

PEACE BY PIECE



15.10 - 24.10.2026
Boleraz, Slovakia

zipcem



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INTRODUCTION



INTRODUCTION

Imagine a Europe where every youth worker feels empowered to turn conflicts into opportunities for dialogue, understanding and positive change. Yet today, many young people face discrimination, hate speech, polarisation and conflicts in their everyday lives, while youth workers often lack the practical tools, methods and confidence to address these challenges. This is the gap our project aims to bridge.

In a world where differences too often lead to division, peacebuilding has become more important than ever. Conflicts can emerge in our communities, schools, workplaces and online spaces, affecting relationships and social cohesion. Through this Erasmus+ Training Course, we explored conflict resolution, nonviolent communication, human rights, stereotypes, hate speech and ways to promote peaceful dialogue.

This small booklet, our Toolkit of a Peacebuilder, reflects what we learned, discussed and created together. We hope it will inspire youth workers and young people across Europe to embrace diversity, challenge prejudice, communicate with empathy and take small but important steps towards more peaceful and inclusive communities.

PROJECT LOCATION.

Boleraz, Slovakia

DATES OF THE PROJECT

October 16-23-2026

NUMBER OF PARTICIPANTS

24

“Peace by piece” was a training course that took place in Boleraz, Slovakia. It is Erasmus+ project, founded by European Union and implemented with help of NIVAM – National Institute for Education and Youth. It gathered participants from Slovakia, Latvia, Poland, Spain, Greece, Croatia, Hungary and Germany giving us the chance to exchange experiences, learn from each other and explore topics related to Peacebuilding and conflict management. The project was organized by ZDRUZENIE INFORMACNYCH A PORADENSKYCH CENTIER MLADYCH V SLOVENSKEJ REPUBLIKE an organization that works with young people through non-formal education. They focus on creating inclusive spaces where young people can develop skills, express themselves, become more active in their communities and affect other young people to do the same.

DEFINITIONS



DEFINITIONS



Conflict Management

Conflict management is the process of addressing disagreements and tensions in a constructive way. It involves communication, understanding different perspectives and using appropriate strategies to prevent conflicts from escalating, even when a complete solution is not immediately possible.

Conflict Resolution

Conflict resolution is the process of finding a peaceful and mutually acceptable solution to a disagreement or conflict. It involves identifying the underlying causes, listening to different perspectives and working together to reach an agreement that addresses the needs and concerns of those involved.

Tolerance

Tolerance is the willingness to respect and accept people with different beliefs, opinions, cultures, identities and ways of life, even when we do not agree with them. It means recognising everyone's right to be treated with dignity and respect, while acknowledging and valuing diversity.

DEFINITIONS



Equality

Equality is the principle that all people have the same fundamental rights, dignity and opportunities, regardless of their gender, ethnicity, religion, background, disability or other personal characteristics. It means ensuring that everyone is treated fairly and has equal opportunities to participate in society without discrimination.

Hate Speech

Hate speech refers to communication that expresses, promotes or incites hatred, discrimination or hostility towards individuals or groups based on characteristics such as ethnicity, religion, nationality, gender, sexual orientation or disability. It can take different forms and can contribute to prejudice, exclusion and violence.

Stereotype

A stereotype is a fixed and oversimplified belief or assumption about a particular group of people, often based on characteristics such as gender, ethnicity, nationality, religion or age. Stereotypes ignore individual differences and can lead to unfair judgements, prejudice and discrimination.

DEFINITIONS



Peacebuilding

Peacebuilding is the process of creating and maintaining lasting peace by addressing the underlying causes of conflict, such as inequality, discrimination, injustice and social tensions.

It involves promoting dialogue, cooperation, mutual understanding and trust between individuals and communities to prevent violence and build more peaceful and inclusive societies.

Xenophobia

Xenophobia is the fear, dislike, distrust or prejudice towards people who are perceived as foreign or different because of their nationality, ethnicity, culture or origin. It can lead to negative stereotypes, discrimination, social exclusion and hostility towards migrants, refugees and other groups perceived as outsiders.

STEREOTYPES



WHAT IS IT?

A stereotype is a fixed and oversimplified belief or assumption about a particular group of people, often based on characteristics such as gender, ethnicity, nationality, religion or age. Stereotypes ignore individual differences and can lead to unfair judgements, prejudice and discrimination.

WHY ARE STEREOTYPES DANGEROUS TO THE SOCIETY?

Stereotypes are dangerous to society because they make people judge others based on their gender, race, age, religion, or culture without knowing them personally.

They can lead to discrimination, bullying, unfair treatment, and hatred. They can also hurt people's feelings, lower their confidence, and stop them from getting equal opportunities.

TYPES OF STEREOTYPES

Gender stereotype: believing that girls are weak and boys are strong.

Racial stereotype: believing that people of a certain race behave the same way.

Age stereotype: believing that old people cannot learn new things.

Religious stereotype: believing that everyone from a particular religion behaves the same way.

Cultural stereotype: believing that people from a certain culture all have the same habits.

Occupational stereotype: believing that all teachers are strict.

CONFLICTS IN PARTICIPATING COUNTRIES



LATVIA

Problem: polarisation of society based on language

Latvia has two main language communities: Latvian-speaking and Russian-speaking.

Both communities often consume different media and have different views on politics, history, and current events.

Some Russian-speaking residents feel their language and culture are being pushed aside.

Meanwhile, many Latvian speakers believe protecting their language is essential after decades of Soviet occupation and Russification.



GREECE

Problem: Hate speech based on gender and immigration

Greece suffers through hate speech based on stereotypes on gender. This can be especially problematic as it is projected both through political parties and media. As a result a lot of younger generations can copy such behavior leading to a circle of continuous conflicts.

Another problem of Greece is the ever growing hate speech about immigrants. This has lead to behaviors such as the killings of immigrants in the open sea by the navy or the killings of immigrants through fascist parties.

Strict religious backgrounds as well as poor investment in the education system by the government can be attributed to these problems.



SPAIN

Problem: Humanitarian crisis in Ceuta with Morrocon population

Ceuta is facing a border event of unprecedented magnitude. More than 40,000 people may have entered the city over the course of approximately 24 hours. According to the president, the resources allocated for unaccompanied minors were operating at 2,400% of their capacity, this leads to a context of tension and increase of xenophobia.

The use of migratory movements as an instrument of political pressure should be viewed as part of a series of border crises that have occurred since 2005, rather than as an isolated episode.

Goal: redistribution of migration-related resources as a collaboration of the European Union to manage the humanitarian migration crisis.



SLOVAKIA

Problem: Reliance on one sector for economy

Heavy dependence on car manufacturing production making the economy vulnerable to EV shifts and automation, combined with a severe economic wealth gap between Bratislava and Eastern/Southern Slovakia.

Solution: Diversify investment into R&D, green tech, software, and AI adoption.

Complete core transport and digital infrastructure to connect lagging eastern region.



SLOVAKIA

Problem: Exclusion of Roma Communities

Poverty and social segregation affecting Roma populations in Eastern Slovakia, leading to lower access to healthcare, jobs, and clean housing.

Solution: Enforce mandatory, pre-primary education for children from excluded backgrounds.

Expand state funding for local social workers, health assistants...

GERMANY

Problem: Polarisation between foreigners and nationalist groups

Germany faces growing tensions between immigrants and nationalist groups. Religious differences, particularly between Muslims and non-Muslims, can also contribute to social divisions.

Social media plays an important role in spreading misinformation and polarising society. The far-right party AfD uses online platforms to influence public opinion, while foreigners and LGBTQ+ people often face discrimination, especially on TikTok.

A major challenge is the lack of media literacy. Children and elderly people can be particularly vulnerable to misinformation. Media literacy courses and educational programmes could help people identify false information.

Another challenge is the limited interaction between communities. People with nationalist views may have little contact with foreigners, reinforcing stereotypes and prejudice. Intercultural programmes and community activities could encourage dialogue, mutual understanding and social inclusion.



CROATIA

Problem: Rising Xenophobia and the Exploitation of Foreign Workers

The rise in foreign workers, alongside far-right views on immigration, has increased tensions between migrants and local communities. The government's reliance on workers from Southeast Asian countries to meet labor demands has contributed to concerns about low wages and working conditions.

Migrants face online and physical harassment, poor living conditions, xenophobic attitudes, and negative media portrayals. This creates an unsustainable situation that harms both migrant workers and the wider society, with little indication of meaningful systemic change in the near future.



CROATIA

Solution: Promoting Migrant Integration and Fair Working Conditions

The government should strengthen labor laws, ensure fair wages, and improve housing and working conditions for foreign workers. Public awareness campaigns and intercultural programs can help reduce xenophobia and improve relations between migrants and local communities. Stronger action against harassment, responsible media reporting, and cooperation between employers, government agencies, and migrant support organizations can help create a safer and fairer environment for everyone.

HUNGARY

Problem: Youth emigration and regional inequality

Eastern Hungary faces a serious problem of youth emigration due to limited job opportunities, low wages, and a lack of skilled, well-paid employment. Many young people move to Budapest or other Western European countries in search of better living standards and career prospects. As a result, the eastern regions lose educated and talented workers, making economic development more difficult. This situation also increases the gap between wealthier western areas and poorer eastern regions, where access to quality education, healthcare, and modern infrastructure remains limited.

POLAND

Problem: Cross-Border Disputes and Inefficient Conflict Resolution

Historical tensions and identity politics continue to affect relations between Poland and Ukraine. Cross-border disputes are difficult to resolve due to limited mediation services, overloaded courts, and slow civil proceedings.

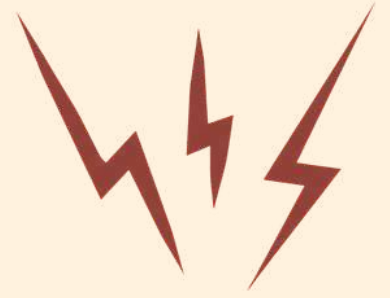
Although mediation is widely promoted as an alternative to litigation, it remains underused. These challenges make conflict resolution more difficult and delay access to justice for individuals and businesses operating across borders.

Poland and Ukraine should improve access to mediation services by establishing cross-border mediation centres and promoting mediation as an alternative to lengthy court proceedings. Digital services can make it easier to submit legal documents and resolve disputes efficiently. Cooperation between legal professionals, historians, and government institutions can also help address historical tensions, build mutual understanding, and improve access to justice for individuals and businesses in both countries.

TYPES OF CONFLICT



INTERPERSONAL CONFLICT



When two people experience disagreements, incompatibilities, or clashes due to differences in goals, values, perceptions, or needs.



*“A man makes sexist comments,
and a woman confronts him.”*

INTERGROUP CONFLICT



Occurs when two or more groups experience disagreements, tensions or hostility due to differences in their interests, values, beliefs, identities or goals.

These conflicts can arise from competition for resources, social inequalities, stereotypes, discrimination or historical tensions. They may involve cultural, ethnic, religious, political or social groups.

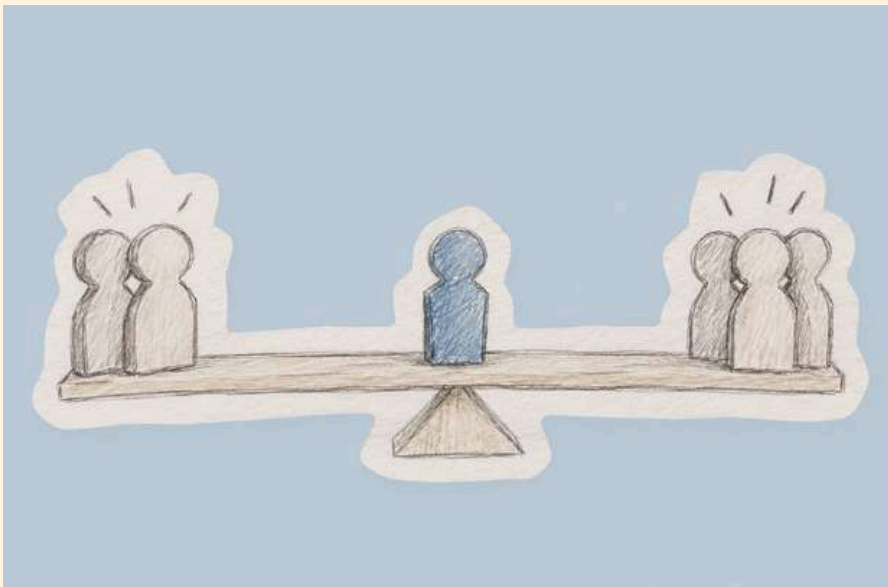


“Two ethnic groups clash because of racism and discrimination.”

BETWEEN GROUP AND PERSON CONFLICT



Occurs when one person's beliefs, values, behaviour, needs or goals clash with the expectations, rules or interests of a larger group. These conflicts can arise from differences of opinion, social pressure, discrimination, unequal power relations or resistance to group norms. They may occur in schools, workplaces, communities, youth organisations or other social settings.



“An employee disagrees with their team’s decision.”

INTROPERSONAL CONFLICT

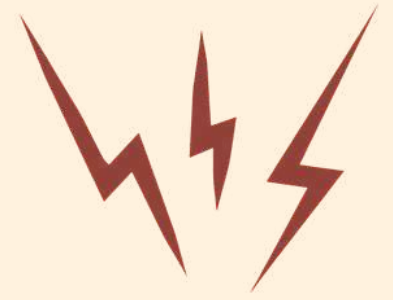


Occurs within an individual when they experience competing thoughts, emotions, values, needs or goals. It often arises when a person faces difficult decisions, struggles with conflicting desires or feels uncertain about what is right for them. These internal conflicts can create stress, anxiety, frustration or self-doubt.



“A person wants to defend someone facing discrimination but feels afraid of being rejected.”

ONLINE CONFLICT



Occurs when individuals or groups experience disagreements, tensions or hostility through digital platforms, such as social media, messaging applications, online forums or gaming communities.

These conflicts can arise from misunderstandings, differences in opinions or values, offensive comments, misinformation, discrimination or the lack of face-to-face communication. Anonymity, rapid information sharing and the absence of nonverbal cues can contribute to the escalation of online conflicts.

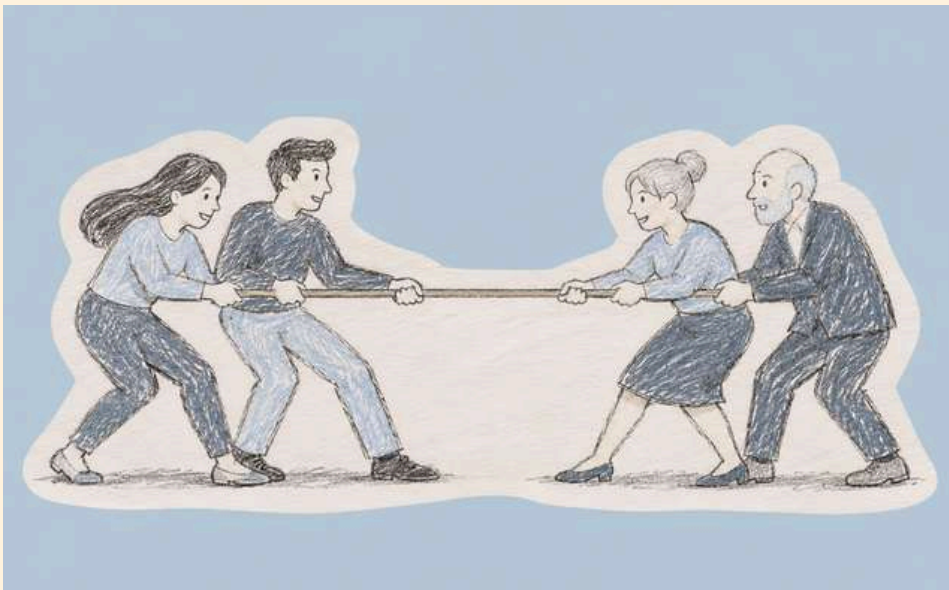


“Someone insulted me in the comments.”

INTERGENERATIONAL CONFLICT



Occurs when people from different generations experience disagreements, tensions or misunderstandings due to differences in their values, beliefs, expectations, experiences or ways of life. These conflicts often arise from different attitudes towards traditions, technology, education, work, social norms or cultural changes. They can occur within families, workplaces, educational institutions and communities.



*“When I was your age,
I already had a stable job.”*

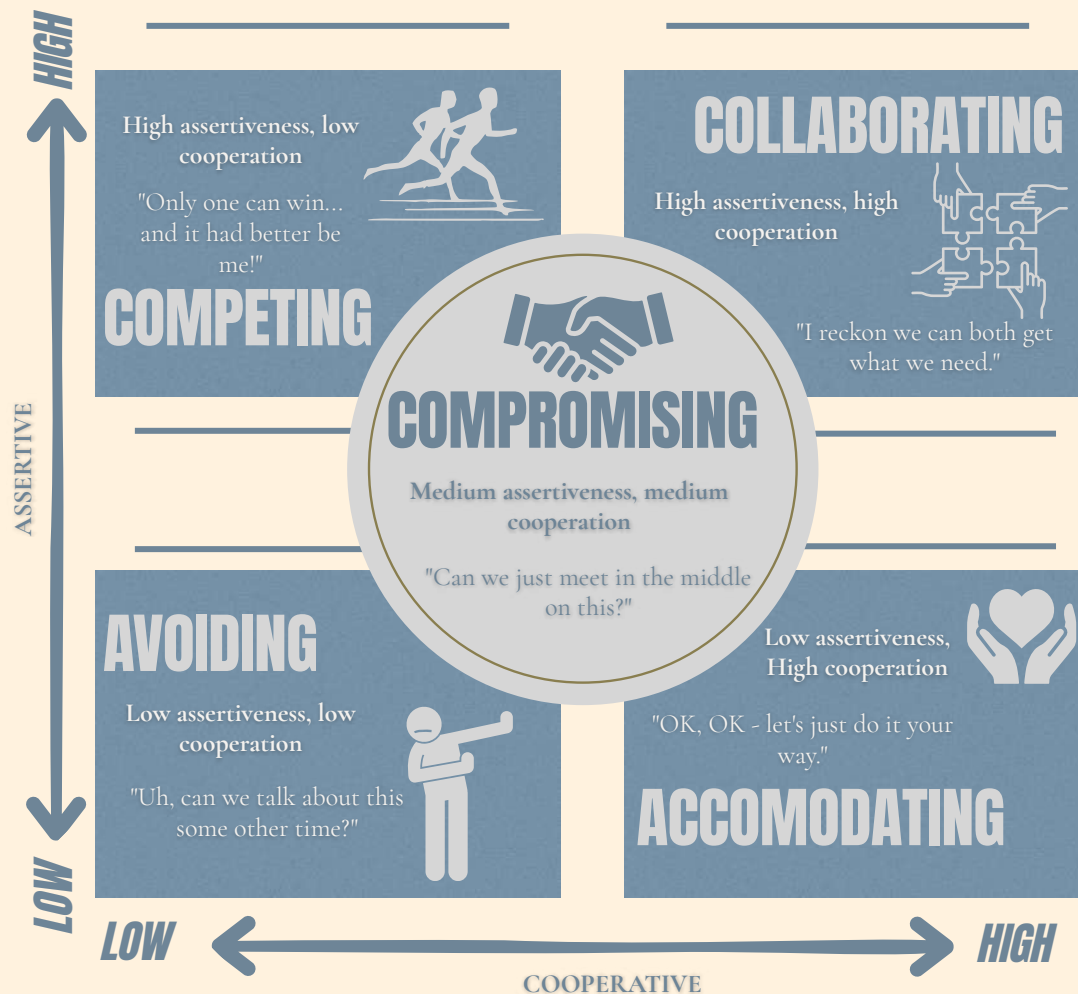
STRATEGIES OF CONFLICT RESOLUTION



STRATEGIES OF CONFLICT RESOLUTION



THOMAS-KILMANN CONFLICT MODEL:



Source: Kenneth Thomas and Ralph Kilmann, 1974

COMPETING

You push your own agenda regardless of what others want. It's assertive but not cooperative.



"My way or the highway"

WHEN YOU USE IT?

Quick, decisive action is needed (emergencies)
You're protecting company policies or ethical standards



BE CAUTIOUS :

Overusing this can damage relationships and morale.



COLLABORATING

This style seeks full satisfaction for both parties through deep dialogue and problem-solving.



"Let's find a win-win"

WHEN YOU USE IT?

Strengthening long-term relationships
The issue is complex and requires different viewpoints.



BE CAUTIOUS :

It takes time and effort—don't use it for minor disagreements.



COMPROMISING

You find a solution that partially satisfies both parties. It's practical, but not ideal for deeply rooted issues.



"Let's meet in the middle"

WHEN YOU USE IT?

You need a quick, fair resolution
You're at a negotiation standstill
The issue isn't worth a drawn-out debate



BE CAUTIOUS :

Frequent compromise may leave everyone slightly dissatisfied.



AVOIDING

You sidestep the conflict entirely, either by withdrawing or deflecting.



“Let’s not talk about it”

WHEN YOU USE IT?

The issue is minor or temporary
Emotions are too high for a productive discussion
You need more time or information



BE CAUTIOUS :

Unresolved issues can grow into larger problems



ACCOMMODATING

You prioritise the other person's needs over your own. It can show empathy but risks enabling poor behaviour.



"Whatever you think is best"

WHEN YOU USE IT?

Preserving harmony is important
The issue matters more to the other person
You were wrong and want to make amends



BE CAUTIOUS :

Consistently accommodating can make you appear weak or passive

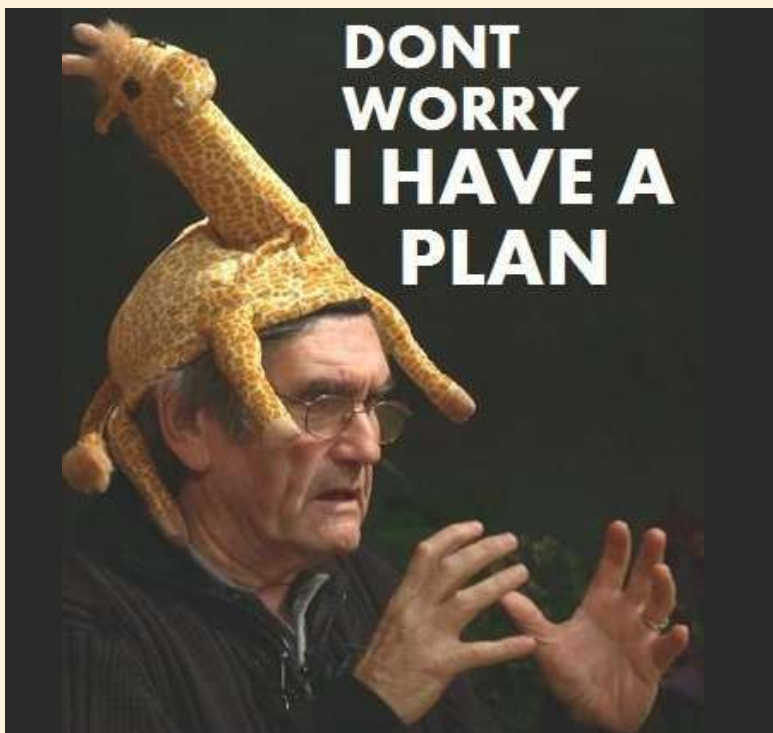


Non Violent Communication



Non Violent Communication (NVC)

Is an interpersonal framework developed by clinical psychologist Marshall Rosenberg in the 1960s and 1970s. It aims to help people connect, express themselves honestly, and resolve conflicts through empathy rather than blame, judgment, or coercion.



4 Components of NVC

Observation — what happened?

Observation means describing what you see, hear, or notice in a clear and objective way, without adding personal opinions, judgments, assumptions, or interpretations.

It focuses only on the facts, just like a video camera recording what is happening. This helps people understand a situation based on what actually happened rather than what they think or feel about it.



4 Components of NVC

Feelings — how do I feel?

Identifying and expressing the emotions you genuinely feel in response to what you observe. This means using clear feeling words, such as sad, angry, worried, disappointed, happy, or confused, instead of blaming others or making assumptions about their intentions.

Naming your emotions helps you understand yourself better and communicate honestly with others without creating unnecessary conflict.



4 Components of NVC

Needs — what is important to me?

Identifying the basic human need or value behind your emotions, such as respect, safety, trust, freedom, or connection. Understanding these needs helps you recognise why you feel a certain way and explain what matters to you without blaming others. It also helps build mutual understanding and find ways to meet everyone's needs.



4 Components of NVC

Request — what specific action would I like?

Making a clear and realistic request for an action that could help meet your needs or improve the situation. The request should be positive and respectful, allowing the other person to accept or decline freely. This encourages better communication, understanding, and cooperation.



WHAT IS GIRRAFE AND JACKAL LANGUAGE

Giraffe Language is a way of communicating that emphasizes empathy, compassion, self-awareness and respect for the needs of others.

Rosenberg chose the giraffe because it has a particularly large heart relative to its body and a long neck, which serves as a metaphor for looking beyond the immediate situation and seeing a wider perspective. It symbolizes both compassion and the ability to look beyond immediate reactions.

A person using Giraffe Language tries to communicate without attacking, blaming or humiliating others. Instead, they explain what they observe, how they feel, what they need and what specific action they would like to request.



WHAT IS GIRRAFE AND JACKAL LANGUAGE

In NVC, Jackal Language represents ways of thinking and speaking that create disconnection between people. It often involves criticism, blame, comparisons, moral judgments, demands and attempts to control another person's behavior through fear, guilt or shame.

Rosenberg used the jackal as a metaphor for communication focused on determining who is right, who is wrong and who should be blamed.

Jackal Language often appears automatically when we are angry, hurt, disappointed or afraid. We may focus so much on what the other person did wrong that we lose touch with our own feelings and the needs behind them.



Giraffe Language

- Empathy and understanding.
- Listens without judging.
- Expresses feelings and needs.
- Communicates respectfully.
- Looks for solutions through dialogue.

Jackal Language

- Criticism and judgment.
- Blames others.
- Uses accusations and demands.
- Focuses on who is right or wrong.
- Creates conflict instead of understanding.



Practical example

Instead of saying

"You are always late and you don't care about my time!"

You could say

"When you arrive 20 minutes late, I feel frustrated because I value respect for our time. Would you be open to texting me next time you run late?"



CASES



POLISH SOLIDARITY MOVEMENT

The Polish Solidarity Movement started in 1980 as a non violent strike for workers. The movement started as a way for workers to pursue better rights and working conditions. The movement later on ended up becoming nationwide through Poland.

It was led by Lech Wałęsa, an electrician who organised strikes against low wages, poor working conditions, and communist rule.



MOVEMENT OBJECTIVES

- Fair working conditions
- Fair pay
- Right to protest
- Allow the formation of trade unions
- Right to express disapproval of the current government



NON-VIOLENT ACTIONS

Solidarity was an extraordinary mobilization of citizens from all walks of life united in protest against living in a communist lie.



In the 1980s, Solidarity drew on a rich palette of nonviolent tactics that included, among others, protests; leaflets; flags; vigils; symbolic funerals; catholic masses; protest painting; parades; marches; slow-downs; strikes; hunger strikes; “Polish strikes” in the mine shafts; underground socio-cultural institutions: radio, music, films, satire, humor; over 400 underground magazines with millions of copies distributed, including literature on how to scheme, strike, and protest; alternative education and libraries.

MOVEMENT ACHIEVEMENTS

- Better protection of workers' rights: Improved working conditions, higher wages, and social security rights.
- Recognition of independent trade unions: Trade unions free from the control of the Communist Party.
- The right to strike: Strikes, which had previously been banned, became a powerful means of putting pressure on the authorities.
- A significant to Poland's democratic transition in 1989: The Communist Party's monopoly on power weakened, marking the beginning of the end of communism in Poland.

WAS IT EFFECTIVE?

Yes!



Those actions were effective at accomplishing what the workers wanted. Moreover due to the peaceful nature of the movement, the government could not use violence actions against them since it could have escalated the situation.

It is important to consider though that the government tried to stop the strikes from happening but each time, more and more people would support the workers, ultimately ending the conflict in the workers favor.

INDIA INDEPENDENCE MOVEMENT

WHAT IS IT?

Indians used peaceful methods to fight for freedom from colonial British rule, led by Mahatma Gandhi.

There was a case of racial oppression against the Indians by the British government. There was heavy pressure on the Indians through high taxes on salt and the import of cloth from Britain.



INDIA INDEPENDENCE MOVEMENT



WHAT WAS THE MOVEMENT?

The Salt March in 1930, when Gandhi led people to protest against British laws surrounding salt.

The Salt March lasted 24 days.

WHICH SPECIFIC N-V ACTIONS WERE GOOD?

- Boycotting British stores with imported goods and replacing them with local goods
- Refused to cooperate with foreign government
- Breaking unfair laws peacefully
- Peaceful speeches and meetings
- Becoming the center of attention and offering a cause for people to unite under

INDIA INDEPENDENCE MOVEMENT

WHAT WAS ACHIEVED WITH THOSE ACTIONS?

- Exposing the brutality of the government
- The government losing control in cities
 - City officials quitting
 - British trade dropping by 25%
 - Three out of four cloth shops closing
- 16 years later, India gained independence in 1947
 - Awakened people to their own power

INDIA INDEPENDENCE MOVEMENT

ARE THESE MOVEMENTS EFFECTIVE?

YES!!!! WHY?

It set the path for people to work together peacefully even years later.
It breaks the cycle and doesn't promote violence. and is a sign of courage, unity and peaceful actions being helpful in bringing change.



USA CIVIL RIGHTS MOVEMENT

WHAT IS IT?

The Civil Rights Movement was a movement in the United States that fought for equal rights and equal treatment for African Americans. It aimed to end racial segregation, discrimination, and racism. African Americans faced unfair laws and treatment in areas such as education, employment, voting, and public places. The movement used peaceful protests, marches, boycotts, and speeches to demand change. Important leaders, such as Martin Luther King Jr., encouraged people to fight for equality through non-violent action. The movement helped bring about major changes in American laws and society.



USA CIVIL RIGHTS MOVEMENT

Movement Objectives

- desegregation
- equality of rights and opportunities
- de-escalating racial tensions
- safer and more accessible civil life for African Americans



USA CIVIL RIGHTS MOVEMENT

Non - violent methods

- Segregation was made illegal across the United States.
- The movement encouraged greater solidarity between people of different races.
- African Americans gained more opportunities in education, employment, and access to welfare.
- The movement helped spread awareness about racism and discrimination.
- The Civil Rights Movement inspired other non-violent movements around the world.

USA CIVIL RIGHTS MOVEMENT

Was it effective?

The US civil rights movement has, through non-violent action and culturally influential mediums (art, music, film), successfully changed federal law in the United States permanently. The echoes of this victory ring to this day and notable figures and events are celebrated in the US with memorial days, remembrance vigils and Black history month.



SOUTH AFRICA ANTI-APARTHEID

Case Number 1

The Sharpeville Massacre (1960) and Pass Law Protests:

On March 21, 1960, police opened fire on a peaceful crowd protesting apartheid pass laws in Sharpeville, killing 69 people.

Impact: This watershed event triggered global condemnation, led the African National Congress (ANC) and Pan African Congress (PAC) to abandon purely non-violent methods, and pushed the struggle underground into armed wings like Umkhonto we Sizwe and Poqo. More than six decades later, victims' families are still challenging legacy legislation like the Indemnity Act in the Gauteng High Court to pursue accountability and reparations.



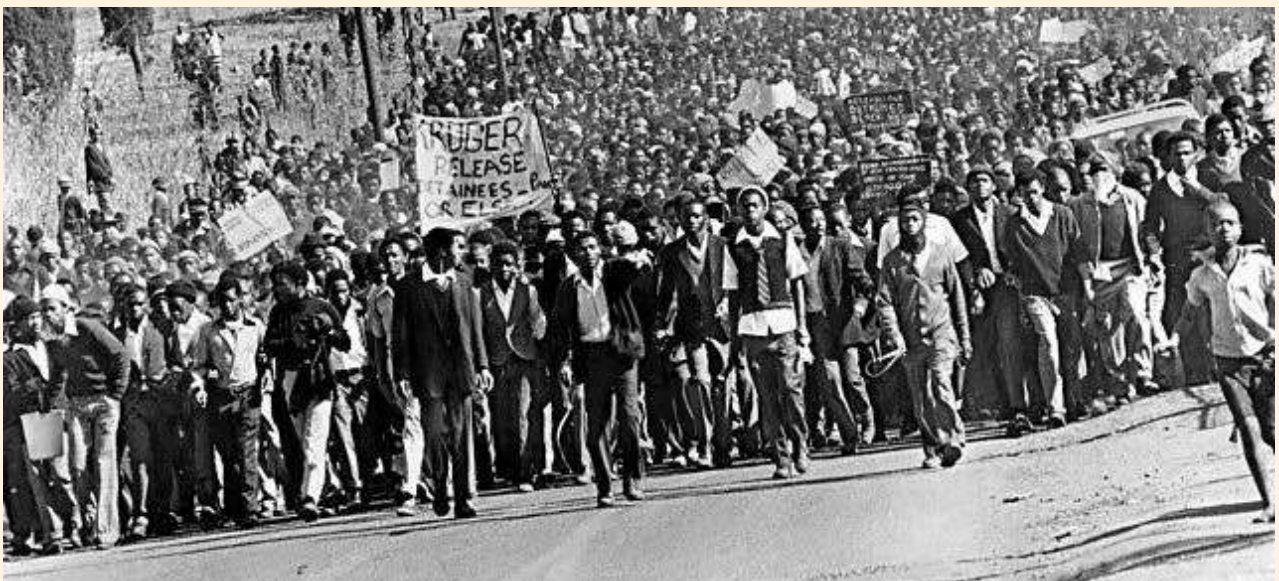
SOUTH AFRICA ANTI-APARTHEID

Case Number 2

The Soweto Uprising (1976) and the Black Consciousness Movement:

Triggered by a government directive forcing the use of Afrikaans in Black schools, thousands of students led by the South African Students Movement marched on June 16, 1976. State security forces cracked down violently, killing hundreds of youths.

Impact: The uprising revitalized internal resistance, galvanized the **Black Consciousness Movement** associated with figures like Steve Biko, and permanently radicalized a new generation of youth against the regime.



SOUTH AFRICA ANTI-APARTHEID

Case Number 3

International and Grassroots Anti-Apartheid Coalitions (1970s–1980s): Movements such as the **Anti-Apartheid Movement** in Britain, student divestment campaigns globally, and local trade union boycotts crippled South Africa's international standing. By the mid-1980s, roughly one-third of the British population actively boycotted South African goods.↓

Impact: Combined with internal economic pressure and shifting Cold War dynamics, these boycotts forced the National Party government under F.W. de Klerk to negotiate, lift bans on liberation movements, and release Nelson Mandela after 27 years in prison



SOUTH AFRICA ANTI-APARTHEID

Case Number 4

The Truth and Reconciliation Commission (TRC) and Post-Apartheid Transitional Justice (1990s–Present):

Set up as a restorative justice body in the mid-1990s, the TRC investigated human rights violations, granted conditional amnesties, and attempted to document the scale of apartheid-era state crimes.

Impact: Recent legal re-examinations—such as reopened inquests into Steve Biko's 1977 detention death, the **Cradock Four**, and inquiries into stalled TRC prosecutions—demonstrate that South Africa continues to process the unfinished business and legal barriers of the apartheid era.



SOUTH AFRICA ANTI-APARTHEID

Defiance Campaign that evolved into the Mass Democratic Movement

What it was

The first massive, multi-racial nonviolent protest against apartheid, led by the ANC in 1952.

How it worked

Volunteers intentionally broke racist laws (like entering "whites-only" areas) to get arrested peacefully and flood the prisons.

The outcome

It failed to change the laws immediately, but it united the anti-apartheid movement, grew ANC membership from 7,000 to 100,000, and proved that disciplined "people power" could actively threaten the regime.

SOUTH AFRICA ANTI-APARTHEID

The Movement Objective

The main objective was to completely dismantle the apartheid system and establish a democratic, non-racial South Africa where every citizen had equal political rights, full freedom of movement, and protection under the law.



SOUTH AFRICA ANTI-APARTHEID

Non-violent actions that were used

- **Consumer Boycotts:** Refusing to buy from white-owned shops to hurt the regime's economy.
- **Mass Strikes:** Workers refusing to go to work to shut down factories and businesses.
- **Civil Defiance:** Intentionally breaking segregation laws (like entering "whites-only" areas) to pack prisons.
- **Rent Strikes:** Entire communities refusing to pay rent to state-controlled municipal boards.
- **Political Funerals:** Turning funerals of fallen activists into massive, peaceful protest rallies.

SOUTH AFRICA ANTI-APARTHEID

What was achieved with those actions?

Forced Negotiations: The massive economic damage from strikes and boycotts forced the white minority government to sit down and negotiate for peace.

System Breakdown: The refusal to pay rent and obey laws broke the state's control, making the apartheid system completely unworkable.

Global Isolation: Dramatic public defiance gained worldwide attention, forcing international banks and countries to completely cut off South Africa.

Total Democracy: Ultimately delivered the ultimate goal—the 1994 free elections and a new constitution guaranteeing equal rights for all.

SOUTH AFRICA ANTI-APARTHEID

Do we see those actions as effective?

YES!!

people power and total unity across the country made it impossible for the police to control everyone

nationwide strikes and rent boycotts stopped the country's money flow

global pressure left the government with no outside money, trade or allies



HATE SPEECH



WHAT IS IT?

Hate speech is communication that attacks, degrades, or demeans individuals or groups simply for who they are. Rooted in prejudice, it targets core identity characteristics such as ethnicity, religion, race, gender, sexual orientation, or nationality. It manifests not only in large-scale historical propaganda, such as the 1994 anti-Tutsi radio broadcasts in Rwanda, but also in everyday life through bullying in schools, public shaming, peer gossip, and hostile online comments.



PILLARS OF HATE SPEECH

- Identity-Based Targeting: Attacking people for inherent traits such as religion, gender, sexual orientation, or ethnicity.
- Dehumanization: Depicting targeted groups as subhuman or dangerous to justify discrimination and violence.
- Social Exclusion & Humiliation: Speaking poorly of people, bullying them, or rejecting them in front of others.
- Media Amplification: Using platforms to spread and normalize hostility rapidly.



EXAMPLES OF HATE SPEECH CAMPAIGNS

RWANDA RADIO 1994

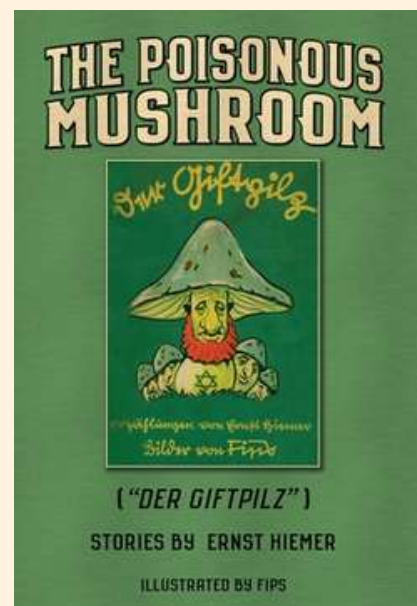
In 1994, during the genocide against the Tutsi in Rwanda, a radio station called RTLM (Radio Télévision Libre des Mille Collines) spread hateful propaganda against Tutsi people. Its broadcasts dehumanised them, spread fear, blamed them for the country's problems and sometimes encouraged violence. The radio helped fuel hatred and identify targets, contributing to the genocide in which around 800,000 people were killed. This case shows how media can spread hate speech and encourage real-world violence.



EXAMPLES OF HATE SPEECH CAMPAIGNS

THE POISONOUS MUSHROOM (DER GIFTPIILZ)

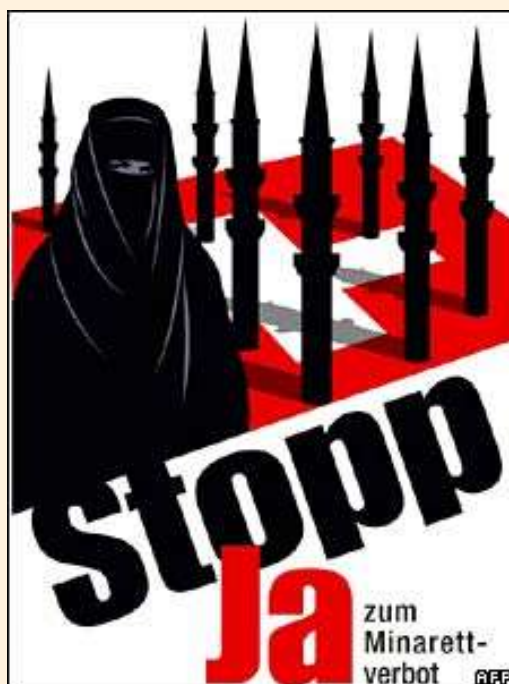
The Poisonous Mushroom (Der Giftpilz) was an antisemitic children's book published in Nazi Germany in 1938, before Germany invaded Poland in 1939. It compared Jewish people to poisonous mushrooms, falsely portraying them as dangerous and untrustworthy. Through illustrations and simple stories, the Nazis spread hatred and taught children to fear and discriminate against Jewish people. This example shows how propaganda can use familiar images and education to normalise prejudice and influence young minds.



EXAMPLES OF HATE SPEECH CAMPAIGNS

BURKA AND MISSILES

In 2009, a controversial political poster in Switzerland showed a woman wearing a burqa alongside minarets shaped like missiles rising through the Swiss flag. The poster was part of a campaign to ban the construction of minarets. Critics argued that the imagery portrayed Islam and Muslims as a threat, encouraging fear and prejudice against an entire religious group. This is an example of how political propaganda can use powerful images to associate a group's identity with danger and spread Islamophobia.



EXAMPLES OF HATE SPEECH CAMPAIGNS

WELFARE QUEEN

The term “welfare queen” became popular in the United States during the 1970s, especially through Ronald Reagan’s political speeches. It portrayed poor Black women who received government assistance as lazy, dishonest and having many children to exploit the welfare system. Although the stereotype drew on an actual fraud case, it unfairly generalised the behaviour of one person to a much wider group. This example shows how political rhetoric can use racial and gender stereotypes to create resentment towards vulnerable people and reduce public support for social assistance.



TERRORISM



WHAT IS IT?

The only major word in international law and politics that has no single, universally accepted official definition

POSSIBLE DEFINITIONS:

United Nations (UN) Criminal acts intended to cause death or serious injury to intimidate a population or compel a government.

United Kingdom (Terrorism Act) Actions or threats designed to influence governments or disrupt electronic systems for political or religious causes.

United States (PATRIOT Act) Illegal, violent acts dangerous to human life intended to coerce a civilian population or influence government policy



OUR DEFINITIONS:

This are not official definitions but the ones we came up during the project

Terrorism is an act of violence and spreading fear with ideology/agenda towards non-governmental groups with no possibility of justification.

Terrorism is an act of violence which causes to install fear caused by non-governmental (individual), who's aim is to bring attention to political or ideological point.



OUR DEFINITIONS:

Terrorism is an act of violence, with political agenda and purpose, done by private organization and not public institutions. The main goal is to provoke fear.

Terrorism is calculated /planned violent act of intimidation for the aim of putting fear towards the governmental organization in order to accept a particular political/religious objective.



EXAMPLE: SENDERO LUMINOSO

Translating to The Shining Path in english, the group fought to overthrow the Peruvian government and establish a communist peasant regime. Their leader, "Comrade Gonzalo" (a philosophy professor) rooted their ideological identity in Maoist and Marxist-Leninist thought. Known for violent armed conflicts through the '80s, remnants remain active, though not as ideologically inclined.



EXAMPLE: ETA

Euskadi Ta Askatasuna (Basque Fatherland and Liberty) were a Basque separatist group established in 1959 who fought against dictator Francisco Franco's suppression of Basque identity and sovereignty. Their ideology is considered far-left. After a long stint of bombings, kidnappings and extortion (hundreds of casualties) the group officially disbanded in 2018.



EXAMPLE: UNABOMBER

Theodore J. Kaczynski (a.k.a the Unabomber) is a domestic eco-terrorist who carried out a streak of mail bombings in protest of modern technology and industrialization. These attacks forced national media to publish his eco-extremist manifesto. His attacks killed 3 and injured 23 over a period of 17 years.



EXERCISES

Useful methods
for youth workers



CHAHAL VS UK



CORE TOPIC

Human rights, the prohibition of torture, and deportation. Exploring whether national security concerns can justify sending a person to a country where they risk being tortured or die.

FOR WHOM

For everyone, especially public authorities, politicians, and civil society organisations, to reaffirm human dignity, fundamental human rights, and the value of every human life.



CHAHAL VS UK



ACTIVITY DESCRIPTION

The activity consisted of a role-play in which three roles were divided:

- Karamjit Singh Chahal, an Indian citizen and Sikh activist who had lived in the UK since the 1970s with an indefinite residence permit.
- The UK government, who, in order to protect the security of the country, asked for the deportation of Chahal due to alleged terrorist acts.
- The judges, who had to hear the arguments of both sides and decide the conclusion of the case.

CHAHAL VS UK



ACTIVITY DESCRIPTION

During the activity, each group had to discuss how they were going to adopt their role (questions, arguments etc) and then divide into small groups of a judge, a Chahal and a UK government in a scenario of a mock trial.

After presenting their arguments, the judges of each group had to make the decision whether or not to execute Chahal's deportation.

CHAHAL VS UK



QUESTIONS FOR DEBRIEFING:

How did it feel to be in the place of Chahal?

How was the activity helping to improving ourselves?

What were the thoughts of the group about the situation after the activity.

Thoughts and opinions about the point of view of the judges.

What main topics about conflicts, do arise through this specific topic?

How could similar situations in the future, be more equal to both sides?



BAFA-BAFA

CORE TOPIC

Cross-cultural communication, discrimination and stereotypes.

FOR WHOM

This game is for Youth workers, leaders of youth organizations, teachers or businesses and organizations to help with effective team building.



BAFA-BAFA



ACTIVITY DESCRIPTION

Alpha Culture:

The Alphas are a warm, friendly, and family-oriented community.

How do you behave: you like to stand close to each other, touch hands gently while talking, and enjoy slow, casual conversations.

The Touching Rule: Alphas are very physically close. When they talk, they must maintain physical contact

The Greeting Ritual: To greet someone, you must use a specific sequence.

The Gender Dynamic: If an outsider male approaches an Alpha woman without greeting the family patriarch first, it is seen as deeply disrespectful.

BAFA-BAFA



Beta Culture:

The Betas are a hard-working, business-oriented community.

The Beta culture is purely a capitalistic, transactional society. Their language, status, and survival depend entirely on a card-trading game.

The Language (The Code): Betas do not speak English. They use a modified code.

Ba – $\frac{1}{4}$ filled by color card.

BaFa – $\frac{1}{2}$ filled by color card.

BaFa-Ba – $\frac{3}{4}$ filled by color card.

BaFa-BaFa – full colored card.

1 – Red, 2 – Yellow, 3 – Blue, 4 – Green, 5 – Black.

You might say "Ba-Fa 3" (which could mean "I want blue card with half colored).

BAFA-BAFA



Beta Culture:

The Card Game (The Market): Every Beta player is given a set of colored cards with varying levels of staining (from $\frac{1}{4}$ to full colored). The goal of the entire culture is to trade these cards to create "sets" (e.g., four cards of the same color, from $\frac{1}{4}$ to full staining).

Social Status: Your worth in Beta society depends entirely on your points.

Personal Space: Betas strictly avoid physical contact.

No Small Talk: Time is a resource. If a transaction cannot happen within 30 seconds, the Beta player will simply turn around and walk away to find a better business partner.

BAFA-BAFA



Learning the Rules:

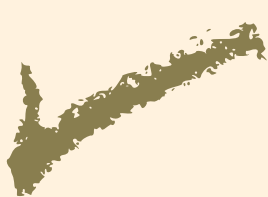
Each group receives a "crash course" in their own culture's secret rules and norms from a facilitator. They practice acting out their culture until they feel comfortable.

Observer and Visitor Exchanges:

Representatives or observers from each room visit the opposing culture for short periods.

They try to figure out what is happening, what the rules are, and how to interact.

They return to their home culture to report, speculate, and form stereotypes or theories about the "strange" people next door.



BAFA-BAFA



QUESTIONS FOR DEBRIEFING:

Can you try to to explain the culture of the other group?

What was your feelings while preparing for the game in your family group?

What was your feelings as a stranger visiting other family group ?

What was your reactions when suddenly strangers came into your 'home'?

How did you try to adapt ?

What did you learn from this game?



PATH TO EQUALITY-LAND

CORE TOPIC

Gender Equality

FOR WHOM

Youth workers, leaders of youth organizations, teachers, 4+.

ACTIVITY DESCRIPTION

Part 1: BRAINSTORM (15 minutes)

First, participants are split into groups of 3-5. They draw three columns on a piece of paper. The first column represents life in Equality-land (ideal life for men and women), the second represents life for men and women today, and the third represents challenges that separate life today and life in equality land. participants fill in columns with examples.

PATH TO EQUALITY-LAND

Part 2: DRAW THE MAP (40 minutes)

Each group draws a fantasy map where the starting point is life today (column 2) and the finish is Equality-land (column 1). A path is drawn between these points, where geographical features represent potential challenges (column 3).



PATH TO EQUALITY-LAND

QUESTIONS FOR DEBRIEFING

Have you ever thought about this situation before playing this game?

Was it hard to agree when drawing such complicated problems?

During the drawing process, did anyone take on a specific role naturally, and how did that impact the final path you created?

What have you learned from doing this activity?

Are you going to change anything in your life after this activity?

THE STEREO WALK

CORE TOPIC

Discrimination, hate speech, human rights, stereotypes, xenophobia.

FOR WHOM

Youth workers, leaders of youth organizations, teachers (youngsters from age 10 to 18).



THE STEREO WALK

ACTIVITY DESCRIPTION

The game starts with the creation of roles that could be misrepresented or discriminated in their day-to-day lives and situations.

The situations are then created and the characters are put through them. For example, a female school teacher role feeling afraid of going home alone at night.

Then the players are assigned the roles either randomly or by themselves.

THE STEREO WALK

ACTIVITY DESCRIPTION

The starting and a finishing line is created with about 10 to 15 steps in between. The players are then put through the series of situations and if any one of the players feels like they feel like they relate to this they take a step forward.

The game ends either when all of the situations are played out or one of the players reaches the finish line.

If a player does not feel like they relate, they stand in the same place.

After the after the game is finished, the players are asked a series of questions about their choices and the reasoning they made while doing the steps.

THE STEREO WALK

QUESTIONS FOR DEBRIEFING

How did you feel in your role ?

*Did you find differences in your actions of your role rather yourself ?
What were they ?*

Do you agree with the person who took those steps?

Would you act differently?

Does this change your critical thinking about a certain groups that were represented?

How can we make those groups feel better in our everyday lives?

Is there anything else that we did not touch upon that would make other groups discriminated ?

DERDIANS

CORE TOPIC

Stereotyping, unconscious bias, and systemic discrimination.

FOR WHOM

Corporate teams, students, and educators who want to move beyond textbook theories about diversity.



DERDIANS

ACTIVITY DESCRIPTION

The game splits participants into two groups, Engineers and Derdians, who must work together to build a bridge using cardboard and glue.

The Engineers follow modern, task-oriented rules, while the Derdians follow strict, hidden cultural customs, such as greeting people only with a laugh or forbidding men from touching tools.

Because neither side understands the other's unwritten rules, communication quickly collapses,

DERDIANS

QUESTIONS FOR DEBRIEFING

How did you feel during the simulation, and at what specific moment did frustration start to build?

What assumptions or judgments did the Engineers make about the Derdians, and how did the Derdians view the behavior of the visitors?

How did you try to solve the communication breakdown, and which strategies worked or failed?

In what ways did you notice stereotypes or discrimination naturally forming during the game?

Where do you see these exact same cultural clashes and biases happening in our everyday lives or workplaces?

PERSONAL STORIES



PERSONAL STORIES

To better understand the impact of the project, we collected personal reflections from participants through a set of open ended questions. One participant from each country shared own experience, highlighting the most meaningful moments and insights gained throughout the learning journey with the following questions:

- What were your expectations before the project, and were they met?
- Was this a new topic for you or did you know something about it?
- What insights did you gained throughout the learning journey?
- Did this experience influenced you in any personal or professional way? If yes, how?
- What was one of the most meaningful moments you had?



Lucía

Spain

22 y.o.

I expected to learn new things, develop useful skills, and meet interesting people from different countries. These expectations were met, and I gained valuable knowledge and experiences throughout the project.

I had very little previous knowledge about the topics discussed, so most of the project was new to me. I learned a lot through the workshops, especially about non-violent communication, positive teamwork, and the realities of other countries. I also gained a better understanding of conflicts' background and their reasons.

The experience influenced me both personally and professionally. I learned more about world conflicts, hate speech campaigns, NVC actions and improved my social and communication skills. It also helped me become more open to different perspectives.

One of the most meaningful parts was meeting very interesting people and to collect a lot of information from them. During the "Conflicts in national communities" session I know a lot about other European countries and useful ways not just overcome but to prevent the conflicts.



Ioannis

Greece

25 y.o.

I wanted to find answers how can we fix conflicts that exist in our societies out the aggressive way.

It was a great learning journey for me and I have been collected a lot of skills. We went deep into the conversation here: we learnt a lot about hate speech, stereotypes, NVC and conflict-resolution.

In addition I learned more about solving problems that exist in our society. It was actually an opportunity to define what its category is, analyze how we can find solutions to our problems. It was really a thoughtful project in general.

We discussed topics not only how but why people communicate and how to actually overcome conflicts when they appear on the horizon, how to protect ourselves in case of intropersonal conflicts. It will be helpful in youth work and personal growth, cause it actually gave us a tool to build strong resistance to hate speech.

Through the program it was really nice to connect with people from different countries. It helped me to understand different thoughts.



Farid

Germany

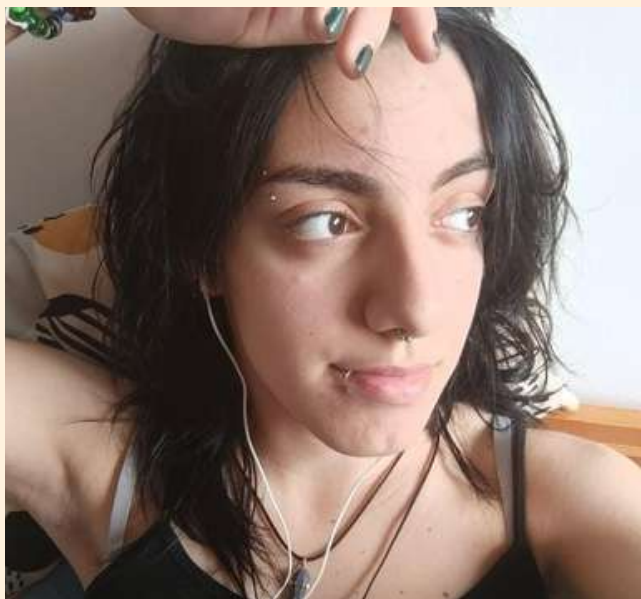
24 y.o.

I learned useful skills and meeting some new people. Also it being socially scary. My expectations were met and I have gotten way more out of it than I originally thought. A lot of useful skills, knowledge, competencies and new ideas!

It was theoretically new, but I personally have thought a lot about some of the topics discussed in the program to myself. My insights were based on, how to be a more peaceful person and how to approach new situations with more care. Also how to start new constructive relationships with people from different cultures.

This experience influenced me a lot in my youth work. My social skills have gone way higher which will lead to me having better quality of communication and conflict resolution in our NGO is working with vulnerable target audience.

The role-play activities was one of the most memorable and useful moments because it challenged me to step outside my own perspective and experience how differences can shape the way we interact with others and resolve the conflicts peacefully.



Irina

Croatia

22 y.o.

My primary objective was to expand my professional network and engage in peer-to-peer knowledge exchange. The training successfully provided a collaborative framework where I could analyze diverse youth work practices and integrate shared experiences into my own professional portfolio.

Before this training, I wasn't very familiar with Nonviolent Communication and conflict transformation. During the project, I learned not only what these approaches mean, but also how to use them in real-life situations. I gained useful tools and more confidence to handle conflicts and create a more positive and understanding environment when working with young people.

I developed skills in de-escalation and conflict transformation, learning to approach high-tension situations with emotional regulation and neutrality. Furthermore, I advanced my competencies in active listening and empathetic communication.

The experience strengthened my intercultural competence. I became more aware of the challenges young people from different backgrounds may face. The training helped me better understand different perspectives, challenge my own assumptions and become more confident in creating inclusive spaces.



Jenny
Hungary
24 y.o.

I expected to connect with people from different cultures, to know more about peacebuilding, NVC and conflict resolution. The project gave me the opportunity to do all of these things and learn from the people around me.

Although I had already studied the topic before, the project allowed me to explore it in greater depth and gain a better understanding through practical activities and discussions like Hate Speech Campaigns Analyzing, Frayer Model Challenge, 4 pillars of NVC. I learned how productive teamwork can be and gained a better understanding of the nature of conflicts, how they develop, and how they can be managed and resolved.

The experience will help me feel more conscious and confident when facing future conflicts. I also became more open socially and more comfortable interacting with people from different backgrounds.

My favorite part was spending sessions actively - with a lot of interactions, group discussions and sharing our points of views. It was real meeting of leaders!



Stefanija

Latvia

31 y.o.

My expectations were to get deeper into topic of conflict management and get useful insights and tips for myself. And of course, to discover new methods of conflict resolution and peace building. The project fully lived up to my expectations.

I have some psychological knowledge from personal experience in conflict management topic. But this time I got a chance to discover more about historical, political and worldwide tendencies of conflict resolution and reflect on them. I learned how important it is to develop empathy and conflict management skills. I also realised how challenging it can be to understand different opinions, deal with what others say and find compromises in today's competitive world.

I have reflected a lot on a fact what is my conflict management style and how good are already my skills. And, as I am working with the youth, I realised how important this topic is to teach and talk with new generations about conflicts itself and their resolution.



Jerzy
Poland
33 y.o.

I expected first of all to learn more about Nonviolent Communication and how to use it in different situations. The project gave me a lot of useful information and helped me better understand its principles.

I had already experienced many conflicts and often tried to resolve them using NVC. However, this project helped me deepen my knowledge and discover new ways to approach difficult situations. I now have a clearer understanding of hate speech, what it means, and how it can affect people. I also better understand the importance of recognizing harmful language and its consequences.

The experience made me more aware of the words I use, the topics I discuss, and how my language can influence others or contribute to conflicts. I will try to communicate more carefully and consider the impact of my words.

My favorite activity was the Volcano workshop because it required us to work together resolving the intergroup conflict. I enjoyed the teamwork and the opportunity to find solutions collectively.



Vanessa

Slovakia

18 y.o.

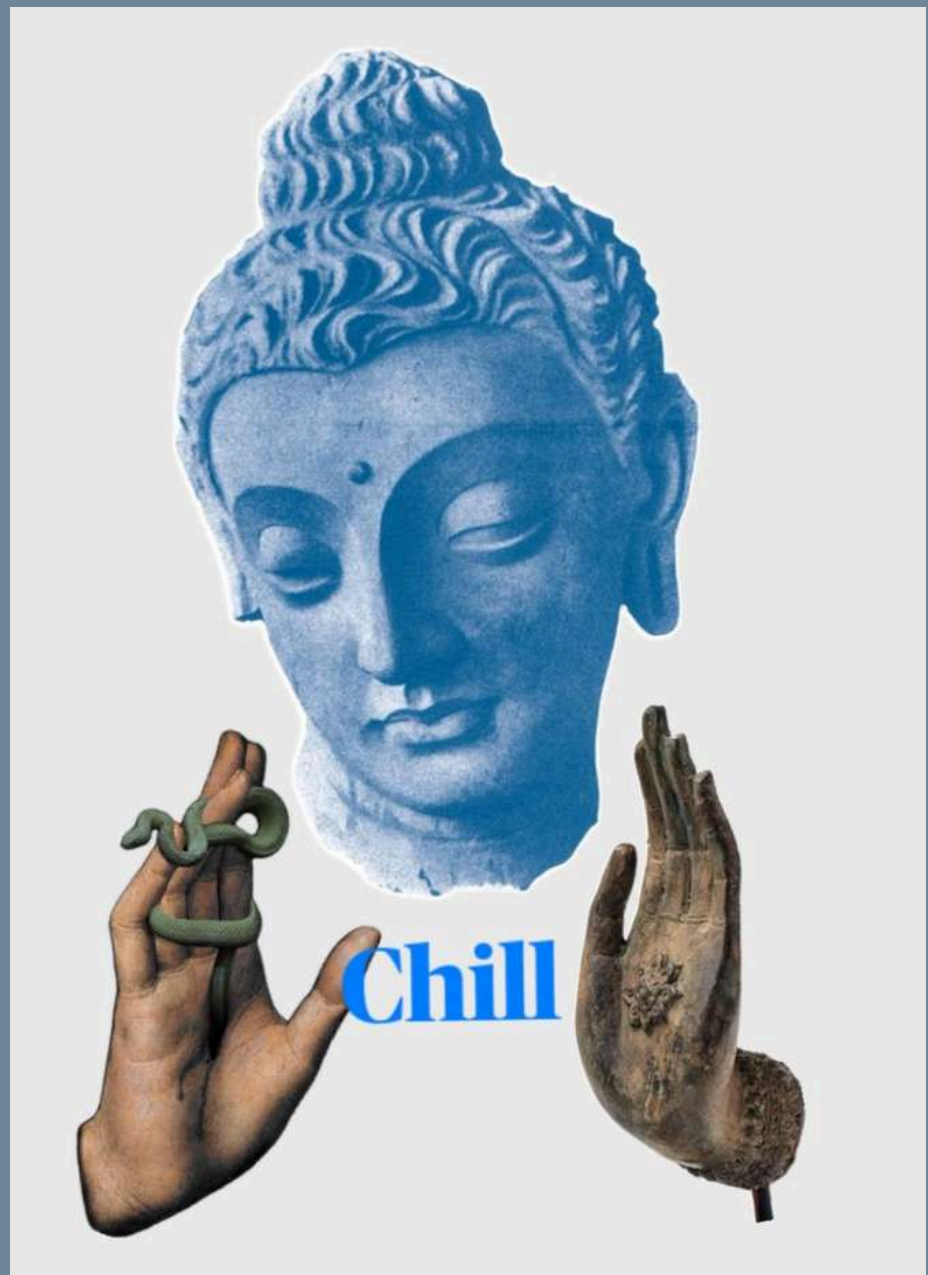
I expected to meet colleagues from youth workers, learn about peacebuilding, and develop my understanding of conflict resolution. The project met my expectations and gave me the opportunity to learn through different activities and discussions.

The topic was not completely new to me, as I had participated in other projects related to peacebuilding and conflict resolution. However, this experience allowed me to continue learning and discover new perspectives.

I learned useful peacebuilding skills and different ways to approach and resolve problems. I also gained a better understanding of how to manage conflicts constructively and peacefully.

The experience influenced me both personally and professionally. I gained knowledge and skills that I can apply to my work and everyday life, especially when dealing with conflicts and communicating with others.

LEARNING OUTCOMES & PHOTOS



LEARNING OUTCOMES & PHOTOS



CONCLUSION - “PEACE BY PIECE”

Throughout this project, participants deepened understanding of conflicts and explored different ways to address them peacefully. They learned that peacebuilding begins with respect, trust and the everyday actions of each individual. By exchanging experiences from different countries, they recognised shared challenges, the need to promote inclusion and create equal opportunities.

Through Nonviolent Communication, they practised listening with empathy, expressing their feelings and needs, and respecting personal boundaries.

Historical examples reminded the power of solidarity, collective action and nonviolent resistance in creating positive change. At the same time, practical activities helped them recognise prejudice, explore different perspectives and work together towards solutions.

After completion of the training participants can contribute to more peaceful, inclusive and understanding communities - building peace, piece by piece.

USEFULL LINKS

Oxfam: an international organization that fights inequality, and social injustice.
<https://www.oxfam.org/>

Amnesty International: a global organization that fights for human rights and against racism, discrimination, and injustice.
<https://www.amnesty.org/>

Human Rights Watch: an international organization that investigates and exposes human rights violations worldwide.
<https://www.hrw.org/>

International Rescue Committee (IRC): an organization that helps people affected by war, persecution, and humanitarian crises.
<https://www.rescue.org/>

SALTO-Youth Resource Centre: a foundational platform for European youth work
<https://www.salto-youth.net/InclusionOffendersConflict>

The Conflict Resolution Network: an organization dedicated to making dispute-resolution skills accessible worldwide.
<https://www.enar-eu.org/>

Center for Nonviolent Communication: the global home of Marshall Rosenberg's NVC methodology.
<https://vawnet.org/sc/organizations-focusing-conflict-resolution>

Podcasts of project Peace by Peace
https://open.spotify.com/show/6Q4dYhI7n82xVuUk6dPTDo?si=zKAvEXa9QuGIr8ifl8o6qg&utm_source=whatsapp
<https://www.buzzsprout.com/admin/2659401/episodes.html>
<https://castbox.fm/va/7463229>

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THE END



**“TRUE PEACE IS NOT MERELY THE
ABSENCE OF TENSION; IT IS THE
PRESENCE OF JUSTICE.”**

MARTIN LUTHER KING JR