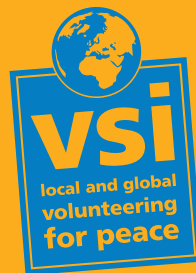




Messages of Peace



Welcome

Welcome to “Messages of Peace”, which we hope will be many things to those that read it. The booklet will on the one hand showcase the Understanding Conflict project, which was organised by VSI in 2009, and on the other demonstrate how Peace Education can be a tool for young people of all backgrounds and nationalities to develop their personal and social skills, as well as their understanding of social and political conflict. We also hope it will promote the vision of VSI, which as a branch of the international peace movement, Service Civil International, promotes peace through local and global volunteering. Finally we hope it will give inspiration to other youth organisations, to get involved in organising Youth Exchanges and to embrace the big issues with young people.

The idea for this booklet came from the young people who take part in the activities of the Teenage Programme on a regular basis. Having taken part in a number of projects they felt they wanted to have something to show for their work, as well as a reminder of all the things they learned and shared with each other during the project.

This specifically came to fruition during the run-up to the Understanding Conflict project, which was a Youth Exchange organised by VSI and including partners from Catalunya, Belgium and France. The project took place in August 2009 and was hosted by the Donegal Peace Centre, an Téach Bán in Downings. The booklet outlines the background to the project including our partner organisations, the funders, the venue itself, and some sample activities from the programme.

We hope that you enjoy it and most importantly enjoy the opportunity to look at and read the young people’s own reflections and thoughts on what peace means for them.

Grace Walsh
Coordinator Understanding Conflict Project





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"I'm gonna bring all the memories and the special moments we had in Ireland. It's just 10 days but it means a lot to me. I'm never gonna forget this beautiful, wonderful experience I had. I made friends easily and I'm gonna treasure it."



1. An Introduction to VSI and SCI

About Voluntary Service International (VSI)

Voluntary Service International (VSI) is the Irish branch of Service Civil International, a worldwide peace movement started in 1920 in the aftermath of the First World War.

Voluntary Service International was founded in 1965 following several voluntary projects in Ireland in the late '50s. Since then, VSI has sent volunteers to projects in over 50 countries worldwide and undertaken a wide variety of voluntary and community work throughout Ireland.

VSI is a membership organisation and all of our current programmes - International Volunteer Projects Programme, Africa Asia Latin America Programme, Teenage Programme, Long Term Volunteering and the Dublin Local Group - are run by working groups made up of volunteers, supported by the VSI staff team. Our Annual General Meeting (usually held in November) elects a National Committee from the membership to oversee the work of the organisation from year to year.

VSI is a registered charity: CHY 9220. VSI is registered as a limited company, no. 140520, having no share capital.



VSI is a member of

- National Youth Council of Ireland;
- Dochas, the Irish Association of non Governmental Organisations for Overseas Development
- Debt and Development Coalition.

Contact details:

Voluntary Service International
30 Mountjoy Square
Dublin 1

Tel: 01-855 1011

Fax: 01-855 1012

info@vsi.ie www.vsi.ie Facebook: Vsi Ireland

VSI acknowledge the support of the National Development Plan through the Office of the Minister for Children and Youth Affairs towards this publication.



Service Civil International (SCI)

“SCI, believing that all people are capable of living together with mutual respect and without recourse to violence to solve conflicts between nations, communities or people, works for the promotion of peace” (SCI Constitution).

SCI is a Peace and Solidarity organisation which was founded in 1920 as a response to the tragedy, destruction and violence of World War 1. A group of peace activists came together to work on the reconstruction of a village near Verdun in France, scene of some of the heaviest fighting and loss of life during the First World War. They showed that people from countries previously involved in conflict could live and work peacefully together towards a common goal despite differences of nationality, religion or class. In our work and in our dealings with hosts, volunteers, partner projects etc. we strive to live by the peace and solidarity ethos and try to resolve any conflicts which may arise in a positive and non-threatening manner.

SCI is an international non-governmental organisation committed to the promotion of peace and understanding through voluntary activities. These activities consist primarily of 2 - 3 week long international volunteer projects involving volunteers from all over the world. These projects range from working with marginalised people to ecological, arts and cultural projects, amongst others. Internationally, SCI has consultative status with UNESCO and the Council of Europe, is a member of the Co-ordinating Committee for International Voluntary Service and the Youth Forum of the European Community. Today SCI has some 90 branches and partners in Asia, Africa, Australia, Europe and North and South America and approximately 10,000 active members and volunteers. Each branch of SCI is represented at the annual International Committee Meeting of SCI the main decision making body of SCI. The ICM elects an executive committee to manage the affairs of SCI from year to year. SCI has an international Secretariat in Belgium.

Working Groups: There are several international working groups. They are made of SCI branches, groups, and partner organisations. Working groups are active around a certain theme or region e.g. Africa, The Balkans, Youth Unemployment; Middle East etc. More details from the office.

For more details see www.sciint.org



VISION, MISSION AND VALUES

OUR VISION - is a world of peace, social justice and sustainable development, where all people live together with mutual respect.

OUR MISSION - is to promote peace, social justice, sustainable development and intercultural understanding through volunteering in Ireland and inter nationally.

OUR VALUES - We base all our work on the following values:

Volunteering - in the sense of acting out of self-initiative, without seeking material reward and for the benefit of civil society, as a method and a statement for social change, whilst never competing with paid labour nor seeking to contribute to strike-breaking

Non-violence - as a principle and a method

Human Rights - respect for individuals as stated in the Universal Declaration of Human Rights

Solidarity - international solidarity for a more just world and solidarity between human beings at all levels

Respect for the Environment - and the ecosystem of which we are a part and upon which we are dependent

Inclusion - to be open and inclusive to all individuals, without regard to gender, race, age, disability, religion, nationality, sexual orientation, marital status, family status

Empowerment - empowering people to understand and act to transform the social, cultural and economic structures that affect their lives at all levels

Co-operation - with local communities as well as other local, national and international actors to strengthen the positive potential within civil society as a whole





"I learned a lot for the past few days. I learned how to express myself more and help people around me whenever they are lost. I hope to learn more. I am so happy."



2. What is Peace Education all about?

The Teenage Programme incorporates peace education workshops as part of our youth exchanges and local residential projects. This is carried out in keeping with the vision of Service Civil International that peace education means to both learn about and to learn for peace. The reference to learning about peace refers to knowledge and understanding of what goes on interpersonal, social, economic and political levels. Learning for peace relates to learning the skills, attitudes and values that one needs in order to contribute to peace and to help maintain it. Through these programmes we seek to deliver tangible results on topics relevant to creating an environment favourable to peace, ranging from commitments to human rights and environmental sustainability to encouraging respect for others.

This is achieved by enhancing the practical skills of participants in areas such as consensus building, assertiveness and cultural empathy. We recognise that the participants involved in our programmes are all unique learners. This knowledge shapes our programme planning and activities to ensure that all abilities and learning styles are catered for. These workshops are learner focused and adaptable and endeavour to take account of participant needs throughout the programme, including utilising non-verbal communication methods and ensuring the activities are literacy proof. In order to afford the best opportunity for this outcome to be achieved, the workshops draw on a range of non-formal and informal learning approaches.

Non-formal learning may be considered in terms of the new knowledge and understanding acquired by the participants in the peace education programme through the creative methodologies we use to facilitate this learning process. In this context, active and experiential learning lie at the heart of the Teenage Programme's peace education programmes. Through the use of active learning methodologies such as drama, role-play, art, film making, storytelling and group work, amongst others, participants are encouraged to understand issues of unemployment, social exclusion and poverty more thoroughly and therefore are more likely to take action as a result of that understanding. Simultaneously, these methodologies help foster closer working relationships between participants by opening up spaces for problem solving and setting clear and achievable goals.

Integrating the informal learning experiences of participants within our programmes is also crucial to the success of our youth exchange and local projects. Informal learning experiences reflect the contact individuals have with a variety of environmental influences that result in day-to-day learning. These experiences occur at many levels, including through peer group interactions

and every day experiences that the learners encounter in their social, domestic and professional lives. A crucial element in our youth exchanges is providing the space for reflective practice which allows the participants to continually plan, act, evaluate and learn from these experiences.

The outcomes of these non-formal and informal learning approaches within the activities of the Teenage Programme is clear through young people who have participated in our programmes assuming an increased sense of self-confidence and critical awareness. The participants are therefore empowered to take charge of identifying and meeting their needs within their own neighbourhoods, organisations and wider society. The non-formal learning approaches also encourage participants to work together for community change, through direct involvement in decision making and collaboration with others, and prompted by the experiences of thinking and acting together during their time as participants in the Teenage Programme.





"I'm learning the important thing that is dialogue with persons when you work with them, even if we don't have the same ideas in the start. The results are incredible."



3. Organising a Youth Exchange

VSI has been organising Youth Exchanges through the Teenage Programme for many years now, as we feel it is a really positive effect on the development and opportunities for travel, personal growth and intercultural understanding of young people. The residential model which spans from between 1 and 2 weeks is an ideal setting that allows the young people to step outside their daily realities, and to engage with the content of the programme, and with their peers in a much deeper way than with other non-residential projects.

Funding:

The Youth Exchanges we organised are largely funded through the European Commission's Youth in Action Programme, through its local agency office in Ireland, Léargas. The Youth in Action Programme offers funding towards travel costs, accommodation, preparation and a planning visit prior to the project upon receipt of a successful application. The emphasis of the programme is on Non Formal Learning, and the promotion of a number of priorities for the European Commission. This programme also provides funding for other activities such as European Voluntary Service, Group Initiatives, Youth Democracy Projects and Seminars or Trainings for those working with young people. Contact details for Léargas can be found at the back of this booklet.

Methodologies:

AS VSI is a volunteering and peace organisation, we see both of these as tools for promoting social inclusion, equal opportunities and the personal development and empowerment of young people. Our Youth Exchanges vary year to year as they are driven by the interested of our participants and partner organisations, but essentially they involve;

- Intercultural learning activities;
- Group building activities;
- Non formal workshops on the theme of peace or the environment;
- Activities that help the young people build their confidence and interact;
- Free-time activities such as visits to local tourism attractions;
- Action projects or volunteering projects in the local community;
- Social time for the young people;
- An emphasis on personal reflection through evaluations and reflection activities.

The key values and objectives of our projects are;

- Interpersonal and personal development of the young people;
- Promotion of the values and ethos of VSI and SCI;
- Promotion of active citizenship and volunteerism;
- Consensus decision-making and non-violent resolution of conflicts;
- Empowerment of young people;

Leadership styles and skills

What is leadership?
The ability to bring about change for the good.

What are the things that a leader needs to be aware of?

AWARENESS

mind

heart

body

Mind: Look further that you can see
Mind needs to be focus to think and plan actions.

Heart: Managing your emotions
Emotions can affect a leader and the team.
The value of service in your heart.
Let Int's

4. Voicing

- Speak to and from the center
- Speak from the intention of what is good for all
- Speak the truth pleasantly
- Don't show aggressiveness at puts people in defense.
- Don't be afraid of silence
- Allow time after someone has spoken to allow the meaning what they said bloom.

Questions for future mapping

What we have learned so far?
How can I use my learnings?
What project I can plan and do in the future? In my school, my college, my community...

4. Engage the team.

Give them informations in the tasks and the plan.

5. Initiate and guide action.

Change the plan if necessary
Keep control and supervise.

Future thinking and mapping

Basic skills: Dialogue and Communication

1. Listening

Be still and centered
Watch any reaction and resistance inside you and put them aside

2. Respecting

Look for unity. Regard the person in front of you as your teacher.

3. Suspending

Let go of judgement, allow fresh

Body: Be aware of your strength and weakness. Your body is a driver for your plans, emotions and motivation. If you don't understand its energy it won't work properly.

Useful steps to achieve tasks and leading your team:

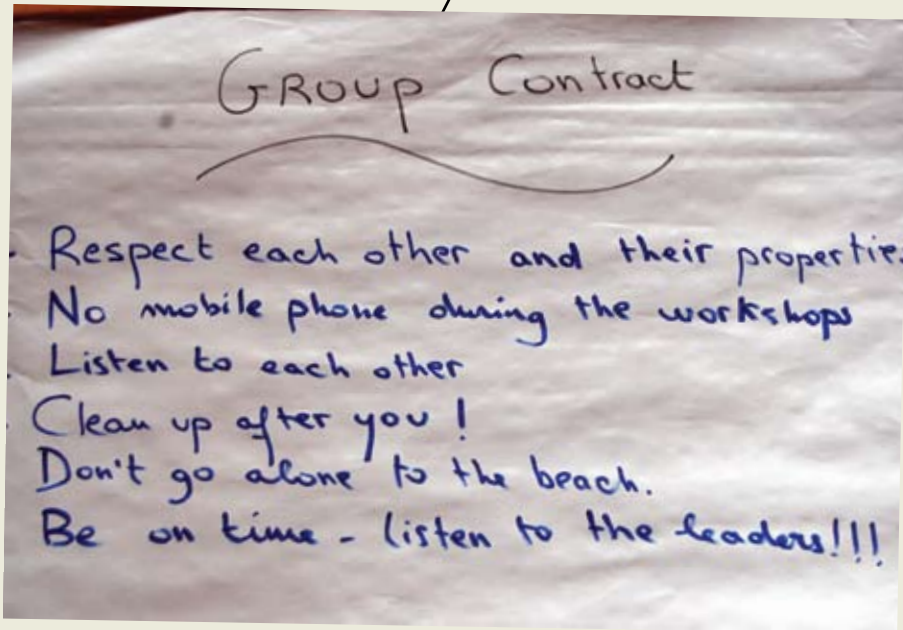
1. Get the brief and seeing it.

Ask questions until you are clear.

2. Form an outline plan

where do I start? What are the first steps? Who should play what role? Who will manage the time and the process?

3. What will be needed from you as a



Understanding Conflict Youth Exchange:

The project focused on the ability of individuals to create the conditions of peace within their community, and through a series of workshops allowed the young people, through art, craft, writing, photography and other mediums, to record their experiences and impressions of peace in the world today and in turn record their messages of peace for the book. The non formal learning workshops looked at conflict models, the Northern Irish Troubles, interpersonal conflict, and examples of individuals who have contributed to peace in their communities. A number of individuals who experienced conflict directly in their lives, and chose to respond to this through non-violent activism met and spoke with the group.

One of these, Jon McCourt, grew up in Derry, Northern Ireland. He marched for civil rights in 1968, and joined IRA in 1969. He left in the mid 1970s, feeling disillusioned that it had moved too far from the civil rights agenda and was contributing to increased polarisation and sectarianism. He then became a community peace activist, and has worked in the area ever since, including working with victims of violence, community relations and youth in criminalised areas. Jon proved a hugely positive example for the young people and for some who had experienced conflict directly in their own lives, his message and stoic compassion was an inspiration.

The project also incorporated games and activities which allowed the young people to explore issues around perceptions, values, prejudices and equality among other things. The group also hosted a youth group, the Whistle Project, from an interface community in Derry City, for a day, and they took part in intercultural activities together.

There was also the opportunity for a day trip to Tory Island, where Patsy Dan, the High King of Tory welcomed them, and treated them to some accordion playing and a few lessons in Irish dancing.

An Téach Bán:

Originally known as An Teach Bán, the Donegal Peace Centre based in Downings Co. Donegal grew out of a community initiative led by the Pilot's Row Community Centre Derry in the late 1980's. The motivation that lay behind the initiative was to find a place of respite for residents of the Bogside district of Derry, to take people away and give them the experience of togetherness without the continuous security pressures that surrounded their lives during that period. It was a humble ambition - a response to the needs of a community. Twenty years on, An Teach Bán, the Donegal Peace Centre is residential facility with a core peace building programme funded under Peace III, extensive outreach activity in a new Pass it On project supporting fifteen communities, a programme to capture and share learning in peacebuilding as part of a regional consortium, the Irish Peace Centres and a growing international programme. It remains unique in the nature of the space which is internally and externally nurturing. It is a place of welcome, a safe place, a place apart, a place to come home to, a place of intimacy and a place that holds many stories and that has become part of many, many people's lives.





"I learned a lot of things and stuff yesterday. It helped me to improve my skills, have confidence, and how to make friends! I had fun and made the most of my time."



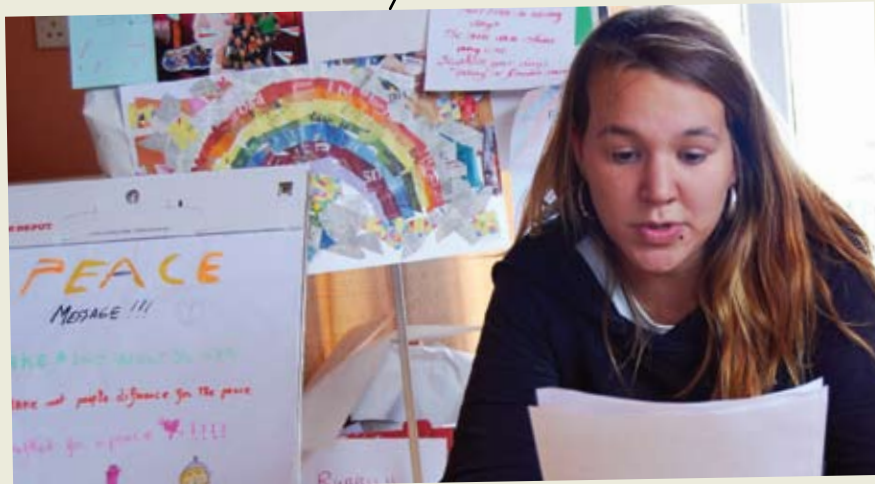
4. Messages of Peace - in their own words


1. What have you learned?

- I have learned the difference between peace and conflict.
- Learned how to interact with people through name game's and energy games
- Through fun we can bring people together
- I have learn about languages and different cultures
- When we work together we can get so much done and especially when we have good leadership

2. How can I use my learning's?

- Use goggle football to show people a different perception
- Share with friends and help them be positive
- Show other people that everyone in the world is the same its what's inside that matters
- Teach my family and friends to live in peace with other people
- Don't judge
- Be more open minded
- Doing something small can make a big difference





A letter from someone's life changing experience

We have stayed here together for ten days and it has been a truly inspiring and wonderful experience. I have met people I never would have met before and learned so much from them, things that I could have never learned in school or from a book. I have learned about so many different cultures and different religions, but most of all I have learned the importance of peace in my own life. On this exchange I have met people who have lived their lives in the conflict in Palestine and Northern Ireland, but they became stronger people and used their experiences to educate and help others. We also learned about perception and misperception through games. This taught me not to see just what's in front of me but to look at all angles and develop my own opinion on the situation. When we leave here and go back to our own lives in Ireland, Catalonia, France and Belgium I think we will all bring home more than just memories. We will bring with us the knowledge of being able to make a huge difference in our communities or on a wider scale just by doing something small and being dedicated to making a change for the better. When I go home I want to educate young people in my area about the things that everyone has thought me on my exchange, I will do this by working with my local youth clubs and local schools.

I can't put into words the amount that I have learned from these amazing people that I have met during these ten days but I will never forget them. They are not just people that I lived with for ten days. They are my friends and I can't thank them enough for the things they taught me here.

Kate Fox, Dublin 29/08/09

Peace is the absence of violence;

Peace is when different people of different cultures of different attitudes and different states of living come together to be one!!

Why is peace important to you?

Everybody has their own way of thinking of what peace means to them but to me it's all about learning, listening and patience. With all of this I know peace can be achieved in society.

Learning's - What I understand about learning and how it is connected to peace:

Nobody is perfect, you could be the smartest person but that still doesn't mean that you won't make mistakes.

My experience with the VSI has brought more new things to my life. I learned everyday of my life I don't care how small or big the person teaching is, I don't judge them because I know they have something special inside of them that I might not have, and I will have to learn it from them. If I judge these people before I get to know them I might not get the opportunity again to learn what I could have learned. Judgment can be classified in different ways such as:

- 
1. Race
 2. Culture
 3. Physical appearance

Without having all these thoughts while looking at someone, you will definitely have a positive reaction to them, but with looking at the above (race, culture, physical appearance) peace is definitely taken away. This then can end up in violence if action isn't taking to solve it.

Although everybody in the world can't be friends with each other and they can hate others, with having a positive side you'll definitely learn more and know how to keep the peace.

Listening - What I understand about listening and how it relates to peace:

It's like the normal way of living. When someone is talking keep quiet and listen to them, and later bring in your own opinion about the issue, but if everyone keeps talking and no one is listening to each other something will come up and end in violence. If everyone keeps quite and has respect for the person speaking at the moment, good ideas will come to everyone's head and then there will be a solution to what ever the problem is. No matter how small someone is we are all human and all equal and all have the same right to have a chance to be listened to and have ideas. All these piece's of idea's when combined together can help build up the world and every hand can be peaceful.

Lara Olofa, Galway



A word game

We played a word game where one person wrote a sentence and folded the page so the next person could only see the last word that was written and had to continue on from that word and so on. We did this based on the theme of peace and this is how it turned out.

In my world there

Is,

Is happiness, solidarity, Equality and

Justice,

Justice is the journey made on the path to peace is the light in which we find our way, allowing us to never lose sight of our goal and illuminating our paths in this

Struggle,

Struggle for justice and peace and equality for all is endless. In reality it does not mean that it is impossible to achieve it, it just means a simple truth. We need to search for our common humanity and look for what unites us, not what divides us. Remember the struggle will want you to reach out to people and serve them, and it asks to build human relationships and seek truth beyond tradition and the

Image

Image and conscious young people who worry what they look like and not what
What the world with out

Love

Love is the most important thing in your

Life

Life and concepts of a person is just the thing you need for making a better

World

World
Equality

Equality is the first step to a better

World

World is similar to hell without

Peace

Peace, Respect, friendship, we need them if we want a better

World



"I learned more about the Irish conflicts and this history. I learned also how the Irish water can be cold!!"



5. Some sample activities

Goggle Football

Materials Needed: Scissors, String, Plastic or Styrofoam cups (enough for each person in the group); footballs (one for each set of two teams); coloured bibs; soccer pitch, five-a-side pitch or field with markings and make-shift goal posts; flip chart paper and markers.

Themes:

Cooperation; Inequality; Disability; Alternative perspectives.

Time:

1 hour +

Aims:

- To demonstrate the use of active games to explore issues of equality and fair play;
- To encourage young people to reflect on the potential of systems based on a foundation of equality in their personal and professional practice.

Methods:

Divide the groups into teams according to the size of the group (there should be at least 5 players in each team). Hand out the scissors, cups and string and explain to the group that they are going to make "goggles". They can work in pairs to help one another. They should cut a hole in the flat end of the cups, and make two incisions or small holes on either side of the cup (close to the top but not too close that it will tear). The string should be fed through the holes so that each cup sits on the string close to the middle, with about a 1 or 2 inch gap between each cup. There should be enough string let on either side of the cups to tie the cups to the head of the participants. It might be useful to have some cello tape to repair any "goggles" that don't work out. Each participant should have a set of "goggles" before you bring them outside or to a large hall to play the game.



Following the rules of soccer, make sure there are goals at each end of the pitch, and a half-way mark to start from, as well as lines to mark the perimeters of the pitch. The teams should compete in a short game of soccer with their “goggles” firmly tied on so they are looking through them. Make sure there is a referee to monitor any attempts to cheat, and maybe a few extra youth leaders to ensure there are no accidents. As participants can lose coordination it’s important that there are no obstacles or hazards in their way. Let the group play for a short period of time, keeping the score, and switching half-way through to change sides.

When the game is finished or has been played for long enough bring the group back into plenary to debrief. Set a number of questions that will help the group to reflect on the experience. Some suggested questions are;

- How did you feel playing the game?
- What effect did the goggles have on your game?
- How did you feel when you were wearing the “goggles”?
- Were you able to play as you usually do?
- Was the game fair?
- What learnings from the game could you use in other areas of your practice- themes that might emerge include inclusiveness, participation and having fun.

Self-Portrait Collage

Materials Needed: Old Magazines and newspapers; Coloured paper and sheets of A4 or A3 paper; Glue and scissors; Paint, crayons and general art supplies; some string and clothes pegs or blue-tack.

Themes:

Identity, Culture and Hopes for the Future.

Aims:

- To allow the young people to express elements of their personality through art;
- To develop the young people's self-awareness and confidence within the group;
- To encourage the young people to reflect on their identity and their personal thoughts on the theme of culture.

Time:

Flexible but allow at least 30 minutes for creating the image, and the same again for feedback. This should be a quiet, reflective activity that isn't rushed.

Methods:

Arrange an area for the young people to work comfortably, with access to the materials. You can also hang a long piece of string across the room, like a clothes line, for the pictures to be displayed on afterwards, or use a clear wall.

Introduce the group to the activity by explaining that they are going to create a self-portrait. They are going to do this using image, colours and words from magazines and newspapers or through their own artwork and writing. They can be as creative as they like. The portraits should include images or words that reflect something about their personality, something about their culture, and something about their hopes for the future.

When the time is up, or you feel the group is ready, invite individuals to present their image to the group, one by one. It might be good to make this optional depending on the group, but try to encourage as much participation as possible. Group leaders can also take part. Display the images throughout the project or activity.

The theme of this activity can of course be changed e.g. ask the participants to create a collage / painting reflecting their thoughts on the environment, their communities, and so on.



Workshop: Introduction to Conflict

Materials:

Flipchart paper; Markers; Copies of Scenarios.

Themes:

Conflict and conflict resolution.

Aims:

- Introduce the word "conflict" and brainstorm associated words;
- Read the definition of the word "conflict" and apply the concept to life examples;
- Lead participants in a basic conflict analysis by using pyramid analysis;
- Lead your group in analysing prepared scenarios of conflict.

Methods:

Activity 1:

Write the word "conflict" on the flipchart. Ask your group to look at the word and call out any other words that come to mind when they think of conflict. Write down all the words your group calls out. Read out the words for the group and ask them if the words are positive or negative. Ask your group if conflict is always negative.

Read the definition of "conflict" as provided (below) to the group. Split your group into sub-groups of 5-8 and ask each group to provide an

example of a conflict that is currently occurring at community, national and international level. Complete this exercise within 4-5 minutes. Ask the groups to present their examples of conflict. With the group as a whole, check to make sure that each example fits the definition.

Definition of Conflict

“A conflict is the pursuit of incompatible goals by different people or groups. A conflict arises when two (or more) parties (people, groups) disagree about the distribution of resources, whether real or symbolic and act on the perceived differences.”

Activity II:

Draw a pyramid diagram (see below) on the flip chart and ask participants to copy. Very briefly share an example of a conflict from your own life with the group. Using that example, fill in the middle part of the triangle saying briefly what happened in the conflict and then in the top part explain the consequences of the conflict. In the bottom tier of the pyramid, list some reasons behind the conflict. Be sure to apply the definition of a conflict to these reasons. Ask the group to think of a conflict in their own life and fill in the top two tiers of the pyramid. Be sure to let participants know that they will only be sharing this with a partner, not with the entire group (unless they would like to). Ask participants to share their pyramids with a partner. Once they have shared, they should think together of the reasons behind the conflict. They should write their ideas at the bottom of the pyramid. Circulate through the group and check for comprehension.

Divide the group into four sub-groups. Provide each group with a photocopy of the scenarios and assign each group one of the scenarios on the page. Have the group read the scenario together and then work together to fill out a pyramid analysis on the scenario provided.

Have each group read their scenario and present their conflict pyramid. As the groups are presenting their analysis, ask the following questions of the entire group.

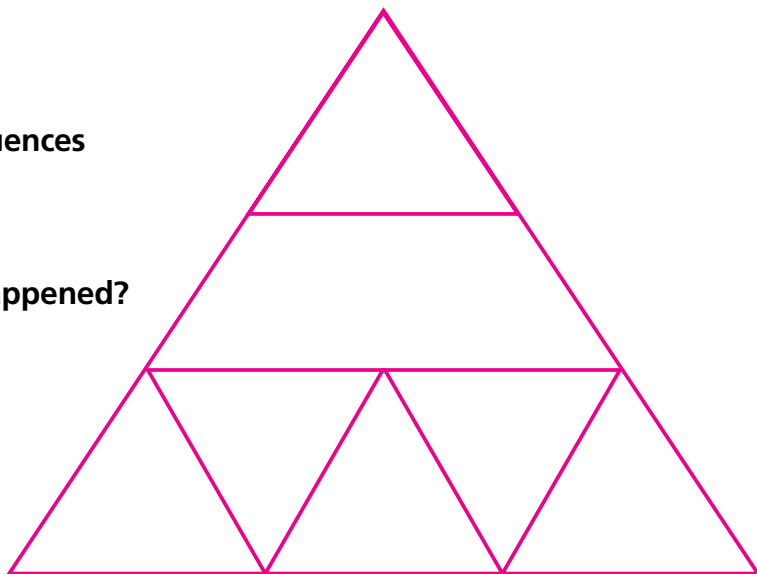
Questions for Discussion

- What are the incompatible goals in this scenario?
- What causes do these scenarios of conflict have in common?
- What role does identity play in these scenarios?
- What role does conflict have over resources?
- What role do rules or laws or rights play in these scenarios?

Consequences

What happened?

Causes



Scenarios

Charles - My experience with conflict was in my home in the Congo. The Congo is a large country in central Africa that is very rich in diamonds, gold and timber. People have been fighting for control of these resources for many years. I can't live in my home because there is constant fighting. I am from the Hema tribe and often there is fighting between the Hema and Lendu tribes. It is difficult to find work, or to farm with all of the fighting. Two years ago, a Lendu militia came to my village and killed many people. Now I live in Ireland and I am waiting to find out if I will be granted refugee status. If I am refused, I will have to go back to the Congo. I don't know what I will do if that happens.

John - My most recent experience with conflict came just last weekend. I went to a local pub. I have gone there often, but this time the barman refused to serve me. He said that somebody told him that I was a Traveller. He said that all Travellers caused trouble and were criminals. He told me that he didn't want trouble in his pub and so he wouldn't allow Travellers. I have never caused a problem in a pub before in my life and I told him so. I argued with him and told him that by law, he had to allow a Traveller into his pub. It didn't matter, he told his doorman to push me out so I left.

Oonagh - The last time I had a personal experience with conflict was last year when I completed my Junior Cert. After the last exam, a group of my friends made plans to go out to celebrate. We were going to go to a friend's place and stay there over night. When I told my Ma, she said she didn't want me to go out all night. She said that she knew that some of the kids on our estate had bought cider and that she didn't want me out all night with people who were drinking. Usually it is ok for me to stay out at a friend's house, but Ma said I had to come home. I thought it was unfair and I stayed out anyway. The next day my Ma and dad were so angry, they said that I couldn't have any pocket money for a month.*

** This activity is taken from "Worlds Apart? Glenree Peace Education Package" published by the Glenree Centre for Peace and Reconciliation and Development Cooperation Ireland.*



"I learnt so many things the last two days, language, peace, and how to talk with people from different culture and distant country."



6. Acknowledgements

The participants

From Ireland:

Kate, Lara, Jenny, Tolani, Sodiq, Raj, Johnson, Serge

From Catalunya:

Sandra, Ashley, Lara, Pierre, Belén

From Belgium:

Jennifer, Kim, Manuel, Stijn

From France:

Lison, Clement, Marine, Sylvestre

The Leaders

Geert, Katrijn, Cormac, Claudie, Guti, Sebastien

All of whom are messengers of peace in their own lives and their own way.

A big thank you to the following people who made the project a reality and shared their experiences and expertise to make it wonderful;

- To Michaela from Irish Peace Centres and Tracey from An Téach Bán for all her enthusiasm and support;
- Jon McCourt for his story-telling, his passion, his honesty and fortitude and for bringing a little bit of Derry to Donegal;
- The young people from the Whistle Project in Derry, for bringing us music and dance and being part of the group after just a few hours;
- Yaser Al Ashqar for his endless contributions to our peace education programmes and inspiration to all;
- Kevin McParland, Development Perspectives for his now famous Goggle Football and Helium Stick;
- Aisling Moroney, VSI for the very long drive to Donegal and the welcome dinner.

With the support of





"To listen to others instead of trying to talk all at the same time when we follow the same goal."

7. Further Reading and Resources

Below is a small selection of peace education and miscellaneous resources available on the web. It is not comprehensive and includes just a few starting points that have been useful for the activities of the Teenage Programme.

www.salto-youth.net

This highly useful website provides youth work and training resources and organises training and contact-making activities to support organisations, youth workers and National Agencies responsible for the implementation of the European Youth in Action Programme. The resources section has endless non-formal learning activities and really useful publications to use in international youth work projects.

www.glenree.ie

The Glenree Centre for Peace and Reconciliation finished its peace education programme in 1998 but still has a link to the World's Apart Peace Education Resource book on its website, which looks at the Northern Irish conflict.

<http://eycb.coe.int/compass/>

The Compass Manual is an in-depth and valuable guide that includes an introduction to human rights education as well as a variety of activities related to peace and conflict, as well as other themes such as intercultural understanding.

<http://www.youthdevd.ie>

The National Youth Council of Ireland has a development education section which produces user friendly resources on global justice issues, and which are particularly suited to youth groups.

<http://www.spaceforpeace.net/resources.phtml>

This website is dedicated to Peace Education and was set up by the international organization of which VSI is part, Service Civil International. It provides information about peace education, resources and information on possible trainings and projects connected to peace education.

www.christianaid.ie/ and www.afri.ie


Useful resources on topics such as Food security, poverty and conflict in Afghanistan among others.

www.peaceday.org/en/my-peace-one-day/actions/education_resources

The Peace One Day initiative aims to promote three key steps towards peaceful communities and includes a film and other materials for exploring a vision of peace for the future with young people and adult groups.

www.leargas.ie

The Leargas website has information on funding for Youth Exchanges and other youth-based activities as well as all necessary resources to do so.



*"I learnt to break the ice
with people. I had patience
with people whenever I didn't
understand something."*



Voluntary Service International
30 Mountjoy Square
Dublin 1

Tel: 01 855 1011
Fax: 01-855 1012

info@vsi.ie
www.vsi.ie
Facebook: Vsi Ireland