

**TRAINING-SEMINAR
"YOUTH FOR PEACE AND SECURITY"**

PARTICIPANTS MAGAZINE



UDK 327.37+327.36 Y-69



Organised and prepared by
Women's Information Center, Georgia

Jointly with
Austrian Helsinki Association for Human Rights and
International Dialogue, Austria
Agency for Public Transformations, Ukraine

With the financial support of the European Youth Foundation



www.wicge.org
www.youthknot.net
www.ginsc.net

ISBN 978-9941-0-2780-2

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Women's Information Center wants to say thanks to its volunteers from Sweden: Gerda Elisabet Larsson and Elena Miyawaki for their support and active participation in the project.

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Dear Readers,

The given publication is a result of the youth activities working for Women's Information Center.

We pay great attention to Youth involvement in our organisation's activities and expansion of our network. This approach enables us help Youth put their skills into practice as well as assist them in career growths. On the other hand, their role and capacities impact on organisation's success.

Special attention is paid to ability of young people in terms of using modern technologies.

It is remarkable that the project "Youth for Peace and Security" was carried out successfully and we do hope that further work of the young participants will deepen and reflect in real activities, both on grass root and policy levels.

Youth worked out some ideas for future cooperation, which I think will be realized.

**With kind regards,
Coordinator of Women's Information Center
Elene Rusetskaia**

Information about the organizers

Women's Information Center

In 2002 under the aegis of National Committee of Helsinki Citizens Council the initiative group has published the first directory of women's organizations in the Southern Caucasus. In March 2003 the Women's Information Center was officially registered as independent organization. Today the Center is member of several national and international organizations, has close links with European organizations and cooperates with CSO (Civil society organization).

Women's Information Center's main focus of work is to protect women's rights, promote gender equality and provide relevant information to public and also to contribute to political economical and social conditions of Georgian women through raise of women's awareness of their rights and opportunities and availability of information.

www.wicge.org/ www.youthknot.net/ www.ginsc.net

European Youth Foundation

The foundation was established in 1972 by the Council of Europe, and work with providing financial support for European youth activities. Their funding targets people between 15 and 30. In 2007 the EYF supported 300 projects and have involved more than 15 000 persons.

EYF's purpose is to encourage co-operation among young people through European youth activities. The purpose is to promote peace, understanding and co-operation in the spirit of the Council of Europe's fundamental values.

www.coe.int

Austrian Helsinki Association for Human Rights and International Dialogue

The Austrian Helsinki Association for Human Rights and International Dialogue (AHA) held its first General Assembly in October 2008, during which the Black Sea Region was determined to be its first geographical focus, in particular the North Caucasus (Russia), the South Caucasus with Georgia, Armenia and Azerbaijan. AHA cooperates with NGO's from this region in peace building and human rights activities.

The AHA is a voluntary association of activists, aimed at strengthening human rights and peace in Austria and in other countries, and particularly sees itself as part of the international Helsinki movement and acts as its contact in Austria. The human rights provisions of the Helsinki Final Act from 1975 and its Follow-up Documents were above all important for the civil rights movements in the former Soviet Union and in the rest of Eastern and Southeastern Europe, thereby providing the basis for their work.

Information about organisational committee



Helena "Maya" Rusetskaia – Director of Women's Information Center

Helena is an expert of women's rights and gender issues. She is coordinator of Women's Information Center in Georgia and Gender Informational Network of South Caucasus.

Helen was elected as a member of State Commission on Gender Equality, which is elaborating National Action Plan and Gender Equality Conception and works for empowerment of the institutional mechanisms.



Mari Sharashidze - Organizational Development Manager (WIC)

Bachelor of International Relations. She has been working for Women's Information Center since last year, starting as a volunteer. Currently she's engaged in fundraising and project writing at WIC. Her first project in the organisation is "Youth for Peace and Security".



Mamuka Gachechiladze

He has been working in NGO sector since 1995. He is engineer by profession. He has conducted a number of international and regional youth schools as well as international and regional conferences. Additional education: alternative methodology of conflict resolution, trainer of combating domestic violence. 10 years experience in financial and administrative management.



Ulvi Tahirov

Baku "School of journalism"; Assistant to Director.

Information about the trainers



Alexandra Delemenchuk

Trainer and consultant working with wide range of the international and local organizations. Expert in interculturalism, diversity management, tolerance, equality and social cohesion. Expert of Council of Europe and ODIHR/TANDIS.



Alexander Rusetscky

Director of the South Caucasus Institute for Regional Security, psychologist. Expert in political psychology and publicist. Trainer in conflict resolution with more than 10 years of experience.



Siegfried Woerber

Representative of the Austrian Helsinki Association. Expert on South Caucasus and long-termed supporter of the civil society in the region.



Agit Mirzoev

Executive director of the Public Movement “Multinational Georgia”, lawyer and ethnic minority community activist. Expert of the European Commission for Racism and Intolerance. Trainer certified by ODIHR/TANDIS.

Women's Information center – WIC is a non-governmental, non-profit non-partisan organization, which is specialized in the sphere of protection of women's rights, promotion of gender equality and provision of relevant information to public.

Mission of WIC is to contribute to political, economical and social conditions of Georgian women through perfection of legislative basis, raise of women's awareness of their rights and opportunities and availability of information.

One of WIC's working directions is to involve young people in our activities through organizing summer schools and conducting different kind of training-seminars for them in the field of human rights as well as hosting young interns from all over the world.

The website www.youthknot.net was one of the results of youth project carried out in 2005. The portal was actively used during the project "Youth for Peace and Security" both by the organisational team and the Summer School participants.

Short project description

The **main aim** of the training-seminar is to acquaint Georgian youth living in conflict zones adjoining breakaway regions of South Ossetia and Abkhazia with the youth of the other origins with the similar experience.

It is meant for young people who experienced conflicts in different dimensions and are able to contribute to the development of the set of the rehabilitation activities for their counterparts.

The following **objectives** will ensure the achievement of the main aim:

- To empower and motivate youth leaders for development and realisation of international and local youth projects in the field of rehabilitation of young conflict survivors and confidence building efforts.
- To provide understanding of non-formal education and skills for acting as peer educators and leaders with a strong link on practical use.
- To answer the question what is youth participation in confidence building and post-conflict rehabilitation and understand how to assure participation.
- To provide knowledge on intercultural learning as integral part of the confidence-building efforts.

Methodology and programme:

Methodology of the training-seminar follows the main principals of non-formal education and training in Europe. Main approaches

that will be followed during the training are experiential learning, intercultural learning, active participation and group dynamics.

Variety of methods will be used during the training course:

- role play games
- work in mixed groups
- theoretical inputs and plenary presentations
- tasks containing experiential learning elements
- working in international groups on project development
- action planning
- game therapy

Detailed program of the seminar will be circulated after finishing of the selection procedure.

Working language

The official language of the training course is English, though there will be opportunity to use Russian as second language.

The **target group** of the project are **youth leaders**, who:

- Are at least 18 years old
- Already have some experience of being part of youth projects and are actively involved at local level
- Have experience of work/living under conditions of conflict/multicultural environment
- Have a strong wish to organise their own projects in future and to co-operate with neighbouring countries

During the 20th of June youths gathered from all over Europe for a week of summer school, a date that has a specific meaning for this event since the 20 of June is the World Refugee Day. The training-seminar was to acquaint Georgian youth living in conflict zones adjoining breakaway regions of South Ossetia and Abkhazia with the youth of the other origins with the similar experience. We tried to give them all the skills needed to make them solve any problem they face now and will face in the future. The main themes during the week of summer school were peace building, psychological rehabilitation, training of young leaders, to create an intercultural dialogue and work for continues dialogue between youths across borders.

Agenda

Sunday 20 June 2010

- 09.00-19.00 Arrival of participants in Tbilisi and orientation of participants
- 19.00-20.00 Welcome dinner

Monday 21 June 2010

- 09.00-10.00 Departure to Kvesheti
- 13.00-14.00 Lunch
- 14.00-16.00 **Presentations** of ; TC (aim + objectives), team, participants
Hopes and Fears
- 16.00-16.30 Coffee break
- 16.30-19.00 **Conflict resolution and techniques, Conflict and youth**
- 19.00-20.00 Intercultural program

Tuesday 22 June 2010

- 09.00-10.00 Breakfast
- 10.00-12.00 **Rehabilitation of conflict survivors**
- 12.00-12.30 Coffee break
- 12.30-13.00 **Game therapy and art therapy**
- 13.00-14.00 Lunch
- 14.00-19.00 **Open Air Theatre and Support groups**
- 19.00-20.00 Dinner; Khinkali evening

Wednesday 23 June 2010

- 09.00-10.00 Breakfast
- 10.00-12.00 **How to approach multicultural environments?
Notion of Interculturalism**
- 12.00-12.30 Coffee break
- 12.30-13.00 **Bias and conflict**
- 13.00-14.00 Lunch
- 14.00-16.00 **Sightseeing**
- 16.00-16.30 Coffee break
- 16.30-19.00 **Support groups and evaluation**
- 21.00- Dinner

Thursday 24 June 2010

- 09.00-10.00 Breakfast
- 10.00-12.00 **Why we? Support groups**
Visiting of the Exhibition of the local craft and art
- 12.00-12.30 Coffee break
- 12.30-13.00 **What can be our agenda? Developing own action plan (work in groups)**
- 13.00-14.00 Lunch
- 14.00-16.00 **Developing own action plan (continuation)**
- 16.00-16.30 Coffee break
- 16.30-19.00 **Support groups and evaluation**
- 19.00-20.00 Dinner

Friday 25 June 2010

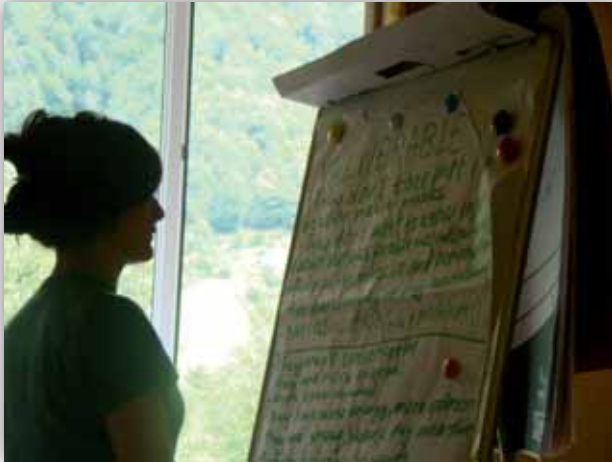
- 09.00-10.00 Breakfast
- 10.00-12.00 **Presentation of the action plans**
- 12.00-12.30 Coffee break
- 12.30-13.00 **Pool exercise**
- 13.00-14.00 Lunch
- 14.00- **Oral evaluation and Closure**
- 19.00-20.00 Dinner

Saturday 26 June 2010

09.00-10.00 Breakfast

10.00- Departure to Tbilisi

Youth , conflicts and peacebuilding



Around the world many young people are victims of cultural, direct, and structural violence and become carriers of that violence or perpetration. There is a strong tendency among politicians and researchers to see youth as a problem to be solved. However, many youth are peaceful and peace-builders. Equally affected by various forms of violence, they decide to act constructively towards building a culture of peace. Youth are underestimated as positive agents of change and key actors in peace-building, both by policy-makers and academics.

Youth, more than ever, are at the forefront of global social, economic and political developments.

Young people, as members of a dynamic group in society, play a crucial role in positively transforming conflict situations and in building the foundations of democratic and peaceful societies. This is documented in several statements and reports of governments, international inter-

governmental organisations and non-governmental organizations³. However, there is limited data to back up these statements which are more rhetorical than substantive. Academic research has yet to focus on youth's positive role in peace-building, as Siobhan McEvoy states: *"Neither children nor youth appear as important variables in the literature on peace processes. Nor, authors of important UN reports admit, have adolescents been separately or well considered even in studies of war-affected children. A neglect of adolescents and older young people is short-sighted and counterproductive in terms of peace building particularly in the crucial post-accord phase with its twin challenges of violence prevention/accord maintenance and societal reconciliation and reconstruction. Youth embody essential elements of both challenges: posing at once potential threats to peace and peace building resources"*.

Youth as victims

One of the most generalised ways of perceiving youth is as victims. It is recognised that violent conflict situations have devastating effects on any human being and can be particularly shattering for young people. Youth is "an important period of physical, mental and social maturation, where young people are actively forming identities and determining acceptable roles for themselves within their community and society as a whole. They are increasingly capable of abstract thought and decision-making in new ways. Their sexuality is also emerging, as their bodies continue to change, and they are presented with new physical and emotional feelings, social expectations and challenges." Violence disrupts this process of maturation and affects young people's physical and psychological health. In war situations, many are subjected to forced labour, recruitment into armies or militias, and child prostitution. Many more are displaced, separated from their families, or orphaned, and must undertake a long, painstaking processes to rebuild their lives after war. Because of

violent conflict, young people find themselves heading households, unemployed, their traditional livelihoods are disrupted. Not only are their daily lives affected, but their futures are also jeopardized; many youth grow up with the weight of hopelessness that influences their adult life choices. In this sense, most academic literature on children, adolescents and youth has been undertaken from a psychology or public health perspective, studying how a violent family environment or up-bringing affects youth and adult behaviour and life choices.

Direct, cultural and structural forms of violence present worldwide affect youth indiscriminately independent of a country's economic or political prosperity, however these aspects are under-researched. Research on how more macro structures and trends of a culture of violence affect youth from cultural anthropology or social communication perspectives has not been sufficiently linked to conflict and peace research. This link should be further analysed as youth are fundamentally affected by this culture of violence transferred, and sometimes popularised, across national borders through print, media and information technology. Yet, most studies focus on the physical and psychological violence from armed conflict that children and youth suffer and few emphasize the impact of violent media and cultures of violence on the behaviour and attitudes of youth. Further, the studies that have unveiled the various forms of violence suffered by youth, relegate the group's to victimhood. For example, the "UN Secretary General Study of Violence Against Children" edited by Professor Paulo Sérgio Pinheiro and published in 2006 is the first comprehensive, global study on all forms of violence against children. It builds on the model of the study on the impact of armed conflict on children, prepared by Graça Machel and presented to the General Assembly in 1996, and follows the World Health Organization's 2002 "World Report on Violence and Health." This study describes in detail all forms of violence and issues recommendations for governments and civil society. In this study, children and youth are only considered victims; responsibilities for actions are placed on the state and its various

relevant agencies, non-governmental organisations, schools and families. The roles of children and youth organisations are not mentioned as part of the solution or as relevant positive actors in the conflict. The lack of children and youth participation in decision-making processes at all levels is also a form of structural violence. Decisions are often made for them, but not with them, losing their valuable perspectives and insights.

Youth as perpetrators

The second most generalised view of youth in conflict is the one who sees youth as violent actors. It has been argued and observed that youth who are reared in and into a culture of violence and especially those who have been direct victims of violence will likely use violence as way of dealing with conflict. This is sadly illustrated in the movie "Arna's Children." This documentary retells the story of a group of Palestinian children who participated in a theatre group in the refugee camp of Jenin. One child's home is bombed by Israeli forces but the theatre offered children a space to express their anger through games and paint. However, years later, the only options perceived by these youth seem to either become a suicide bomber or to fight violently.

There is a growing body of literature on the roles of youth in participating as combatants in armed conflict and the effects of their involvement on development. This literature, based on extensive field work, provides important evidence of wide youth involvement in warfare, the reasons for that involvement, the processes of induction into armed groups, the activities of children in these groups – as fighters, cooks, spies, couriers, and in providing forced sexual services – and their immediate-term rehabilitation needs once the fighting has ceased. These studies offer recommendations about demobilization, reintegration and prevention with an emphasis

on economic, educational, social, and psychological measures and the effective implementation of relevant international law. One common interpretation of the phenomenon of youth involvement in warfare suggests that exceptionally large youth cohorts, referred to as “youth bulges” make countries more susceptible to political violence. Studies suggest that when young people – particularly young men – are uprooted, unemployed, and with few opportunities for positive engagement, they represent a ready pool of recruits for groups seeking to activate violence. This interpretation has enormous consequences for policies in conflict-prone countries. For example, have started youth employment and educational programmes probably influenced by these studies.

In countries where there is not wide-scale armed conflict but which experience high unemployment rates and inequality, research has found that urban gangs appear. Young people group themselves to protect each other from the police, from other groups and to create sources of income, in most cases through illegal activities. The gang's identity is clearly defined and its members express that they feel a sense of “family” who would do anything to protect the group. The birth of urban youth gangs or “neo-tribes” is often attributed to young people's opposition to the individualism that has come to dominate modern civilisation.

Further, structural inequalities are at the root of violence-prone youth gangs. The forces of the market economy have encouraged floods of rural migrants to crowd the already overpopulated urban centres, and it is here that youth gangs and urban violence flourish. For example, in South Africa, traditional rural society provided a sense of direction and support for young people in their transition to adulthood. In the urban context, young people created new structures and rituals that worked for them. Carving their identity into the walls of the ghettos and arming themselves with The emergence of youth gangs and youth-led armed groups has been the answer to a system that excludes young people. They have organised themselves for

protection, survival and to conduct illegal activities, all of them with varying degrees of sophistication. They feel powerful and claim to have found their identity in these groups. Research should look into these processes of exclusion and inclusion and reflect on the reasons why young people only find protection, feeling of belonging and power “outside” society.

Youth as peace-builders



Similar to that of youth being violent, there is extensive evidence of youth not only being peaceful but of being agents of positive social change. However, this phenomenon has not been analysed by academic research. How many young people are violent and how many young people are peace-builders? Social research using quantitative and qualitative methods can help to answer this question. Our experiences as youth workers and educators in several contexts suggest that there are many youth who are peace-builders. They are pro-active agents in their communities, in their schools, work places, sports teams, youth groups and universities. Their stories have yet to be told.

The potential of youth as peace-builders

The characteristics mentioned above will not create a sustainable movement of young people for peace by themselves. As they are trained to be soldiers, youth need to be supported as builders of peace and democracy. Their potential and power has to be developed in order to sustain a process of change. This presents enormous challenges.

Training: Young people should have access to training opportunities in conflict transformation, mediation, negotiation skills, facilitation of group decision making processes, project and organisational management and other themes of their interest and/ or relevant to their social contexts.

Peer Education: One of youth's major contributions can be through peer group non-formal education. Young people and especially teenagers spend a lot time with their friends, and on many occasions they listen more to them than to their parents or teachers. They also have a greater flexibility and openness to new ideas. They can build bonds and relationships easier with other young people to overcome old barriers. The key to success is allowing youth the space, time and trust to take up the initiative.

Participation: Youth participation should be encouraged at all levels of social interaction, from the neighbourhood, school, and local community to the national and international levels in a multi-track diplomacy approach. They should be given responsibilities according to their capacities and be taken seriously.

Advocacy: Young people should learn from other movements' histories and achievements. In this respect, the efforts that led to

Resolution 1325 of the United Nations Security Council of October 31st 2000, which recognises the role of women in peace-building, is an example to follow. A similar resolution would help to raise awareness and develop processes towards the inclusion of young people in peace-building.

Inter-generational mainstreaming: Processes and decisions should be analysed taking into consideration how different generations are involved. Different generations have different opportunities, roles and needs, and thus political decisions affect them differently. This analysis should not be only restricted to how young people are treated in conflict situations but rather how are they treated in general in society. Partnerships between adults and youth should be fostered.

Use of Information and Communication Technologies: Young people are attracted by and easily learn to use ICTs to support and improve their work and extend their outreach.

Networking and self-organising: Young people create networks, mutual support structures and common platforms for advocacy, sharing resources, know-how and ideas.

Conflicts young people face

Lebanon

Sara Andersson- Sweden



Since I am from Sweden I have had the privilege of living in peace ever since I was born (including many generations before me). Sweden has a long tradition of aid work abroad, and is also well-known for the people's engagement in international affairs, which makes the interest for conflicts and humanitarian issues among the Swedish people relatively large. For instance, the Swedish people are, generally speaking, very engaged in the Palestinian-Israeli issue.

I have been active in the Palestinian-Israeli conflict since I was in high school through different organizations and through visits to the Middle East. Although, lately my interest for the conflicts concerning Lebanon has been taking a bigger part of my attention. I wrote my B.A. thesis about Hezbollah, the islamistic group in Lebanon who was fighting with Israel in 2006, and I also spent the last six

months in Lebanon during my practice placement. Lebanon is a very complicated case (like most conflicts in the world) – ever since the country became independent after the French mandate in 1943 it has been suffering through many conflicts, including a devastating civil war that lasted for almost 20 years. Recently the threat of war between Israel and the islamistic group Hezbollah has taken a grip of Lebanon, and remembering the numerous deaths and injuries after the latest war in 2006, many people are afraid that a new conflict might erupt soon.

After the civil war, which lasted from 1975 to 1990; killing thousands of people in ethnical and religious fights, the country is still divided between religious groups and ethnic lines. The unstable political scene is causing turbulence in the country, and during 2005 many politicians were murdered or became targets of attacks. After the murder of Prime Minister Rafiq Hariri in 2005, a wave of bombs and killings erupted in Beirut. Syria was accused of the murder of Hariri, which also caused the Syrian troops to leave Lebanon after decades of military and political presence.

In 2007 a fight between an islamistic group and the Lebanese army erupted in a Palestinian refugee camp in Northern Lebanon. The war was devastating and caused the deaths of many civilians, including women and children. This put the spotlight once again on the many armed groups still existing in Lebanon.

During the civil war, a period of anarchy in Lebanon, many armed groups were formed. One of these groups was Hezbollah; a Shi'a movement who had military, religious and political visions for Lebanon. One of the group's main goals was to eradicate the Israeli presence in Lebanon. In the year 2000 the Israeli troops withdraw, leaving Hezbollah to make up their minds about new visions for the country. The group became members of the parliament, and in 2009 they gained two seats in the new coalition parliament. The popular support that took them to the parliament partly came from

the events during the war with Israel in 2006; a war that Hezbollah said was a loss for the Israelis since Hezbollah still after the war is a powerful group in the Middle East and is getting stronger.

Today Lebanon is a relatively peaceful and stable country. The threat about a new war is still present every day in the news and a new conflict is likely to occur in the future. But until then Lebanon is trying to build up the democracy and still harmed infrastructure in the country.

Nagorno Karabagh conflict between Armenia and Azerbaijan

Rena Allahverdiyeva – Azerbaijan



During 1991-1994 there was an armed conflict between Armenia and Azerbaijan. The ceasefire agreement in 1994 ended an active war but has not been able to bring durable peace and reconciliation to the conflict. In the last sixteen years both internal and external pressures couldn't make adversaries agree on a peace agreement. The stalemate in the peace process still continues, despite the efforts of the Minsk group and other international actors.

Conflict in Bosnia and Herzegovina

Jasna Pekic – Bosnia and Herzegovina



My country struggled through a lot of conflict issues in the near history. It was in war during 1992-1995, and now we are still trying to re-conciliate and to move on. Most of the conflicts arise because of different interpretations of the past, who was the attacker and who was the victim.

Also, Bosnia is a country with three ethnic groups: Bosniacs (Muslims), Bosnian Croats (Catholics) and Bosnian Serbs (Orthodox), and you can say that conflicts are easily created by the political structures.

Georgia

Tamta Gelashvili



Neighboring countries: Russian Federation, Turkey, Armenia, Azerbaijan.

Georgian, the country's official language, is spoken by 80% of the population, 9 % speak Russian, 7% Armenian, 6% Azeri, and 7% other languages.

Situated at the strategically important crossroads where Europe meets Asia, Georgia has a unique and ancient cultural heritage, famous traditions of hospitality and cuisine and an alphabet which is entirely its own.

The republic of Georgia declared its independence from the Soviet Union in May 1991. In spite of major efforts towards stabilizing the economy and instituting democratic practices, Georgia is still struggling economically. Georgia also had conflict in Georgia's autonomous region of South Ossetia, the conflict was about ethno-political issues evolved in 1989 and developed into the South Ossetia war in 1991-1992. Despite ceasefire the conflict still remains unresolved and minor armed incidents persist. In August 2008, diplomatic tensions and clashes between Georgia and South Ossetia erupted into the 2008 South Ossetia war.

Another area of conflict in Georgia is Abkhazia. The Abkhazian war, started in August 1992, with Georgian government forces, of ethnic Georgians, who lived in Abkhazia on one side and ethnic Abkhazians, Armenians and Russians, supported by Russian-backed separatist forces, on the other side. The conflict resulted in an agreement in Sochi when to cease hostilities; however, this did not last.

Kärnten-Koroška; Austria

Eva Wohlfarter – Austria



Carinthia (German name: Kärnten, Slovene name: Koroška) is one of nine provinces in Austria and lies in the very south of the country, next to the Slovene and the Italian border. At first sight the region is very beautiful and peaceful: Every year nearly two million tourists come to Carinthia to enjoy the landscape, stroll around the nice old towns and attend cultural attractions.

But Carinthia is deeply divided into two parts. To explain this, it is necessary to go back into Carinthia's history:

A hundred years ago, around 85.000 people spoke Slovene in Carinthia, then a third of the population. Nowadays, around 17.000 people belong to the Slovene minority in Carinthia, which is less than 2% of the province's population. This remarkable loss of Slovene speakers in Carinthia is due to a long German-nationalistic tradition,

which began in the second half of the 19th century. The anti-Slovene atmosphere first culminated after the First World War, when part of Carinthia was occupied by troops of the Kingdom of Serbs, Croats and Slovenes. In 1920, a plebiscite decided that Southern Carinthia would remain part of Austria. In the following years, the propaganda defamed and discredited Slovene culture and language in every section of society, and Hitler himself gave the instruction to make the land German. During the Second World War it was forbidden to speak Slovene and to spread Slovene culture – the slogan “The Carinthian speaks German!” was omnipresent. In April 1942, more than 900 Slovenes were dislodged from their homes, and many of those who remained started to resist against the regime. They joined the strong Partisan movement under the leadership of Josip Broz ‘Tito’ and fought against Nazi ideology – this was the only military-organized resistance on the territory of the “Third Reich”. After the Second World War, things didn’t really change for the Carinthian Slovenes, though. Their courageous resistance was not valued by the Austrian government and the other people, and after 1945 they still had a lot of difficulties to cope with in order to preserve their identity. However, the Slovene and Croatian minorities got an article of their own in the Austrian State Treaty of 1995, namely Article 7, where their specific rights were regulated. But up to now this article has only been partially fulfilled. The Carinthian Slovene minority, whose ancestors populated the region about 1500 years ago, had to fight for several decades to get a decent school system, to be able to use Slovene as an official language and to get bilingual topographic signs – but even today, in 2010, the situation is not satisfying and they have to continue the fight for their rights.

The two peoples of Carinthia are still divided: Both have a specific version of history, which differs completely from the other. Nowadays the situation is improving a bit, because the former borders to Slovenia and Italy are open and people open themselves more to the world, but still there is a deep gap between bilingual and monolingual Carinthians. Often, this is only visible, because it is

invisible: Slovene can hardly be found on signs or elsewhere in many parts of Southern Carinthia, and sometimes it still happens that people react with animosity when Slovene is spoken in public. As a result, the preservation of Slovene language and identity in Carinthia is seriously in danger.

Sweden's Conflict Experience

Gerda Elisabet Larsson – Sweden



Sweden and Swedes often talk about how we haven't been in a war in 200 years and that we stayed neutral through the First and Second World War compared to many of our neighboring countries. Sweden's last war was all in the Napoleonic era of major European war. And it was at this time that Finland was lost and Norway was forced into a union with Sweden, a union that broke in 1905 after a Norwegian referendum where the majority wanted Norway to be an independent country.

Experience

But the question of Swedish warfare is a bit more complicated than that. Although Sweden hasn't been in a war 200 years, Swedish soldiers have attended wars, in form of peacekeeping forces, all over the world and still do. Right now Sweden has military personnel, in the form of peacekeeping troops and peace observers, in Afghanistan, in India

and Pakistan, Congo, Korea, Kosovo, The Middle East, Nepal, Sudan, Somalia and Uganda. The total numbers of our military personal in these areas are 935 persons, 833 men and 102 women.

I think most Swedes would see them as a conflict free people but the truth is that we are a part of a lot of conflicts although none of them are played out on Swedish soil. Whether that changes the fact that Sweden hasn't been to war during the last 200 years or not is a question that we hopefully can discuss during the summer school.

Case Study: Tskhinvali conflict (by Alexander Rusetscky)

Basic principles for an effective transformation of the peace-building process for the regulation of the Abkhazian and South-Ossetian conflicts



“Project 7D”

Prepared by the South Caucasus Institute of Regional Security (SCIRS) as annex to the Concept for the regulation of the conflicts in Abkhazia and the former South Ossetian Autonomous Oblast

1. Diagnostics, analysis and general evaluation of the conflicts
 - The creation of two appropriate international groups composed of experts and analysts can ensure an adequate evaluation of the given conflicts and the identification of their diagnosis:

components as well as the position and interests of conflicting sides. The group of analysts should include representatives from the pool of experts from each side, having a direct or indirect relation to the concrete conflict. At the same time, the number of participants of the working group should be reasonably limited. The group should be made up by independent, experienced facilitators from countries whose interests are minimal in the given conflicts.

- Based on the joint effort of the analysts, the newly elaborated concepts that outline the interests of conflicting (or independent) sides could lead to the creation of documents that have a greater practical application and form the basis of a real peace-making process.

2. De-escalation and dismantling of the conflicts

- For the de-escalation of the conflicts it is first of all necessary to meet the wishes of all sides through nonviolent methods with the objective to achieve a stable, long-term cooperation of stakeholders rather than aiming at the opponent's complete defeat.
- Another condition for the de-escalation of the conflicts is their de-internationalization and subsequent localization. The protagonists on both sides have to direct their actions on detecting common threats and on establishing a strategic partnership.
- The process of internationalization the conflicts itself should be replaced by the process of internationalization of the peacemaking resources, which is necessary for raising the efficiency of the peacemaking process as a whole.
- One of the principles of the de-escalation should be to "dismantle" the conflicts, which assumes a partition of the conflicts into its basic components as well as conducting work on degeneracy (degeneration) of each of them.

3. De-ethnisation of the conflict's perception

- Participants of the given conflicts should admit that the ethnic component does not represent the only component in these conflicts and it is not the equivalent of the political component.
- They should furthermore reject the idea of constructing ethnocratic regimes in Abkhazia and on the territory of the former South-Ossetian Autonomous Oblast.
- Representatives of all ethno-national groups or subgroups living in the territory of the disputed zones should take part in the management of the peacemaking process and the decision-making connected to the future of these former autonomies.
- Especially the sides should understand the importance of the existence of a plenty of mixed families, which are also found among the categories of victims of the conflict. Their use as a natural «biological instrument» during the regulation process should be taken more seriously and not be limited to some initiatives at the level of civil diplomacy.
- It is necessary to fully step back from political speculation with the data on the victims of violent confrontation, and it is also important to collect information about the worst cases of human rights violations available on both conflicts' sides as well as to create a common database about the victims of each concrete conflict. All stakeholders should recognize that the conflicts have created victims on both sides, so acknowledgement and common grief should exist. The acceptance of this conclusion could be expressed through symbols. For example, by constructing common memorials and monuments.

4. Democratization

- Participants of the given conflicts and the international community should admit the fact that public organs of Abkhazia

and South Ossetia represent typical divided societies. Members of divided societies envisage differently the destiny of their regions. Some want to separate and others wish to strengthen relations with Georgia. However, the borders of this division do not coincide with ethnic borders as it is the case, for example, in Nagorno-Karabakh.

- The primary objective of the peacemaking process should become the process of reintegrating the divided societies. For this purpose, all participants of the conflicts and representatives of the international community should direct their efforts at launching the negotiating process between representatives of the divided societies.
- Each side in the divided society should realize that it should not make strategic political decisions without participation of other side.
- This leads to a concrete political task - to build political regimes with a high level of legitimacy in Abkhazia and in the territory of former South-Ossetian Autonomous Oblast. In other words, establishing civil democracies instead of ethnocratic regimes.
- Donor-organizations should cease their negative approach of unilateral funding and instead promote the uniform, balanced development of civil society institutes in all parts of the societies divided by the conflicts. Special focus should thereby be given to joint projects assisting reintegration.

5. Deformatisation of the negotiation process

- Participants of the given conflicts should admit that the negotiation processes inadequately reflect the real essence of an opposition. For example, the sides of the conflict have to accept Russia acting as a mediator in the negotiation process, which is incompatible with the basic principles of implementing peacemaking processes and in particular, negotiation formats.

- It is necessary to diversify the negotiation formats. Negotiations should not be reduced to one format, for example, the “Geneva format” or the “Sochi format”, as it is the case in the Abkhazian conflict. They should proceed in all sides of the conflict as proposed. Hence, there should be as many mediators as the number of sides in the conflict, and as many negotiation formats as it will be required for its settlement. In this respect, it is necessary to identify new mediators.

6. Decriminalization

- Participants of the conflicts should create all conditions for the maximum decrease of criminality in the disputed zones, as every criminal action bearing a profit motivation contributes to the formation of an enemy image and is considered to be a political act.
- It is necessary, first of all, to take measures to suppress the practice of trafficking people (both alive and dead). Actions of criminal groups, directed at taking hostages should fall in the category of terrorist acts. These kinds of groups should be eliminated through joint efforts.
- Special programs on prohibiting and stopping smuggling should be developed. This concerns mainly weapons and narcotics. Measures to fight smuggling should not weaken the already difficult economic situation of inhabitants in the disputed zones.
- Greater attention should be given to the preparation of joint police forces which if combined with operative actions would allow for joint planning of strategies and tactics. Active but reasonable integration of representatives of mixed families into this process should be welcomed.

7. Demilitarization

- The participants of the conflicts should significantly limit the policy of militarization. Under non-fulfillment of this condition the peacemaking process would not be effective, since it indicates a lack of trust at its basis.
- It should be accepted that there are more contemporary, alternative technologies for conflict regulation, based on the scientific analysis and their accessibility.
- Full demilitarization of the disputed zones and giving them international status of peace zones would be necessary steps. First of all, this denomination should be attributed to the Gali district (Abkhazia).
- The conflicting sides should begin to create local peacemaking contingents from representatives of the divided societies (first of all from representatives of mixed families). These contingents could pass special preparation in various conflict zones around the world and become the future basis for one of the major mechanisms of a general (supra-ethnic) security system.
- Furthermore the creation and preparation of a special joint division on humanitarian mine clearing should be considered, in order to prevent human casualties (local population and the international community) as a result of mine explosions.
- It is crucially important to establish in the future mechanisms prohibiting the deployment of, even for peacemaking efforts, neighboring countries' military contingents on the territory of Abkhazia and the former South-Ossetian Autonomous Oblast, since they historically have strategic interests there.
- An alternative to their presence can only be an orientation toward a common civil security system in Abkhazia and in the former South-Ossetian Autonomous Oblast, and the international status of these disputed zones.

Perspectives young people present



Rena Allahverdieva – Azerbaijan

I didn't know what kind of training it would be. But it was more interesting than I expected. It was fruitful for me. I have new contacts, friends from other countries and I know a lot about Georgia and its conflicts now.



Gökhan Turhan – Turkey

I don't have an organization, I'm a Turkish student.

I'm not only happy to be here, the summer school has been very active for me. It has provided me especially with information on Georgia's current administration/situation. I knew some of the organizers but I didn't expect this summer school to be this active. I thought it was only going to be seminars, but that it was so active really improved it in my mind. And that's all I can say.



Vusala Alibayova – Azerbaijan

I'm a journalist in Baku. I work as a radio reporter. I expected from the seminar to hear new ideas and opinions from youth from Georgia and European countries as well as know more about Georgian conflict. It was great that now I know a lot about conflict resolution, conflict analysis. I'm going to use it in my work. I liked the fact that sometimes we didn't follow the agenda and the training and workshops were more dynamic this way. We could propose our opinions to the group/trainer and discuss the topic that was interesting for us.

Thanks to WIC for having me to such seminar.



Elena Miyawaki – Russia

Hello, my name is Elena. I'm very happy to have gotten the chance to participate in this summer school. Here I met a lot of youths from other countries. I've learned a lot from the other participants and had a great chance to share my experiences and listen to others, regarding conflict and conflict resolution. I'm also happy to have gotten to see such a beautiful part of Georgia. Thank you for this opportunity!



Ivan Novosel – Croatia

Hello, I'm Ivan and I'm from Croatia, from The Commission for human rights. When I found out about the seminar I was very interested to apply to the seminar since it was about

Peace and Security. My main reason to come to Georgia was to compare and to contribute to NGO's and youth workers from Georgia with the experiences I have from Balkan and the conflicts in Balkan during the 1990's. I think that the participants, especially those from the Caucasus region, have the potential to do something good and to contribute to the communal peace in this region. For myself I find it that I now have a lot more information about conflict and the people in Georgia, about the situation and people in Abkhazia, South Ossetia and Caucasus. It's great to hear about those conflicts from people that actually are involved and works for NGO's and who are involved.



Sara Andersson – Sweden

My name is Sara and I'm not representing an organization here but I'm really interested in this subject and I'm currently working in Lebanon, doing an internship. There I meet

a lot of youth and children, that's way it's really interesting for me to come here. I didn't have a lot of concrete expectations when I came here but I really found it to be educating and an interesting experience for me. I also met a lot of interesting people that I would like to keep in contact with after this summer also.



Eva Wohlfarter – Austria

I'm here from the Club of Slovene students in Carinthia. My interest to come to Georgia was to visit the country where I have never been before, to find out about its conflicts like south Ossetia and Abkhazia and other post soviet countries.

I have to say that I was satisfied to come here, because it's very exiting, I had chance to met so many good people and I found out more about the country.

I enjoyed the seminar in Kvesheti. It's so far from noise and there is nothing to do in here, so I managed to concentrate.



Jasna Pekic – Bosnia and Herzegovina

I come from Sarajevo. I'm a master student of criminology. I also represent the organisation "Atlantic Initiative" that promotes Euro-Atlantic integration process in Bosnia and Herzegovina.

I came to Georgia to know more about the country, about conflict resolution, so I can share experiences between other participants. I found the seminar very useful, informative and practical.

I hope to come to Georgia again.



Gerda Larsson – Sweden

Hello, my name is Gerda Larsson and I'm from Sweden. I work at Women's Information Center (WIC). I'm happy with the summer school, it has been really educative and

I learned a lot that I didn't know about conflicts and conflict resolution.

Thank you!



Sirvard Bezirjyan – Armenia

As a result of the training/seminar I have a lot of new information, methodology. It was a very interactive training. I don't know, I have very good memories form the School.



Eter Dvalishvili – Georgia

I was so happy to know that I could participate in the seminar, because peace and security is a very important issue for my country and for me as well. I expected to get a lot of information about the topic and I'm glad that my hopes appeared right.

It was a really warm atmosphere in here and I want to say thanks to Women's Information Center for that.



Viqtorina Snazina – Georgia

The seminars are very useful for me. I learnt a lot about conflicts and improved my knowledge. I will use the information in the trainings which I conduct to young people. I'm from the conflict region and the knowledge I got here will be useful in my everyday life also. I will know how to behave in some certain situations.



Nana Peradze – Georgia

To be here is great for me as I was sure to improve my knowledge in the field of conflicts. I am happy to know more than I expected. The seminars were very informative and full of practical works as well.

I want to say thanks to the organizers for giving me such opportunity.



Mariam Isakadze – Georgia

At first, I want to thank to organizers for the good opportunity to participate in the Summer School, to improve our knowledge and get acquainted to the representatives of different countries.

My hopes are justified as it was a very interesting seminar. I am fully satisfied.



Kakha Kotashvili – Georgia

I'm happy to be participant of this project. For me, as a student of Faculty of Political Sciences trainings about conflicts and working with ethnic minorities was very interesting. I found it interesting to meet foreign students. I'd like to thank organizers, as well as my organization that I represent. I hope information got in this period will be useful for me in working and private life.



Nikoloz Jashashvili – Georgia

I am sent on seminar by the Karaleti office of the "Taso" foundation. My expectation was to get acquainted with more and share others' experiences in terms of conflicts. I'd like to say that this course justified my expectations. I got more information and was given opportunity to share other counties' experience. I'd like to thank the project authors.



Nestan Kobakhidze – Georgia

Many thanks to the organizers for conducting such a good project. It is a very friendly atmosphere in here. Interesting topics were discussed.

Of course I will use my improved skills in the future.



Tamar Tchekhiani – Georgia

I want to thank to organizers for the chance to take part in the Summer School. During the seminar we discussed very important issues that were unknown for me.

I think that the project was carried out successfully and all the participants were satisfied, including me.



Tamta Gelashvili – Georgia

I am satisfied to have participated in the seminar and receive so much new information as well as improved my knowledge and experience. I met many interesting youth there. The training was very dynamic, both theoretical and practical parts.

Thank you for the great opportunity.



Sopho Rusetski – Georgia

I've been working for the Women's Information Center since 2008 as a Women's Polygraphic Service Manager. Though, I think that all the topics discussed at the training were new and very interesting for me. Working in groups and sharing experiences with the European youth was really involving for me.







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The edition is published at the WIC's Publishing House

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