YOUTH VOICES MATTERS

AN INTERNATIONAL YOUTH EXCHANGE PROJECT

Erasmus+

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Funded by the European Union



INTRODUCTION

This international Youth Exchange was organized as Learning Mobility Project in the frame of Erasmus+ Program by YIC Youth Initiative Cana - Slovakia civic association from Slovakia in cooperation with partners from Georgia, Ukraine and Poland.
This Youth Exchange is made in a frame of a project

"YOUTH VOICES MATTERS"



YOUTH INITIATIVE CANA - SLOVAKIA
and
CREATIVE YOUTH PLATFORM GEORGIA

www.yic.sk

www.instagram.com/cypyouth/

The AIM of this project was to empower 24 young participants (youth leaders, youth workers and volunteers) from four countries (Slovakia, Poland, Ukraine and Georgia) by equipping them with practical tools and knowledge to actively engage in promoting and defending human rights, EU values, citizenship and the rule of law within their local communities.
We sought to strengthen youth-led initiatives that address fundamental rights violations and promote civic engagement.

The objectives were:
1. Increase participants' competences in identifying, understanding and combating hate speech in European youth society
To engage 24 youth participants and 4 group leaders from 4 countries in structured discussions and workshops on different forms of hate speech and discrimination in European youth communities.

2. To enhance the competences of 24 participants and 4 group leaders (during a 6-day YE) in the analysis and critical reflection of the effects of hate speech at community, national, regional and European levels through structured discussions and interactive learning activities.

3. To equip 24 participants and 4 group leaders with intervention strategies to effectively combat discrimination by increasing their competences in non-violent communication and conflict resolution methods.

4. To broaden participants' knowledge of human rights, media literacy and responsible communication in order to improve their ability to counter harmful narratives. Success indicators: Promoting European values of tolerance, respect and equality.

5. To encourage participants to integrate European values of tolerance, respect and intercultural dialogue into their community engagement efforts.

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Project was funded by Erasmus+ programme and administrated by Slovak National Agency of Erasmus+ Youth - NIVAM

PARTNERS

CREATIVE YOUTH PLATFORM
კრეატიული ახალგაზრდული პლატფორმა
https://www.facebook.com/cyp.org.ge

FUNDACJA TO JA!
https://www.facebook.com/fundacjatoja/

SATELLITE NGO KYIV
https://www.facebook.com/satellite.ngo

YIC - YOUTH INITIATIVE CANA - SLOVAKIA
https://www.yic.sk/

PROJECT TEAM

Martin Gbúr - facilitator Slovakia

Gvantsa Mezvrishvili - facilitator Georgia

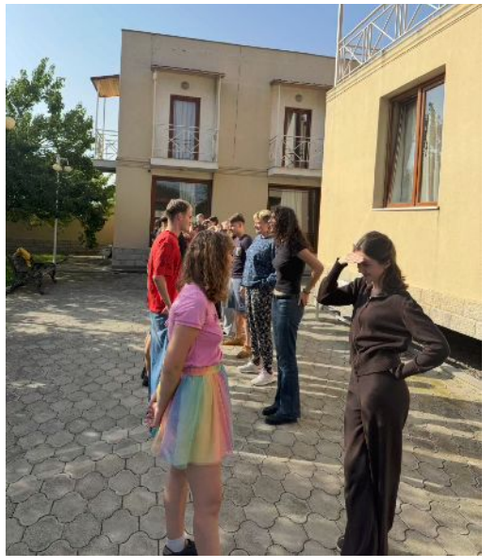
Tomáš Peľak - project manager Slovakia



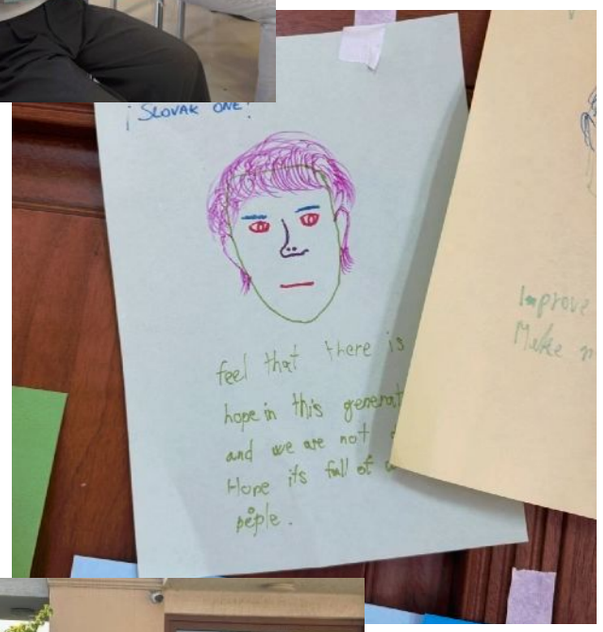
Hereby we would like to thank all our partners and participants who were involved in this project.

We wish you to find interesting and inspiring information in this report!















GETTING TO KNOW EACH OTHER

Objectives

- To make the participants comfortable around each other
- To learn and remember the participants names
- To get to know each of the participants better
- Speed dating activity

Activities

The name game involved the group standing in a circle and task was saying your own name and then doing some gesture, after that whole group had to repeat your name and your gesture. Starting from facilitator turns go in clockwise direction, so group repeats each person's name and gesture.

Name game with paper balls. Participants stand in a circle and throw a paper ball to each other in order, saying their names. Gradually, more balls are included in the game.

Getting to know activity under name "Speed dating" participants sit opposite each other in pairs and talk for a few minutes. The topics of the interviews are determined by the facilitator. The topics change after 5 minutes and are focused on areas so that people can learn as much as possible about themselves

LEARNING GOALS AND AGREEMENT

Objectives

- Introducing Non-formal learning
- Establishing learning needs
- Sharing expectations

Activities:

Whole team was divided in smaller groups, in those mini groups they could share answers on following questions: what are my expectations about the project? What are my fears?
What are my learning needs?

After working in little groups, participants were able to share their thoughts in big circle, answers on aforementioned questions gave final form to program and working specific.

Last part was reflection of the whole day, participants were reflecting on the following questions: what did you like today?
What have you learnt today?
What would you modify/add/change?
Participants were sharing their answers in big circle.

Outcomes:

- Formation of the working specific
- Establishing learning goals









TEAM BUILDING

Objectives:

- **To make the group of participants one team**
- **To rise team spirit**
- **To make group work together**
- **To get them used to each other**

Activities

Team games are popular activities, the aim was to try to improve their ability of working as a group. Participants were given proper instruction with different missions in it, the main task was to complete all of the missions together.

Outcomes

Activity helped team members to get to know each other better and to get used to each other as well. Making pictures, found out interesting information about our selfs and create a positive working atmosphere. Debriefing of this activity led participants to acknowledge importance of specific strategy while working as a team.

















MANAGING STRESS

A very important part of every educational activity is to create a safe environment for the participant. Such an environment then supports their mutual cooperation and sharing of information, which is sometimes very personal. That's why we put a lot of emphasis on this aspect and every day, before every workshop, we devoted ourselves to stress and activities to manage it. That's why we included several exercises and these are the three we did.

Activity

Ask the group the following questions:
1. What does stress mean to you?
2. Have you been stressed before?
3. What did you feel when you were stressed?
4. How do you manage stress?

Script:
Plant your feet firmly on the floor. Feel the solid ground through your feet. If you are comfortable, close your eyes. Shrug your shoulders, let them relax. Take three deep breaths – in/out, in/out, in/out
Visualize a peaceful scene in your mind's eye, keep shoulders relaxed. Slowly open your eyes and rejoin the group.
Thank you and welcome.

Script:
Plant your feet firmly on the floor. Feel the solid ground beneath your feet.
Shrug your shoulders, let them relax. Take three deep breaths - in/out; in/out; in/out.
If you are comfortable, close your eyes and continue to breathe deeply as you reflect on the following saying:
I am alive.
I am present.
I am safe.
Slowly open your eyes and rejoin the group.



CULTURE AND TOLERANCE

Culture - What is it?

Discovering term Culture in formal and non-formal education in our countries and compering with present situation – Expectations vs. Reality.

Together we discussed the meaning of the term Tolerance and its opposite Discrimination and how we are affected by other people's behaviors in our societies.

We explored how cultural norms influence our behaviour — for example, avoiding eye contact or being too touchy — and reflected on how these habits shape communication.

We put respect and solidarity into practice with a playful challenge: throwing an egg while increasing the distance between partners testing both our teamwork and patience!

We wrapped up the day with reflections on our learning journey and a joyful Ukrainian cultural evening, full of songs, traditions, and togetherness.











NON-VIOLENT COMMUNICATION



Objectives:
- **to explore and understand the concepts of prejudice, stereotype, and discrimination, and to reflect on personal experiences related to these concepts.**

Defining and differentiate prejudice, stereotype, and discrimination.
Identifing categories that cause societal divisions and understand their impact.
Reflection on personal experiences of being stereotyped or stereotyping others.
Development of strategies to counteract biases and promote inclusivity.



Introduction and concept clarification
Discussion about how we understand the terms prejudice, stereotype and discrimination.
Identifying and discussion of the societal categories that often lead to bias.

Personal reflection on stereotypes
Reflecting on personal experiences of stereotyping or being stereotyped.
Sharing personal experiences in pairs and as a group to understand the impact of biases.



Anti-bias strategies
Discussion of strategies to reduce biases and promote inclusivity.
Discusion how apply these strategies in our daily lives and projects.

NON VIOLENT COMMUNICATION

Activity the first round, we asked participants to share a conflict situation in their smaller groups, and after everyone has shared, they have to pick one story from what they have heard.

For the second round, we asked them to create/ prepare a role play of the chosen conflict situation.
In the performance of the roleplay, they should clearly identify the main victim, main perpetrator and other characters.

We asked them to think of the different characters and on how each of them reacts in that particular situation. We gived them enough time to prepare and practice their play.

Each play should not take more than 5 minutes. Each group performed the full completed story and will repeat. During the repetition of the performance, other participants who are in the audience can stop the play and change the actions/responses of the main character to empower him/her into a more resistant role.

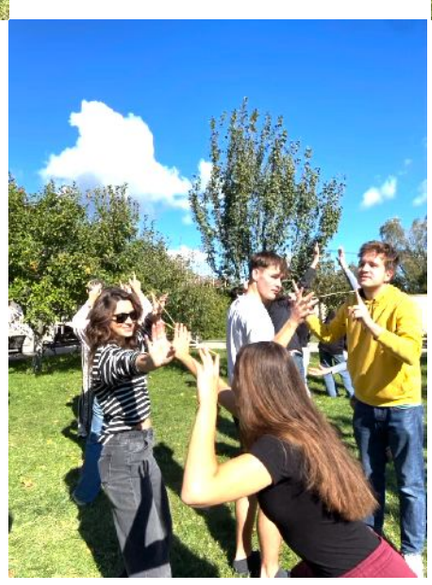
Each group goes through the same process of performance (one full performance and one interrupted to transform the character/victim into an active resistant.

Outcomes

At the end we did a debriefing with the whole group on their feelings.
How did they feel when seeing these injustices and when the society/communities are accepting of these resistant roles? character was transformed?
How does it relate to everyday life?
And finally, how do they think their society/ communities are accepting of these resistant roles?







HATE SPEECH

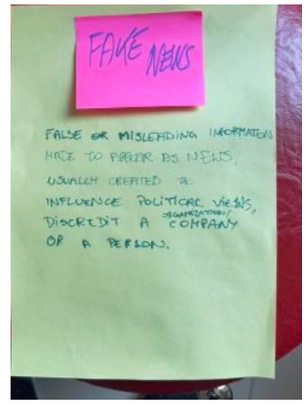
Objectives
- Understand what hate speech is and why it matters
- Identify different forms and contexts of hate speech
- Reflect on freedom of expression and responsibility
- Develop empathy and counter-speech strategies
- Strengthen teamwork, tolerance, and digital awareness

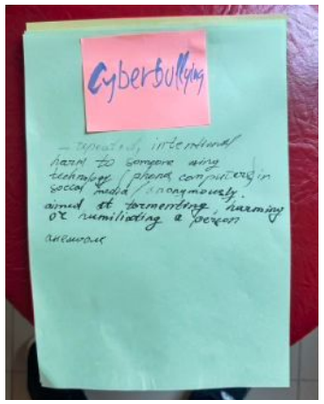
What Is Hate Speech?
Hate speech refers to expressions that spread, incite, promote, or justify hatred, discrimination, or hostility towards a group based on identity factors such as race, religion, gender, ethnicity, sexual orientation, or disability.
It can appear in spoken language, social media, memes, videos, or symbols.

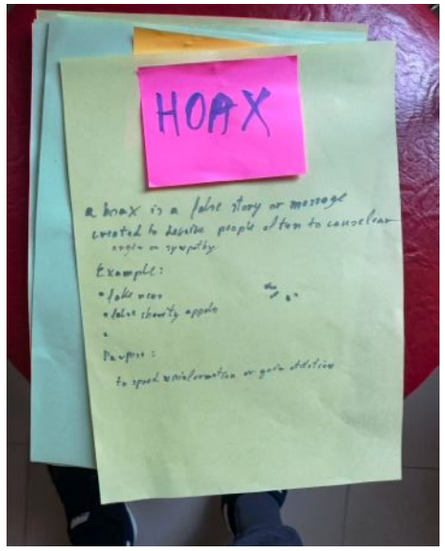
Outcomes
Common Forms of Hate Speech
- Online posts or comments targeting minorities
- Stereotyping or jokes that humiliate groups
- Hate symbols or graffiti
- Discriminatory slogans in protests or sports events
- Gender-based insults or slurs
- Misinformation about communities

Impact of Hate Speech
Hate speech damages trust, inclusion, and psychological safety. Victims often experience fear, isolation, and reduced participation in society. Communities can become polarized, and social media platforms amplify negativity.
Countering hate speech helps protect democratic values and diversity.



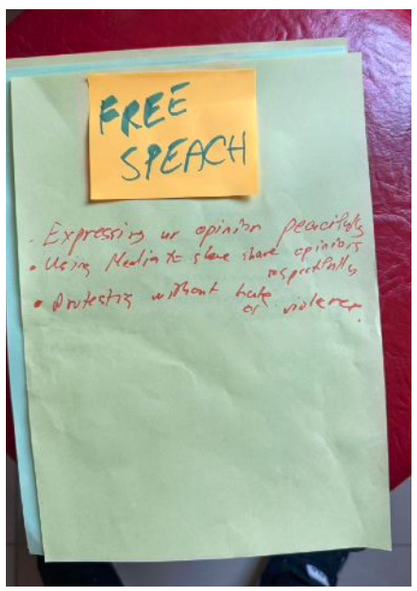












FESTIVAL IN REFUGEE CAMP - TSEROVANI



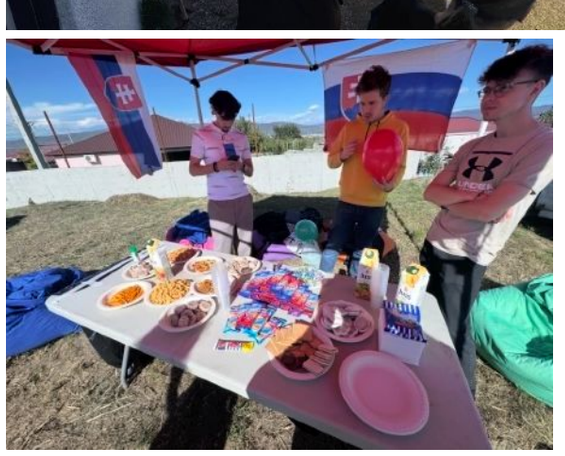
Probably the greatest experience for all participants was the FESTIVAL in the refugee camp - Tserovani, which is now actually a village.

Our participants were given several tasks, e.g. to prepare a National presentation of each country but in a creative way and also they were given tasks such as to make a Khataphuri energizer with the local people, to take a pictures and videos and to prepare a video outcome of the day, to find out what Tserovani youth center looks like, to meet the local youth to prepare fot them a an amazing cultural diverse afternoon. After the programme we planted trees of friendship in the center.













We made a video of the project, which you can find here: https://www.yic.sk/day-5-festival/











NEW PROJECT IDEAS

At the beginning of the workshop, we carried out an introductory activity focused on the opportunities offered by the Erasmus+ programme and the European Solidarity Corps.

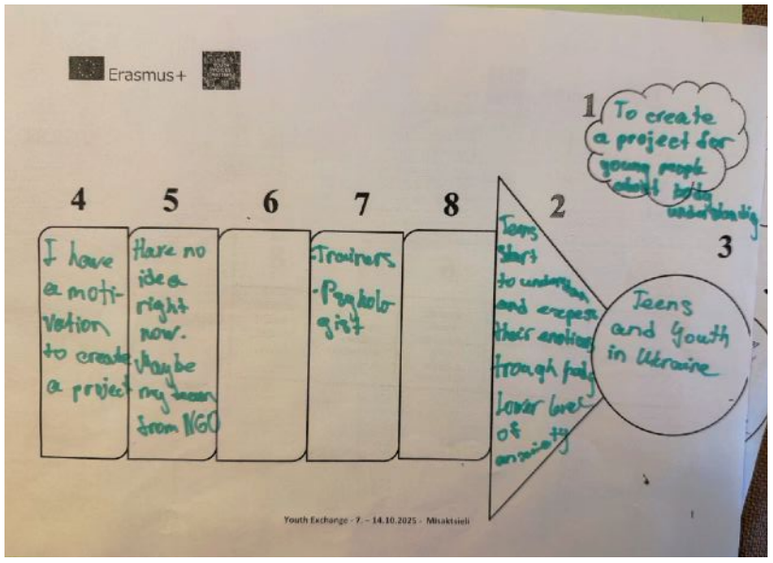
Participants explored different possibilities for youth mobility, international cooperation, and solidarity-based local initiatives.

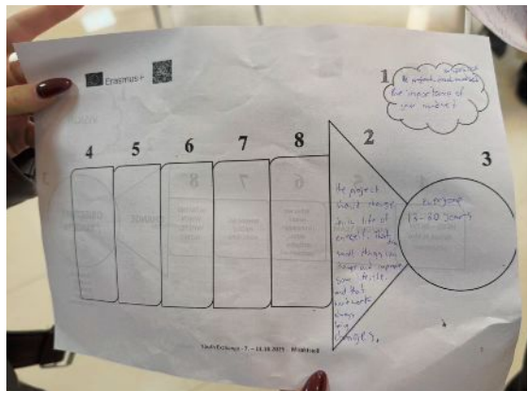
The main part of the workshop was dedicated to developing project ideas using the Theory of Change method. This method helps participants think about the long-term change they want to achieve and then work backwards to identify the necessary outcomes, activities, resources, and steps needed to reach that change.
It supports a clear connection between the problem, the proposed solution, and the expected impact.

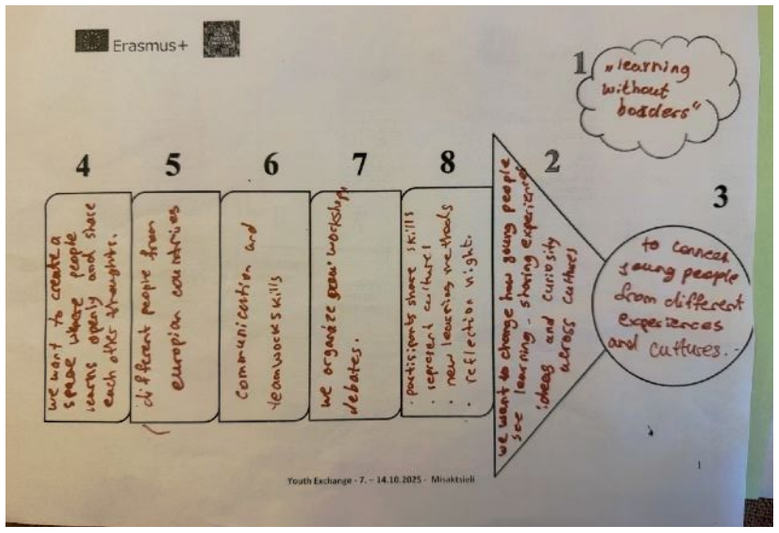
During the workshop, participants prepared various project ideas for KA1 mobility projects within Erasmus+, including youth exchanges and mobility activities.

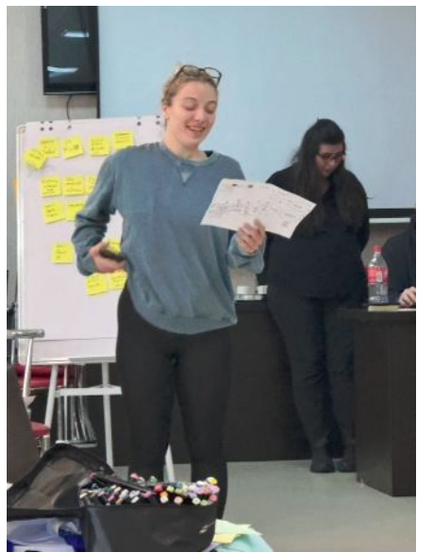
Some participants also developed ideas for Solidarity Projects under the European Solidarity Corps, focusing on local community needs and positive social change.

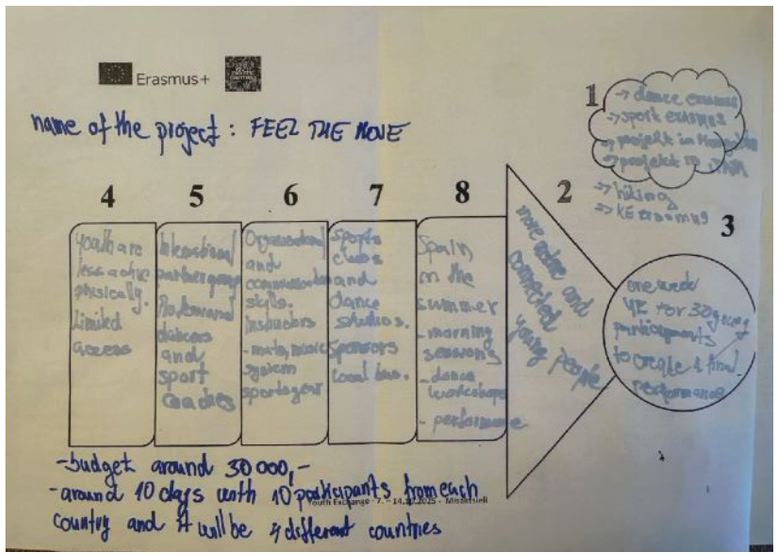












YOUTHPASS

This was our second activity connected to Youthpass. The first was held in a beginning of the youth exchange and for most of the participants was Youthpass a well-known tool. Facilitators prepared 8 areas with description of 8 key competences areas according to Youthpass. Participants evaluated individually and then in a big group their learning outcomes.



EVALUATION AND REFLECTION

The session began with self-reflection on the following questions:
What were my expectations..
What am I taking me from this project..
To the group I would like to say that..
I am leaving behind..
I am looking forward to..

After self-reflection, they shared their thoughts in micro groups, which was followed by a discussion in whole circle. Participants in the general circle should share the most important thing that they got from this project. Finally, the whole project was summarised.





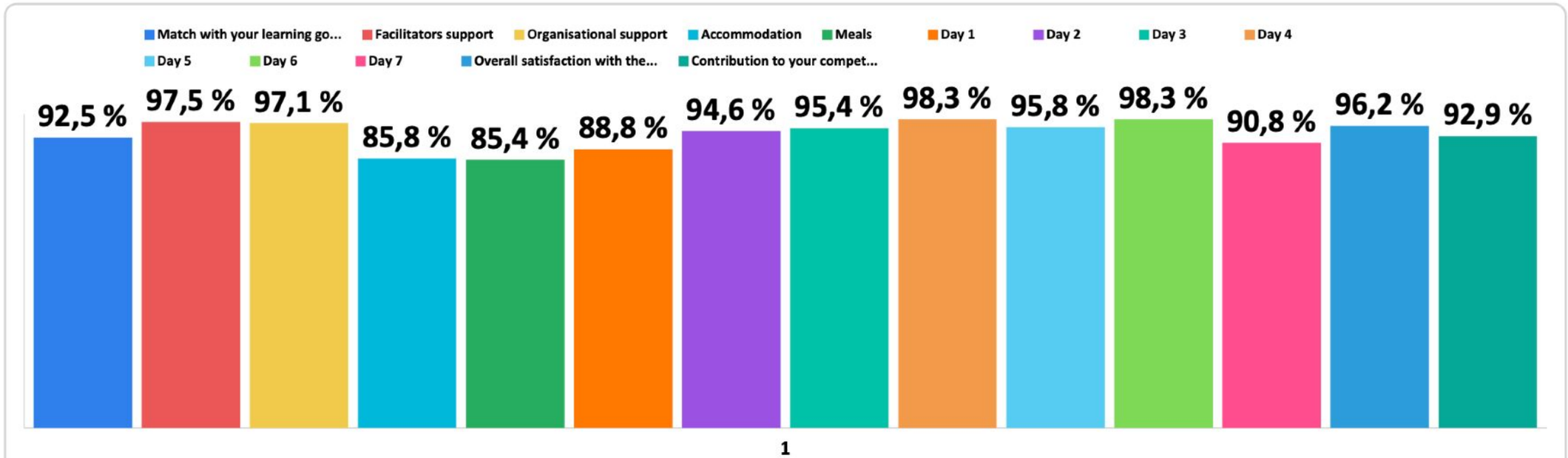
Evaluation process

The evaluation of the Youth Exchange took place on several levels. Before the Youth Exchange we asked participants and they filled out a questionnaire in which we asked them about the level of knowledge of the topics. At the beginning of the Youth Exchange, we re-checked their level of knowledge and also addressed their expectations. Every day, we reflected on the day and the education achieved, and at the end of the youth exchange, in addition to the verbal personal evaluation, we also evaluated the written evaluation or filled out our online questionnaire. They also devoted themselves to creating their Youthpass at the end of the training.
Here we present the results from the online questionnaire.

Erasmus+

EVALUATION

YE - Youth Voice Matters
Misaktsieli, Georgia, 2025



1

How much has this YE contributed to/improved your competencies?	92,9 %
Overall satisfaction with the Youth Exchange	96,2 %

Themes of programme days:

Day 1: Arrival Day - Travel, Welcoming - First Dinner, First talks
Day 2: Getting to Know each - Name games - Speed Dating - Learning Goals - Non-Formal Learning - Georgian evening
Day 3: Khatchapuri and Masa Masa Energizer - Culture - Solidarity Egg - Non-violent communication - Hate speech - Ukrainian Evening
Day 4: Communication through Embodiment - Body minded connection - Erasmus+ and ESC opportunities - Slovak & Polish Night
Day 5: Preparation for Festival of Europe - Trip to Mtskheta - Free evening
Day 6: Festival in Tserovani - Georgian Supra - Last night in Kapiloni
Day 7: Erasmus+ and ESC - Future Project Ideas - Useful websites - Reflection and Evaluation

THEORIES FOR FUTURE READING



Hofstede's cultural dimensions theory

is a framework for cross-cultural psychology, developed by Geert Hofstede. It shows the effects of a society's culture on the values of its members, and how these values relate to behavior, using a structure derived from factor analysis.

This initial analysis identified systematic differences in national cultures on four primary dimensions: power distance (PDI), individualism (IDV), uncertainty avoidance (UAI) and masculinity (MAS), which are described below. As Hofstede explains on his academic website,[4] these dimensions regard "four anthropological problem areas that different national societies handle differently: ways of coping with inequality, ways of coping with uncertainty, the relationship of the individual with her or his primary group, and the emotional implications of having been born as a girl or as a boy". Geert Hofstede created the cultural dimensions theory in 1980. In 1984 he published *Culture's Consequences*, a book which combines the statistical analysis from the survey research with his personal experiences.

Geert Hofstede is perhaps the best known sociologist of culture and anthropologist in the context of applications for understanding international business. Many articles and research papers refer to his publications, with over 26,000 citations to his 2001 book *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nation* (which is an updated version of his first publication). The five dimensions model is widely used in many domains of human social life, and particularly in the field of business. Practical applications were developed almost immediately.

WEB: https://geerthofstede.com/landing-page/

VIDEO: https://geerthofstede.com/training-consulting/online-lectures/

Democracy

OFFICIAL DEFINITIONS OF DEMOCRACY

Definition 1: United Nations

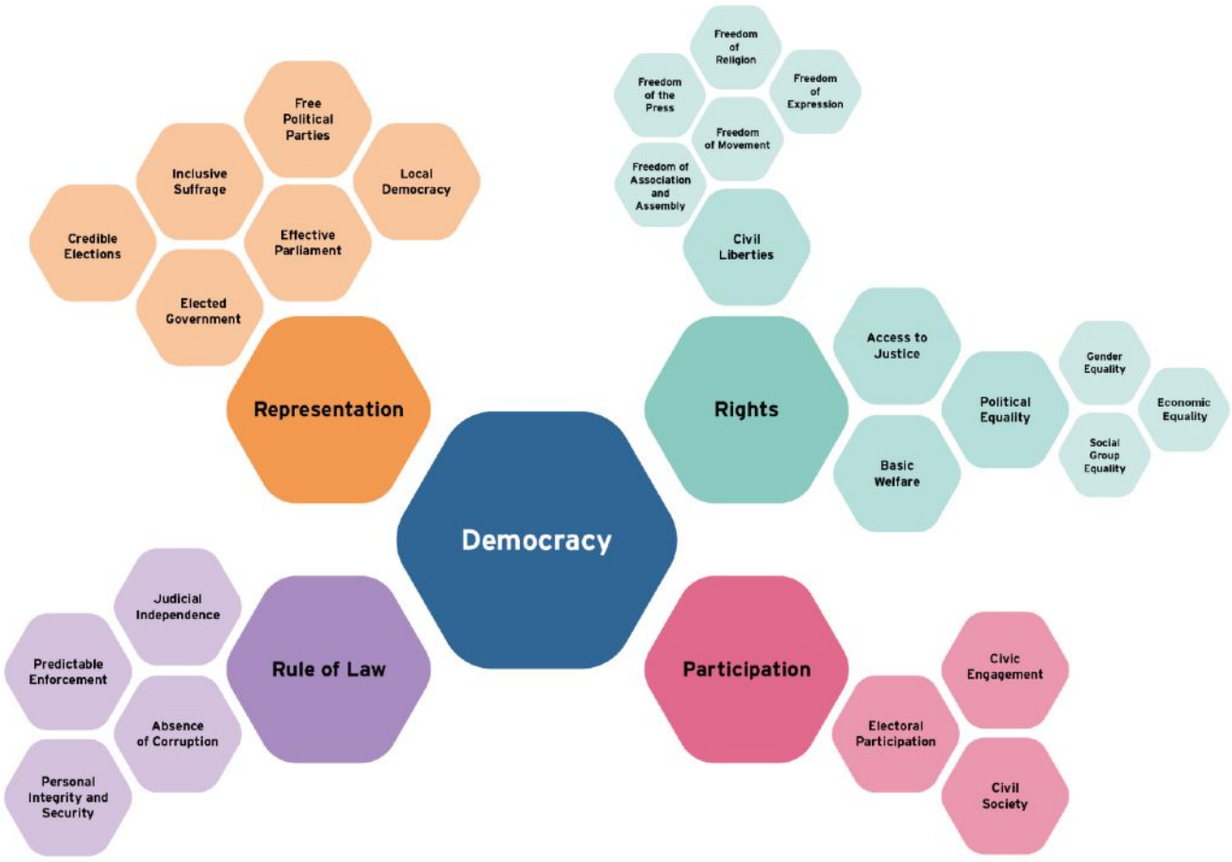
"The UN defines democracy as a system of government where the citizens exercise power by voting. It is built on the principles of inclusivity, equality, and participation, emphasizing the rule of law, the separation of powers, and the protection of fundamental freedoms and human rights."

Definition 2: The European Union

"Democracy is defined by the EU as a form of government in which all eligible citizens participate equally—either directly or through elected representatives—in the proposal, development, and creation of laws. It ensures adherence to the rule of law, protection of human rights, and equal access to power."

Definition 3: The International Institute for Democracy and Electoral Assistance (IDEA)

"According to IDEA, democracy is a political system that allows for the participation of the people in the decision-making processes that affect their lives. It is characterised by free and fair elections, the protection of human rights, and the accountability of government officials."



Picture is downloaded from - https://www.idea.int/democracytracker/about-the-democracy-tracker

Fundamental Rights

The Charter of Fundamental Rights of the European Union

The Charter of Fundamental Rights of the European Union (EU Charter) is one of the most important legal documents within the European Union's legal framework. It consolidates and reaffirms the fundamental rights that must be respected both by the European Union and its Member States whenever they implement EU law. This Charter reflects the EU's commitment to human dignity, democracy, equality, and the rule of law as the core values of the Union.

The Charter applies to EU institutions and bodies in all their actions and to Member States only when they are implementing EU law. It does not replace national constitutions or human rights instruments like the European Convention on Human Rights (ECHR) but complements them, ensuring uniform protection of fundamental rights across the Union. This limited scope is significant: the Charter cannot be invoked for purely national matters that do not involve EU law.

The Charter consists of 54 articles organized into six main titles:

1. Dignity – Protects the right to life, human dignity, integrity of the person, and prohibits torture or slavery.
2. Freedoms – Includes rights to liberty, security, private and family life, freedom of expression, freedom of religion, and data protection.
3. Equality – Ensures non-discrimination, gender equality, cultural and linguistic diversity, and rights of children, the elderly, and persons with disabilities.
4. Solidarity – Covers workers' rights, social security, health protection, and access to services of general economic interest.
5. Citizens' Rights – Grants rights such as voting in European Parliament and municipal elections, good administration, and access to EU documents.
6. Justice – Guarantees the right to an effective remedy, fair trial, and presumption of innocence.

Source:
https://www.europarl.europa.eu/committees/en/fundamental-rights/product-details/20160229CDT00541



The Rule of Law in the European Union

The Rule of Law is one of the founding principles of the European Union (EU), enshrined in Article 2 of the Treaty on European Union (TEU).

It refers to a system where all public powers act within the constraints set by law, in accordance with democratic values, and under the control of independent and impartial courts. The principle ensures that no one is above the law, and that rights and obligations are applied equally to all individuals and institutions.

The Rule of Law, as recognized by the EU, draws from common constitutional traditions of Member States, the European Convention on Human Rights (ECHR), and the case law of the Court of Justice of the EU (CJEU). It is a prerequisite for trust between Member States and for the proper functioning of the EU's legal system.

According to the European Commission and the CJEU, the Rule of Law includes several essential components:

1. Legality – Transparent, accountable, democratic, and pluralistic law-making processes.
2. Legal Certainty – Laws must be clear, predictable, and consistently applied.
3. Prohibition of Arbitrary Executive Power – Public authorities cannot act without legal basis.
4. Independent and Impartial Courts – Judiciary must be free from political influence, ensuring fair trials.
5. Effective Judicial Review – Access to courts and effective remedies for individuals.
6. Separation of Powers – Clear division between legislative, executive, and judicial functions.
7. Equality Before the Law – All individuals and entities are treated equally under legal frameworks.

The Rule of Law is not just a legal principle but a fundamental value safeguarding democracy, equality, and fundamental rights in the EU. It ensures accountability of governments, protection of individual freedoms, and uniform application of EU law. Its respect is indispensable for maintaining trust and cooperation within the Union.

Sources: Official EU Resources on the Rule of Law

1. Article 2 of the Treaty on European Union (TEU) – EU Values https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A12012M002
2. European Commission – Rule of Law Policy https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/rule-law_en
3. 2023 Rule of Law Report (by Country) https://commission.europa.eu/publications/2023-rule-law-report_en
4. Charter of Fundamental Rights of the European Union https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT

The Nature of Conflict

Conflict is a natural and necessary part of our lives. Whether at home with our families, at work with colleagues or in negotiations between governments, conflict pervades our relationships. The paradox of conflict is that it is both the force that can tear relationships apart and the force that binds them together. This dual nature of conflict makes it an important concept to study and understand. Conflict is an inevitable and necessary feature of domestic and international relations.

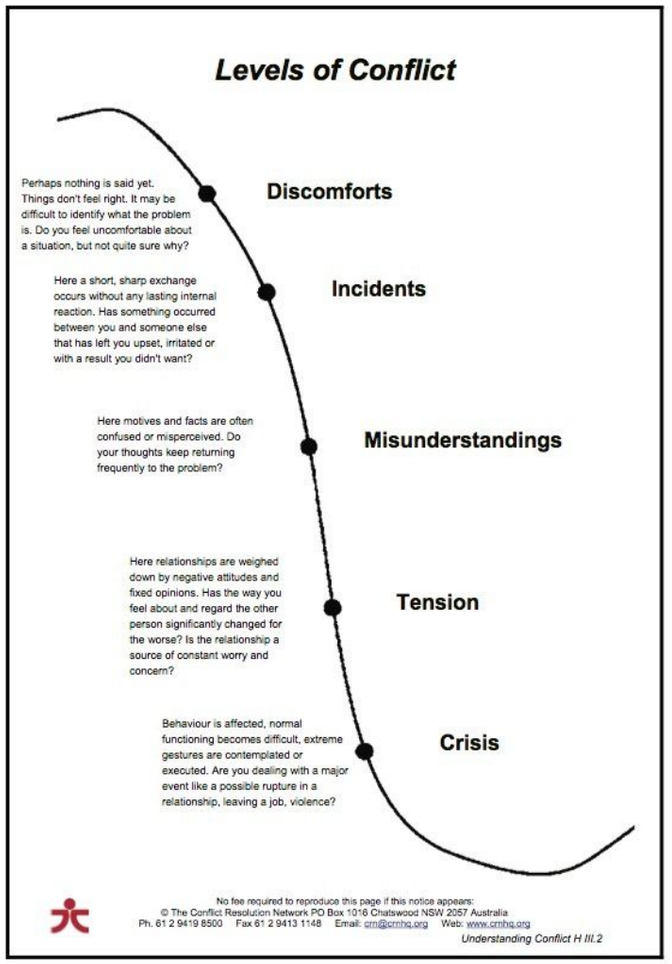
The challenge facing governments is not the elimination of conflict, but rather, how to effectively address conflict when it arises. While most government officials in Africa are not frequently confronted by large-scale violence or humanitarian crises, they are often involved in lesser but nevertheless serious conflicts over trade, refugees, borders, water, defense, etc. Their government may be party to the conflict or called on to serve as mediator.
In either case, they require particular skills and techniques to tackle the issues in a constructive fashion.

Conflict can be managed negatively through avoidance at one extreme and the use or threat of force at the other. Alternatively, conflict can be managed positively through negotiation, joint problem solving and consensus building. These options help build and sustain constructive bi- and multi-lateral relations. Good conflict management is both a science and an art. We have all learned responses to confrontation, threats, anger and unfair treatment

Some of our learned responses are constructive, but others can escalate conflict and raise the level of danger.

How we choose to handle a confrontation is largely based upon our past experience in dealing with conflict and our confidence in addressing it.

One can start to change destructive responses to conflict by learning to assess the total impact of negative responses and acquiring confidence in using the tools and techniques of professional peacemakers.



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Causes of Conflicts

Part of developing an effective intervention strategy is to know the general categories of causes of conflict.

One model identifies five sources of conflict:.

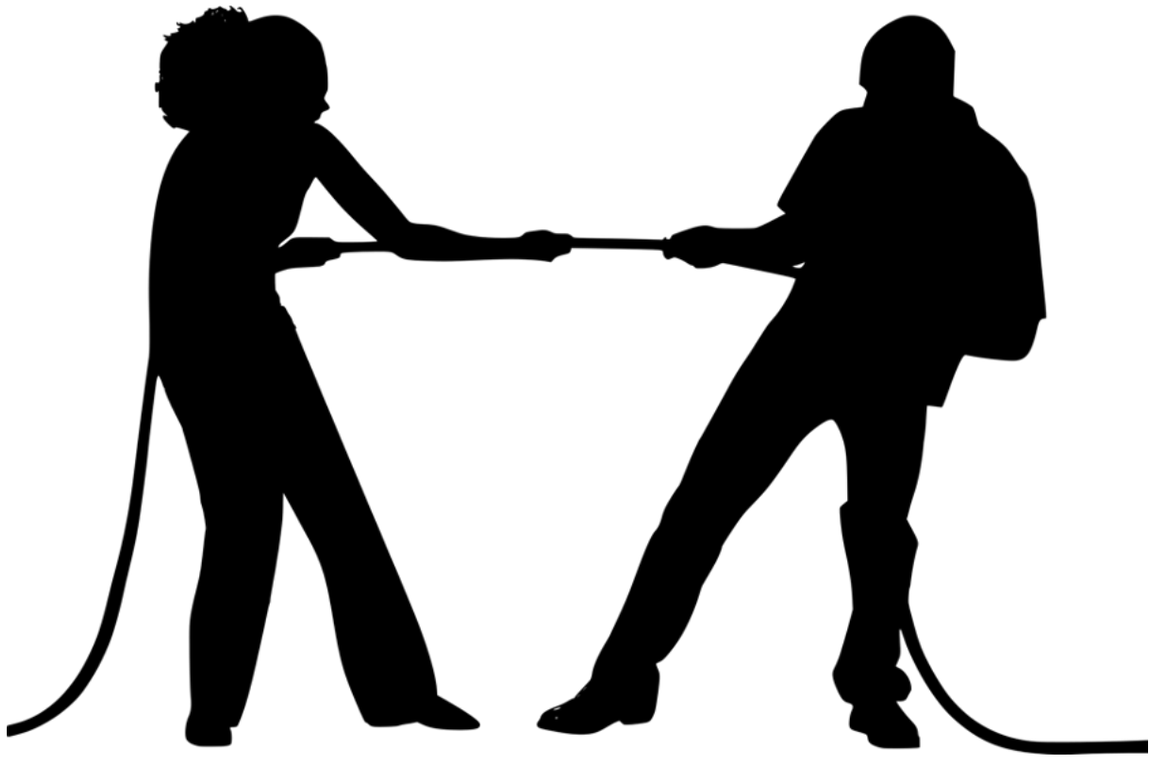
- Data or information conflict
involves lack of information and misinformation, as well as differing views on what data are relevant, the interpretation o that data and how the assessment is performed.

- Relationship conflict
results from strong emotions, stereotypes, miscommunication and repetitive negative behavior. It is this type of conflict which often provides fuel for disputes and can promote destructive conflict even when the conditions to resolve the other sources of conflict can be met.

- Value conflict
arises over ideological differences or differing standards on evaluation of ideas or behaviors. The actual or perceived differences in values do not necessarily lead to conflict. It is only when values are imposed on groups, or groups are prevented from upholding their value systems, that conflict arises.

- Structural conflict
is caused by unequal or unfair distributions of power and resources. Time constraints, destructive patterns of interaction and non-conducive geographical or environmental factors contribute to structural conflict.

- Interest conflict
involves actual or perceived competition over interests, such as resources, the way a dispute is to be resolved, or perceptions of trust and fairness.

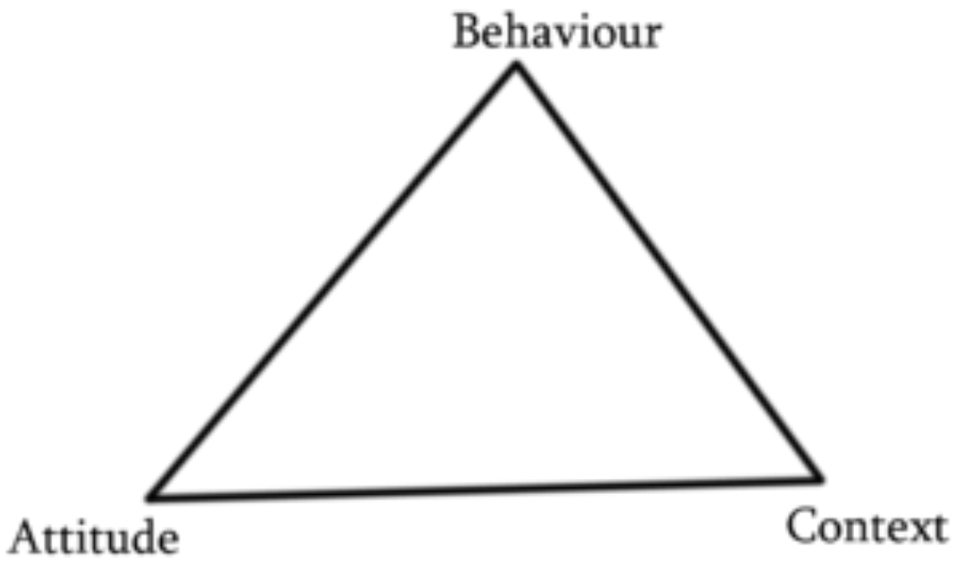


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Conflict Analysis

is the process of looking critically at a particular conflict to understand the causes, context, participants, stakeholders and other aspects of the conflict. Too often, people attempt to intervene in a conflict before understanding it, with less than positive results.

A thorough conflict analysis provides a basis for determining interventions that will have increased possibilities of success.



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The following questions and dilemmas[7] are ones that are useful to consider in a conflict analysis process.

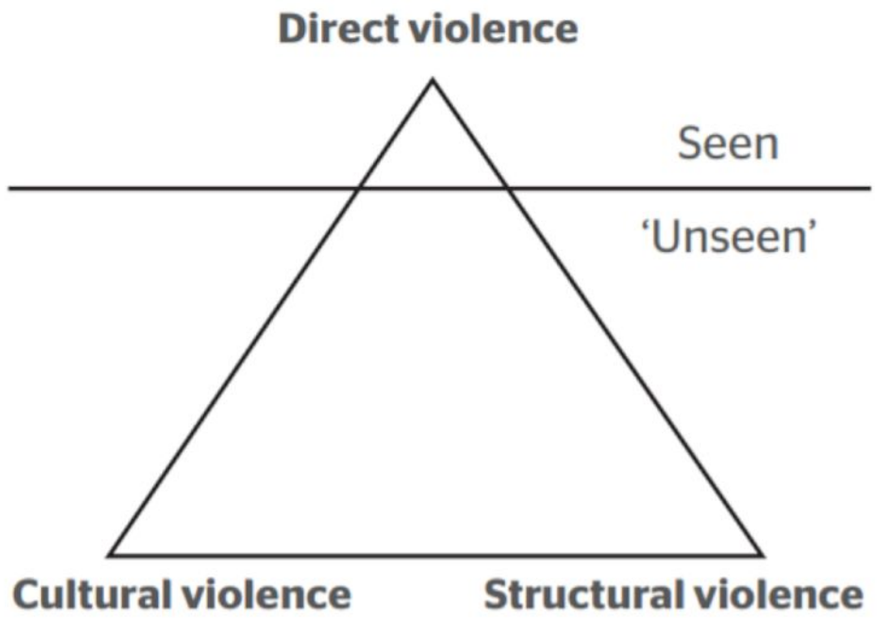
1. **Who are the parties relevant to the conflict situation?**
2. **What are the positions of each party in the conflict?**
3. **What are the needs and interests of each party? [In other words, what are they saying without saying? What lies beyond the spoken word?]**
4. **What is the relative power, status and resources of each part in the conflict?**
5. **What are the processes they are using to pursue their interest in conflict with other?**
6. **Within what framework, structure or system is the conflict taking place?**
7. **How are decisions made and conflict resolved/ transformed in the situation?**
8. **What external factors impact the conflict?**
9. **What outcome does each party expect?**
10. **What are the possible changes as the result of the resolution/transformation of the conflict at following levels:**

a) **Personal,**
b) **Relational,**
c) **Structural/systems,**
d) **culture/traditions, and**
e) **Spiritual.**

The DSC Triangle Method

Besides direct violence (D), we need to take structural (S) and cultural (C) violence into consideration.

Direct violence is only the tip of the iceberg, and an immense amount of prejudice and exploitation is often at the origin of direct violence.
Direct violence can be seen on TV, in movies and in the media, sometimes on our streets and sometimes in our homes. Some sources say that more than 95% of all direct violence is perpetrated by men between 12 and 60 years old. Physically hurting or killing someone or preventing a person from doing something vitally important are common forms of direct violence which are easiest to see. They are usually about doing something that directly affects someone else in a violent manner.



The 'DSC' violence triangle model
[Source: 'Understand to Prevent', MCDC, 2014]

Structural violence is much harder to see, as it is often embedded in the system itself. A society which has a structure recognizing and encouraging the rights of men to work and participate actively in society, but not the rights of women to do the same, is practicing structural violence. It can be said that direct violence is usually the result of structural violence.
For example, a group of people who have been oppressed and exploited for a long time within a certain society, deprived of a decent life because of discriminatory structures, will use direct violence at some point to try to rectify the situation. Moreover, structural violence is often the product of cultural violence.
Sometimes not doing anything at all to change the situation is a form of violence too.

Cultural violence is a way of thinking that justifies both direct and structural violence.

Social Darwinism is a famous example of a culturally violent way of thinking, since it considers that in the context of the survival of the fittest, it is only natural to have wars and violent conflicts periodically in order to eliminate the weakest.

The best remedy for this kind of thinking—still widespread today—is education.

Summary: the three types of violence can be reduced by promotion
of alternative behaviors (direct),
social reform (structural)
and education (cultural).

Nonviolent Communication

Nonviolent Communication, often called NVC, is a communication method developed by the American psychologist Marshall B. Rosenberg.

Rosenberg created this approach in the 1960s as a way to support empathy, peaceful dialogue, conflict transformation, and more honest relationships between people. His work was influenced by humanistic psychology, especially the idea that all human beings share basic needs and that many conflicts happen when people try to meet these needs in ways that are misunderstood or harmful to others.

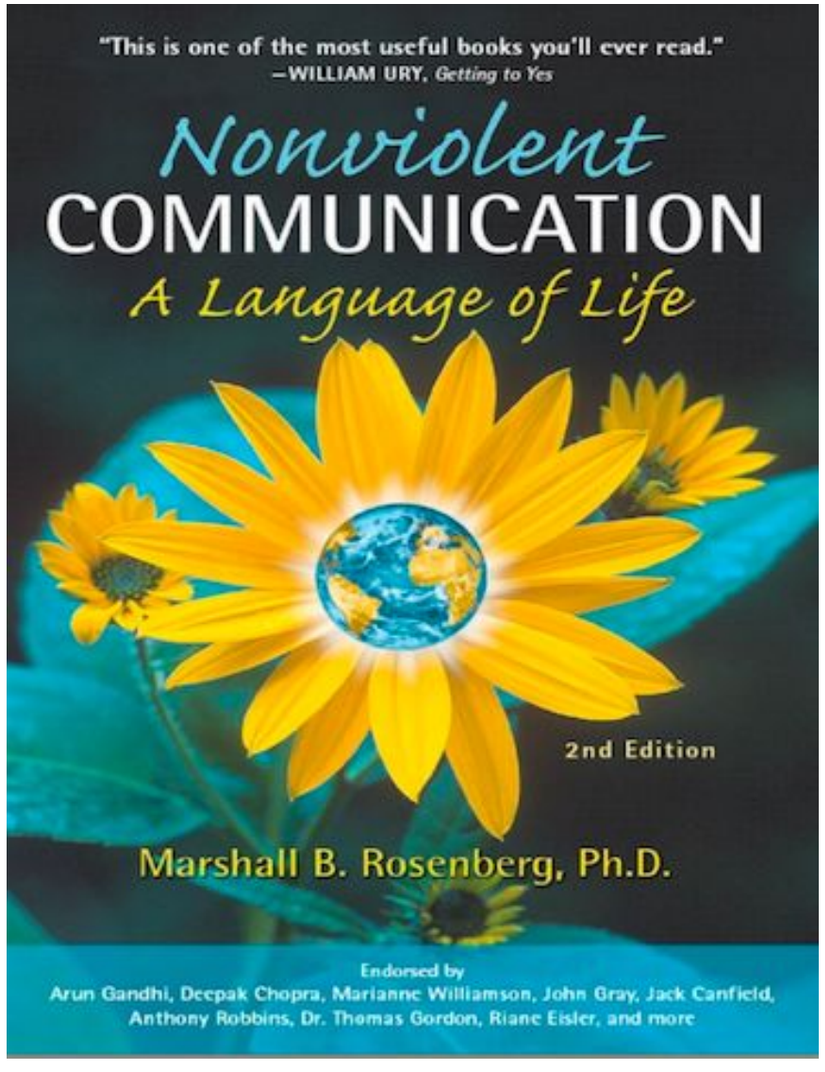
The main idea of Nonviolent Communication is that behind every action, opinion, emotion, or conflict there is a human need. When people learn to recognise these needs, both in themselves and in others, communication can become less defensive and more cooperative. NVC does not mean avoiding disagreement or pretending everything is fine. Instead, it helps people express themselves clearly while also listening to others with respect and empathy.

Marshall Rosenberg described NVC as a "language of life".

By this he meant a way of speaking and listening that helps people connect instead of blaming, judging, attacking, or withdrawing.

In many everyday situations, people quickly move into criticism: "You never listen," "You are irresponsible," or "This is your fault."

NVC invites us to slow down and translate these judgments into observations, feelings, needs, and requests.

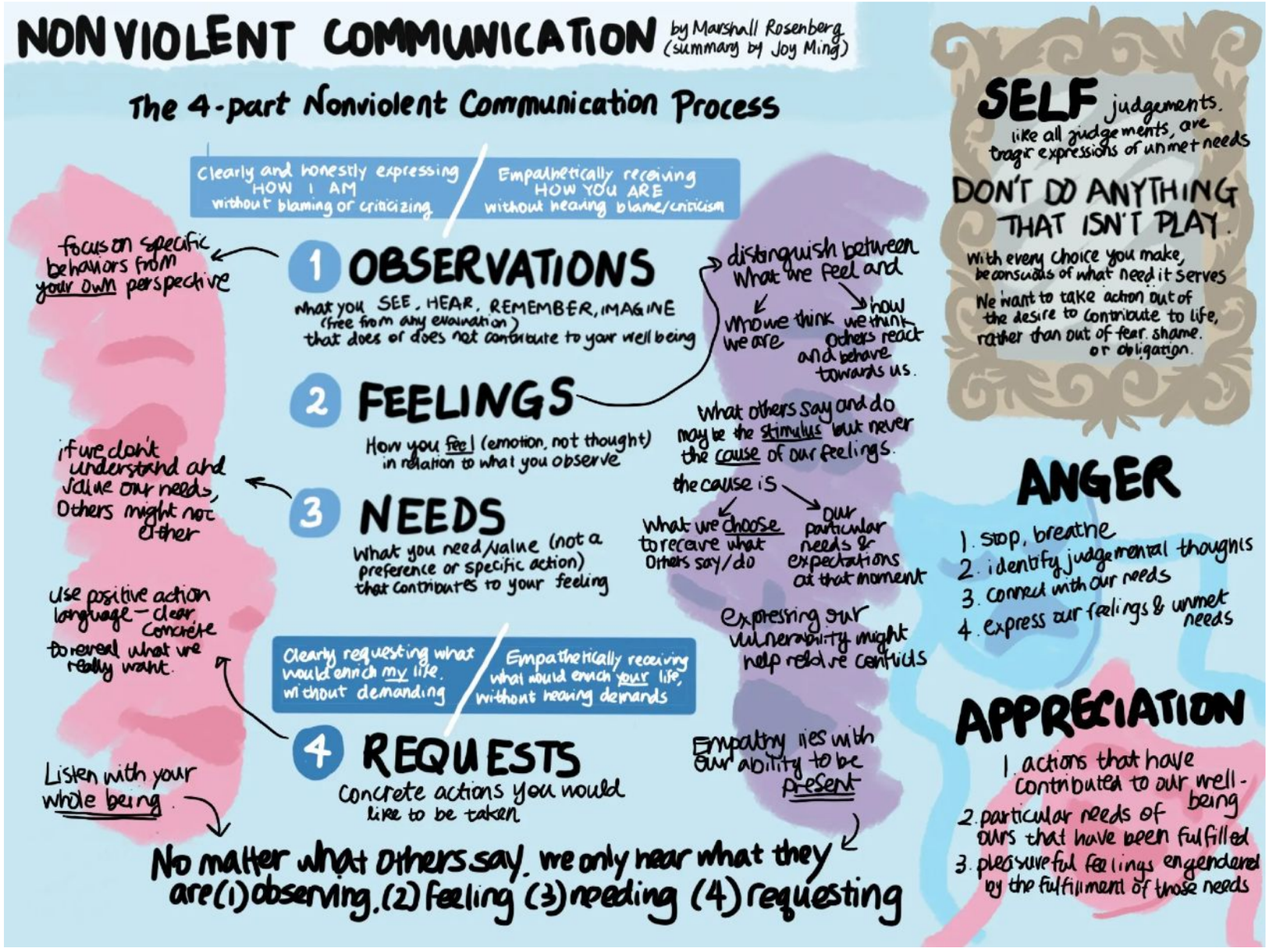


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Nonviolent Communication

The first component is OBSERVATION. This means describing what happened as clearly and neutrally as possible, without evaluation or blame. For example, instead of saying "You are always late," we might say, "You arrived 20 minutes after the agreed time." Observation helps create a shared understanding of the situation.

The second component is FEELINGS. NVC encourages people to name their real emotional experience. For example: "I feel worried," "I feel disappointed," or "I feel confused." This is different from blaming feelings, such as "I feel ignored by you," which already contains an interpretation of the other person's behaviour.



The third component is NEEDS. Feelings are connected to needs. If I feel worried, I may have a need for reliability, safety, clarity, or support. If I feel happy, a need for connection, appreciation, or cooperation may be met. In NVC, needs are universal human qualities, not specific demands. This is important because people may disagree about strategies, but they can often understand each other's needs.

The fourth component is REQUESTS. After observing the situation, expressing feelings, and identifying needs, a person can make a clear and concrete request. A request is not a demand. It gives the other person a real choice. For example: "Would you be willing to send me a message if you know you will be late?" Good requests are specific, realistic, and expressed in positive action language.

Thomas - Kilmann Theory

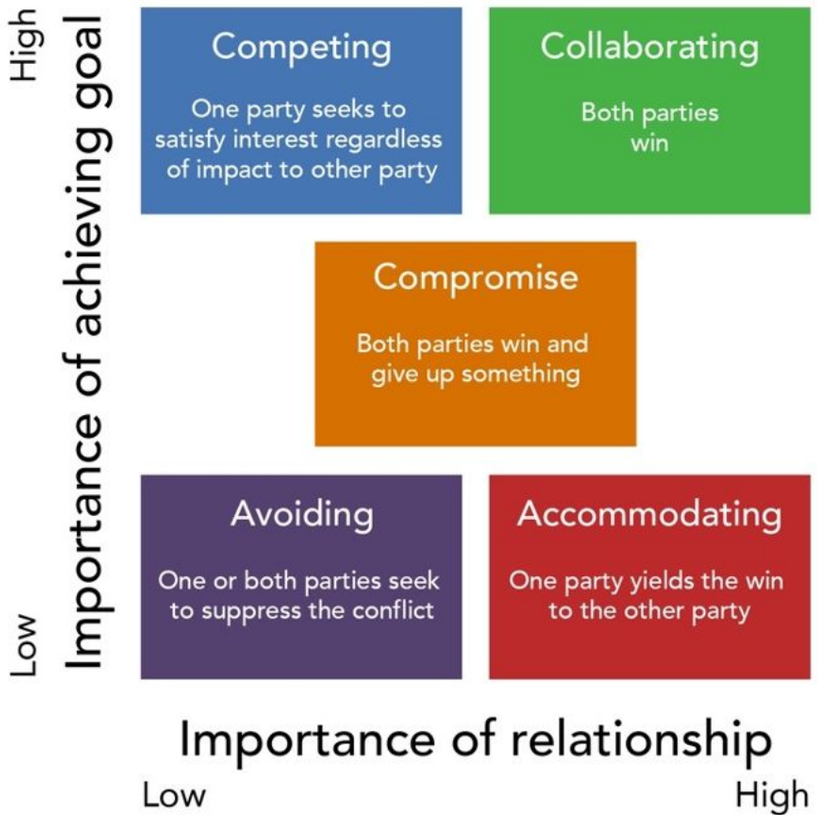
1) Assertiveness, the extent to which the person attempts to satisfy his own concerns, and
2) Cooperativeness, the extent to which the person attempts to satisfy the other person's concerns

1. **<u>Competing</u> is assertive and uncooperative—an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position—your ability to argue, your rank, or economic sanctions. Competing means "standing up for your rights," defending a position which you believe is correct, or simply trying to win.**

2. **<u>Accommodating</u> is unassertive and cooperative—the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.**

3. **<u>Collaborating</u> is both assertive and cooperative—the complete opposite of avoiding. Collaborating. involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.**

4. **<u>Avoiding</u> is unassertive and uncooperative—the person neither pursues his own concerns nor those of the other individual. Thus he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.**



5. **<u>Compromising</u> is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.**

Recommended resources

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1. **UNICEF – Roger Hart: Children's Participation (1992) -> free to download**
2. **Democracy Tracker - https://www.idea.int/democracytracker/about-the-democracy-tracker**
3. **Fundamental Rights in EU -> free to download**
4. **Education Pack "All Different - All Equal", Directorate of Youth and Sport, Council of Europe, 2nd edition https://rm.coe.int/1680700aac**
5. **Compass – Manual for human rights education with young people - Council of Europe https://www.coe.int/en/web/compass**
6. **The training kits (T-kits) are methodological publications for trainers and facilitators with young people -> https://pjp-eu.coe.int/en/web/youth-partnership/t-kits**
7. **Salto-Youth Toolbox - 3x different activities https://www.salto-youth.net**
8. **Salto-Youth Toolbox - Educational program: Inclusion, Non-Discrimination, Democratic participation - link to -> Manual**
9. **NO HATE SPEECH CAMPAIGN WEBSITE https://www.coe.int/en/web/no-hate-campaign**
10. **Manual on Hate Speech -> free to download**
11. **The European Convention on Human Rights: A living instrument (2020) -> free to download**
12. **Meaningful youth political participation in Europe: concepts, patterns and policy implications - Research study (2021) ->free to download**
13. **Safeguarding Human Rights on the Net (2016) https://edoc.coe.int/en/internet/7010-council-of-europe-safeguarding-human-rights-on-the-net.html**

Recommended resources

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    Revised edition, 2020 https://rm.coe.int/bookmarksen2020-web2/16809e5789

21. Nonviolent communication - Center for Nonviolent communication - https://www.cnvc.org/

22. Nonviolent communication - BOOK in PDF - 246pages -> free to download

23. Nonviolent communication - BOOK in PDF - 329pages -> Princeston University - free to download

24. Theatre of Oppressed - Augusto Boal - BOOK in PDF - University of Southern California ->
    free to download

25. Youth project youth4peace.eu, https://youth4peace.eu/

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