well to be inventive and fit the content to the context of the conflict for example. Sometimes it is also interesting to let young people themselves to invent puzzle stories that would contribute to resolve a conflict.

The method of Walt Disney

Disney considered that a group of persons willing to work together for a common goal should have three thinking styles in their team. It is possible to have several people involved in role playing or to have only three persons chosen by the rest of the team engaged in the process.

According to Walt Disney method, Dreamer, Realist and Critic represent the thinking styles that are necessary for the group environment.

The DREAMER is the one who generates new ideas and goals, he/she is the one who expands areas of thought. The Dreamer asks and provides the answers to questions:

"What do we want to do?"
"Why do we want to do it?"
"What are the pay-offs?"
"When can you expect them?"

The attitude of the Dreamer is
Anything is possible!

The REALIST is a person who transfers ideas of the Dreamer into concrete expression. He/she is the one who defines the actions that are necessary to be taken. The Realist asks the following questions:

"How specifically will these ideas be implemented?"
"How will we know if the goal is achieved?"
"Who will do it?"
"When will each step be implemented?"
"Where will each step be carried out?"

The attitude of the Realist is
Acting "as if" the dream is achievable.

The CRITIC is the one who processes, filters and refines the ideas and actions that have been generated by the previous two. This person evaluates pay-offs and draw-backs of actions. He defines contexts in which it may not work and preserves any positive aspects of the present situation. The Critic asks:

"Who will this idea affect and how it will affect them?""
"Why would someone disagree with this idea?""
"Where and when would you not want to implement them?""
"When will each step be implemented?"
"Where will each step be carried out?"

The attitude of Critic is
consider "what if problems occur."

Participants of the Building Bridges in Conflict Areas had interesting proposals after the session about creativity methods. When you're stuck and regular solution to the problem or a conflict is not working, it is preferable to:

- Think;
- Apply methods of lateral thinking;
- Gather information regarding useful techniques for improving thinking style;
- Not to focus too much, it's better to shift from one aspect to another, or sometimes even physically, from one place to another;
- Being confident that there is not only one starting point of the problem, therefore it is possible to approach it from different corners;
- To look up for more assumptions, rising questions regarding this topic;
- To believe Einstein saying that imagination is the only source of our knowledge;
- To have crazy ideas and let ourselves being crazy for a while;
- To rely upon an English saying "lose your head and come to your senses…";
- To be courageous, because creativity needs courage;
- To be ready and open for different and outstanding solutions;
- To be brave enough to get out of the box of fixed thinking style;
- Being patient and passionate;
- Being ready for changing directions if it's not working.

As a conclusion on creativity methods, I would like to say I thought before that there were certain things which are impossible to learn, that they are inherited and a person rather has this ability or a skill, or not. But now I can see and through my experience really understand that it is possible to learn anything, only if you are willing to… And it is our choice whether we want to be creative or not. And it is up to us also whether we apply creativity to conflict resolution or not. Of course this factor depends on a situation and the context of environment as well, but again… daring to be creative is a courageous feature of our character, so why not? I suggest you to try this approach while working with young people from societies in conflict.
But is it possible to be creative inside the structure of society? Sometimes we are confronted to inflexible and impenetrable set of rules that we are obliged to fulfil. Such circumstances reduce possibilities and abilities of being creative. First of all it is preferable to consider its existence; structure is rigid and inflexible but it is possible to change it, if we will be oriented on using system's approach. Next theoretical overview suggests possibilities and methods.

Looking closer
System's approach

In order to be proactive in society it is important to understand its structure. Sometimes the structure is suitable and one feels happy within it, but sometimes it becomes an obstacle for acting.

Structures present interrelations and interdependencies that we are all facing on a different level. Not all of us understand that we are extremely dependant on each other's well-being, mutual gratification and convenience.

There are two types of systems: **open and closed**. It is easier to deal with an open system when you try to bring innovation, because it is ready for acceptance and is more flexible towards novelty. But when we are dealing with closed system, which is inclined to be conservative and is quite rigid in relation to changes, we might meet difficulties. Reframing the action might bring you positive results.

For instance, one of the participants brought an example of a teenager who was constantly slamming the door in the youth centre. Youth workers were thinking about this problem and they realized that it was necessary to change something in his relation to the door. In this case youth workers offered the kid to be responsible about who was entering and leaving the centre, and to take on the position of a doorman. And this method worked pretty well, there was no door slamming in the centre since then. Sometimes it is useful to **intensify stimulus** which appears to be a source of conflict.

Youth workers are encouraged to refer to the **method of surprise**. For instance, if the system is closed and therefore rigid to innovations, taking unpredictable and unexpected measures might end up with a desirable result.

However youth workers are advised to be flexible while dealing with such issues, because sometimes alternative approaches and techniques might be more suitable. It is important to consider the context and the situation, because each of them is distinct and individuals involved in it differ as well.

Circular questioning

Another tool to **understand relations, connections and distinctions among the parties, or individuals present in the system** is circular questioning. Initially this method has been developed in the field of psychotherapy, namely family therapy. This model was based on the conclusion that while facing a problem, clients had a tendency to describe it using either too broad, or too narrow terms. Therefore the model of circular questioning was developed using two categories of questions: those that draw connections and broaden the understanding of context and those that draw distinctions and narrow the context where generalisations tend to predominate. For example: 'Mrs Helen, what does your husband think of your son's taste in music?'. (and not: 'What do you think your husband thinks of your son's taste in music?').
Youth worker might use this method while trying to settle conflict among young people. Or on the other hand, it would be more useful to conduct workshops and develop this skill among young people themselves.
Focusing on relations when dealing with conflict has a primary importance, because this way it is possible to understand the context as a whole, not only the subject of conflict itself.

Catharsis

How should we deepen our understanding of a conflict when there is a certain misunderstanding among young people? For example it is possible to refer to a conflict based on ethnic prejudices. Concept of catharsis helps to **intensify empathy** via experiencing emotionally certain feelings that persons involved in a conflict do have. How does it happen? Purely by witnessing this happening. It might be a theatre play or a film or, it might be a real scene of our everyday life.

The term catharsis by itself comes from Greek language and translated literary has a meaning of **purification and cleansing**. For the first time this term has been used by a Greek philosopher Aristotle in his work "Poetics" and referred to a sensation that overcomes an audience while watching drama performance and experiencing pity, sorrow, or laughter.

How should we use this concept while working with young people? During the TC one of the youth workers mentioned several times that in their youth centre they often organise projections of interesting, cognitive films. If they watch a movie showing for example a conflict based on ethnic prejudices, young people are able to intensify their empathy through experiencing feelings of pity, support, responsibility or blame.

After the projection sessions it is important to have discussions. This is necessary in order to let young people express their emotions raised during the film and to assist them in a process of awareness. Therefore, catharsis could be considered as an effective tool on the way of conflict resolution education.

The role of mediator in a conflict

What is being a mediator? Referring to official and descriptive explanation – **mediate means to arbitrate between two or more parties.** This person has a huge responsibility to **link** the parties involved in a conflict. A variety of skills is needed: personal sensitivity in relation to the process of negotiations or a dialogue; high awareness regarding conflict management and transformation, effective and cross-cultural communication skills; ability to trust and follow the process of the dialogue; being ready to improvise; a sense of authority, being an authority and influential for the representatives of the parties involved; and finally what is important most of all, ability of being non-biased.

The role of mediator in conflict situations is decisive. Youth workers are encouraged to consider this to develop their mediation skills.

THE THIRD PARTY MEDIATOR

Attitudes for Mediators

These attitudes are relevant whenever you want to assist, or are asked to assist, in a conflict which is not your own. It may be a friend telling you about a problem on the telephone. It may be an informal chat with both people in the conflict. It may be a formally organised mediation session.

Be objective
validate both sides, even if privately you prefer one point of view, or even when only one party is present.

Be supportive
use caring language. Provide an non-threatening learning environment, where people will feel safe to open up
.

Be non-judging
actively discourage judgements about who was right and who was wrong. Don't ask "Why did you?" Ask "What happened?" and "How do you feel?"

Use astute questioning
encourage suggestions from participants. Resist advising. If necessary, offer options not directives.

Use a win/win approach
work towards wins for both sides. Turn opponents into problem-solving partners.

Mediation methods

Set some simples rules: listen carefully, state own viewpoint clearly, attack the problem not the person, look for answers to meet everyone's needs.
Define your mediator role as there to support both people "winning".
Get agreement from both people about a basic willingness to fix the problem.
Let each person say what the problem is for them. Check back that the other person has actually understood them.
Guide the conversation towards a joint problem solving approach and away from personal attack.
Encourage them to look for answers where everybody gets what they need.
Redirect "Fouls" (Name Calling, Put Downs, Sneering, Blaming, Threats, Bringing up the Past, Making excuses, Not Listening, Getting Even). Where possible the mediator reframes the negative statement into a neutral description of a legitimate present time concern.

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Stages in Mediation

Open
Introductions and agreements: Warm up, explanations, arrangements, discuss the win/win approach

Establish
Overview: What is the matter? Each person expresses their view of the conflict, the issues and their feelings.
Details: What is involved? More details. Map needs and concerns. Clarify misperceptions. Identify other relevant issues. Use mirroring.

Move
Review: Where are they now? Identify areas of agreement. Encourage willingness to move forward. Meet separately.
Negotiation: Focus on future action. How would they like it to be? What would that take? Develop options. Use trading to build wins for everyone.

Close
Completion: Make contracts. Plan for the future, including setting a time to review agreements. Closing statements.

Mediation skills

Open: Introductions and Agreements

Take charge of the process: Set up the meeting space. Explain that each party will have equal time to describe his/her view without interruption. Describe the win/win approach and its emphasis on needs. Clarify roles and expectations of mediator and participants.

Establish: Overview and Details

Focus on needs: Ask each person to describe what he/she needs for the situation to improve.
Use mirroring: if emotions are high. This controls abuse and checks that each person has heard the other accurately. (Have each person rephrase the other's statement and have it confirmed before making a reply.)
Encourage "I" statements to clarify how each person sees the situation. Discourage personal attacks.
Move to specific examples of people's needs, concerns, and causes of irritation.
Acknowledge feelings and thank people for openly expressing them.
Reinforce willingness to resolve when people show it.

Move: Identify areas of Agreement and Negotiate

Ask what would it take for the situation to be better?
Acknowledge common ground and affirm this is the case.
Seek some flexibility and movement from each party.
Check out agreements even if it is only in principle, so far.
Develop many options. What can each person do to help solve the problem?
Help define measurable criteria for change. What signs will show that the problem is being addressed?

Close: Completion

Suggest meeting to evaluate how agreement is working.
Check that people have really agreed and can live with the chosen options.

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How effective communication can influence the situation of conflict

Sometimes we cannot realize how certain things that are so common and usual in our lives could have a decisive impact on peace either in our personal life, or community surrounding us. When we communicate we behave according to those moral principles that are internalized by each person. Sometimes we are not even conscious of it.

Here is an example of a method used during the training course to introduce the necessity of effective communication.

The Gossip

In the beginning of an exercise trainer calls for three or four volunteers that will take on the role of observers during the process of an exercise.
Then, he/she gives the instructions: "Except observers, only one participant will stay in the room and will listen to the message that I will pass to him/her. When the message will be passed, I will invite one of you into the room. The newcomer should listen carefully what has been passed to the first participant. When the message will be passed he/she should deliver it to the next participant that will be invited to the room and thus, message will be passed through whole group until the end. It is strictly forbidden to repeat, ask anything about the message or to refer to other participants or observers in the room."

Here is the description of message that is passed by a trainer and eventually through whole group of participants.
"Listen carefully because I have to run to the hospital immediately. I have just called the police from that telephone booth – they will be here soon. Wait for them and tell them exactly how the robbery took place.
Well, I entered the grocery shop when a man suddenly appeared in the street. He was running and almost knocked me over. He had a white bag on his shoulder and he seemed to hold a pistol in his left hand. He wore denim jacket without sleeves, blue and green checked shirt and jeans with a hole on its right knee. The robber had very thin legs and big stomach. He wore glasses in metal frames and had red sneakers. He had thinning, dark hair. He was about one meter and ninety centimeters and might have been thirty-five years old."
After the exercise will be finished, trainer invites participants to discuss regarding results, underlying causes of it and ongoing process of the activity.

By the end of the exercise which was dynamic and interesting for participants, it was quite funny and surprising to witness that the instruction read by a trainer in the beginning has been cut down to next sentence:
"One persecutor is doing something somewhere with somebody."

When participants were invited to analyze how it could happen that so long and detailed message has been cut down to one, useless sentence, their ideas were expressed.

"Each of us perceived and passed the information according to our individual mentality and psychology."
"It could be a problem of language barrier and difficulties in communicating stemming out of this issue."
"Reality can be changed in accordance to interests, focus and state of mind of an individual."
"Actually our personalities have a huge importance and role. Each of us has different approaches and communication skills are distinct too. Sometimes persons made their own judgments and stemming out of it there are modifications and interpretations drawn."
"Sometimes destruction plays its role as well. For instance, while listening I was trying to concentrate, but someone was laughing at the background and it has its influence. The environment plays important role as well."
"It was not possible to repeat the message and it was not allowed to ask questions for clarification. Therefore, communication was only one-way."
"Sometimes we add to the message desirable information or something that we would like to have and it totally changes the context and a state of things."
"And what is more important, highlight of the message has been lost. It was a call for help that has been lost at the time it was passed to the last person in the group."

And when the participants have been invited to reflect regarding lessons learned while this activity, they outlined that:

"It is crucially important to understand the situation and the context. Information should be passed with an attitude and it is important to express emotions at the same time, to apply all of the channels that are inherent to communication."
"You don't have to believe always what you hear or even see. It is preferable to try and check the story from another source as well."
"While passing information it is preferable to be as clear as possible."
"It is useful to ask for a feedback while communicating with a person."
"When a person has to remember large amount of information it is preferable to take notes."
"Sometimes it is even useful to read between the lines and search for something more, content that is hiding behind the words a person utters."

Why should youth workers reflect on the importance of effective communication while working with young people coming from volatile communities?

Young people are usually just starting interacting with the outside world and their skills of communicating are underdeveloped. While dealing with a conflict, skills of effective communication often have a decisive importance. If the person is skilful enough, he or she is able to direct the relationships in a positive and constructive direction.

Therefore, youth workers are encouraged to include in their workshops with youngsters discussions and exercises regarding the topic of effective communication. And it is important to remember that communication is an art and one has to be very skilful in order to build relationships among communities that are inclined to conflict.

Looking closer: Ingredients of communications

There are **six ingredients of communication** that have to be considered while working in raising awareness with youth.

1 First is the source
a person or the party that has a need to communicate. The need can be based on different necessities, like passing the information or a need to be recognized. It is possible to send messages while communicating even if we are not aware of it. For instance our outlook, or a certain fragment of our wearing could be informative for a person we are interacting with and bear context that would create an impression about us. For instance, if there is an official meeting and we are not dressed adequately, it could imply that we are not respectful towards the event, the party or individuals we are visiting.

2 Second ingredient is encoding
this is the process of transforming our emotions and thoughts into the words and actions that describe and represent them. Youth workers are advised to use drama exercises to reach maximal appropriateness of the way young people express the message to be passed.

3 Message
This is formed and shaped as a result of primary encoding. The way the message is shaped influences further the process of communication. It is decisive whether the main appeal is highlighted in a message or not.

4 Fourth ingredient of communication is a channel
these are means by which information transfers from one person to another. The primary channels are sight and sound. Although there could be a variety of channels, like a newspaper, book, TV, radio and so on.

5 The receiver is fifth ingredient
this is an arriving point of the information that has been transferred. This is a person (or persons) who takes the message into account.

6 And the final stage of communication process is decoding
at this point the receiver decodes the information that has been transferred and therefore changes his/her behaviour or performs actions that are necessary to be undertaken. At this point youth workers are advised to underline that communication has a consequence, it impacts people sometimes in a positive and sometimes in a negative way as well. That is why especially while dealing with conflict parties are advised to be sensitive towards the impact.

This theoretical overview of the Building Bridges in conflict areas training course provides youth workers with useful methods and tools when they work in conflict areas, communities or societies. Youth workers are welcome to use these theories and tools presented above in their youth work and they are encouraged to refer to case studies as well that were presented while the TC by participants and which are described in the next chapter.

PART 3
Case studies and activities: Be Inspired!

Three case studies of conflict resolution in the youth work field

Address the causes of conflict and build the relationships in order to find ways of resolving it. Understanding the causes has a primary importance, since it helps to grasp the case of a particular conflict in its whole perspective.

This session has been dedicated to explore good practices of youth work that either participants or their organizations had accomplished. The participants were divided into small groups according to their individual interest and had 25 minutes to discuss experiences and examples of best practices.

The first presentation was made by an Azerbaijani participant presented a peace building training. The training course aimed to address the conflict in Nagorno-Karabakh where more than one million IDPs (Internally Displaced Persons)[6] are experiencing psycho-social trauma and where, in general, there is a necessity of peace building initiatives.

Youth workers realized that gathering young people and letting them to reflect upon possible alternative ways of dealing with the Nagorno-Karabach conflict would be the best solution to improve the current situation.

As Azerbaijani and Armenians cannot host such activity on each other's territories, this training has been organized in Georgia. At the beginning of the training, a major importance was given to build a conflict resolution strategy. There were different sessions conducted, such as team building and educational activities regarding peace building. During the first part of the training, there were no tensions among Azerbaijani and Armenian participants, but as soon as participants started discussing the causes of the conflict, they argued about political causes, and clashes burst among participants. The training wasn't taking the appropriate direction.

The trainers had a de-briefing of the situation and decided to give up any kind of analyzing discussions because they would be disturbing and in fact useless. It is impossible to reach a consensus on the visions of the conflict that has already happened. As it was mentioned before, each person of any culture has a subjective perception of reality and events.

This approach turned out to be successful: the climate of the group improved and the event gained truly peace. Therefore, while dealing with a conflict situation, youth workers are advised to pay more attention to the elaboration of problem solving strategies than analyzing the causes and roots of the conflict. It is preferable to lead the parties in conflict towards understanding. Arguing about the faults of each other is useless, and it is impossible to reach a consensus this way.

What is most remarkable in this case? Representatives of parties in conflict have been taken out from the conflict environment to a neutral place. This is helpful to reach a consensus and establish trustful relationships. While dealing with volatile communities, such approach is effective: changing environment and being far away from the place which reminds participants of the tensions and the conflict can be considered as one of the most important components on the way towards reconciliation.

Key aspects of this case

1. The territorial conflict between Azerbaijan and Armenia was the main topic of the event;

2. Youth workers realized that young people from those two nations are facing the necessity of communicating and establishing trustful relationships;

3. To achieve the objectives mentioned above, youth workers organized a training course/youth exchange;

4. There was a space for communication during the event; participants realized that Azerbaijani and Armenian nations are able to co-exist; The training served as a foundation for new, future projects among conflicting parties;

5. There was a suitable approach chosen during the event – addressing people as individuals and avoiding political issues. This choice helped facilitators to build a dialogue among the parties in conflict.

[6] Internally Displaced Persons are "persons or groups of persons who have been forced or obliged to leave their homes and places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed internationally recognized State border." (UN Guiding Principles on Internal Displacement)

The case presented above describes the impact of the subjective reality that parties involved in a conflict have. In this case, we also can see the importance of having a strategy to resolve the conflict. Have a look on the possible strategies present in part 1. In your youth activities, it is important to spend time to understand those strategies, and build an effective one.
If we insist on these notions, it's because it's not an easy task!

For example, after the presentation of the first case, someone made a remark about the inadequate choice of words, as it was mentioned that "Armenia occupied Azerbaijan". After this, the trainers insisted again on not entering discussions about causes simply by cutting down the escalade of further possible discussions:

"There are different realities and propaganda differs always. The aim of our training doesn't consist of analyzing political trends. If you have further questions, you may refer to each other during breaks, or free time. Please think visionary, try to find right questions and proper answers."

The second presentation described a conflict that broke out during a youth camp in Norway. On the last day of the youth camp, a 15 year old girl from Serbian team wrote a letter to the Greek team: "it doesn't matter whether Greeks like Macedonians or not, Macedonia will exist anyway". When one of the Greek team participants read this message, he was disappointed and demanded explanations. Finally as there was no answer, the Greek participants assumed that this letter had been written by the Serbians. By this time, young people were so irritated that they invited Greeks to come outside and fight. Youth workers asked young people to calm down and started discussing each stage of the conflict. Initially they were working with each team separately. During the discussion, the Serbian girl confessed that she had sent the letter to the Greeks. When youth workers asked her why she did that, she answered "I don't know". As a next stage of reconciliation process, youth workers informed the Greek participants about this fact. They said that the conflict would be resolved if the Serbians would apologize. Youth workers discussed this option with the Serbian team and finally they apologized. As a result of this mediation which was led by youth workers, the conflict was solved.
As a conclusion to this case, it is possible to mention that often mediating has a decisive impact and positive influence on a process of conflict resolution. Youth worker can adopt this role while dealing with conflicts that burst among young people. In the case mentioned above it was crucially important that youth workers felt confident and were directive with young people. Moreover, it is preferable to develop skills of mediating among young people themselves and let them lead negotiations and the process of reconciliation. This approach is more effective, as young people gain a sense of ownership, which is decisive, because once they will have an opportunity to resolve a conflict and establish peace in their community, they will keep a sense of responsibility to maintain peace.
After this case has been presented, there were long discussions regarding conflict resolution strategies in cases like this. By the end of it, trainers and participants identified the most suitable approach: it is important to isolate the parties before having discussions on conflict stages. Then youth workers or a young person would be able to choose one of the strategies of conflict resolution that were already described above. As always, you are encouraged to be creative in this choice and please consider that it might be a mixture of these strategies as well.

Key aspects of this case:
1.Youth workers organized a summer camp, where young people from different countries were invited. The event aimed to establish friendly relationships and raise awareness about each other's cultures.

2.But during the final day of the summer camp, because of the irresponsible behaviour of one participant there was a danger of fighting among young people.

3.Youth workers conducted mediating sessions to resolve the conflict and this strategy turned out to be successful.

4.As a recommendation it could be underlined that the importance of mediating and development of these skills among young people themselves has decisive importance to deal effectively with conflicts.

In Part 2, the decisive role of mediator and his/her skills has been described. Especially, if the parties involved in the conflict are facing equal positions, they need guidance from a person who represents an authority and is able to be trusted by both.

Sense of ownership plays a decisive role. That is why it is important to have mediators among young people themselves. They will handle conflict situation themselves, and gain a **sense of responsibility for conflict settlement**. This case involved hard discussion: youth workers were arguing regarding the most relevant method to solve the conflict situation described above. First of all the whole team agreed that it has a primary importance to stop confrontation and cut down the conflict itself. Then one of the youth workers mentioned that during the discussions on conflict escalation stages, youth workers should realize that they are "**equally responsible for the victim and the aggressor**".

The third presentation involved a case of conflict prevention activity during a project in Crimea, Ukraine. Crimea is ethnically diverse region; there is more than 100 ethnicities resident. Despite this multinational composition and ethnic tensions, there has never been an armed conflict. The project's promoters were thinking about possible ways of dealing with ethnic tensions inherent to this region. They decided to be proactive, and initiated a project with young people.

Ethnic tensions in Crimea are based on confrontations between Crimean Tatars and Slavic communities. This problem was at the heart of the seminar with young people. As an effort for an effective intervention and an attempt to look at the conflict from a different perspective, youth workers and young people decided to use art – **drama – as a tool for reconciliation**. They chose the famous Shakespeare's play, "Romeo and Juliette" to reveal the realities of communities in Crimea. The play has been modified a little according to the context of Crimean region and the role of Romeo was adopted by a Russian guy named Roma and the role of Juliet by a girl of Crimean Tatar ethnicity, called Julia. The play was performed in different villages and had a good response from the local communities.

This example stresses the importance of catharsis and the power of art when preventing conflicts. Youth workers are welcome to be open in their choices when using art (it can be drama, music, photo, story telling, etc) and the ways of modifying existing masterpieces.

One of the training participants mentioned that "using drama or other directions of art is a nice and most suitable way in case of conflict prevention activities, because art increases the visibility of the issue on a societal level. People have an opportunity to enjoy the show in a form of theatrical performance, concert or an exhibition and then they are free to draw the conclusions and reflect upon consequences that conflict might cause".

Key aspects of this case:
1.Facing a conflict among young people coming from different communities, youth workers decided to initiate an activity were representatives of conflicting parties would participate together.

2.They prepared a drama performance "Romeo and Juliet" involving young actors of different ethnic origins (Slavic and Crimean Tatars).

3.The performance built bridges between the different communities and generations as well.

4.The event really played a role in the prevention of conflicts: young people had an opportunity to reflect on the conflict between communities and on the conflict between love and ethnic origins. They expanded their awareness about the concept of equality and established new visions of what being neighbours means.

5.As a recommendation, youth workers are advised to use different types of activities to integrate everyone and to use art as a tool of non-formal learning.

Once again you can see that creativity is a key word when dealing with conflict. Why are these techniques so effective? Most of all, a person desires to express himself/herself and being recognized by someone who is considered by him/her as valuable. Art involves self-expression and recognition. It's also a good way of overcoming misunderstanding among the parties in conflict.

After the presentation of these case studies, participants were invited to reflect on the session. They mentioned that it's easier to make proper choices and choose the best solutions when they had the opportunity to compare different conflict realities. Because they were coming from different realities, they had different definitions and examples of conflicts, in different contexts. Analyzing conflicts happening in other communities is useful to identify mistakes that could be avoided when you are directly involved in a conflict or when you have to mediate it.

Exploring Istanbul and assessing the needs of the local community

The issue of needs assessment was discussed during the training course and participants had the opportunity to run a short session on needs assessment in the streets of Istanbul. Why is it so important? Projects are very often based on an idea that looks smart and interesting but sometimes doesn't work in practice or causes dissatisfaction to the target group.
For example, a project was carried out in Palestine to build pipes for water supply provision. At first, the project looks useful for everyone and without bad consequences. But it turned out that some of the inhabitants, mainly women, felt deprived. When they were filling the water, they also had an opportunity to communicate with each other, which was crucially important for them. When the project of pipes' construction has been implemented, local women lost their opportunity to socialise and were left isolated from each other and from the rest of the community. If the project promoters would have conducted a need assessment in advance, the project could have been planned in a different way and the **importance of interaction would have been considered along with the importance of water supply**.

Looking closer needs analysis

What do we expect from interpersonal communication? Sometimes we are happy simply to be involved in the process of communication. What gives us satisfaction while communicating apart from the involvement into the process? Sometimes as a result of communication we manage to reach our goal, for example, when persuading the sales man to lower the price of the car that we want so much. If there is a certain outcome and we benefit through gaining a substance out of the relationship it can be easily stated that there was a substantive satisfaction received. It can also be the need of recognition, which is one of the basic needs that human beings have. Think for a moment, why almost all of us are eager to achieve a certain goal? In Abraham Maslow's hierarchy of human needs, majority of those needs are dedicated to this component – the needs of love/belonging, esteem and self-actualization are closely related to the component of recognition.

The "Orange" (see description in the box below) exercise during the training course simulates conflict of interests of the parties involved in it; hearing results and impressions of participants that presented their group work, a trainer noticed: "We have a very interesting example here, participants of this group are satisfied though they were unable to reach desirable result in terms of agreement."

Orange

Facilitator divides the team into mini groups consisting of three persons and explains to participants that they will have to engage into the negotiations and reach a consensus among each other by the end. Each participant of the mini group will have to bear in mind the instructions that are provided to them by the facilitator and describe the interests of the actors they are offered to play out.

Owner:

1 You are the owner of the Orange farm; you produced 10 tons of orange in your farm.
2 You know that no one has oranges, except you and there is big request in market for the orange
3 You have to sell your oranges, the price is between 10 000 EUR to 15 000 EUR
4 One ton cost about 1000– 1500 EUR

Company 1:

1 You represent company which is producing perfume from the peel of orange
2 Your company needs 10 tons of orange to produce perfume
3 The maximum which you can pay is 10 000 EUR, but you have to buy it as cheaper as possible
4 You know that there is another company which is willing to buy the same amount of the orange as you from the same seller

Company 2

1 You represent a company which is producing Juice from the orange fruits
2 Your Company needs 10 tons of oranges to produce the juice
3 The maximum which you can pay is 15 000 EUR, but you have to buy it as cheap as possible
4 You know that there is another company which is willing to buy the same amount of the oranges as you from the same seller

By the end of the role play, participants are invited to present the results of their negotiations.
After the presentation facilitator discusses the results according to the strategies of problem solving and underlines the importance and effectiveness of "win-win" model.

Therefore, the psychological comfort of human being while he or she realizes that his/her personality has been accepted and recognized gives us one of the basic gratifications.

To summarize, the triangle of needs necessary to be satisfied emerges while dealing with conflict – those needs are substantive, procedural and psychological. Parties involved, mediators or observers will benefit when considering this. And again, referring back to our approaches and statements, which are really influencing the reality that we are creating, it is possible to have all needs satisfied at once considering that there might be a certain difference in the level of their satisfaction. Those needs are interrelated and can be complementary.

For the practical activity of need assessment in Istanbul, participants did a survey on the Taxim square about the needs of young people, shop keepers, women and children that are working on the streets. They first defined recommendations before starting the interviews.
Recommendations for the survey conduction (Building Bridges participants' brainstorming results)

1 It is important to be calm during the interviews.

2 Being in a rush is not an appropriate attitude because people might feel not respected.

3 The definition of questions and their order has importance as well. Interviewer has to be logical when he/she asks questions.

4 On the other hand, it is important to consider the ongoing situation and not being fixed on questions that worked out before. An ability to improvise is encouraged.

5 For the first stage, it is recommended to try to establish good relationships and be sensitive. Some topics might be unpleasant and it is not recommended to discuss them at first.

The results

1st group: young people

The young people who were interviewed were interested about the origins of the interviewers and which countries they were coming from. One participant was from Armenia and young people were suspicious at first because of the tensed diplomatic relations between Armenia and Turkey. But with more information about the survey, they agreed to answer questions.
During their leisure time, most of Turkish young people are visiting internet clubs, cafes and bars. They are fond of watching football matches. Some of them attend libraries. According to the interviewees' answers, it is easy to find job after graduating, but most of young people are working hard because boys tend to marry after serving in the army and they have to look after their newly created families.
The trainers strengthened the fact that it is important for an interviewer to be aware of his/her personal feelings when interviewing people.

2nd group: young people working on the streets

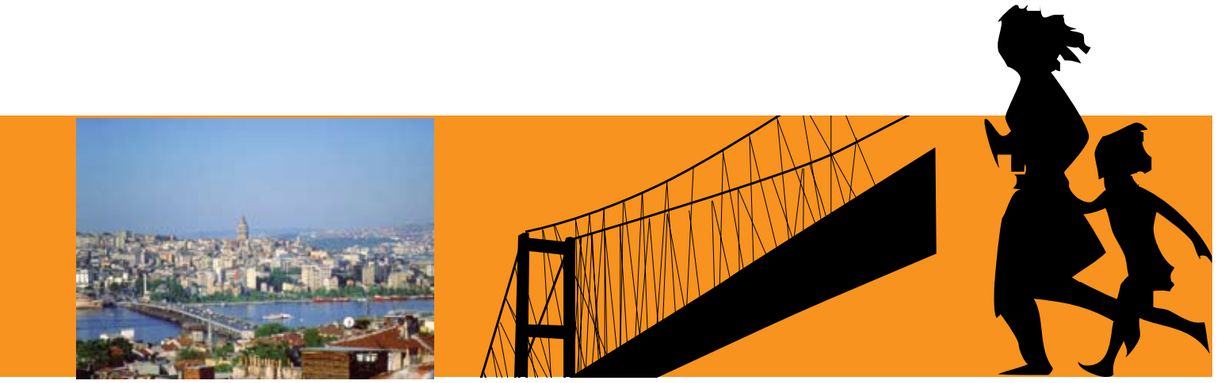
Participants of this group conducted interviews with young people that were working on streets of Istanbul. The first one was a shoe cleaner, who earned his wages working from 5:30 am until 12:00 pm. One of the interviewers gave him an address of the organization she was working for where he could attend free computer classes. It was a clever decision since this boy was lacking an opportunity to interact with his peers, because he was unable to attend school. Another boy that has been interviewed by this team was selling seeds to feed birds. He was not happy with his job and he had a dream to have his own business company some day. And the third teenager was working for the company which produced pipes for dust cleaners. This boy mentioned that it is important for him to be successful in his job, since he had to support his large family. Unfortunately he had no time for education, even though he was willing to get it.

3rd group: shop keepers

This group interviewed shop keepers. It was a pleasant activity for participants since the shop keepers were very open and willing to interact with them. They interviewed a husband and his wife, who had spent all their time in their shop and never had holidays. They were really very happy that someone was interested about their life and the problems they were facing. It was interesting to hear that respondents outlined distinction among eastern and southern part of Istanbul. Economical situation differs in these regions, which was the reason why they moved here. They've mentioned that in the Eastern part of the Istanbul robberies are rare and one can leave the door of the house open even in the night. And as a main result of this conversation it revealed that shop keepers are willing to have as much tourists and visitors as possible to keep their business running.

4th group: women

This group was trying to identify the needs of the women of Istanbul. They were very open during the interview and it was easy to establish trustful relationships right from the beginning. One of these women mentioned that her main concern was a pick pocketing and mugging with knifes which turned out to be usual occurrence on the streets of Istanbul. She was so much disturbed by this issue that she had to carry her money in her shoes. Another respondent mentioned that well-being of her children has a primary importance for her. It is worthy to mention that one of the interviewed women was a Christian and she mentioned that Muslim community is friendly towards her.



5th group: about religion

The topic of survey conducted by this group was religion. Participants found a group of young people nearby a Christian church and were surprised that they practiced Islam and on the other hand revealed interest towards other religions; they were tolerant and open towards different religions.
This fact had an impact of breaking participants' stereotypes regarding conformity and radicalism of Muslims.
Another interviewee was an old man accompanied by his wife. The old man claimed that it doesn't matter from which country you are coming from or which religion you are practicing or following, it is important to be open towards people and be descent as a person. He outlined that Islam follows up the human rights and therefore this religion is tolerant. He also mentioned that some of the Muslims that migrate to European countries are losing their tradition which is not good. But on the other hand, if they are following key aspects of human rights it is possible to say that they fulfil the maxims of Islam as well.

As a conclusion, it is important to say that from this tiny experience, youth workers were able to understand how the reality of Istanbul was different from what they thought before, from the ideas and concepts they had before about the city and its inhabitants.
Stemming out of the fact that it was possible to explore the reality of Istanbul, having a glimpse of impression regarding the style of life that Istanbulers are practicing, participants felt more confident when they were presenting their survey outcomes.
It felt like that if they would be given an opportunity to work out project that could be aimed at needs and challenges inherent to local society it would be easier for them (having baseline information gathered already) to plan certain initiatives or activities.
Therefore, hopefully this pictorial example of need assessment practice will inspire those that are planning to work out the project proposal, for conduction of preliminary survey in the communities that they are willing to work for.
Above all, youth workers are strongly recommended to take into consideration the recommendations for the survey conduction that were proposed by the participants. The process of brain storming for survey conduction recommendations was very impressing. Participants revealed their expertise and dedication – it is evident from the brainstorming contents that first of all each youth worker should remember that they are working with individuals and keep in mind that they should show respect towards them while trying to gain the information necessary for their future project proposals.

Conclusion

Recommendations on training conduction

When youth worker is facing a challenge of training conduction it is useful to understand that the proportional balance of theoretical overviews, experiential games, such as role plays and puzzles, energizers, brainstorming and mini groups' working sessions along with its final stage of presentation has to be considered. One of the key aspects of successful training consists in its dynamics and ability to facilitate the process effectively. It is truly difficult and challenging work, **but as everything in this world it is possible!**

Another important aspect while working with youngsters is **being sensitive towards the context that is inherent to their environment.** There are plenty of theories, methods and tools as well that were offered by Building Bridges in Conflict Areas training course leaders to youth workers coming from around the world, but only local youth leaders are considered as experts of their community, therefore while choosing appropriate approaches and tools, you are encouraged to rely upon your knowledge and experience.

Those youth workers that are holding this report in their hands right now and are pondering regarding possible ways of using this material that is presented here are recommended to **be open for adaptation**. Environment brings innovations and changes. Some of the methods might not be useful, some of them might generate new and bright ideas regarding effective intervention while dealing with conflict prone societies.

Therefore, the main and most important recommendation to all of you is being creative, **open and flexible enough while trying to build bridges among conflicting parties.**

WE WISH YOU THE BEST OF LUCK ON YOUR TRULY RESPONSIBLE PATH OF YOUTH LEADER!

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Resources and links

SALTO Resources Centres
www.salto-youth.net

SALTO's main web portal, including links to all resource centres, a database of tools, youth trainers, a calendar of European Training and much more.

All the methods and exercises mentioned are available online
www.salto-youth.net/toolbox

European Youth Portal
http://europa.eu/youth

On conflict prevention and management:

SALTO resources on conflict management
www.salto-youth.net/ResourcesCM

Organisation for Security and Cooperation in Europe

Conflict Prevention Centre
www.osce.org/cpc

Women in Conflict Prevention
www.osce.org/18123.html

United States Institute for Peace
www.usip.org

Peacemakers Trust (Canadian NGO)
www.peacemakers.ca

Internal Displacement Monitoring Centre
www.internal-displacement.org

On anti-racism and tolerance

For Diversity, Against Discrimination
www.stop-discrimination.info

Crosspoint Anti-Racism
Find a list of local anti-discrimination organisations in your country
www.magental.nl/crosspoint/

Internet Centre Anti-Racism Europe
www.icare.to

Human rights in youth work from Council of Europe
http://eycb.coe.int/compass

Council of Europe Anti-Racism
www.coe.int/t/E/human_rights/ecri

ENAR European Network Against Racism
www.enar-eu.org

D-A-S-H online platform to exchange good practices against racism
http://d-a-s-h.org

European Centre for minority issues
www.ecmi.de

EuroMinorities
Website of national, regional, cultural and linguistic European minorities
www.eurominority.org

Biographies

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CandyCactus is an artist juggling with several things as slow life, a small ecological footprint and the beauty of the moment. Living consequently as a nomad she is after life beyond the books. CandyCactus stayed with communities that are in disadvantaged positions for different reasons – Gypsies in Romania, Kurdish in Turkey, Arabs in Israel and recently with Muslims in Georgia. She dealt with everyday realities that involved conflicts in different countries and people and thus gained a lot of first hand experience about the topic of this booklet. CandyCactus earns her living as essayist and youth worker.

Giorgi Kakulia (Trainer)
Giorgi has over Seven years experience in working in non-governmental sector on national level in Georgia and international level in Europe, with a main focus on youth related issues and non-formal education. He holds an MA in Mathematics and a BA in Informatics. Giorgi is also working as a free-lance trainer on national and international level, he is specialized on the topics like conflict management, project management, leadership, communication, intercultural learning, youth participation, forum theatre etc.

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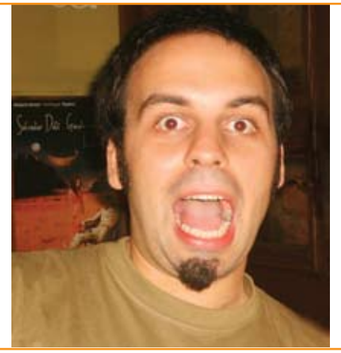
Born and lives in Serbia, for all his 26 years. Having a culture of Hungarian – as a minority in Serbia – he has developed a strong sense of belonging and a healthy identity. Oscar has studied Pedagogy, and has worked in a local Youth Club. He also studied and practiced a course of International Project Management for NGOs and civil society movements, in Sweden. At present, he is a student of Psychology. He was primarily active from 1999 in the Resistance movement against Milosevich's regime, but has changed directions toward Youth Work and Community Development. Since 2001, he is a member of an international NGO working with youth work, youth empowerment and youth issues. He is one of the founders and present coordinator of Subotica's Youth Council. He is an external consultant for the Ministry of Youth and Sport and for the National Youth Policy. His very intensive international work – trainings, seminars, networking, etc. – has started from 2005. His main topics of interests in youth work are youth empowerment, leadership, European Citizenship, Conflict resolution/transformation, Cultural diversity, working with minority issues.



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SALTO-YOUTH CULTURAL DIVERSITY RESOURCE CENTRE
Education and Culture

SALTO-YOUTH EASTERN EUROPE AND CAUCASUS RESOURCE CENTRE
Education and Culture

SALTO-YOUTH SOUTH EAST EUROPE RESOURCE CENTRE
Education and Culture

How to encourage young people and create a safe atmosphere for non-formal learning in such places like suburbs of Paris or towns and villages of so-called disputed territories in South East Europe (e.g. Kosovo) and in Eastern Europe and Caucasus (e.g. South Ossetia)? How to make young people able to overcome clashes and intolerance in migrant societies of Spain, Denmark or Russia? What kind of activities should we undertake to let young people from different sides of conflict to interact? What are the basic principles of non-formal learning in such contexts?

The Turkish National Agency, SALTO Eastern Europe and Caucasus, SALTO South East Europe as well as SALTO Cultural Diversity Resource Centres are highly convinced that the following Educational Report will reach the youth workers in different regions and contexts. We hope it will play an important role on the path towards conflict resolution and peace transformation in Europe, especially between young people. We wish everyone to get inspired by the Report.
Dear readers - use it as a tool and learn form others experiences. Have a nice reading!

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SALTO-YOUTH EASTERN EUROPE AND CAUCASUS RESOURCE CENTRE

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Building Bridges in Conflict Areas
Educational Report